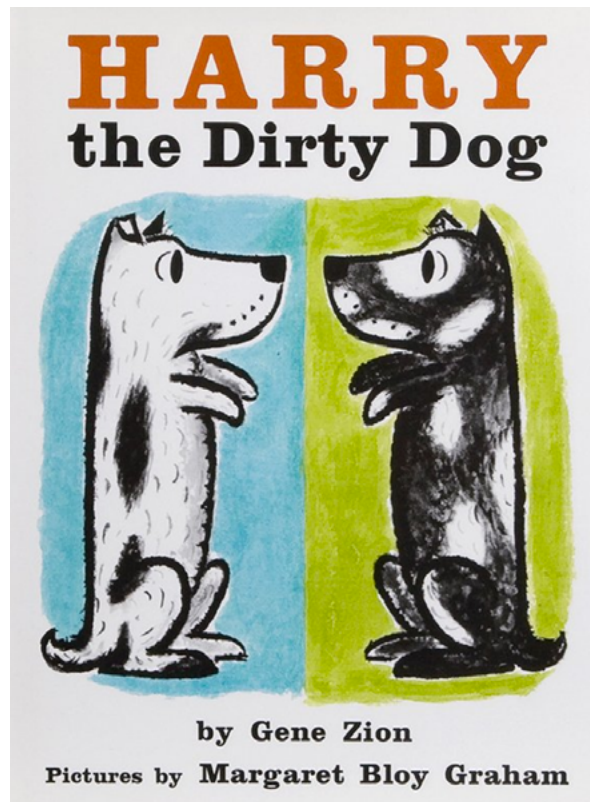




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: K - 2ND



HARRY THE DIRTY DOG

WRITTEN BY GENE ZION

ILLUSTRATED BY MARGARET BLOY GRAHAM

Watch the video of actors

Betty White

reading this story at

storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Harry is a white dog with black spots who absolutely, positively hates to take a bath. When it's time for his bath, Harry runs away. After a day of adventure, Harry gets so dirty that he no longer looks like a white dog with black spots. Now he looks like a black dog with white spots! When he misses his family and returns home, his family does not recognize him. How will Harry convince them that he is still Harry?

THEMES IN THE STORY

Pets, responsibility, family, adventure

READING AND WRITING

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standards listed below are for kindergarten, 1st and 2nd grade, but can be adapted to 3rd grade standards.

BEFORE READING

Standards: CCSS.SL.K.1, CCSS.SL.1.1, CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

1. Discuss pets and pet care with students:
 - What are some things people do to care for pets?
 - What is the hardest thing about caring for a pet?
 - What do you like most about caring for a pet?
2. Ask students: Have you ever had to do something you didn't want to do, but needed to do it because it was good for you?
3. Tell students that they are going to listen to a story about a dog named Harry. Ask students to predict what might happen in the story. How do you think Harry will get dirty?

DURING READING

Standards: CCSS.SL.K.2, CCSS.SL.K.3, CCSS.RL.K.10, CCSS.SL.1.2, CCSS.SL.1.3, CCSS.SL.2.2, CCSS.SL.2.3

Reading Focus: Making predictions

Objective: Students will listen to story and answer teacher posed questions appropriately.

Procedure:

1. During the read aloud, stop the video and have students make predictions:
 - Why is Harry hiding the scrubbing brush?
 - Do you think somebody will find Harry?
 - Now that Harry's all dirty, what do you think he will do?
 - Will Harry's family recognize him?
 - Why is Harry digging so furiously in the yard?
 - Why do you think Harry hid the scrubbing brush at the end of the story?

AFTER READING

Standards: CCSS.RL.K.2, CCSS.RL.K.3, CCSS.RL.1.2, CCSS.RL.1.3, CCSS.RL.2.2, CCSS.RL.2.3

Reading Focus: Key ideas and details

Objective: Students will summarize the story using key details.

Materials: Chart paper, markers, story map (see below)


Procedure:

- Step 1:** Explain to students that a summary of a story consists of only the important details. Ask students to think about Harry the Dirty Dog and what happened in the beginning of the story. Have students talk with a partner.
- Step 2:** On chart paper, write BEGINNING. Ask students to tell you what happened in the beginning and record appropriate responses on chart paper.
- Step 3:** Repeat the same procedure for MIDDLE and END.
- Step 4:** Have students use the information on chart to write their own summary of the story. Suggestions for this are below.

* Kindergarten: Use “Draw A Picture” summary to illustrate Beginning, Middle, End

- Teacher Prep: Create a worksheet: Divide a sheet of paper into 3 columns and label first column, BEGINNING, middle column, MIDDLE, and last column, END.
- Have students draw a picture in each column to retell the story.

* 1st Grade: Use “Draw a Picture and Write a Caption” summary to illustrate Beginning, Middle, End

-  Google It!: Story Map to find a story map with space for drawing and writing: Beginning, Middle, End.
- Have students complete map.

* 2nd Grade: Create a comic strip to retell the story.

READING RESPONSE

Standards: CCSS.RL.K.1, CCSS.W.K.1, CCSS.RL.1.1, CCSS.W.1.1, CCSS.RL.2.1, CCSS.W.2.1

Objective: Students will answer the prompt using details from text to support the response.

Prompt: Will Harry like baths from now on?

Materials: Chart paper/student writing paper, markers, pencils

Procedure:

Step 1: Write the prompt on chart paper and discuss with students.

Step 2: Allow time for students to voice opinion with partner or small group.

Step 3: Under the prompt, divide the page in half with a marker. On one half, write YES, on the other half, write NO.

Step 4: Have a class discussion, listing reasons for each under appropriate heading.

Step 5: On another piece of chart paper, write the sentence starters:

No, Harry will not like baths because.....

Yes, Harry will like baths because

Step 6: Have students complete the activity according to the ability of your students.

Activity options:

- Divide class according to opinion. Work with each group to complete sentence on chart paper. Have students copy sentence.
- Have students use the sentence starter and opinion responses to complete the sentence independently or with a partner.

WRITING

Standards: CCSS.W.K.3, CCSS.W.1.3, CCSS.W.2.3

Objective: Students will write a narrative piece using grade appropriate sentence structure and spelling.

Prompt: Harry did not like having a bath, but it was a good thing for him. Think of something you don't like to do, but have to because it is good for you.

Materials: Paper, pencil

Procedure:

Step 1: Read prompt to students.

Step 2: Allow time for class/partner discussion

Step 3: Have students respond according to the ability of your class. Younger students can use drawings to illustrate their response.

ACROSS THE CURRICULUM ACTIVITIES

SOCIAL STUDIES - CARING FOR A PET

OBJECTIVE —

Students will learn the basic needs of pets and how to care for them to stay healthy.

MATERIALS —

Chart paper, markers

PROCEDURE —

- Step 1:** On chart paper, divide the page horizontally. Label top “Children’s Needs” and label bottom, “Pets’ Needs”.
- Step 2:** Ask students to name things they need to stay safe and healthy. Record on chart. Then ask students what a pet needs to be safe and healthy. Record responses.
- Step 3:** Compare the two columns – place a star next to any needs that appear on both columns.
- Step 4:** Complete Activity:
Write on the board a list of favorite pets: dog, cat, bird, hamster, etc
Ask students to select a pet they would like to have and draw a picture of it.
Next, have students either draw or write how they would take care of it.

MATH - GRAPHING

OBJECTIVE —

Student will collect, read, and interpret data through a pictograph.

MATERIALS —

Chart paper, lined paper, markers, pencils

Optional: create a picture sheet for students to use in graphing



Google It!: Pictures of pets

Choose a picture and create a full sheet of “stickers.”

PROCEDURE —

- Step 1:** Choose from one of the two topics and write on chart paper:
FAVORITE PETS FAVORITE KINDS OF DOGS
- Step 2:** Conduct a survey with the class
- Step 3:** Have the students tally the results.
- Step 4:** Have students graph the results in the form of a pictograph. Students can use teacher created “stickers” by gluing them on their graph.

ART - TOILET PAPER ROLL DOG PUPPET

OBJECTIVE —

Students make Harry before and after he became the dirty dog.

MATERIALS —

Toilet paper rolls (2 per student), Black and White construction paper, Popsicle sticks, Small googly eyes

PROCEDURE —

- Step 1:** Cover one toilet paper roll with black construction paper and the other with white paper. Glue spots of the opposite color on roll.
- Step 2:** Draw ears from construction paper and glue on top side of roll.
- Step 3:** Make a dog face using googly eyes and construction paper.
- Step 4:** Glue popsicle stick on inside of roll.



ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy programs. Founded in 1985, the Foundation is a national non-profit organization, independent from SAG-AFTRA, and relies solely on support from grants, corporate sponsorships, and individual contributions to maintain our programs and create new ones. Visit sagaftra.foundation.

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