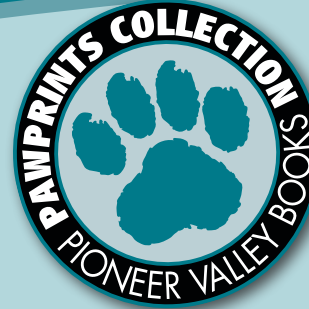




TITLE: OLIVER AND THE BIRD FEEDER
LEVEL: M



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 Oliver the Cat. He loves to watch the birds in the bird feeder. One day, all the birdseed disappears."
- "Turn to pages 4 and 5. After a nap, Oliver is surprised to see all the birdseed is gone. What do you think happened to it?"
- "Turn to page 11. Look what has been eating the birdseed!"
- "Now turn the pages and see what happens."
- "Turn back to the beginning and read about Oliver and the birds."

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 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 Oliver enjoys watching the birds?
- Discuss students' experiences with birds and squirrels.

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 *heavy* on page 10. Have them make the word *heavy* 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:

- Markers or pencils
- Small dry erase lap boards or paper

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will learn write new words by thinking about words they already know.

Steps:

1. Say "Today we are just going to be writing words. We are going to figure out how to spell the words by thinking about words we do know how to spell."
2. Say "Let's try this one. I want to spell the word *gray*. Can we think of a word that sounds like *gray* that we know how to spell?"
3. Write the word they come up with on the dry erase easel or chart paper (for example: *day*) Talk about how you are going to change the beginning to write the new word: *gray*. Write *gray* on the easel underneath *day*. Talk about the part that looks and sounds the same.
4. Repeat with the following words: *bran*, *scram*, *string*, *bother*, *plow*, and *stride*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand that the squirrel is eating the bird's food.
- 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.