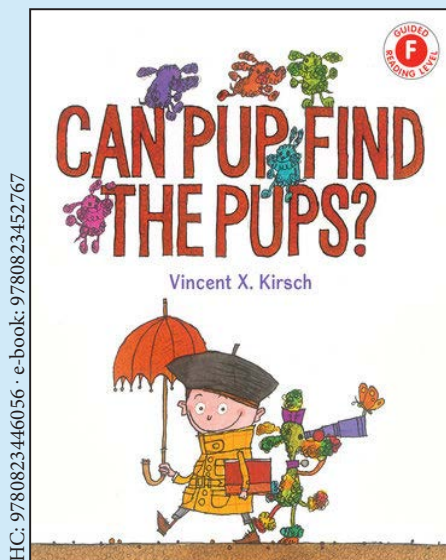


HOLIDAY HOUSE | LESSON PLAN



An **I Like to Read**® Book, Level F

Can Pup Find the Pups?

Pup can't find the five pups. Can you? This Level F reader is perfect for final term kindergarteners, first term first graders, and summertime fun!

Interest Level: PreK–3

Age: 4–8

Instructional Standards

- **Reading Literature:** RL.K.1, 2, 3, 7, 10/RL.1.1, 2, 3, 6, 7, 10/RL.2.1, 2, 3, 7, 10
- **Reading Foundation Skills:** RF.K.1, 2, 3, 4/RF.1.2, 3, 4/RF.2.3, 4
- **Speaking and Listening:** SL.K.1,2,3,4/SL.1.1,2,3,4,6/SL.1.2,3,4,6
- **Writing:** W.K.2, 5/W.1.2, 5

Learning Objectives

Students will:

- increase sight word vocabulary recognition
- develop fluency through reading
- learn about letters, sounds, and words and apply skills
- extend comprehension through discussion, instruction, and writing
- understand that drawings or photographs add to the ideas and information in a text

BEFORE READING

This should be an interactive, back-and-forth conversation.

- Discuss the front cover illustrations and the book title. This is Tate and his dog, Pup. How many little pups do you see?
- In this story, Tate likes to draw. He and Pup go on an adventure to find more things to draw.

Take a picture walk:

- What things does Tate like to draw?
- Tate and Pup go to a museum to find new things to draw. On the way they see five pups. What do they see in the museum?
- Where are the pups hiding?
- What are Tate and Pup thinking about as they walk home? Why does Pup look sad?
- Now the pups have a new home!



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DURING READING

As students read softly, notice what individuals do and support when necessary.

- When a student struggles to read a word, promote the use of more than one strategy: Will the picture help you? Does it sound right and make sense? What sounds do those letters make? Did you see this word on the previous page?
- If needed, demonstrate how to read with appropriate phrasing and explain that reading should sound like talking.

AFTER READING

Have students share their responses to the story. Encourage them to listen and respond to each other's thinking. Use some of these questions during the discussion. Encourage students to refer to the text and illustrations to support their thinking.

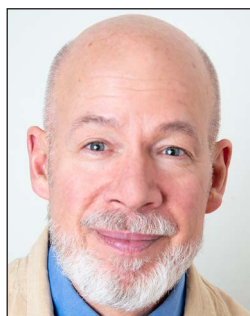
- Where does the story take place? Or, what is the setting?
- Who are the main characters in the story?
- What happened at the beginning of the story?
- What do Tate and Pup do at the museum?
- How does the story end?

WORD WORK

Use attached picture cards. Consider printing on cardstock. Cut cards apart. Attach a magnet to the back of each or use tape.

- Gather students on the floor in front of you.
- Make a T chart on a magnetic white board.
- Label with Long A (CVCe)/Short A (CVC)
- Model why the “bake” picture belongs in the Long A column and the “van” picture belongs in the Short A column. Sound out the spelling and write it under each picture.
- Invite volunteers to place picture cards in the appropriate columns on the T chart and write the word to match.
- Continue until all picture cards have been placed on the board.
- This can be used as a learning center for independent or partner work.
- The attached activity sheets can be adapted for various ability levels. Choose which sheet(s) will work best for your students. Words are included for those students that need more scaffolding/support. For those students who are ready to write the words independently, you can remove/cover the words before copying.

ABOUT THE CREATOR



Vincent X. Kirsch is an artist, designer, toymaker, and writer of books, film, and television projects. His work is influenced by theater, puppetry, poster art, classical painting techniques, and Hollywood films. Vincent's illustrations have appeared in *The New York Times*, *The Washington Post*, *The Los Angeles Times*, and a wide array of magazines. He has illustrated more than a dozen children's books, some of which he also wrote, including *Can You Find Pup?*, a Holiday House I Like to Read® book.

