



TITLE: THE BIG FLOOD
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 Porcupine having a little water adventure. It has been raining for a week and Mother Porcupine is afraid that their home in the tree will be flooded."
- "Turn to pages 6 and 7. Squirrel tells the porcupines to jump to a big log they are using as a boat."
- "Now turn the page. What happens?"
- "Turn to page 10. Raccoon has a red sled he is using as a boat. He tells Porcupine to climb in."
- "Turn back to the beginning and read about Porcupine's adventure."

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.

- Discuss how Mother Porcupine and Porcupine must be feeling at the beginning of the story and why.
- Talk about students' experiences with flooding.

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 *catch*. Make the word with magnetic letters. Show the students how to take the word apart (*c-at-ch* or *cat-ch*).
- Review how they can check to see if they are right (look at the picture, read to see if it sounds right, check all of the letters).



You Will Need:

- Magnetic dry erase easel
- Magnetic letters

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will break apart words, looking for known parts.

Steps:

1. Tell the students they are going to work on breaking apart some new words.
2. Place the word *pitcher* on the magnetic dry erase easel.
3. Say "Watch me. I can break this word into smaller parts." Move letters apart (*p-it-ch-er*), and then put the word back together by sliding the letters to the left. Say the parts as you reassemble the word.
4. Say "Let's try another word." Ask students to take turns breaking apart the words *dinner*, *standing*, *grinding*, *holder*, and *folder* into known parts, and then reassembling and reading the word.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students understand new vocabulary, such as *flood*, *trunk*, *branch*, and *paddle*.
- You may want to practice several structures, such as *Climb in!*

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