



TITLE: THE GARBAGE CAN CONCERT
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 book is about two mice friends, Carlos and Sam. They want to raise some money to help the orphan mice."
- "Turn to pages 2 and 3. Carlos shows Sam a flyer he got at Keeka's Cool Ice Cream Shop about orphan mice needing help."
- "Turn to page 9. They make some music using the cans, don't they? They are hoping the crowd will give them some money for their playing."
- "Turn back to the beginning and read about the mice and their band."

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.

- Why do you think no one gave them any money at first? What changed everyone's minds?
- Discuss other ways the two mice could have found to help the orphans.

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 *exclaimed* on page 14. Make the word with magnetic letters. Have a student break the word apart (*ex-claim-ed*).
- Practice reading together and making it sound like talking.



You Will Need:

- Chart paper
- Magnetic letters
- Marker

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will learn to add er to make a new word.

Steps:

1. Explain to the students that they are going learn about the ending *er*.
2. Say "Listen to this word: *read*. I can add *er* to the end and get a new word: *reader*."
3. Make *read* with magnetic letters. Then add *er* to the end of it.
4. Write the words *read* and *reader* on the chart.
5. Repeat with: *jump, jumper; play, player; catch, catcher; clean, cleaner; listen, listener*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students are familiar with some of the vocabulary such as *orphan, shelter, and gloomily*.
- Practice some of the language structures together, such as *We keep drumming and the money keeps coming*.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.