



TITLE: MUD PIES
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 Princess Pig looking for a good place to make mud pies."
- "Turn to pages 2 and 3. Princess sits down at the kitchen table to make mud pies."
- "Now turn the page. Mother Pig tells her to go find another place to make mud pies."
- "Now turn the pages to see what places Princess tries. What's wrong with the places she finds?"
- "Turn to page 12. Does she find a good place?"
- "Turn back to the beginning and read about Princess finding a place to make mud pies."

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 was wrong with the places Princess tried for making mud pies?
- Discuss experiences students have had finding a place to play.

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 *place*. Make the word with magnetic letters. Slide *pl* to the left. Tell the students they can break a word apart to look for a part they know.
- 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 learn to change the first and last letter in words to make new words.

Steps:

1. Explain to the students that they are going to play a listening game to hear if the first letter or the last letter in a word is being changed.
2. Say "I'm going to change *bin* to *win*. What did I change? The first letter or the last letter in the word?"
3. Say "I'm going to change *bin* to *bit*. What did I change?"
4. Say "Now let's play a game. Say *van*. Change the first sound to *t* (*tan*). Now change the last sound to *p* (*tap*)."
5. Repeat with *man*, *fan*, *fat*; *book*, *look*, *loon*; *seat*, *heat*, *hear*.
6. Now introduce the process with magnetic letters. Make *bad*, change to *sad*, then change to *sat*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand that Princess is making pies out of mud for fun.
- 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.