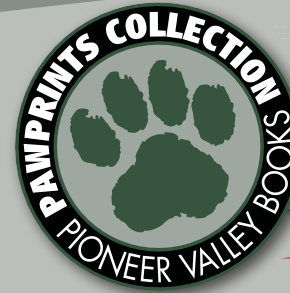




TITLE: ANIMALS ON THE FARM
LEVEL: C



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 on a farm."
- "Turn to pages 2 and 3. *Here is a farm.* Turn the page and let's see one of the animals on the farm. What do you see? Yes! *The cow is on the farm.* Repeat that with me: *The cow is on the farm.*"
- "Now turn to page 12. *Here is a horse.* *The horse is on the farm, too.* Say *Here.* What letter comes at the beginning of *Here*? Yes, *H.* Find *Here* and put your finger under it. Say *Here.*"
- "Turn back to the beginning and read about the animals on the farm."

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 C 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 many different kinds of animals that might live on a farm.
- Discuss any experiences students have had visiting a farm.

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.
- 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 farm, *f*).



You Will Need:

- Chart paper
- Marker

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will be adding an s to nouns.

Steps:

1. Explain to the students that you are going to show them something new about words.
2. Begin by having the students orally generate singular and plural forms of simple nouns. Say "I'll say the word for one thing and you say the word for more than one." (*One cat, two cats.*) Follow with the words *ball, bike, cow, and house.*
3. After some oral examples, write some simple words on the left side of a chart (such as *farm, pig, dog, cat, mom, dad, boy, girl, sister, and brother*). Invite students to write words with an *s* on the left side of the chart.
4. Ask students what they have noticed about the words. Be sure to help students understand that you add *s* for two or more things.

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 objects or animals in the pictures in the new book. You may ask them to point to the objects.
- You may want to talk more about farms and the animals that live on farms.

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