



TITLE: A CAT SLAYER
LEVEL: I



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:

- "In this book, Little Knight is going outside to slay cats. His mother tells him to be careful."
- "Turn to pages 4 and 5. Little Knight sees a piñata. It looks like a cat. What do you think he is going to do? Turn the page to see."
- "His sword goes *SWISH! SWISH!* He says, *That is the end of that big cat!* Turn the pages and see what other cats he finds to slay."
- "Now turn to page 12. *I've had a busy day, he thought.* Can you find the word *thought*? What two letters would it start with?"
- "Turn back to the beginning and read about Little Knight slaying all of the cats."

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 I 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.

- Have students list adjectives that describe Little Knight (*brave, foolish, and small*).
- Why does the little mouse like to dress up as a knight?

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 *slay*. Together, make a list of other words that look and sound like *slay* (*day, play, gray, etc.*).
- Practice reading the book together a bit faster to develop 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 *anything* 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 *any* to the left. Say the two parts. Next slide *thing* to the left to remake the word.
5. Have the students take turns breaking the following words: *sleepover, doghouse, everywhere, butternut*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand the meaning of *slay*.
- 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.