### 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 is an informational book about giraffes. You will learn all about giraffes.

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

1. “Look at pages 2-3. It says, *Here is a giraffe.*”
2. “On pages 6-7, it says, *A giraffe’s legs can be six feet long.*”
3. “On pages 10-11, it says, *The giraffe is hungry. The giraffe is eating leaves on a tall tree.* Let’s practice saying these sentences once or twice.”
4. “Look on pages 14-15. It says, *Here is a baby giraffe.* A baby giraffe is called a calf.”
5. “On the last page, there is a picture glossary. Let’s look at it together.”

### 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 D 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 did we learn about giraffes that we didn’t know before reading this book?”
- “What thing do you like best about giraffes?”