Title: **It’s A Dog’s Life**  Level: J ISBN: 978-1-4296-7946-6 Publisher: Capstone\_\_

Familiar Read: (3 min.) **Day 1- intro. to p. 7**

Familiar Writing: (3 min.) Word Building (3 min.)

1. always 2 sounds for **ar**- arm, farm, farmer, are

2. others care, hare, share

3. knows 2 sounds for **or**- for, fort, corn

work, working, world

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

Our story is called It’s A Dog’s Life. Let’s talk about a typical dog’s life.

Our book will talk briefly about the usual things that happen in a dog’s life, then the author will tell us about some dogs that are extra special. They require special training to help people with their lives.

Read the Table of Contents

(The table of contents in a book will help you to find the names of the chapters of the book and the page number where each chapter begins and ends.)

Ask questions- On what page will we read about working dogs? What page will the section called Working Dogs end on? Where will we learn about the meanings of words in this book?

Difficult Words/Vocabulary – p. 5 roam, p. 6 scent, criminals

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Good readers adjust their reading. When reading about something new, we read a little slower. We stop and think about what we’re reading. We use all the text features. We use what we know and add more information to our minds. (That’s called synthesizing.)

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

Let kids read p. 2-3 then think about the information and prepare to talk about it.

Model- p. 2 reminds me about the usual things dogs do during a normal day.

What did you think about as you read p. 3: (Some dogs are specially trained to help people.)

What does the author mean when she says “Some dogs spend part of their days *at work*.”?

Show the heading on p. 4-5 in **your book**. It prepares us to learn more about some specially trained dogs.

What questions do you have? What are you wondering?

Kids turn to and read p. 4-5.

What did you learn about 1 type of working dog? (discuss herding dogs)

What do you think the word roam means? (readers use context clues, or words surrounding unknown words to get their meaning.)

Why might a dog be better at this job than a farmer? (speed, energy, farmer might need to pay another person but the dog does it for free)

Show p. 6-7 in **your book**. Look, there is no heading, this page must tell us more about the last section called Working Dogs.

Let the turn to and read p. 6-7.

What jobs did the dogs on these pages do? Why are dogs so useful for these jobs?

Have you ever seen a working dog?

Return to the teaching point:

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Can anyone show me a part of the book where you reread something to help understand it?

Can someone talk about the text and all the text features on a page and tell how they are realted?

Writing Connection: (5 min.)

Use the heading Working Dogs. Let’s share ideas and write a paragraph to teach others about working dogs.

(Each child could write their own paragraph after sharing ideas or you might write a group paragraph. You could write largely on bulletin board paper and the kids could write in their journals.)

Title: **It’s a Dog’s Life**  Level: J ISBN: Publisher: \_\_

Familiar Read: (3 min.) **Day 2** reread & p. 8-16

Familiar Writing: (3 min.) Word Building (3 min.)

1. right ago, away, across, about

2. begins

3. people

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

Reread p. 1-7. Compare/contrast the lives of normal dogs and the lives of worker dogs.

Today we’ll add to our schema (concept) about special types of dogs. We’ll read p. 8-16 and learn about other specially trained dogs.

Let’s look at a few tricky words we’ll read today. You write them on the whiteboard and kids write them in their journals.

*Write and clap the syllables* for: **ser/vice, ther/a/py, im/por/tant,** **spe/cial, clothes, har/ness, guide, health/y**. (no need to talk about meaning, this will occur during and after reading)

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

As you read, be sure to stop and think while you read, add to your schema or knowledge of dogs. Adjust your speed and reread if needed to help you understand and remember information about special dogs.

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

p. 8-9 What kind of personality does a service dog need? Why are these personality traits important?

How are service dogs trained?

What are 2 kinds of service dogs? (talk about how these important words are **big and bold**)

When you serve someone, what does that mean? (maybe talk about waiters and waitresses and how they **serve** you and get a tip for good **service**)

Why is ***service dog*** a good name for this special animal?

p. 10-11 What things can these service dogs do to help people?

What do you picture the dog on p. 10 doing when it hears the doorbell and the deaf person doesn’t hear it? (The author wants us to infer and visualize what will happen.)

p. 11 What is the dog in the photo doing that the text doesn’t mention?

p. 12-13 What equipment does a guide dog need? Why is this needed?

p. 13 What is the role/job of a therapy dog? (make people feel good)

How could a dog make a person feel good? (both appreciate attention & feel loved, dogs do cute things to make us smile, petting a dog is calming, caring for something gives the caregiver a sense of pride)

How is a therapy dog different from a service dog? (therapy dogs help people feel good, service dogs do a job for people)

How is a therapy dog the same as a service dog?

p. 14-15 What type of dog is talked about here? (common household pet)

Most of the book was about dogs caring for people, here the author reminds us that people take care of dogs too.

What do people do for dogs? (exercise, provide food, love)

Return to the teaching point:

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

p. 16 Let kids read the glossary. Have them play a concentration matching game, matching the words with their definition.

Then place the words face down in a pile, have each student select a word a talk about it using old and new information from this book.

(Remind kids that putting information together in a new way, or adding new information about a topic is synthesizing! When you read, remember to synthesize!)

Ask kids if discussing each page together helped them think more deeply about the ideas. Encourage them to take think time and talk about interesting ideas!

Writing Connection: (5 min.)

Have kids think about a real, storybook, or imaginary dog. Have them write about a day in the life of that dog. They may write from a third-person perspective or first-person perspective, as if they were the dog telling the story of their day.

Or

Make a Venn Diagram comparing/contrasting service dogs and therapy dogs.