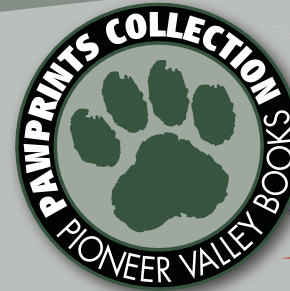




TITLE: WHO CAN READ?
LEVEL: A



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 animals reading."
- "Turn to pages 2 and 3. What animal is reading here? Yes, a cat! It says, *The cat is reading*. Repeat that with me: *The cat is reading*."
- "Now turn to page 6 to see what other animals are reading. *The hedgehog is reading*. Say *The*. What two letters come at the beginning of *The*? Yes, *Th*. Find *The* and put your finger under it. Say *The*."
- "Now turn to page 12. The boy is saying, *We are reading, too!*"
- "Turn back to the beginning and read about all of the animals reading." (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 animals are not really reading—this is a fictional story.
- Discuss ways to know the difference between fiction and nonfiction.

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 *the*. Have them make the word *the* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- You may want to call students' attention to the word *is*. Have the students write it or make it with magnetic letters. (Note: working on more than one unfamiliar word in one lesson can be challenging.)



You Will Need:

- Chart paper
- Marker

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will be participating in an interactive writing lesson; the students and the teacher will share the pen.

Steps:

1. Explain to the students that they are going make their own story about reading.
2. Have students take turns coming up to the chart and writing their name and then the word *is*. Help students to write the word *is* by saying the word slowly and asking students what letters they hear. The teacher completes the sentence with *reading*. (e.g., *Kevin is reading*.)
3. Read the story together.
4. Have the students make a small picture of themselves to go next to their sentence.

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 pictures in the new book.
- Ask the students to repeat the language structure in the new book several times.
- Make sure students are not confused by the fictional aspect of the animals "reading."

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