



TITLE: THE THORN  
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 Lion. He has a thorn stuck in his paw. Let's see what happens."
- "Turn to pages 2 and 3. *One fine morning, Little Monkey is up in a tree. He is watching Lion, isn't he?*"
- "Now turn the page. Lion is groaning because something is stuck in his paw."
- "Now turn the pages to see if Little Monkey can help."
- "Turn to page 16. Giraffe is shouting for Little Monkey to run. Why do you think that is?"
- "Turn back to the beginning and read about Lion and the thorn."

## 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 why they think Little Monkey wants to help Lion.
- Ask students if this story reminds them of any other story they have read.

## 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 *scampered* on page 6. Make the word with magnetic letters. Slide the word, in parts, to the left (*sc-amp-er-ed* or *scamp-er-ed*). Tell the students they can break a word apart into smaller familiar parts.
- Practice reading the book together a bit faster to develop fluency and phrasing.



## You Will Need:

- Chart paper
- Magnetic dry erase easel
- Magnetic letters

## EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson students listen for consonant cluster sounds.*

### Steps:

1. Begin by having students brainstorm, out loud, singular and plural forms of nouns. Say “I’ll say a word for one thing and you say a word for more than one.” Demonstrate by saying *one dog* and then *two dogs*.
2. Now say “One car, two \_\_\_\_? One boat, two \_\_\_\_?” Continue with *girl*, *beetle*, and *hamster*.
3. Write the words in a list on the chart paper and beside them the plural version.
4. Ask “Do you notice something about the words?” They may notice that some sound like *z* and some sound like *s*.
5. If time allows, add words to the list they generate.

## SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students are familiar with some of the vocabulary, such as *scampered*, *thorn*, and *groaned*.
- 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](http://pioneervalleybooks.com/pawprints).*