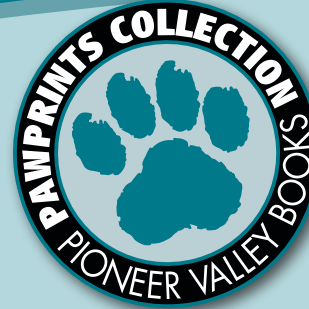


TITLE: THE ICE CREAM LINE
LEVEL: J



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 two city mice named Sam and Carlos. They are very hot and want to go get ice cream."
- "Turn to page 2. Sam wants his mom to take them to get ice cream but she tells them the car isn't working."
- "Now turn the page. The two mice run to the grating in the sidewalk where the subway is running by underground. It makes a cool breeze."
- "Now turn the pages to see if the mice find a way to get to the ice cream shop."
- "Turn to page 9. Look, they take the subway to the ice cream shop. On the subway, they are going to play a game called Spin to Win."
- "Turn back to the beginning and read the story."

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.

- Ask students if they have any experiences taking a subway and to share those experiences.
- Discuss other ways to keep cool on a hot day.

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 *breeze*. Make the word with magnetic letters. Slide the word, in parts, to the left (*br-eeze*). Look at other words like *breeze* (*sneeze, squeeze*).
- Practice reading the book together a bit faster to develop fluency and phrasing.



You Will Need:

- 🔗 **Category word cards** (ball, bat, beets, bike, broccoli, carrots, cat, dog, doll, green beans, guinea pig, hamster, rabbit)
- **Pocket chart**

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will learn that some words go together because of what they mean.

Steps:

The 🔗 icon indicates that some of the resources needed to complete these steps are available for downloading at pioneervalleybooks.com/pawprints.

1. Say "Today we are going to think about words that go together."
2. Place the category word cards in the pocket chart in random order (*ball, bat, beets, bike, broccoli, carrots, cat, dog, doll, green beans, guinea pig, hamster, and rabbit*).
3. Ask "Do any of the words go together?"
4. With the students' input, create three groups (*pets, vegetables, and toys*).
5. Explain that some words go together because of what they mean.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see whether or not students are familiar with riding on a subway or a train.
- 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.