



TITLE: CROCODILES
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:

- "This is a nonfiction book about crocodiles. We are going to learn about crocodiles."
- "Turn to pages 2 and 3. Crocodiles look like giant lizards."
- "Turn the page. The crocodile has the strongest bite of any animal. Their sharp teeth grab and hold onto prey. Who knows what the word *prey* means?"
- "Turn to page 12. Here is a glossary. Some of the words are bold in the story. Here you can find out what they mean."
- "Turn back to the beginning and read about crocodiles."

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 book. Encourage students to make connections to their own experiences and/or other books on the topic they have read. Below are some discussion ideas.

- Discuss what students learned about crocodiles.
- Talk about what other questions students have about crocodiles.

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 *slither*. Make the word with magnetic letters. Ask a student to show where he/she would break the word apart.
- Review any new words that were tricky and show them ways to solve for unknown words (read and make the first sound or break the word apart with their finger).



You Will Need:

- Chart paper
- Marker

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will say words slowly to hear all of the sounds.

Steps:

1. Explain to the students that you are going to write down some things they know about crocodiles. Discuss as a group what to write about.
2. Refer back to the book for ideas of what they might want to say.
3. Select several sentences to record on the chart.
4. Have the students say the first word slowly.
5. Ask "What can you hear?" Have students come up and record the sounds they hear.
6. Work until the students have heard all of the sounds they can. Fill in the missing letters yourself.
7. Read the sentences.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Review the vocabulary in the book: *webbed, adult, prey, jaws, slither, shallow.*
- Rehearse orally some of the more complex sentences before they begin to read.

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