



TITLE: GLASSES FOR NUTMEG

LEVEL: H



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 two dogs, Sugar and Nutmeg. Sugar keeps seeing things that Nutmeg doesn't see."
- "Turn to pages 2 and 3. Sugar sees a squirrel running across the yard. She says, *Let's get it!*"
- "Turn to pages 6 and 7. The squirrel ran up the tree but Nutmeg says, *I didn't see anything!*"
- "Now turn to page 12. Sugar tells Nutmeg that maybe she needs glasses!"
- "Turn back to the beginning and read about Sugar and Nutmeg."

READ THE STORY

Encourage each student to read the whole book in soft reading voices. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level H 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. You might discuss together:

- What Sugar saw in the story that Nutmeg didn't see.
- Why Sugar thinks Nutmeg needs glasses.

FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all the students. You might:

- Have the students locate the word *anything*. Make the word with magnetic letters. Ask a volunteer to show where he/she might break the word.
- Practice rereading the book together a bit faster to develop some fluency and phrasing.



You Will Need:

- Magnetic letters
- A word tray with words (afternoon, maybe, lunchbox, into, forget)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will practice breaking up compound words.

1. Explain to the students that they are going to be looking at words that are made up of two smaller words.
2. Make afternoon with magnetic letters on the board.
3. Say, "This is a compound word. It is made up of two smaller words. Watch me break the word into two parts."
4. Slide *after* to the left. Say the two parts. Next slide *noon* to the left to remake the word.
5. Have the students take turns breaking the following words: *maybe, lunchbox, into, and forget*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand that Sugar is seeing things because she is paying closer attention.
- Ask the students to repeat the language structure in the new book several times.