Title:  **Daisy to the Rescue**  Level: K ISBN: 9781584535614 Publisher: Pioneer Valley

Familiar Read: (3 min.)

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

1. after compound words- something, flashlights,

2. could afternoon, neighborhood

3. couldn’t

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)
* Compare compound words to words with suffixes.
* playing, playground flashed, flashlight neighbors, neighborhood
* See worksheet about suffixes. (IREAD practice)
* Discuss how dogs and cats like to chase other animals. Sometimes they just like the chase, sometimes they play with the animal they catch, and sometimes they eat the animal they chased and caught.
* This is a book in the series about Daisy and her friends. It’s called Daisy to the Rescue. Do you know what rescue means? Can a dog rescue someone or something?
* Daisy, Bella, Rosie and Jack are playing outside and they chase a chipmunk. Bella leaves all the dogs behind and continues to chase the chipmunk. Daisy complained that Bella is too fast and she can’t catch her. The dogs are worried about their friend, but they think she’ll come home in a little while.
* Make predictions- What might happen? (Keep the title Daisy to the Rescue in mind.)

Have kids read to p. 9 and stop, discuss what is happening. Talk about the missing dog sign on the tree. Talk about the reward being offered.

Review the beginning and middle of the story and make predictions about the ending. Be ready to talk about how the story ends.

Difficult Words/Vocabulary – p. 4 complained, p. 9 worrying, neighborhood

 p. 8 searching

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

Think about the beginning, middle and ending of the story. Talk about conflict and resolution.

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

Talk about the friendship between the dogs. What actions let us know that they are friends?

Have pairs of students review the beginning and middle of the story. Let them talk about how they thought the story would end.

What was the conflict in the story? Discuss the way the story ended. How did Daisy find Bella? How did Daisy rescue Bella? Did Daisy need help?

I thought Bella was lost in the woods, but when I read that Daisy could hear something under the deck, I changed my prediction.

How do you think Bella got under the deck? Why couldn’t she get out?

When Bella thanked Daisy, what was the first thing on Daisy’s mind? (Did you eat it?)

 I thought this was a funny way to end the story. I thought she might let Daisy know how happy she was to see her! I thought this was a cute way to end the story. How did you feel about this book?

In what ways did Bella, Rosie, Daisy and Jack act like humans in this book? Did that make the book more fun?

Writing Connection: (5 min.)

Make a flow chart telling what main events happened first, in the middle of the story and at the conclusion.

If time, write how you enjoyed the story. Or- Write about a time when there was a problem you and your friends had to resolve.

Look at each word below, then circle the **suffix** and only the suffix in the word. Cross out the word if it does **not** have a suffix.

1. barked

2. suddenly

3. chipmunk

4. complained

5. couldn’t

6. misses

7. wonder

8. sounded

9. something

10. searched