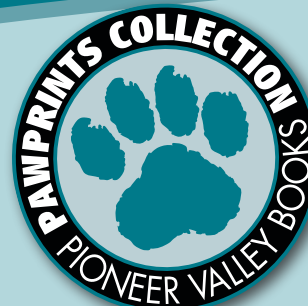




TITLE: FISHING IN THE CITY  
LEVEL: K



## 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 is a story about Carlos and Sam, two mice who find a way to get money out of a deep hole covered by a grate."
- "Turn to pages 2 and 3. Sam's mom gives Carlos and Sam a ball to play with."
- "Now turn the page. They begin to play a game called Off the Point."
- "Now turn the pages to see what happens to the ball."
- "Turn to page 10. They are going to try to go fishing for the money!"
- "Turn back to the beginning and read about the two mice fishing for money."

## 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 K 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 to explain how the two mice got the money out of the grate.
- Ask students if they can think of other ways the mice might have gotten money to buy a new ball.

## 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 *finally* on page 12. Make the word with magnetic letters. Slide the word, in parts, to the left (*final-ly*). 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
- Marker

# EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson students will learn to add inflectional endings at the end of words.*

## Steps:

1. Say "Today we will be learning more about making words."
2. On the chart paper, write *I can play. I am play.*
3. Point and have the students read the two lines with you.
4. Ask "What do you notice? The second sentence doesn't sound right, does it? What do we need to add?"
5. Now repeat with *I like to sing. I am sing.* and *Dad likes to cook. He is cook.*
6. Say "You add *ing* to show you are doing something now."

# 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 *sewer, grate, and bounce.*
- 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).*