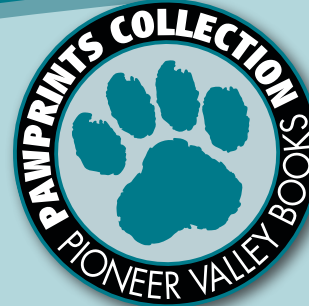


TITLE: THE MONKEY AND THE CROCODILE
LEVEL: L



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 folk tale from India. In this story, a mother crocodile wants to eat the heart of a monkey. She sends her son to get the monkey for her."
- "Turn to pages 4 and 5. The crocodile doesn't know how to catch the monkey but the mother crocodile tells him to use his wits. Does anyone know what that means?"
- "Turn the pages to see what he does to catch the monkey and then what happens."
- "Turn back to the beginning and read about the crocodile and the monkey."

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 L 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.

- Discuss how the monkey outsmarted the crocodile.
- How is this like other folk tales the students 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 *topmost* on page 16. Make the word with magnetic letters. Have a student break the word into parts (*top-most*).
- Practice reading the book together a bit faster to develop fluency and phrasing.



You Will Need:

- Magnetic dry erase easel
- Magnetic letters

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will practice breaking apart compound words.

Steps:

1. Explain to the students that they are going to be looking at words that are made up of two smaller words.
2. Make *background* with magnetic letters on the magnetic dry erase easel.
3. Say "This is a compound word. It is made up of two smaller words. Watch me break the word into two parts."
4. Slide break to the left. Say the two parts. Next slide *fast* to the left to remake the word.
5. Have the students take turns breaking the following words: *brainwash*, *chopstick*, *downstream*, *farmhouse*, and *guesswork*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand new vocabulary, such as *figs*, *mangoes*, and *greedy*.
- 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.