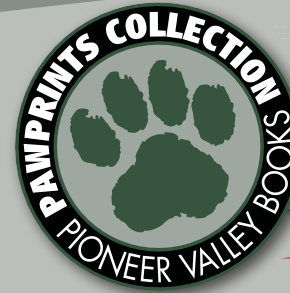




TITLE: LITTLE KNIGHT
LEVEL: A



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about a mouse called Little Knight. He likes to pretend he is a knight. In this story we will find out what he sees on his adventure."
- "Turn to pages 2 and 3. What can Little Knight see? Yes, the door! It says, *I can see a door*. Repeat that with me: *I can see a door*."
- "Now turn to pages 8 and 9 to see what Little Knight can see. *I can see cheese*. Say *can*. What letter comes at the beginning of *can*? Yes, *c*. Find *can* and put your finger under it. Say *can*."
- "Now turn to page 12. Do you see him running away from the cat? He says, *Oh, no! Look out!*"
- "Turn back to the beginning and read about what Little Knight can see." (If necessary, read the first page together.)

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level A Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- The mouse is dressing up as a knight.
- Discuss where Little Knight is. (Ask for evidence from the pictures.)

FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *can*. Have them make the word *can* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- Talk about how the pictures can help you know what will make sense and how you can check it against the first letter of the word (e.g., picture of door, *d*).




You Will Need:

- Magnetic dry erase easel
- Sentence picture cards (I can see a ____.)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will be saying words slowly to hear the first and last sounds.

Steps:

The  icon indicates that some of the resources needed to complete these steps are available for downloading at pioneervalleybooks.com/pawprints.

1. Explain to the students that they are going to learn about saying words slowly to hear all of the sounds.
2. Place the picture card for the first sentence on the magnetic dry erase easel. (Picture of a door: *I can see a ____.*)
3. Have the students say the word *door* slowly and think about the sound at the beginning of the word. "Look at my mouth and listen as I say the word." Say the word *door* slowly. "What do you hear at the beginning of *door*? That's right it is *d*." Write *d* on the blank.
4. "I'll say *door* again. I hear *r* at the end. Say the sound at the end."
5. Write *r* next to the *d*.
6. Do the rest of the examples together. Do not worry about the medial sounds—only the beginning and end sounds.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for second language learners.

- Check to see that the students can name all of the things in the pictures in the new book. You may want them to point to the objects.
- Ask the students to repeat the language structure in the new book several times.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.