



TITLE: A BACKPACK SURPRISE
LEVEL: G



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 Luke, who brings a surprise to school in his backpack."
- "Turn to pages 2 and 3. Amy sees Luke's backpack is moving. She thinks there is a snake in the backpack."
- "Now turn the page. The teacher comes up to see what is going on."
- "Turn to page 8. You can see Luke has brought his pet rabbit to school. His name is Mr. Naughty."
- "Now turn to page 12. What does Amy have? Is it real like the rabbit? Find the word asked. Run your finger under it."
- "Turn back to the beginning and read about Luke's backpack surprise."

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 G 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.

- Why did Luke decide to bring the rabbit to school?
- Discuss students' own experiences with class pets.


FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *why*. Have them make the word *why* 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
-  Picture card (stick)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will learn to hear consonant blends.

Steps:

The  icon indicates that some of the resources needed to complete these steps are available for downloading at pioneervalleybooks.com/pawprints.

1. Explain to the students that they are going to play a listening game; they will try to hear the two letters at the beginning of words.
2. Show a picture of a stick and have the students say the word with you.
3. Explain that the word *stick* starts with two letters (*st*). Say "Lots of words start with this sound."
4. Make *stick* with magnetic letters.
5. Make the following words with magnetic letters: *stamp, stop, still*.
6. Help students listen for the *st* sound and notice what it looks like.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand that Amy is teasing Luke.
- Ask students to repeat the language structure in the new book several times.

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