



TITLE: LOOK OUT FOR LITTLE KNIGHT  
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 Little Knight, a mouse who wants to get the cat."
- "Turn to pages 2 and 3. What is Little Knight putting on? He says, *Here is my helmet*. Turn the page and let's see what happens. What do you see? He says, *Here is my armor*. Repeat that with me: *Here is my armor*."
- "Now turn to page 10. Little Knight says, *Look out, cat*."
- "Turn back to the beginning and read about Little Knight."

## 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.

- The mouse thinks he is a knight and wants to get the cat.
- Discuss what stops him from going after the cat.

## 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 *out*. Have them make the word *out* 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 look at words that are like cat.*

## Steps:

1. Explain to the students that you are going to show them something new about words.
2. Assemble the word *cat* on the magnetic dry erase easel.
3. Assemble the word *fat* underneath *cat*.
4. To the right of the words, make another *cat*.
5. Say "Watch how I can take the *c* away and make a new word." Take away the *c* and replace it with *f*.
6. "Watch me change it back to *cat*."
7. Now listen to how part of the word sounds the same (Say the two words and have the students repeat them.) "What sounds the same?" (*at*)
8. Ask a volunteer to change the word *cat* to *fat*. Have another student make *fat* into *cat*.
9. This can be repeated with another example (*look, book*).

# SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students understand that Little Knight is really a mouse.
- You may want to practice several structures, such as *Look at me. I am a knight.*

*For the Lesson Extension Activity for this book, go to [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).*