# A CARPENTER’S TOOLS LEVEL C

## INTRODUCE THE BOOK

Before students begin to read, prepare them for a successful first reading of the story. Familiarize them with the plot, important concepts, new words, and language structures in the book. Begin by providing a brief synopsis of the book.

**SYNOPSIS OF THE STORY**

This book will teach you about a carpenter’s tools.

**BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:**

2. “Look at page 5. Here you can see the carpenter’s plans.”
3. “On pages 6-7, what do you see? It’s the carpenter’s toolbox.”
4. “We can see some of the carpenter’s tools on page 8. What are they?”

## READ THE TEXT

After you look through the book together, have the students begin to read. Encourage the students to read the entire book in a soft reading voice. Listen to the students’ reading, and prompt for and/or praise strategic processing. See Prompting Guide C for reading behaviors to observe and support.

## DISCUSS AND REVISIT THE TEXT

Start a conversation about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Engage the conversation by asking students to make predictions, inferences, and connections to personal experiences or other stories. Stay away from questions that can be answered with “yes” or “no.”

**YOU MIGHT ASK:**

- “What tools do you recognize in the book?”
- “Did anything about the carpenter surprise you?”
- “What tools do you think a carpenter should always have?”