



TITLE: MR. NAUGHTY IS MISSING
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 a rabbit named Mr. Naughty. One day the children can't find him."
- "Turn to pages 2 and 3. Here is the principal looking at the rabbit in the cage."
- "Now turn the pages. The principal isn't sure he likes that the class has a rabbit. The teacher shows the principal how the children are reading stories and writing stories about the rabbit."
- "Turn to page 10. The children come in from recess and Mr. Naughty is missing. They look everywhere for him."
- "Now turn to page 12. Where was Mr. Naughty?"
- "Turn back to the beginning and read about the missing rabbit."

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.

- Why was the principal concerned about the rabbit?
- Talk about students' own experiences with class pets.

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



You Will Need:

- Magnetic dry erase easel
- Magnetic letters
- 🔄 Picture card (cheese)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will learn how to hear consonant blends.

Steps:

The 🔄 icon indicates that some of the resources needed to complete these steps are available for downloading at pioneervalleybooks.com/pawprints.

1. Explain to the students that they are going to play a listening game to hear two letters at the beginning of some words.
2. Show a picture of cheese and have the students say the word *cheese* with you.
3. Explain the word *cheese* starts with two letters (*ch*). Lots of words start with this sound.
4. Make *cheese* with magnetic letters.
5. Make the following words with magnetic letters: *chill, cheep, chick, chin*.
6. Help students listen for the *ch* sound and notice what it looks like.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand the principal is worried about the open cage door.
- 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.