



TITLE: PLAYTIME  
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 Sugar trying to find Nutmeg to play. Let's see where Nutmeg is."
- "Turn to pages 2 and 3. Sugar is shouting to Nutmeg. *Come and play!* Repeat that with me: *Come and play!* Let's turn the page and see where Sugar looks for Nutmeg."
- "Now turn to page 10 to see where Nutmeg is. *Nutmeg is asleep.* Sugar says, *Wake up, Nutmeg! Come and play!* Say *Come*. What letter comes at the beginning of *Come*? Yes, *C*. Find *Come* and put your finger under it. Say *Come*."
- "Turn back to the beginning and read about Sugar looking for Nutmeg."

## 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.

- Nutmeg didn't want to play. She wanted to sleep.
- Discuss places Sugar looked for Nutmeg.

## 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 *Come*. Have them make the word *Come* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- Practice reading the story faster and more fluently by reading together. Point to the quotation marks and talk about how they should make it sound like Sugar or Nutmeg is talking.



## You Will Need:

- Chart paper
- Marker

# EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson students will be helping make a list of words that have the ay part in them.*

## Steps:

1. Explain to the students they are going to learn a new word part they will see in many words.
2. Say "Here is a word part you see in a lot of words." Write *ay* on the chart.
3. Say "This isn't a word by itself, but it is part of some words you know." Write *day* on the chart.
4. Ask students if they can think of some other words with the word part *ay*.
5. After you make the list, read it together and talk about how you can hear the part *ay* in all of the words.

# 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 places Sugar looked for Nutmeg.
- Make sure they know what *asleep* means.

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