



TITLE: GLASSES FOR NUTMEG  
LEVEL: H



## 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 dogs named Sugar and Nutmeg. Sugar keeps seeing things that Nutmeg doesn't see."
- "Turn to pages 2 and 3. Sugar sees a squirrel running across the yard. She says, *Let's get it!*"
- "Turn to pages 6 and 7. The squirrel ran up the tree but Nutmeg says, *I didn't see anything!*"
- "Now turn to page 12. Sugar tells Nutmeg that maybe she needs glasses!"
- "Turn back to the beginning and read about Sugar and Nutmeg."

## 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 H 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 things did Sugar see that Nutmeg didn't see?
- Why does Sugar think Nutmeg needs glasses?

## 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 *anything*. Make the word with magnetic letters. Ask a volunteer to show where he/she might break the word.
- 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 apart 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 *afternoon* with magnetic letters on the 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 *after* to the left. Say the two parts. Next slide *noon* to the left to remake the word.
5. Have the students take turns breaking the following words: *maybe, lunchbox, into, forget*.

# SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand that Sugar is seeing things because she is paying closer attention.
- 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](http://pioneervalleybooks.com/pawprints).*