



### About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 154

#### Book Summary

In *Caring for Your Dog*, students will learn some things to consider before adding a new dog to the family. They will also learn about the things dogs need to be happy and healthy. High-frequency words, repetitive phrases, and detailed photographs support readers as they locate details that support the main idea as well as connect to prior knowledge.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Connect to prior knowledge to understand text
- Identify main idea and details
- Discriminate initial consonant *tr*-blends
- Identify initial consonant *tr*-blends
- Recognize and use declarative sentences
- Identify and use the high-frequency word *your*

#### Materials

Green text indicates resources are available on the website.

- Book—*Caring for Your Dog* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Main idea and details, consonant *tr*-blends, declarative sentences worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *be*, *to*, *your*
- Content words:
  - Story critical: ***brushed*** (v.), ***care*** (n.), ***family*** (n.), ***fed*** (v.), ***needs*** (n.), ***treats*** (n.)
  - Enrichment: *spend* (v.), *twice* (adv.), *washed* (v.)

### Before Reading

#### Build Background

- Write the word *care* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud. Explain that *to care for* something means to keep it safe and healthy.

- Ask students to think about animals they care for at home or at school. Give students examples of what they do to care for these animals. Ask students whether or not they have a dog. Discuss what must be done to take care of a dog. Make a list on the board.

## Book Walk

### Introduce the Book

- Show students the front and back covers, and read the title with them. Ask what they think they might read about in a book called *Caring for Your Dog*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of story, author's name).
- Write the following repetitive sentence on the board: *Your dog needs \_\_\_\_*. Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the story.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that engaged readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand and remember what they read.
- Model connecting to prior knowledge as you preview the book.  
*Think-aloud: When I look at the picture on the cover, I see a girl and her dog. They are outside and the girl is hugging her dog. I know many people take their dogs with them when they go places. I also know dogs need exercise and love from people. On the basis of the title and the cover picture, I think this book will be about the things people do to take care of their dogs. I'll have to keep reading to see if I am correct.*
- Have students share how they connected to prior knowledge on the basis of the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that most books have a big, or main, idea, which is what the book is mostly about. Read the title to students. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Discuss student predictions and guide students to the consensus that the main idea of this book will have to do with caring for dogs. Point out that they cannot finalize a main idea for this book until they read more information.
- Read pages 3 through 4 aloud to students. Model identifying the main idea and details.  
*Think-aloud: After reading these pages, I think the main idea is: Dogs need many things from people. I know the book will have details to help explain the main idea. Details are descriptions that help readers understand the main idea of the book. So far, I learned people should choose a dog that fits their family. I know if a dog fits with the family, they will be able to give the dog the time and special care it needs. These are details that support the main idea: Dogs need many things from people.*
- Review the items that students listed in the Build Background section. Discuss whether or not any of these items might be details in the book.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *A dog is part of your family. Adding a new dog to your family takes time and requires special care.*


- Remind students to look at the picture on the page and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *treats* on page 9, and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a boy holding food up in the air. When I look at the first part of the word, it starts with /tr/. However, the word food starts with the /f/ sound, so this can't be the word. I know when dogs are good they often get a special kind of food called treats. The word treats starts with the /tr/ sound. The sentence makes sense with this word. The word must be treats.*

### Set the Purpose

- Have students use what they already know about caring for dogs to understand and remember what they read. Remind them to think about the details that support the main idea as they read.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (A). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
  - Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
  - Model making connections to prior knowledge.  
*Think-aloud:* *As I read, I learned adding a dog to a family takes time and requires special care. I know when people choose a dog, it should fit in with their family because of the time it takes. I also learned dogs need many things from people. I read that dogs need to have a place to run and play. I know if dogs don't run and play, they will misbehave. I wonder what other things dogs need. I will have to keep reading to find out.*
  - Invite students to share how they connected what they already knew with information discovered while reading the book.
  - Review the main idea of the story: *Dogs need many things from people.* Ask students to explain whether *a place to run and play* is a detail that supports the main idea of the book and why (yes, a dog needs people to provide a place to run and play).
  - Introduce and explain the [main-idea-and-details worksheet](#). Write the words *a place to run and play* on the board. Have students write the words and draw a picture that represents these words in one of the spaces on the worksheet.
  - **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
  - Ask students to think about other details they read that support the main idea, *Dogs need many things from people.* Have them choose one of the details to record on their worksheet. Encourage them to use sentences, phrases, and drawings. Have students share with the class details they drew and wrote about.
  - Have students read the remainder of the book. Remind them to think about what they know or have experienced with caring for dogs as they read and to identify important details on each page.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Reinforce with students how thinking about what they already know about a topic of a book helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *As I read the book, I thought about my dogs and the things they need from me each day. Every morning and afternoon we play in the yard. They chase balls, and many times we go for long walks around our neighborhood. I also feed my dogs two times every day. After a long day of playing, the dogs curl up on the floor and sleep all night by my bed. Caring for them is hard work, but it is worth it. I love my dogs, and they love me.*
- Ask student to explain how thinking about what they already knew helped them understand and remember what they read.

### Reflect on the Reading Skill

- **Discussion:** Read the main idea on the board with students. (Dogs need many things from people.) Review the details students drew on their worksheet. Invite them to explain why each of the details matches the main idea of the story.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, you learned about caring for a dog. Now that you know this information, what are some other animals you might care for? How would they be different from caring for a dog? How would they be the same?

## Build Skills

### Phonological Awareness: Initial consonant tr-blends

- Say the word *treat* aloud to students, emphasizing the initial /tr/ sound. Have students say the word aloud and then say the /tr/ sound.
- Have students practice making the /tr/ sound with a partner. Have students brainstorm with a group to generate a list of other words that begin with the /tr/ sound. Invite volunteers to share their words with the class.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the initial /tr/ sound: *travel, time, stay, try, trip, play*.


### Phonics: Initial consonant tr-blends


- Write the word *treat* on the board and say it aloud with students.
- Have students say the /tr/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the consonant blend /tr/ sound in the word *treat*.
- Have students practice writing the letters *tr* on a separate piece of paper while saying the /tr/ sound.
- **Check for understanding:** Write the following words that contain the /tr/ sound on the board, leaving off the initial *tr*-blend: *trip, trade, trick, and trap*. Say each word, one at a time, and have volunteers come to the board and add the initial consonant *tr*-blend to each word.
- **Independent practice:** Introduce, explain, and have students complete the **initial consonant tr-blends worksheet**. If time allows, discuss their answers.

### Grammar and Mechanics: Declarative sentences

- Have students turn to page 6 and read along as you read aloud. Then, ask students: *How many sentences are on this page?* (two) Ask a volunteer to share how he or she knows that there are two sentences. (Each sentence ends with a period; each sentence begins with a capital letter.)
- Review or explain that every sentence has a signal at the end so readers will know when to stop reading. Write the following sentence on the board: *A dog is part of your family.* Invite a volunteer to come to the board and point to the signal at the end of the sentence.


- Review or explain that this signal is called a *period*. Explain that the period tells them where to stop reading, and it also helps them know what type of sentence they are reading. Explain that some sentences tell the reader information and end with a period, and those sentences are called *declarative sentences*. Have students say the phrase *declarative sentence* aloud.
- Rewrite the sentence as an interrogative sentence: *Is a dog part of your family?* Ask students if this is a declarative sentence. Explain that this is not a declarative sentence because it asks for information, and all declarative sentences *tell* information.

 **Check for understanding:** Read pages 5 and 6 with students. As you read each sentence aloud, pause and have students give the thumbs-up signal for every declarative sentence and the thumbs-down signal for any sentence that is not declarative.

 **Independent practice:** Introduce, explain, and have students complete the **declarative sentences worksheet**. If time allows, discuss their responses.

### Word Work: **High-frequency word your**

- Explain to students that they are going to learn a word they will often see in stories. They should be able to recognize and read this word quickly. Write the word *your* on the board and read the word aloud. Have students read the word aloud with you.
- Ask students to write the word *your* in the air with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Explain to students that the word *your* is used to identify something that belongs to someone.
- Use the word *your* in oral sentences to describe students. (*Your hair is brown. Your eyes are green.*) Have students use the word *your* in oral sentences to describe each other.

 **Check for understanding:** Have students reread the book and underline every occurrence of the word *your*.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the main idea and details from the book with someone at home.

## Extend the Reading

### Informational Writing and Art Connection

Have students draw a picture of a dog they would like to have. Under the picture, have students write one sentence telling about something the dog would need. Remind students to use capital letters and periods.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

### Science Connection

Research and provide information about different breeds of dogs. Have students use the questions and information from *Caring for Your Dog* and the new information about dogs to determine what kind of dog might be the best one for their family. Have each student draw a picture of the breed of dog they would choose and tell why it would be the best one for their family.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

**Monitor students to determine if they can:**

- consistently use the strategy of connecting to prior knowledge to understand text during discussion
- accurately identify details that support a main idea during discussion and on a worksheet
- accurately discriminate initial consonant *tr*-blends during discussion
- identify and write the letter symbol that represents the initial consonant *tr*-blend sound in text, during discussion, and on a worksheet
- correctly understand, locate, and use declarative sentences during discussion and on a worksheet
- correctly identify, write, and use the high-frequency word *your* during discussion and in the text

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**