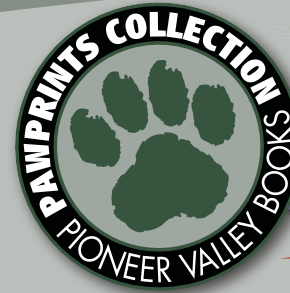




TITLE: STRIPES AND SPOTS
LEVEL: C



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 different animals that can hide because they have stripes or spots."
- "Turn to pages 2 and 3. What animal do you see? Yes, *Here is a zebra. The zebra has stripes. The zebra can hide in the grass.* Repeat that with me: *The zebra can hide in the grass.*"
- "Now turn the pages and look at what other animals can hide."
- "Now turn to page 12. This is a picture glossary. It shows you pictures of all of the animals that are in this book. What animals do you know?"
- "Turn back to the beginning and read about what animals are hiding."

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.

- Animals have stripes or spots to help them hide from predators.
- Invite students to talk about other animals and how they may be camouflaged.

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 *can*. Have them make the word *can* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- Turn to page 8. Talk about how there are two ways to know that it says *cheetah*. Cover up the word and ask what two letters *cheetah* starts with. Then reveal the first two letters. Say "You know it says *cheetah* because the word starts with *ch* and also because there is a *cheetah* in the picture."



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 ot part in them.

Steps:

1. Explain to the students they are going to learn a new word part that they will see in many words.
2. Say "Here is a word part you see in a lot of words." Write *ot* on the chart.
3. Say "This isn't a word by itself, but it is part of some words that you know." Write *got* on the chart.
4. Ask students if they can think of some other words with the word part *ot*.
5. After you create the list, read it together and talk about how you can hear the part *ot* 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 animals in the pictures in the new book.
- Ask the students to repeat the language structure in the new book several times.