



TITLE: A HUNGRY 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 dressed up as a knight. He is looking for food."
- "Turn to pages 2 and 3. Look, *Here is Little Knight. Little Knight is hungry.* Turn the page and let's see what happens. What do you see? *Little Knight looked for food.* Repeat that with me: *Little Knight looked for food.*"
- "Now turn to page 10. Little Knight says, *Look! I can see cheese!*" Say, *can.* What letter comes at the beginning of *can*? Yes, *c.* Find *can* and put your finger under it. Say *can.*"
- "Turn to page 12. Now Little Knight has food. He says, *I like cheese!*"
- "Turn back to the beginning of the book to read about Little Knight looking for food."

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.

- Why was there a mousetrap in the house?
- How did Little Knight manage to get the cheese?



FOLLOW-UP TEACHING

Based on your observations of students' reading, select one or two teaching points that will be most helpful to all students. You might:

- Have students locate the word *looked*. Make the word *looked* with magnetic letters. Show students how you can break the ending off *looked*. Slide *look* to the left, and then add the ending *ed* back on.
- Talk about how reading and making the first sound can help them if they come to something they don't know.



You Will Need:

-  Picture cards (bee, bite, cap, kite, knee, map, pig, wig)
- 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 bee, cap, kite, and pig.

Steps:

The  icon indicates that some of the resources needed to complete these steps are available for download at pioneervalleybooks.com/pawprints-resources.

1. Explain to students that they are going to listen to some words that rhyme.
2. Show the picture of the pig. Have students say the word. Then show the picture of the wig 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 the word pairs that rhyme.
6. Now place the words under each picture.
7. Tell students to listen to how the part sounds the same. Say the two words and guide students to notice the parts that look alike.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Make sure that students understand that mousetraps are for catching mice.
- You may want to practice several language structures, such as, *I can see cheese*.

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