



TITLE: TRICK-OR-TREATING
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 Little Knight and his friends, Rabbit and Skunk, who are going trick-or-treating."
- "Turn to pages 4 and 5. Look, you can see that *Rabbit's candy went into his bag. Skunk's candy went into his bag. Little Knight's candy went into his bag.* Turn the page, and let's see what Little Knight says. Say this with me: 'Yummy, yummy. I love candy in my tummy.'"
- "Now turn to pages 10 and 11. Rabbit and Skunk say to Little Knight, *Where is your candy? Where do you think it is?*"
- "Turn to page 12. Little Knight says, 'Here in my tummy.'"
- "Turn back to the beginning of the book to read about trick-or-treating."

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.

- What happened to Little Knight's candy?
- Ask students about their own experiences trick-or-treating.

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 *went*. Have them make the word *went* with magnetic letters and/or write the word on paper, a magnetic dry-erase easel, or in a sand tray.
- Review with students how they 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:

- Magnetic dry-erase easel
- Magnetic letters

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson, students will listen to how words sound and look alike.

Steps:

1. Explain to students that they need to listen to what part of words sounds the same.
2. Say, "Listen to these three words: *will*, *hill*, *fill*. What part sounds the same?"
3. Place *ill* on the magnetic easel. Add the *w* to make *will*. Ask, "What word is this?" Repeat with *hill* and *fill*.
4. Ask students if they can think of some other words that look and sound like *will*, *hill*, and *fill*.
5. Read the words together and talk about how the ending looks and sounds the same.
6. Repeat with *got*, *hot*, and *lot*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Make sure that students understand that Little Knight, Skunk, and Rabbit are animals dressed up.
- You may want to practice several language structures, such as, *Rabbit looked in his bag*.

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