



TITLE: A SHARK AT THE BEACH
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 Princess Pig and her friends going swimming at the beach."
- "Turn to pages 2 and 3. Marvin, Princess, and Tina Turtle rode their bikes to the beach."
- "Now turn to pages 6 and 7. Marvin sees a shark swimming near Princess and he shouts to her, but she doesn't understand and just waves back to him."
- "Now turn to page 10. Was it really a shark near Princess?"
- "Turn back to the beginning of the book to read about Princess and her friends at the beach."

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 Princess was swimming?
- Ask students to share experiences they have had at the beach.

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 *again*. Make the word with magnetic letters. Slide *a* to the left. Tell students they can break a word apart by looking 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 *van* to *can*. What did I change? The first or the last sound in the word?"
3. Say, "I'm going to change *can* to *cap*. What did I change?"
4. "Now let's play a game. Say *dad*. Change the first sound to *h* (*had*). Now change the last sound to *t* (*hat*)."
5. Repeat with *beat*, *bean*, *mean*; *dog*, *hog*, *hot*; and *bit*, *sit*, *sip*.
6. Now introduce the process with the magnetic letters and the easel. Make *fat*, change to *bat*, and then change to *bag*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Make sure that students understand that the shark is really one of Princess' friends with a fin.
- 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.