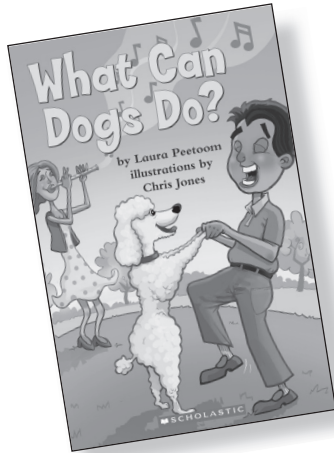


# What Can Dogs Do?



Written by *Laura Peetoom*

Illustrated by *Chris Jones*

**Text Type:** Info-fiction: Description — Account

**Guided Reading Level:** A

**Summary:** In simple, repetitive language, this text identifies some of the things that dogs can do.

**Word Count:** 24

**High-frequency words:** *can, dog, jump, run, this*

## Text Supports

- ▶ illustrations support text
- ▶ repetitive sentence structure
- ▶ short sentences

## Possible Text Challenges

- ▶ exclamation mark
- ▶ question mark

## Reading Strategies

### Comprehension

- ▶ predicting
- ▶ making connections: text to self

### Working with Words

- ▶ using picture cues to read unfamiliar words
- ▶ using beginning sounds to confirm word predictions

## Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ make text-to-self connections
- ▶ use picture cues to read unfamiliar words
- ▶ use beginning sounds to confirm word predictions

**Teaching Tip:** When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Ask students if any of them have a dog. Invite them to tell about some of the things their dog can do. Then show students the cover of the book, read them the title, and the author and the illustrator's names. You might say, *Let's listen to the title of this book again. What Can Dogs Do? This mark tells us that this is a question.* Ask them to look at the illustrations and discuss what they see. Show them the back cover and read the words to them and discuss.

#### **ESL Note:**

Some ESL students may be frightened of dogs, as they may be wild in their home country. Introduce the role of dogs as companions, playmates, and members of the family.

### Predicting/word solving and building

Cut out or draw a picture of a dog and place it at the top of a piece of chart paper. Ask students to generate a list of words that would help answer the question. *What can this dog do?* As students decide on things that the dog can do, isolate the beginning sound of each word and then identify the letter that makes that sound.

### Print concepts

#### **Overcoming Text Challenges**

Direct students' attention to the back cover blurb. Point out the exclamation mark and read the sentence expressively. Ask, *How do you think the author feels about the things dogs can do? What is it about this sentence that helps you to understand that?*

### Word solving and building

Hand out copies of the book. You might say, *Let's look at the first few pages together and see what clues are in the pictures.* Turn to the first page and ask, *What can this dog do?* (Ensure that your question reflects the sentence structure of the text.) Tell students that their response should be in the form of a sentence. If a student responds with only the verb, help him or her to formulate the response using the text's sentence pattern. Follow this format for the first few pages until you feel confident that students can use the illustration to predict the text.

### Predicting

#### **Setting a Purpose**

Say, *I want you to read this book to see if dogs do the things you predicted.*



## DURING READING

Ask each student to read the book independently, keeping in mind the purpose that was set for reading. Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, ask, *Can you find something in the picture to tell you what is happening? What word would make sense?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner the various things the book told them that a dog can do.



## AFTER READING

### Predicting

When all students have finished reading the text, discuss what they learned about dogs. Ask, *Could the dogs in the book do all of the things we talked about before we read it?* Ask students to add to the list they made prior to reading, now that they have read the book. What else can dogs do? Their answer will now be based on the knowledge gained from reading the book.

### Print concepts

Ask, *How do you think the author feels about the dog on page 12 that she says can dance? Do you think she feels that that is a very special thing for the dog to be able to do? Why do you think so?* (Students should recognize that the exclamation mark indicates the author's feelings about the dog's abilities.)

### Word solving and building

Have students look at the word *catch* on page 6. Ask them if they can see a word that they recognize (*cat*). Have them pronounce the "ch" sound, then have them pronounce the whole word, pointing out that the "t" sound at the end of *cat* is no longer heard once it is combined with the "ch" sound. Invite them to think of other words with the "tch" ending (e.g., *hatch, thatch, patch, batch, latch, match, watch*).

Point out positive reading strategies you observed during the reading. For example, *I noticed that Jamal looked at the picture of the dog on page 6 and said, "This dog can play frisbee." Then he changed his reading. Jamal, what made you change your mind? What strategy told you that play wasn't the right word?*

### Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

### Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

#### **What Dogs Can Do**

Give students a copy of the BLM and ask them to draw a picture of one thing a dog can do. Ask them to print either the word that identifies the action or an entire sentence at the bottom of the page, using the sentence starter from the text. Use your knowledge of each student's ability to record print to determine which expectation is more appropriate for that student.

#### **Word Building**

Ask students to build the book's high-frequency words using magnetic, plastic, or card letters.



### Home Links

Have students take home a reproducible version of this text. See [www.lpey.ca](http://www.lpey.ca).

### Making connections: text to self

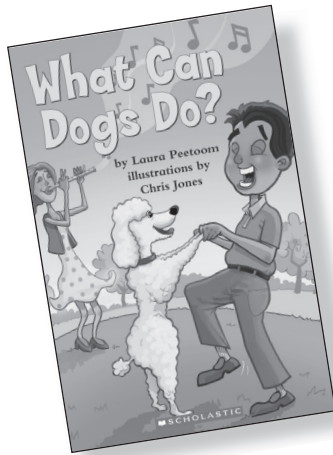
### High-frequency words

# What Dogs Can Do

Name: \_\_\_\_\_

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# What Can Dogs Do?



Written by *Laura Peetoom*

Illustrated by *Chris Jones*

**Text Type:** Info-fiction: Description — Account

**Summary:** In simple, repetitive language, this text identifies some of the things that dogs can do.

For more information on Small-Group Shared Reading, see the Reading Guide for grade one.

## Text Features

### Print Concepts

- ▶ one line of text per page
- ▶ exclamation mark
- ▶ question mark

## First Reading

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ making connections: text to self

#### Working with Words

- ▶ using picture cues to support the solving of unfamiliar words
- ▶ looking at first letter to confirm word predictions

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions about content
- ▶ make text-to-self connections
- ▶ use pictures to aid in reading the text
- ▶ use the first letter to confirm predictions
- ▶ track print from left to right



## BEFORE READING

### Text features

### **Activating and Building Background Knowledge**

Show students the cover of the book and say, as you point to the appropriate places on the cover, *This book was written by Laura Peetoom, and Chris Jones drew the pictures. It is called What Can Dogs Do? This mark tells us that this is a question. What do you think—is this book going to answer that question? When I read, we are going to see if it does answer the question, “What can dogs do?”*

### **ESL Note:**

Some ESL students may be frightened of dogs, as they may be wild in their home country. Introduce the role of dogs as companions, playmates, and members of the family.

### Predicting

Ask students to think quietly to themselves and brainstorm some of the things that they know dogs can do. Have them turn to a partner (think-pair-share) and share with that person what they have been thinking. Work with students to create a list of things that they think might be in the book. Read the list with students a few times to ensure that they have added all of the things that they can think of.

### **Setting a Purpose**

### Predicting

Say, *Let’s read the book to see if the author tells about the same things that we wrote on our list of things dogs can do.*



## DURING READING

### Word solving and building

In this small-group session it is important to model to students how to use reading strategies appropriately to make sense and decode the text. As you approach the first few pages, identify what is happening and invite students to make a prediction about what the text will say. Isolate the first sound of the word, and then identify the letter that matches that sound. Read the text and see if the letters match. For this group of students, your goal is to model how the students should approach the reading of an unfamiliar page.

### Tracking print

Reread the book, running your finger or a pointer under the text. Track the phrases, not single words, so that the reading mimics oral language and provides a demonstration to students of how to chunk words.

### Building confidence

In order to build confidence in the reading of this text, students should be encouraged to join in when they feel they can do so accurately. They may, for example, join in the reading of “This dog can” but then listen as you read *dance*. Be mindful of when to read (on words that they are finding challenging) and when to drop your voice and let students take the lead in reading (as they are able to read the words independently). Your voice should be heard only when students’ voices would not be.



## AFTER READING

### Predicting

Say, *I thought that the title of this book was telling us that the book would answer the question, “What can dogs do?” Did it answer the question? Now that the group knows what the author says dogs can do, return to the list that students*

**Making connections:  
text to self**

created prior to reading and ask them to tick off the words that the author used in the book. Talk with students about how this discussion of appropriate words helped them to read the book. When they are reading independently they should go through the same mental exercise—consider words or ideas that might be in the text.

Invite students who have dogs to tell about special tricks their dogs can do or about things they or family members have tried (with or without success) to teach the dog to do. Add any new words to the list created earlier.

## Second and Further Readings

**Print concepts**

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.

For each rereading, we suggest that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

### **Print Concepts, Book Handling, and Text Features**

At this reading level it is important for students to focus on visually tracking the text as they read. Encourage students to demonstrate where they are reading by pointing to their own copies of the book as they read together.

Note students' ability to do one or more of the following:

- ▶ locate particular words on a page (first word, last word, known high-frequency word)
- ▶ match one-to-one on each page
- ▶ track print from left to right
- ▶ turn pages correctly

**Text features**

Review the title, and author and illustrator's names. Ask students to look for this information on the title page.

**Print concepts**

Point out the period at the end of a sentence. Discuss its function. Point out the exclamation mark after *dance* on page 12 and *do* on the back cover. Ask students, *How should you read a word or sentence that comes before this kind of punctuation mark?* If students are unable to tell you, demonstrate, leading them to see that an exclamation mark denotes excitement or emphasis, while a period signifies the end of a complete thought and a pause before the reader moves on to the next thought.

**Predicting**

### **Focusing on Comprehension**

By reviewing the text and looking at the pictures, draw out the idea that the pictures in this text help to tell what the words mean. The reader can first look at the picture and consider what words the author will use to tell what is happening in the pictures. Invite students to demonstrate by selecting pages at random and asking students what the picture tells them and then what the text says.

## Making connections: text to world

### Evaluating

### Letter knowledge

### Phonological and phonemic awareness



#### Home Links

Have students take home a reproducible version of this text to read chorally with family members. See [www.lpey.ca](http://www.lpey.ca)

## Making connections: text to self

### High-frequency words

Invite students to talk about dogs that they have seen being taken for walks by their owners or about taking their own dogs for walks. Have them discuss what dogs should (or should not) do when out with their owners.

Ask students to consider the following question, *If you were making this book, would you have made it with illustrations or would you have used photographs? How would photographs have changed the book?* These questions help students to think critically and become text critics. They are challenged to think about how well the author and/or illustrator succeeded in creating a text for the purpose as set out—in this case to inform us of the things that dogs can do.

### Working with Words

At this text level, students are not expected to decode the words in the text. The text is developed to allow students to follow a pattern to read a significant number of the words. The illustrations should then help the reader to predict the unknown words (e.g., *jump* or *sit*.) After isolating the initial consonant in the predicted word, the reader should identify the letter that matches that sound and then check the first letter in the written word to see if it matches. Students should practise this important reading strategy independently.

Orally stretch words from the text that are not high-frequency words, e.g., *Let's say the word catch slowly. Stretch it out: c-a-tch.*

### Rereadings

Provide opportunities for each student to reread the book with a partner.

### Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

#### ***Make a Class Book***

Go back to the list generated at the beginning of the lesson. Look at some of the words on the list that were not used by the author and work with students to create a few more sentences that tell what dogs do. Students may be asked to write their own sentences independently, illustrate them in a way that demonstrates the idea to the reader, and then put the pages together to form a group book for the class to read together.

#### ***Miming What Dogs Do***

Use the sentences students created above, and have them read their sentences while a partner (or the rest of the class) carries out the action described in the sentence.

#### ***High-frequency Words***

In a simple, predictable text such as this one, the same words are repeated throughout and so should be taught as important high-frequency words that students will encounter in many texts. Invite students to play games such as Snap or Concentration with the words by printing them on word cards, give them plastic/magnetic letters to form the words independently, or have students use word masks to find the word in various locations throughout the classroom.