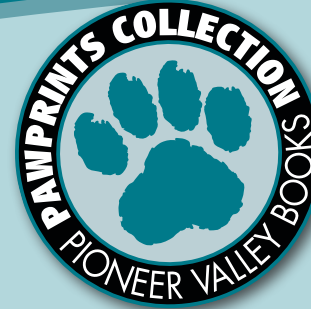




TITLE: PORCUPINE'S KITE
LEVEL: J



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 Porcupine who has a new kite he is trying to fly. Let's see what happens."
- "Turn to pages 2 and 3. Porcupine thought it was a perfect day to fly his new kite. But it doesn't seem to be flying, does it?"
- "Now turn the page. There he is dragging it along."
- "Now turn the pages to see if Porcupine gets that kite to fly."
- "Turn to page 16. Look, it's flying now, isn't it? Why do you think that is?"
- "Turn back to the beginning and read about Porcupine and his kite."

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 book. Encourage students to make connections to their own experiences and/or other books on the topic they have read. Below are some discussion ideas.

- Ask students why they think the kite didn't fly at first.
- Ask students if this story reminds them of any of their own experiences with kites.

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 *thought* on page 2. Make the word with magnetic letters. Slide the word, in parts, to the left (*th-ought*). Tell the students they can break a word apart into smaller familiar parts. Look at other words like *thought* (*bought, sought, fought*).
- 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 will learn a contraction is one word made from two words.

Steps:

1. Say "I know some of you have noticed contractions when reading books. A contraction is a word that is made by putting two words together. Today we are going to look at contractions that use *n't* for *not*."
2. Make *don't* with magnetic letters. Ask the student to read the word. Ask "What two words make the word *don't*?" Write *don't* = *do not* on the chart paper.
3. Ask "Can you think of other contractions that use the word *not*?"
4. Together, generate contractions using *not* (*won't*, *can't*, *aren't*, *isn't*, *didn't*, *shouldn't*).
5. Read each word and decide what the two words would be. Write them in a column to the right.

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 *dragged*, *bumped*, and *blade*.
- 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.