



TITLE: MACY IS CLEVER
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 two boys, Alex and Derek. They get lost after going into the woods to get their soccer ball. Macy helps Mom find the boys."
- "Turn to pages 2 and 3. Mom is going to sit on the bench while the boys go off to play."
- "Now turn to pages 6 and 7. Soon they were far into the woods."
- "Now turn to page 12. Macy found the boys. Mom tells Macy she is clever."
- "Turn back to the beginning and read about Alex and Derek getting lost."

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.

- What happened when Alex and Derek went into the woods?
- Why did Mom tell Macy she was clever?

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 *could*. Have them write the word in the air, in a sand tray, a magnetic dry erase easel, or make it with magnetic letters.
- Practice reading the book together a bit faster to develop some fluency and phrasing.



You Will Need:

- Magnetic dry erase easel
- Magnetic letters

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will practice breaking up compound words.

Steps:

1. Explain to the students that they are going to be looking at words that are made up of two smaller words.
2. Make the word *butterfly* with magnetic letters on the magnetic dry erase easel.
3. Say "This is a compound word. It is made up of two smaller words. Watch me break the word into two parts."
4. Slide *butter* to the left. Say the two parts. Next slide *fly* to the left to remake the word.
5. Have the students take turns breaking the following words: *catfish*, *cowboy*, *birdhouse*, *fireman*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand that Macy finds the boys.
- Ask the 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.