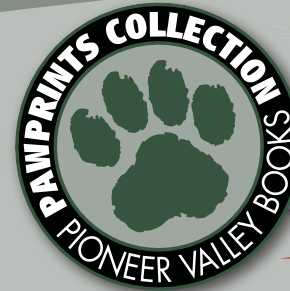




TITLE: HUNGRY BABY ROBINS
LEVEL: C



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 baby robins who are hungry. Mother Robin looks for food for the babies."
- "Turn to pages 2 and 3. Here are the baby robins. *The baby robins are hungry. 'Cheep, cheep,' said the baby robins.* Turn the page and let's see what happens. What do you see? *Mother Robin looked for worms. Mother Robin looked and looked.*"
- "Now look through the book at all of the pictures. See how Mother Robin looked and looked? Did she find a worm?"
- "Turn back to the beginning and read about the hungry robins."

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.

- Baby birds rely on their mothers for food.
- Discuss what birds might feed babies.



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 *looked*. Make *looked* with magnetic letters. Slide *look* to the left, breaking the word apart. Add the *ed* ending back on. Have students break apart and remake the word while saying *look*, followed by *looked*.




You Will Need:

-  Picture cards (bat, car, dad, hat, jar, king, mad, ring)
- Pocket chart
-  Word cards (same as picture cards)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will look at words that rhyme with car, dad, hat, and king.

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 listen to some words that rhyme.
2. Show the picture of the ring and have the students say the word. Then show the picture of the king and have them say the word.
3. Ask "What do you notice?"
4. Place the other pairs of pictures in the pocket chart. (Mix them up so they are not matched).
5. Ask students to take turns finding pairs of picture cards that rhyme.
6. Now place the words under each picture.
7. Say "Now listen for parts that sound the same." Say the two words and guide the students to notice the parts that look alike.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students understand that a robin is a kind of bird.
- You may want to practice several structures, such as *looked and looked*.

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