



TITLE: BEDTIME FOR PORCUPINE
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 Porcupine. He doesn’t want to come in and go to bed because it isn’t dark yet.”
- “Turn to pages 2 and 3. Porcupine is playing hide and seek with his friends. Mother Porcupine wants him to come in.”
- “Now turn to page 6. Porcupine asks Mother Porcupine to read him some stories.”
- “Porcupine keeps asking for more stories until it is dark.”
- “Turn the page. Now Porcupine doesn’t want to go to sleep because he is afraid of the dark.”
- “Turn back to the beginning and read about Porcupine going to sleep.”

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.

- Talk about how Porcupine delayed going to sleep.
- Have students share their experiences with not wanting to go to sleep.

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 *another*. Make the word with magnetic letters. Show the students how to take the word apart (*a-nother*).
- 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 children will break apart words, looking for known parts.

Steps:

1. Tell the students they are going to work on breaking apart new words.
2. Place the word *chat* on the magnetic dry erase easel.
3. Say "Watch me. I can move the *ch* and see the part *at*." Move *ch* to the left.
4. Say "Let's try another word." Place *land* on the board. Ask students to break off the first part. Ask "What do you see?"
5. Repeat with these examples: *stand, grin, flat, plan, bring*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students understand that Porcupine doesn't want to go to sleep.
- You may want to practice several structures, such as *It's not dark yet!*

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