



TITLE: HUNGRY MR. NAUGHTY
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 Mr. Naughty, a rabbit. He is hungry and looking for food."
- "Turn to pages 2 and 3. Who is this? Yes, Mr. Naughty."
- "Turn to pages 6 and 7. What does Mr. Naughty find to eat? Yes. Here is an apple. Yum! Yum! Mr. Naughty is eating the apple. Repeat that with me: Mr. Naughty is eating the apple."
- "Now turn to page 12. Mr. Naughty is **not** hungry. What is he doing? Yes, he is asleep!"
- "Turn back to the beginning and read about Mr. Naughty."

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.

- Mr. Naughty liked all of the food he found.
- Discuss what happens at the end of the story.

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 *not*. Have them make the word *not* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- Talk about how reading and making the first sound can help if you come to something you don't know.



You Will Need:

- Magnetic dry erase easel
- Magnetic letters

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will be looking at words that are like look.

Steps:

1. Explain to the students that you are going to show them something new about words.
2. Assemble the word *look* on the magnetic dry erase easel.
3. Assemble the word *book* underneath *look*.
4. To the right of the words, make another *look*.
5. Say "Watch how I can take the *l* away and make a new word." Take away the *l* and replace it with *b*.
6. Say "Watch me change it back to *look*."
7. Say "Now listen to how parts of the words sound the same." Say the two words and have the students repeat them. "What sounds the same?" (*ook*)
8. Ask a volunteer to change the word *look* to *book*. Have another student make *book* into *look*.
9. Ask students if they can think of any other words that look and sound like *look*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students understand what *naughty* means.
- Review all of the pictures of the food. Say, and have students repeat, the names of the food.

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