



TITLE: BEAUTIFUL ANIMALS
LEVEL: D



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 forest animals looking at their reflection in the water. They all think they look beautiful, except for Porcupine. He thinks he is NOT beautiful because of his quills."
- "Turn to pages 2 and 3. Here is Squirrel. He says, 'I have a beautiful tail. I am beautiful.'"
- "Now turn to pages 6 and 7 to see what Raccoon has that is beautiful. He says, 'I have beautiful stripes.' Say the word *beautiful*. What letter does *beautiful* start with? Yes, *b*. Find *beautiful*, and put your finger under it."
- "Now turn to page 12. Do you think Porcupine changes his mind about his quills not being beautiful?"
- "Turn back to the beginning and read about the animals."

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 D 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 did Porcupine feel he was not beautiful?
- How does it feel to look different, and how might that affect how you feel about yourself?

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 *your*. Have them make the word *your* with magnetic letters and/or write the word on paper, a magnetic dry-erase easel, or in a sand tray.
- Practice reading the book together a bit faster to develop some fluency and phrasing.



You Will Need:

- Magnetic dry-erase easel
- Magnetic letters

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson, students will learn to change the first and last letters in words to make new words.

Steps:

1. Explain to students that they are going to play a listening game to hear whether the first letter or the last letter in a word is being changed.
2. Say, "I'm going to change *hit* to *his*. What did I change? The first or the last sound in the word?"
3. Say, "I'm going to change *hit* to *sit*. What did I change?"
4. Say, "Now let's play a game. Say, *jam*. Change the first sound to *h* (*ham*). Now change the last sound to *t* (*hat*)."
5. Repeat with *cat*, *can*, *man*; *bin*, *big*, *pig*; and *pot*, *lot*, *log*.
6. Now introduce the process with magnetic letters. Make *cap*, change it to *cat*, and then change it to *pat*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Make sure that students can name all of the animals in the book and their special features (tail, ears, stripes, quills).
- Ask students to repeat the language structures in the book several times.

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