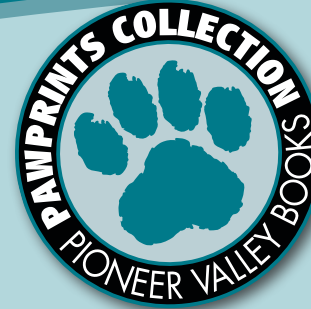




TITLE: LITTLE KNIGHT RUNS AWAY
LEVEL: K



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 book is about a little mouse who calls himself Little Knight. He decides to run away because he doesn't like his mother telling him what to do."
- "Turn to pages 2 and 3. Little Knight's mother tells him not to play with his sword in the house."
- "Turn the pages. Little Knight makes a castle in the forest and his friend Marcus comes along and helps."
- "Now turn to page 13. Little Knight and Marcus have a fight and Marcus leaves."
- "Turn back to the beginning and read about Little Knight and his experience with running away."

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.

- Why did Little Knight want to run away?
- Discuss students' experiences with feeling that they wanted to live somewhere else and why.


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 *perfect* on page 10. Have them make the word *perfect* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- Practice reading the book together a bit faster to develop fluency and phrasing.




You Will Need:

- Pocket chart
-  Word cards (baked, called, filled, hiked, hissed, mailed, shouted, weeded, worked)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will learn that when you add ed it can sound like the /d/ in played, the /ed/ in sanded or the /t/ in liked.

Steps:

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

1. Explain to the students that they are going to learn about words that end in *ed*.
2. Place the words *played*, *sanded*, and *liked* in the pocket chart and read each one to the group. Say "All of these words have the same *ed* ending on the end, don't they?"
3. Read the three words, emphasizing the sound at the end. Talk about how each ending sounds.
4. Say "I'm going to show you more words and you tell me which word on the chart it is like."
5. Show students the following words: *called*, *hiked*, *shouted*, *weeded*, *mailed*, *baked*, *worked*, *filled*, and *hissed*.
6. Together, decide which word each sounds like and place it under that word in the chart.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand that Little Knight is running away from home.
- 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.