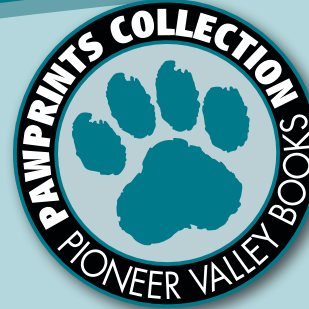


TITLE: PORCUPINE'S FIRST DAY AT SCHOOL
LEVEL: L



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 Porcupine's first day at school. He takes along his teddy bear, which causes some problems."
- "Turn to page 2. Mother Porcupine thinks the teddy bear should stay home but Porcupine says Teddy Bear wants to go to school."
- "Turn to page 7. Teddy Bear knocks over some paint. How do you think that happened? The teacher, Ms. Badger, makes Teddy Bear sit in Porcupine's backpack."
- "Turn back to the beginning and see what happens."

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 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.

- Have a discussion about the relationship of Porcupine to Teddy Bear. Who was really causing the trouble?
- Discuss students' own experiences with getting into trouble at school.

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 *announced* on page 14. Make the word with magnetic letters.
- Review how the students can check to see if they are right (look at the picture, read to see if it sounds right, check all of the letters).



You Will Need:

- Magnetic dry erase easel
- Magnetic letters

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will break apart words, looking for known parts.

Steps:

1. Tell the students they are going to work on breaking up some new words.
2. Place the word *forgetful* on the easel.
3. Say "Watch me. I can break this word into smaller parts." Move letters to the left (*for-get-ful*). Put the word back together by sliding the letters to the left. Say the parts as you reassemble it.
4. Say "Let's try another word." Ask students to take turns breaking *department*, *carpenter*, *telephone*, *hamburger*, and *holiday* into parts, and then reassembling and reading each word.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students understand that the teddy bear is just a toy.
- You may want to review new vocabulary, such as *squeezed*, *easel*, and *naughty*.

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