



TITLE: DOG BONES
LEVEL: 1



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 two dogs, Sugar and Nutmeg, who each have a big, delicious dog bone."
- "Turn to pages 2 and 3. Here they are chewing and munching on their delicious bones. Can you find the word *delicious*?"
- "Now turn the page. Sugar hides her bone under the couch so she can go outside."
- "Now turn the pages to see what happens to Sugar's bone. What does Nutmeg do?"
- "Turn to page 10. What does Sugar do?"
- "Turn back to the beginning and read about Sugar and Nutmeg's delicious bones."

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 1 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.

- Ask students what they think the two dogs were thinking.
- Talk about experiences that the students have had with dogs.

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 *grabbed*. Make the word with magnetic letters. Slide the word into parts moving pieces to the left (*gr-abb-ed* or *grabb-ed*). Tell the students they can break up a word to look for parts they know.
- Practice reading the book together a bit faster to develop some fluency and phrasing.



You Will Need:

- Chart paper
- Magnetic dry erase easel
- Magnetic letters

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will learn a contraction is one word made from two words.

Steps:

1. Say "I know some of you have noticed contractions when reading books. A contraction is a word that is made by putting two words together."
2. Make *do not* with magnetic letters. Ask the student to read the two words.
3. Say "Now I'm going to make a contraction. I'll push the two words together and take out the *o*. Instead of the *o*, I will put this mark called an apostrophe in its place." (Make *don't*)
4. Write the following word on the left side of a chart: *I am, we are, does not, would not*.
5. Read each word and decide what the contraction would be. Write it in a column to the right.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students are familiar with some of the vocabulary, such as *crunched, munched, delicious, peeked, and grabbed*.
- 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.