



TITLE: WHERE IS ELEPHANT?
LEVEL: E



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 little dog named Pete. The other four little dogs hide his toy elephant."
- "Turn to pages 2 and 3. Here is Pete. *He is sleeping with his toy elephant.*"
- "Now turn the page to see the other dogs. They said, 'We can play a trick on him.' Say the word *trick*. What two letters does *trick* start with? Yes, *tr*. Find *trick*, and put your finger under it."
- "Now turn to page 12. Where did Pete find his elephant? What else did he find?"
- "Turn back to the beginning of the book to read about Pete looking for his elephant."

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 E 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.

- How did Pete feel about his elephant?
- Ask about students' experiences with playing tricks on 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 *then*. Have them make the word *then* 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 letter in words to make new words.

Steps:

1. Explain to students that they are going to play a listening game to hear if the first letter or the last letter in a word is being changed.
2. Say, "I'm going to change *mom* to *mop*. What did I change? The first or the last sound in the word?"
3. Say, "I'm going to change *mom* to *Tom*. What did I change?"
4. Say, "Now let's play a game. Say, *got*. Change the first sound to *h* (*hot*). Now change the last sound to *p* (*hop*)."
5. Repeat with *rat, ran, tan; win, wig, big; and pin, pit, lit*.
6. Now introduce the process with magnetic letters on the easel. Make *mad*, then change it to *map*, and then change it to *lap*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Make sure that students understand that the dogs are playing a trick on Pete.
- 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.