



TITLE: MARVIN PLAYS A TRICK  
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 Marvin Pig, who must paint the fence for his mother. Marvin plays a trick to get help."
- "Turn to pages 2 and 3. Marvin tells his mother he is going swimming, but she says, *Oh, no. You have to paint the fence.*"
- "Now turn to pages 6 and 7. Here is Princess Pig. She is going swimming. What is she wearing? Marvin tells her he is having fun painting the fence."
- "Turn the page. Marvin dances and sings a little song, *Look at me! Look at me! Painting is so much fun, you see! Say that with me.*"
- "Turn the page. Now Princess wants to paint the fence!"
- "Turn back to the beginning and read about Marvin playing a trick on Princess."

## 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.

- Discuss how Marvin tricked Princess.
- Have students talk about their experiences with having to do something they didn't want to do.

## 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 *handed*. Make the word with magnetic letters. Show the students how to take the word apart (*h-and-ed*).
- Review how they 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 break apart words, looking for familiar word parts.*

## Steps:

1. Tell the students they are going to work on breaking apart new words.
2. Place the word *cat* on the easel.
3. Say "Watch me. I can move the *c* and see the part *at*." Move *c* to the left.
4. Say "Let's try another word." Place *land* on the easel. Ask a student to break off the first part. Ask "What do you see?"
5. Repeat with these examples: *for, pin, sand, bat*.

# SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students are familiar with new vocabulary, such as *bathing suit* and *goggles*.
- You may want to practice several language structures, such as *Swimming is much more fun, you see!*

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