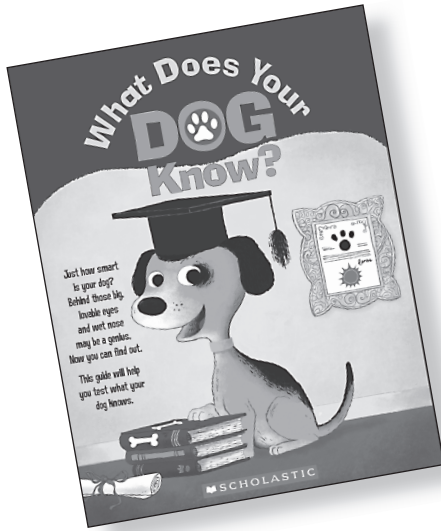


# What Does Your Dog Know?



*Illustrated by Drazen Kozjan*

**Text Type:** Non-fiction: Procedure — Quiz/Brochure

**Guided Reading Level:** K

**Summary:** This subtly humorous brochure gives instructions for how to test what your dog knows, along with a scoring guide.

## Text Features

- ▶ folded brochure format
- ▶ scoring guide
- ▶ quotation marks for commands
- ▶ illustrations for sequence of test administration

## Visual Literacy

- ▶ speech bubbles

## Text Supports

- ▶ illustrations are clear and related to text
- ▶ familiar topic

## Possible Text Challenges

- ▶ challenging vocabulary: *reaction, broadly, usually, familiar, performs, refrigerator, normally, movie, biscuit, encourage, determine, confidence, discouraged, developed*
- ▶ point-form and numbered-step format
- ▶ sequence for page order

## First Session (pages 1-2)

### Reading Strategies

#### Comprehension

- ▶ sequencing
- ▶ evaluating

#### Working with Words

- ▶ using context and picture cues to aid reading of unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ sequence events appropriately
- ▶ evaluate reading material
- ▶ make text-to-world connections
- ▶ use context and picture cues to help in reading unfamiliar words

### Oral Language Opportunities

- ▶ discussing in a group
- ▶ discussing in pairs



## BEFORE READING

### Text features

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

Hold up a copy of the closed brochure. Say, *Today we are going to read a different kind of material called a brochure. This one is folded* (open the brochure to show how it is arranged), *and readers need to open it up and read it in a certain order.* Explain that the purpose of brochures is to give information rather than tell stories. Close the brochure and read the title aloud.

**ESL Note:** Ask students to brainstorm things that a smart dog might do. Some students may be unfamiliar with how dogs act, so elicit information from other students.

### Making connections: text to world

Ask students to look at the cover illustration. Encourage them to notice the dog's unusual hat. You may need to explain that the hat is square (called a mortarboard) and is usually worn when people graduate. Ask, *Why might a dog be wearing this hat?*

Direct attention to the diploma hanging on the wall. Students may be familiar with certificates or diplomas that they or their friends have received. They may know of a dog that received such a diploma after attending obedience school. If not, you will need to explain diplomas and certificates. Point out the paw print in the title and on the diploma. Ask, *Why do you think the books are in the illustration?*

### Predicting

Ask, *What do you predict the purpose of this brochure is?* Discuss.

Pass out a copy of the brochure to each student. Ask students to join you in choral reading the introduction teaser on the front cover. Invite them to open and browse through the brochure, encouraging them to look at all six panels.

Invite students to add to their prediction about the brochure's purpose or to revise their thinking.

### Evaluating

Ask, *Do any of you have a dog or do you know anyone who has a dog? What can the dog do? Do you think the dog is smart? Why do you think so?* Allow time for students to share their experience and opinions about how you can tell if dogs are smart. You may model by referring to the brochure when sharing experiences with dogs.

**Teaching Tip:** Model for students as you close your brochure, noting that it must be folded in a certain manner.

### Text features

#### **Overcoming Text Challenges**

Tell students that the author has arranged this brochure so that it is read in the correct order. Ask how useful they think it would be to the reader if it were folded so that page 2 came last.

### Text features

Ask students to open the brochure by turning back the first page. Point out that page 2 is on the right and page 3 is on the left. However, they should read page 2 first. Ask them to choral-read the title with you. If necessary, explain that this page is an introduction and is written in point form. Invite students to join you in reading page 2. Discuss and clarify any points of confusion. Show the scorecard BLM and discuss its use.

### Word solving and building

Ask a student to read the word *usually* on page 2. If the student has trouble with the word, ask him or her to look at the ending of the word and then try to say the word without the ending. After the student has said the word, ask the class to find any other “-ly” words on that page (*quickly, poorly*). Remind them to look for the “-ly” ending when they read the rest of the brochure.

### Setting a Purpose

### Evaluating

Say, *The first part of the brochure will tell us how to get ready to test a dog. As you read, I want you to think about what the author says and see if it makes sense to you.*

**Teaching Tip:** By writing the purpose for reading on the board or chart paper, you make it available for all students in the group, which will help them focus as they read.



## DURING READING

Direct students to read to the end of page 2, thinking about the purpose that has been set.

Observe and listen to one or two students read orally, as time allows. Assist them with word-solving strategies, vocabulary, punctuation, and comprehension queries, as needed. Monitor for the use of picture and context to read unfamiliar words, and for self-monitoring to fix any misread words.

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner what they have learned.



## AFTER READING

### Evaluating

Ask students what they think about the suggestions for getting ready to test a dog. Ask, *Do the suggestions make sense? Why would you need to wait till a dog is at least one year old? Why should the tests be done some time before the dog normally eats? Why should the tester always stay calm?* Ask, *If you were going to test a dog, would you follow these suggestions? Can you think of any more you might add?*

### Word solving and building

Ask students to share any words they found challenging and what strategies they used to figure out the words. Note the positive reading strategies students used as they read, e.g., say, Melanie had trouble reading the word *familiar*, but then she thought about the word *family*. She looked at the letters, made the letter sounds, and was able to figure it out.

## Second Session (pages 3-6)

### Reading Strategies

#### Comprehension

- ▶ sequencing
- ▶ evaluating

#### Working with Words

- ▶ using context and picture cues to aid in reading unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ sequence events appropriately
- ▶ evaluate reading material
- ▶ make text-to-world connections
- ▶ use context and picture cues to help in reading unfamiliar words

### Oral Language Opportunities

- ▶ discussing in a group
- ▶ discussing in pairs



## BEFORE READING

### Making connections: text to world

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

Ask students to briefly tell about what they read in the last session. Retelling should include the following points: these tests are to see how smart a dog is; you can give the dog a score on each test; the brochure tells you how old the dog should be to be tested, and when and how often you should test him.

### Predicting

Tell students that they will finish reading the brochure today. Focus attention on pages 3, 4, and 5. Ask what they expect to read about in the rest of the brochure. Ask students, *What do you notice about the material on pages 3, 4, and 5?* Encourage them to see the similarities among the three tests. Have students tell you what the tests have in common (a number, a title, a subtitle, a "You will need" section, a "How to do" section, illustrations of the test, and a scoring section). You could ask questions, such as, *If I've just read the "You will need" section, what will I read next? If I've just finished the test, what will be the next thing I read?*

Read the title and subtitle of Test 1. Invite predictions. Ask students to look at the illustrations on page 3. Ask, *What do you think is happening in these pictures?*

Read the title and subtitle of Test 2. Invite predictions. Ask students to look at the illustrations on page 4. Ask, *Why do you think the girl might be saying refrigerator and movie to her dog?* Invite additional or revised predictions.

Read the title and subtitle of Test 3. Ask students to look at the illustrations on page 5 and think about what problem the dog might need to solve. Invite predictions.

**ESL Note:** Have students revisit their predictions. Ask, *Were your predictions correct? What headings gave you information? What picture cues did you use to make your predictions?*

**Sequencing**

**Setting a Purpose**

Say, *Let's read pages 3–6 to find out how to carry out these tests. What will we need to do and in what order?*

**Teaching Tip:** Write the purpose for reading on the board or on chart paper so it is visible to all students. This will help them focus as they read.



**DURING READING**

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

Observe and listen to one or two students read orally, as time allows. Assist them with word-solving strategies, vocabulary, punctuation, and comprehension queries, as needed. Monitor for the use of picture and context to read unfamiliar words, and for self-monitoring to fix any misread words. Offer prompts to help students problem-solve as they read. For example, *Can you find two words that make up this one word?* (scorecard)

Through individual questioning, note whether or not each student understands the steps for testing.

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

If students finish before the others have completed the reading, ask them to reread the pages independently or with a partner.



**AFTER READING**

**Sequencing**

Revisit the purpose for reading. Ask students to explain the steps for each test. Discuss each test as needed. Ask, *Is the order of the steps in each test important? Are there any steps that could be in a different order? Why?* (You might reverse steps 2 and 3 in Test 2 with no problem, but generally the tests must be performed in the order given.)

Model and encourage students to refer to the text to clarify any unclear steps.

**Evaluating**

Some students may notice elements of humour in each test. For example, how would it feel to call words like *refrigerator* and *movie* to a dog? Ask, *Do you think you have to use the words refrigerator and movie? Why or why not? What words would you choose if you were going to test a dog?*

## Word solving and building

Invite students to express opinions about these tests. For example, you might ask, *Are these things natural for dogs to do? Could most dogs perform these tasks?*

Lead a discussion about the scoring. What score might a smart dog receive on each of these tests? A less smart dog? Ask, *Do you think the scoring is fair? Why or why not? How would you change it?*

Direct students to the table that indicates “degrees of smartness,” and work out why these scores are assigned. Be sure to allow time for this discussion so that students realize the quality desired in each response. For example in test 3, time is an important factor for achieving a high score.

Point out positive-reading strategies students used as they read, e.g., say, *Martin had trouble reading the word reaction, but then he looked at the letters and saw the smaller word action. He made the letter sounds and was able to figure it out.*

**ESL Note:** Some students may have difficulty with some of the vocabulary. Consider pairing these students with a partner. Together, students can discuss the meaning of any unfamiliar words.

## Rereadings

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

## Focused Follow-up

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

### Sequencing

#### **Creating a Test**

Have students work in groups to create a test for a dog or another pet. Ask, *What will you test? How will you do it? What will the steps be? How will you make the steps clear to others who wish to use the test?*

### Evaluating

#### **Testing a Test**

If possible, have students use a test developed by another group. Encourage positive feedback about what worked well and what might be improved.

## Word solving and building

#### **Silent Spellers**

*Biscuit* is a word with an unusual spelling pattern. It contains the silent letters “u” and “i.” Introduce the word to students and ask them to find other words from *What Does Your Dog Know?* that have silent letters. Examples might be: *guide, know, broadly, reaction, highest, brighter.* As students identify words with silent letters, record them on chart paper or the board and discuss the silent letters.

Ask students to think of other words they know that have silent letters. Suggest that they refer to the class Word Wall, if necessary. Continue to record and discuss each word.

## Analyzing

### ***Writing a Persuasive Paragraph***

Have students discuss their points of view on the following topic: *Is it important for your pet to be smart?* Allow each student to choose his or her point of view and complete a persuasive writing organizer with appropriate reasons. You may wish to assign a writing task using these organizers. For example, children could write a paragraph to accompany the brochure for future readers, or they could write to other children considering buying a pet.

## Making connections: text to world

### ***Testing a Dog***

Working in pairs, students can work together to administer the tests to a dog. They will need to assemble the appropriate equipment, score the tests, and assess the dog. The “What Does Your Dog Know Scorecard” BLM can be used to record the results. Students could then design a diploma similar to the one shown on the cover of the brochure. It can be awarded to the owner of the dog. After administration, the tests may be scored during a math class.

# What Does Your DOG Know?

## Scorecard

Write the dog's score next to each test.

	<b>Your Dog's Score</b>
<b>Test 1.</b> Smile	_____
<b>Test 2.</b> My Name is not Refrigerator	_____
<b>Test 3.</b> Hide-and-Seek	_____
<b>Total</b>	_____

