



TITLE: OLIVER IS HUNGRY  
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 a cat named Oliver. He is hungry."
- "Turn to pages 2 and 3. Look, *Here is Oliver*. He is hungry. He says, 'Meow!' Turn the page, and let's see what happens. What do you see? Yes! *Here is Oliver's bowl*. Repeat that with me: *Here is Oliver's bowl*."
- "Now turn to page 8. Mom calls Evan. She says, 'Come here and feed Oliver.' Say, *Come*. What letter comes at the beginning of the word *Come*? Yes, *C*. Find *Come* and put your finger under it. Say, *Come*."
- "Turn to page 12. Now Oliver is happy. He says, 'Purr! Purr!'"
- "Turn back to the beginning of the book to read about Oliver."

## 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.

- What did Oliver do to tell his family he was hungry?
- Talk about students' experiences with feeding pets.

## 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 *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.
- Talk about how reading and making the first sound can help them if they come to something they don't know.



## You Will Need:

- Magnetic dry-erase easel
- Magnetic letters

# EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson, students will be adding ing to known words.*

## Steps:

1. Explain to students that you are going to show them something new about words.
2. Assemble the word *going* quickly, left to right. Run your finger under the word and say, *going*.
3. Demonstrate moving *go* to the left, and then bring *ing* over to it and read it for students.
4. Ask a volunteer to break the word and read it as a whole and part.
5. Repeat this with other familiar words: *looking, playing, eating*.

# SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Make sure that students understand that Oliver is hungry.
- You may want to practice several language structures, such as, *Here is the food*.

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