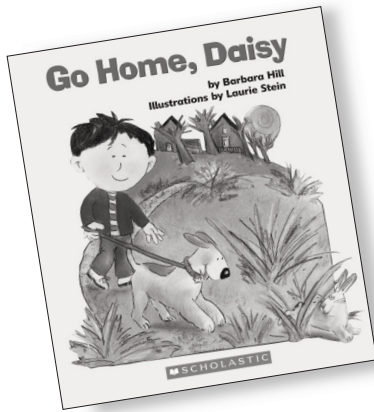


Go Home, Daisy



Written by Barbara Hill

Illustrated by Laurie Stein

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: F

Summary: A dog named Daisy loves to follow the family wherever they go. When she follows they say, “Go home, Daisy!” and she obeys this command very well. This skill comes in handy when a family member is lost and he needs Daisy to help him find his way home.

Word Count: 143

High-frequency Words:

a, after, all, and, at, away, dad, dog, for, go, got, he, her, home, in, into, is, it, long, mom, no, of, out, said, school, stop, the, to, way, went, where

Text Supports

- ▶ repetitive language on pages 4 and 6 (“Daisy went home”) and 3, 5, and 13
- ▶ moderate picture support to show events in the story
- ▶ repeated actions of main characters

Possible Text Challenges

- ▶ dialogue
- ▶ some difficult vocabulary: *shouted, barked, woods, school, after, work, and names (June and Ray)*

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ making connections: text to self

Working with Words

- ▶ using the picture cues to assist with the recognition of unfamiliar words
- ▶ word solving and building: using beginning sounds to read unfamiliar words

Assessment Opportunities

Note each student’s ability to:

- ▶ synthesize new information with prior knowledge to create understanding
- ▶ make connections between the text and personal experience
- ▶ solve challenging words using pictures and by focusing on beginning sounds
- ▶ demonstrate an understanding of the purpose of quotation marks



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show students the front and back covers of the book. Ask, *Who is Daisy? What does Daisy like to do best?* Invite students to share any stories of being lost. Ask, *How did you feel? What did you do?* Ask who owns a dog. Discuss a variety of commands which people train their dogs to obey, such as “sit,” “heel,” or “fetch.” If the children have no experience with dogs, discuss your dog, or a friend’s.

Word solving and building

Overcoming Text Challenges

Hand out copies of the book. Discuss what is happening on pages 3, 4, 5, and 6. Refer to Daisy following the van and then the car and what happens after she does so each time. If students have difficulty with words such as *car*, *van*, and *school*, assist them in using beginning sounds and pictures to determine the words.

Print concepts

Direct students to page 3 and have them find the words that are spoken. Ask them to read the dialogue to themselves and then ask, *Who is speaking? Who is he talking to?* Assist students in finding other pages on which direct words are spoken (pages 5, 8, 9, 13, and 16).

ESL Note:

Model using expression (tone, volume) when reading direct quotes, showing a clear distinction between narrator and speaker voices.

Synthesizing

Setting a Purpose

Tell students that they are to think about what they know about Daisy as they are reading. Say, *What can Daisy do very well? Why is the book called Go Home Daisy?* Encourage them to find reasons to support their thinking. Ensure that students are able to explain this purpose so that they know what it is they are looking for as they read.

Teaching Tip:

Write the comprehension focus on chart paper so that students can refer back to it as they independently read and reread the text. Students need to know the purpose for their reading so they are “tuned in” as they read.



DURING READING

Ask each student to read the book independently, thinking about the purpose that has been set.

Observe and listen to the students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension strategies. Monitor for use of picture cues and beginning sounds as they encounter unknown words. As they read words in quotation marks do they demonstrate an understanding of direct spoken words through the use of expression? Possible prompts: *What do you think Dad/Mom will say when Daisy follows the van/car? What do you think Daisy will do when Dad tells her to go home? What do you think Ray will do when he becomes lost?* (page 11).

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

If students finish before others, ask them to reread the book alone or with a partner, and share ideas for what other commands Ray could teach Daisy.



AFTER READING

Synthesizing

Discuss what happened in the story and the skill Daisy used to help Ray. If students don't suggest it, refer to the command "Go home, Daisy!" that Daisy obeys. Help students understand that usually it was Daisy following the family and being told to go home, but in this case it was Daisy leading the way.

Word solving and building

Revisit the words *shouted*, *barked*, *woods*, *school*, *after*, and *work* and ask students to explain what strategies they used to work out challenging words. Review other challenges you observed as students read.

Point out positive reading strategies you observed during the lesson. For example, *Mei Lin used the beginning sound to help her work out the word* shouted.

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.

Dog Commands

Making connections: text to world

Have students write and/or draw other commands that dogs need to learn. If they do not have a dog of their own they can think of dogs they have seen. Encourage them to share and discuss their writing with each other.

Evaluating

Have students write and/or draw about how Ray may have felt when he became lost. Encourage them to share with each other.

Synthesizing

Illustrated Story

Provide students with a copy of the BLM. Ask them to draw an appropriate picture for each of the four headings. Ensure that students understand the headings "characters," "setting," "problem," and "solution" before they plan their drawings.

Word solving and building

Word Family "an"

The rime "an" is one that students can build on to read new vocabulary through analogy or create new words when they are writing. Give students magnetic letters or letter cards for the letters "a," "n," "c," "f," "m," "v," "p," "r," and "t" and ask them to manipulate the letters to form new words. These words can be recorded and read out at sharing time.

Go Home, Daisy

Name: _____

Setting	Solution
Characters	Problem