

GOLDIE AND 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

Kelsey and her dog Goldie are taking care of the little fawn they found one day under the porch.

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 growling at Kelsey's friend Josh. Why do you think she was doing that?"
- 4 "How do you think Kelsey feels about the fawn? What makes you think that?"
- 5 "Kelsey's dad is worried Kelsey might become too attached to the fawn. That means she is close to the fawn emotionally. Turn to a partner next to you and talk about why Kelsey's dad might be worried she is getting too attached to the fawn."

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 growl at Kelsey's friend Josh?"
- "Why do you think Kelsey's dad does not want her to name the fawn?"

