



TITLE: PRINCESS PIG AND MARVIN
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 two pigs whose names are Princess and Marvin."
- "Turn to pages 2 and 3. Look, *Here is Princess. Princess is a pig.* Turn the page, and let's see Marvin."
- "Now turn the page, and let's see what Princess and Marvin like to do."
- "Turn to page 12. What do Princess and Marvin like to jump into?"
- "Turn back to the beginning and read about Princess and Marvin."

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 kinds of things do Marvin and Princess like to do?
- Talk about students' own experiences playing with friends.

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 *like*. Have them make the word *like* with magnetic letters and/or write the word on paper, a magnetic dry-erase easel, or in a sand tray.
- Review how students can check to see if they are right (look at the picture, read to see if it sounds right, check the first/last letter).



You Will Need:

- Chart paper
- Marker

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson, students will help make a list of words that have the ig part in them.

Steps:

1. Explain to 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 *ig* on the chart.
3. Say, "This isn't a word by itself, but it is part of some words you know." Write *pig* on the chart.
4. Ask students to think of some other words with the word part *ig* (*wig, twig, fig, big, dig*).
5. After you make the list, read it together and talk about how you can hear the part *ig* in all of the words.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Make sure that students understand any new vocabulary in the story, such as *swim, jump, and swing*.
- You may want to practice several language structures, such as, *Princess and Marvin like to swing*.

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