



TITLE: PORCUPINES
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 is a nonfiction book about porcupines. We are going to learn some facts about porcupines."
- "Turn to pages 2 and 3. *This is a porcupine.* What two letters would you expect to see at the beginning of *this*? Find *this*."
- "Now turn to page 4. *A porcupine is a rodent.* Say that with me: *A porcupine is a rodent.*"
- "Turn to page 6. *The porcupine is looking for salt. Porcupines like to eat salt.*"
- "Turn to page 8. *Porcupines have long quills. The quills are sharp.*"
- "Turn to page 12. Here is the picture glossary. It will show us important words in the story."
- "Turn back to the beginning of the book to read about porcupines."

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 book. Encourage students to make connections to their own experiences and/or other books on the topic they have read. Below are some discussion ideas.

- Ask what students already know about porcupines.
- Discuss what other questions students might have about porcupines and where they might learn more.

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 *looking*. Make the word *looking* with magnetic letters and show students how to break the word apart by sliding *look* to the left and then adding *ing*.
- Repeat the process with *sleeping*.



You Will Need:

- Chart paper
- Marker

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson, students will say words slowly to hear all of the sounds.

Steps:

1. Explain to students that you are going to write down some things they know about porcupines.
2. Refer back to the book for ideas of what they might want to say.
3. Select one sentence to record on the chart.
4. Have students say the first word slowly.
5. Ask, "What can you hear?" Have students come up and record the sounds they hear.
6. Work until students have heard all of the sounds they can. Fill in the missing letters yourself.
7. Read the sentence.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Review the images in the picture glossary.
- Make sure that students understand that this is a nonfiction book and that they will learn about porcupines.

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