



TITLE: THE STORM DRAIN  
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:

- "This book is about Quack the Duck and his brothers and sisters who get washed into a storm drain."
- "Turn to pages 4 and 5. You can see all of the rain has made a river in the street. Mother Duck doesn't notice all of her babies being carried away."
- "Look through the story at the pictures. Who comes to help?"
- "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 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.

- Have students come up with ideas about why the duck family was crossing the street.
- Discuss students' own experiences with rushing water.

## 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 *plunged*. Make the word with magnetic letters. Show the students how to take the word apart (*pl-ung-ed*).
- 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 *ditch* on the easel.
3. Say "Watch me. I can break this word into smaller parts." Move letters to the left (*d-it-ch*). Put the word back together by sliding the letters to the left. Say the parts as you reassemble it.
4. Say "Let's try another word." Ask students to take turns breaking *batter*, *holding*, *bitter*, and *slamming* into parts, and then reassembling and reading each word.

## SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students understand that a storm drain is a place where rainwater goes and is commonly found in the city.
- You may want to review new vocabulary, such as *slipped*, *plunged* and *rushed*.

*For the Lesson Extension Activity for this book, go to [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).*