



TITLE: PRINCESS PIG AND THE NECKLACE

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 book is about Princess Pig. She buys a beautiful sparkly necklace. Later she can't find it."
- "Turn to pages 2 and 3. There's the glittering necklace. Princess has been saving up for this for a long time."
- "Now turn the page. Princess' mother wants her to go to the store for milk, so Princess leaves her necklace in the bathroom."
- "Let's look through the book and see if we can guess what happened to the necklace."
- "Turn back to the beginning and see what happens."

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.

- Why might Grandmother Pig have confused the necklace for the dog collar?
- Discuss students' experiences with saving up for something special.

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 *sparkles*. Make the word with magnetic letters. Show the students how to take the word apart (*sp-ar-kle-s*).
- 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 up some new words.
2. Place the word *sparkles* on the easel.
3. Say “Watch me. I can break this word into smaller parts.” (Move letters to the left: *sp-ark-le-s*). 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 *harder*, *catcher*, *started*, *bolder*, and *trample* into parts. Then have the students reassemble and read each word.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand the confusion over the dog collar and necklace.
- You may want to review new vocabulary, such as *necklace*, *sparkles*, and *squinted*.

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