



TITLE: EMMA AND ACORN JUMP
LEVEL: J



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, Jenny, Emma's riding teacher, teaches Emma and Acorn how to jump."
- "First, Emma needs to teach Acorn to walk over poles on the ground. Turn to page 6 to see how they do."
- "Emma says, *He won't do it!*"
- "Turn the pages to see what happens."
- "Turn back to the beginning and read about Emma and Acorn learning how to jump."

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 J 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.

- How have students felt about learning something new?
- Discuss why Emma tried so hard to learn something hard.

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 *whispered*. Make the word with magnetic letters. Have a student break the word into parts (*wh-is-per-ed*).
- Practice reading the book together a bit faster to develop some 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 apart 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 *breakfast* 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 *break* to the left. Say the two parts. Next slide *fast* to the left to remake the word.
5. Have the students take turns breaking the following words: *hillside, beeline, daydream, daylight, haircut*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand new vocabulary, such as *judges, wooden, and poles*.
- 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.