

THE FAWN LEVEL J

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

Goldie, Kelsey's dog, heard something outside. They go outside to see what is making the noise and are surprised to find a fawn.

BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:

- 1 "Look at the table of contents. What do you think might happen in this book?"
- 2 "Look quickly at all the pictures and think about what is happening in the story."
- 3 "Goldie was scratching at the door. Why do you think she was scratching at the door?"
- 4 "The fawn was shivering. Shivering means to shake from the cold. You might shiver after getting out of a swimming pool. Turn to a partner and tell them why the fawn might be shivering."
- 5 "Kelsey's dad calledz Dr. Butler, the veterinarian. A veterinarian is an animal doctor. Why do you think Kelsey's dad called the veterinarian?"
- 6 "On page 15, find the word **enough**. Run your finger under it and check it."

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 J 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:

- "Why did Goldie scratch at the door?"
- "What did they do to help the fawn?"