



TITLE: BLAST OFF
LEVEL: F



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 dogs named Sugar and Nutmeg. They find a box and pretend it is a spaceship."
- "Turn to pages 2 and 3. Sugar says, 'I have an idea.'"
- "Now turn to pages 6 and 7. They are thinking about where they want to go."
- "Now turn to page 12. What happened to the box?"
- "Turn back to the beginning of the book to read about Sugar and Nutmeg blasting off."

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 F 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 while Sugar and Nutmeg were playing in the box?
- Have students share experiences they have had playing with a big box.

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 *began*. Make the word with magnetic letters. Slide *be* to the left. Tell students they can break a word apart to look for something they know to help them.
- 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 *him* to *his*. What did I change? The first or the last sound in the word?"
3. Say, "I'm going to change *him* to *Tim*. What did I change?"
4. Say, "Now let's play a game. Say *cat*. Change the first sound to *h* (*hat*). Now change the last sound to *d* (*had*)."
5. Repeat with *tan*, *can*, *cab*; *big*, *wig*, *will*; and *sit*, *fit*, *fig*.
6. Now introduce the process with magnetic letters on the easel. Make *mad*, then change to *map*, and then change 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 pretending to go to the moon.
- Ask students to repeat the language structures in the new book several times.

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