



TITLE: PIGS  
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 is a nonfiction book about pigs. We are going to learn some things about pigs."
- "Turn to pages 2 and 3. Look at these pigs! *Pigs can weigh up to 900 pounds!*"
- "Now turn to page 6. We call a pig's nose a snout."
- "Turn to page 10. Here are baby pigs. We call them piglets."
- "Turn to page 12. Here is the picture glossary. It will show us important words in the story."
- "Turn back to the beginning of the book to read about pigs."

## 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 book. Encourage students to make connections to their own experiences and/or other books on the topic they have read. Below are some discussion ideas.

- Ask students what they have learned about pigs.
- Talk about what other questions students may have about pigs and where they can learn more.

## 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 *snout*. Make the word with magnetic letters. Slide *sn* to the left, and tell students you can break a word apart to see a word you know that can help (*out*).
- Review any new words that were tricky, and show students ways to solve for unknown words (read and make the first sound, or break the word apart with their finger).



## You Will Need:

- Chart paper
- Marker

## EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson, students will say words slowly to hear all of the sounds.*

### Steps:

1. Explain to students that you are going to write down some things they know about pigs.
2. Refer back to the book for ideas of what they might want to say.
3. Select one sentence to record on the chart.
4. Have students say the first word slowly.
5. Ask, "What can you hear?" Have students come up and record the sounds they hear.
6. Work until students have identified all of the sounds they can. Fill in the missing letters yourself.
7. Read the sentence.

## SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Review the pictures in the picture glossary.
- Make sure that students understand that this is a nonfiction book and that they will learn about pigs.

*For the Lesson Extension Activity for this book, go to [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).*