



TITLE: PORCUPINE IS HIDING
LEVEL: B



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 Porcupine and all of the places he is hiding."
- "Turn to pages 2 and 3. Where is Porcupine hiding? Yes, *Porcupine is hiding in the grass*. Repeat that with me: *Porcupine is hiding in the grass.*"
- "Now turn to pages 6 and 7 to see where Porcupine is hiding. *Porcupine is hiding in the flowers*. What letter comes at the beginning of *in*? Yes, *i*. Find *in* and put your finger under it. Say *in*."
- "Now turn to page 12. *Porcupine is not hiding. Look out!*"
- "Turn back to the beginning and read about where Porcupine is hiding." (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 B 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.

- Porcupines live in the forest.
- Invite students to talk about why you might want to look out for Porcupine.


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 *in*. Have them make the word *in* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- Turn to page 4. Talk about how there are two ways to know that it says *tree*. Cover up the word and ask what letter does it start with. Then reveal the first letter. Say "You know it says *tree* because the word starts with a *t* and also because there is a tree in the picture."




You Will Need:

-  **Picture cards** (cake, car, cat, dad, deer, moon, table, tent, tooth)
- **Pocket chart**

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will be saying words and deleting the first sound of words. This practice helps students learn to identify sounds in sequence.

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 to say words without some of the sounds.
2. Place a picture card of the cat in a pocket chart or in front of the students on the table.
3. Say "When you say a word you can hear the first sound. Say cat. What's the first sound? Say the first sound by itself."
4. Say "Now I'm going to say cat without the c." (Cat, at)
5. Practice using the other picture cards.
6. You can vary the activity by using students' names (Billy, illy).

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students know and understand all of the pictures in the new book and the Extend Knowledge of Words and Letters lesson.
- Show the students a picture of a porcupine and talk about the quills.

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