



TITLE: OLIVER THE MUSICIAN
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 a story about Oliver, a cat who loves music. Let's see what happens."
- "Turn to pages 2 and 3. Oliver sits happily for hours and listens to music. Look at him with the headphones!"
- "Now turn the page. Oliver is listening to Evan play the harmonica and Mom play the banjo."
- "Now turn the pages to see what happens. Oliver is going to try to find something he can play."
- "Turn to page 16. They have a family band now — don't they?"
- "Turn back to the beginning and read about Oliver."

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 know of any pets that enjoy music.
- Discuss other musical instruments and whether Oliver might play any of those.

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 *instrument*. Make the word with magnetic letters. Slide the word, in parts, to the left (*in-stru-ment* or *instru-ment*). Tell the students they can break a word apart into smaller familiar parts. Look at other words that end with *ment* (such as *document*, *treatment*, and *apartment*).
- Practice reading the book together a bit faster to develop fluency and phrasing.



You Will Need:

- Chart paper
- Marker

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will learn to listen for syllables in words.

Steps:

1. Say "Today we are going to listen for syllables in your names."
2. Write the numbers 1 through 5 across the bottom of the chart paper.
3. Say "When you say your name, you can hear the parts and you can clap to help you know how many parts are in your name. I'm going to say Oliver the Cat's name and clap the parts."
4. Demonstrate by saying Oliver and clapping each syllable.
5. Ask "How many parts does Oliver have?" After children respond, say "It has three parts. I'm going to write Oliver over the three because it has three parts."
6. Now use the students' names, having students clap and listen for the parts. Write each name above the appropriate number to create a graph.
7. When the graph is finished, quickly read the names in each category and listen to the number of parts.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students are familiar with musical instruments, including the harmonica.
- 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.