



TITLE: LITTLE KNIGHT TO THE RESCUE
LEVEL: E



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 Knight. He hears a voice calling for help."
- "Turn to pages 2 and 3. Little Knight came out of his hole and went outside. Do you see how he has his helmet, armor, and sword?"
- "Now turn to page 4. He heard a little voice. He looked around. He is wondering, *Who was calling for help?*"
- "Turn to page 9. Little Knight saw a girl mouse. She has a vine around her tail! What is he going to do to help?"
- "Turn to page 12. The girl mouse said, *Thank you for helping me. Maybe I can help you someday!*"
- "Turn back to the beginning and read about Little Knight rescuing the girl mouse."

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 E 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:

- How Little Knight is really a mouse who likes to think he is a knight.
- What they think might happen next.

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 *maybe*. Using magnetic letters show the student how you can break the word into two parts. Slide *may* to the left. Then add *be*.
- Review how the students can check to see if they are right (look at the picture, reread to see if it sounds right, check the first/last letter).



You Will Need:

- Magnetic letters
- Magnetic easel

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will listen to how words sound and look alike.

STEPS

1. Explain to the students they are going to listen to hear what part of words sound the same.
2. Say, "Listen to these three words: *had, sad, bad*. What part sounds the same?"
3. Place *ad* on the magnetic easel. Add the *h* to make *had*. Ask, "What word is this?" Repeat with *sad* and *bad*.
4. Ask students if they can think of some other words that look and sound like *had, sad, and bad*.
5. Read the words together and talk about how the end looks and sounds the same.
6. Repeat with *day, way, and may*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students understand that Little Knight is a mouse dressed up like a knight.
- You may want practice several structures such as, "I'm coming to help you but where are you?"