



TITLE: PETS
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 different children and their pets."
- "Turn to pages 2 and 3. What kind of pet is here? Yes, a cat. It says, *Here is my cat. I like my cat.* Repeat that with me: *Here is my cat. I like my cat.*"
- "Now turn to pages 6 and 7 to see what other pets the students have. *Here is my turtle. I like my turtle. Say Here.* What letter comes at the beginning of *Here*? Yes, *h*. Find *Here* and put your finger under it. Say *Here.*"
- "Now turn to page 12. The girl is saying, *Here is my snake. I love my snake.*"
- "Turn back to the beginning and read about all of the pets." (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.

- There are a lot of different kinds of pets. You can extend this discussion by asking for examples of other pets people have.
- Invite students to talk about their own pets.

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 *Here*. Have them make the word *Here* 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 *my*. 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:



Picture cards (cat, dog, hamster, rabbit, snake, turtle)



Word cards (Here, is, my)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will be learning to look more closely at words.

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 make their own sentence using the words from the book.
2. Place picture cards out on the table and have the students name all of them.
3. Give each student the word cards. Ask the students to arrange them so they say, *Here is my*. Have the students refer to their books if they need help arranging the words.
4. Have the students pick one picture to complete the sentence.
5. Have each student read his or her "story."

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.
- Ask the students to repeat the language structure in the new book several times.
- Support students in constructing syntactically correct sentences about their pets. Support their use of language in a conversational way.

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