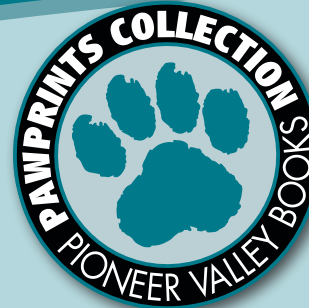




TITLE: LION'S BIRTHDAY
LEVEL: M



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 Little Monkey, who decides to have a birthday party for Lion."
- "Turn to pages 2 and 3. Little Monkey is wondering if Lion is crying."
- "Now turn the page. Lion tells Little Monkey that it is his birthday."
- "Now turn the pages to see what happens."
- "Turn back to the beginning and read about Lion's birthday."

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 M 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.

- Why do you think Little Monkey wanted to have a party for Lion, when Lion isn't really his friend?
- Discuss how Lion might be feeling at the end of the story.

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 *sputtered* on page 8. Have them make the word *sputtered* with magnetic letters. Ask a student to break the word into parts.
- 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 learn to remove endings from base words to make new words.

Steps:

1. Explain to the students that they are going to be taking off endings from words they know.
2. Make the word *running* with magnetic letters.
3. Say "I am going to take off the ending *ing*. But I also need to take off the extra *n* to make the word *run*." Demonstrate by removing the *ing* and then the *n*.
4. Ask for volunteers to take the endings off the following words: *swimming*, *wrapping*, *stopping*, *hopping*, and *hitting*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand that Lion is a predator of Little Monkey.
- Ask the 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.