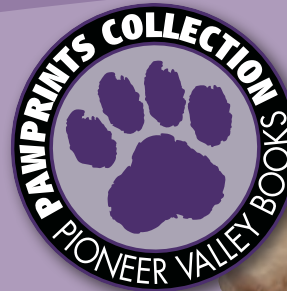




TITLE: OLIVER MAKES A MESS
LEVEL: F



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 Oliver the cat. He knocks things over in the house and makes a mess."
- "Turn to pages 2 and 3. Oliver jumped up on the counter. *Crash!* Jam went everywhere."
- "Now turn to page 5. *He jumped up on the windowsill.* What do you think is going to happen next?"
- "Turn the pages and look at the mess Oliver is making!"
- "Turn to page 12. *Time for a nap!*"
- "Turn back to the beginning of the book to read about the mess Oliver makes."

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.

- Ask students if they think Oliver intended to make a mess.
- Talk about what they think might happen next.

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 *everywhere*. Using magnetic letters, show students how you can break the word into two parts. Slide *every* to the left. Then add *where*.
- Review how students 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 are going to listen to hear what part of words sounds the same.
2. Say, "Listen to these three words: *look, took, shook*. What part sounds the same?"
3. Place *ook* on the magnetic easel. Add the *l* to make *look*. Ask, "What word is this?" Repeat with *took* and *shook*.
4. Ask students if they can think of some other words that look and sound like *look, took, and shook*.
5. Read the words together, and talk about how the end part looks and sounds the same.
6. Repeat with *say, play, and gray*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Make sure that students are familiar with some of the vocabulary in the story such as: *counter, windowsill, powder, and dresser*.
- You may want to practice several language structures, such as, *Powder fell off the dresser and onto the floor*.

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