



TITLE: BABY ANIMALS OF THE FOREST
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 is a nonfiction book about baby animals who live in the forest. We are going to have clues on each page so we can try to guess what the baby animal is.”
- “Turn to page 3. The first baby animal has sharp claws and a sharp beak. He says, *Who is my mother?* Turn the page to see the answer.”
- “Turn to page 7. This baby animal is a nocturnal animal. *I am awake at night.* Who is his mother? Turn the page to see the answer.”
- “Turn back to the beginning and read about the baby animals.”

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 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 baby animals.
- Talk about what other questions students have about baby animals, and where they might learn more.

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 *called*. Make the word with magnetic letters. Slide *c* to the left and then *all*. Tell the students they can break a word apart into smaller, familiar parts (*c-all-ed*).
- Review any new words that were tricky and show students ways to solve for unknown words (read and make the first sound or break it 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 the students that you are going write some things they know about one baby animal. As a group, select which animal to write about.
2. Refer back to the book for ideas of what students might want to say.
3. Select one sentence to record on the chart.
4. Have the 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 the students have heard 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 second language learners.

- Review the vocabulary in the book: *feather, claws, beak, mask, nocturnal, stripe, and spots.*
- Check to see that the students understand that this is a nonfiction book.

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