

About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 540

Book Summary

Roscoe is a big, ugly bulldog, but he has a good heart and is kind to everyone. Roscoe's owner leaves him chained up outside each day when he goes to work, and when some boys in the neighborhood find out that Roscoe can't chase them, they begin teasing him every day. Soon, Roscoe is very sad and constantly worried about what the boys will do to him next. Read and find out who helps Roscoe and how he solves his problem.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Identify problem and solution
- Identify and categorize consonant digraphs
- Identify and use verbs
- Recognize and understand syllable patterns

Materials

Green text indicates resources available on the website.

- Book—*Every Dog Has Its Day* (copy for each student)
- Chalkboard or dry erase board
- Index cards
- **Make, revise and confirm predictions, problem and solution, verbs, syllable patterns worksheets**
- **Discussion cards**



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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **Content words:**

Story critical: **bother** (v.), **burst** (v.), **charged** (v.), **growled** (v.), **tease** (v.), **yanked** (v.)

Before Reading

Build Background

- Ask how many students have a pet dog. Lead a discussion about the proper care of pets and what responsibilities people have toward pets and other animals.
- Ask students if they think animals can have emotions. Ask: *Can they feel sad, worried, happy, lonely, and so on?* Explain to students that this story is a fantasy, but some of the characters and events are realistic.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Have students revisit the front and back cover illustrations and read the title. Ask who they think the main character of the book is and what the title could mean.
- Introduce and explain the **make, revise and confirm predictions worksheet** and have students use the first column to write what they think might happen in the story. Model how to make a prediction.
- **Think-aloud:** *Whenever I read a new book, I look at the cover information first and ask myself what kind of book I think this will be. I ask myself whether it is a story or a factual book. Next, I preview the pages and illustrations to help me either revise my first predictions or make new ones. As I read, I continue to revise or confirm my predictions as I go. Making predictions helps me be an active reader and allows me to enjoy and understand the story more.*
- Have students preview the illustrations up to page 12. Ask them to make at least three predictions in the second column of their worksheet—one each for the beginning, middle, and end of the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Problem and solution**

- Explain to students that stories contain certain elements, or parts. Write the following on the board: *characters, setting, problem, solution*. Tell students that characters are people or other living things that have an important role in the story. Usually the main, or most important, character faces a problem in the story that has to be solved.
- Model identifying the problem and solution in a familiar story.
- **Think-aloud:** *In the story The Three Little Pigs, the pigs are bothered by the big bad wolf. This is a problem for them because they are afraid he might try to eat them. However, the third pig builds a house of bricks. All the pigs hide from the wolf in this house. When the wolf comes to the brick house, he cannot blow it down. This is the solution to the pigs' problem.*
- Have students think of other familiar stories to share. Discuss the problem and solution in each of these stories.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, on page 7 you might say: *The text says, "When Roscoe reached the end of his chain, he was yanked off his feet with a yelp." What clues do the paragraph and the picture provide to help you understand the meaning of yanked? Help students to infer that yanked must mean pulled suddenly and with force.*
- Remind students to look at the letters a word begins or ends with, or break the words into chunks, as ways to figure out a difficult word. For example, point to the word *bother* on page 3 and say: *When I look at the parts of this word, I can break it into pieces to pronounce it: both-er. I know the sound that th makes, and I know that er is pronounced /r/. When I put all the sounds together, I think the word is bother. Then I can reread the sentence and listen to see if it sounds right and makes sense in the sentence.*


Set the Purpose

- Have students read to find out who the main character is, what problem he is having, and how his problem gets solved.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 5. Ask if any of their predictions about the story are correct so far. Have them look at their worksheet and check off those that are correct or revise those they would like to change.
- Model making, confirming, and revising predictions.
Think-aloud: I predicted that at the beginning of the story, the dog was sad because he was chained up. I also predicted that the boys in the picture on page 4 were going to play with him. I did not predict correctly because on page 5, I learned that the boys laugh at Roscoe the dog and tease him.
- Encourage students to use the information they've read and discussed to revise or confirm their predictions. Model for students how to think through whether or not their predictions were confirmed, and if not, why not. Remind them that it is not important to get all their predictions correct.
- Introduce the [problem-and-solution worksheet](#). Guide students to identify the problems Roscoe is facing so far in the story (he is kept chained up during the day, boys are teasing him) and to record these on the left side of the worksheet. Ask students if any of these problems have been solved yet (no).
- **Check for understanding:** Have students read to the end of page 10. When they have finished reading, have them share their predictions and the outcomes of their predictions. Remind them to check their worksheets and to continue to revise or confirm their predictions.
- Ask students to return to their problem-and-solution worksheet and record any other problems as well as any solutions that have been presented. Guide students to understand that so far in the story, there have been no solutions—only further information on Roscoe's problem. Remind students that often in stories, the solution doesn't reveal itself until the end of the story. Reread page 10 with students and ask them to predict how the rat might be able to help Roscoe solve his problem.
- Have students read the remainder of the book. Remind them to check their predictions as they read and to think about how Roscoe's problem gets solved.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Ask students whether their predictions about the outcome of the story were correct. Discuss with them how making predictions helped them to enjoy and remember the story.
- **Think-aloud:** *I predicted that Roscoe would scare the boy away at the end of the story, but that didn't happen! I was surprised by the ending, and I will have to revise my prediction. Even though my prediction was wrong, it helped me look forward to and enjoy the end of the story.*
- **Independent practice:** Have students complete the make, revise and confirm predictions worksheet, filling in the last column of the chart. If time allows, have them share their responses.

Reflect on the Comprehension Skill

- **Discussion:** Discuss with students how Roscoe's problems were solved and who helped him solve them. Ask students what they think of the ending and what the author meant by "every dog has its day."
- **Enduring understanding:** In this book, you read about how cruel some people were to Roscoe, the main character. You also read how a friend helped him to solve his problem. In the end, Roscoe solved his problem with kindness. Why is it important to solve problems with kindness?

Build Skills

Phonics: Consonant digraphs *th, ch, sh*

- Write the words *chain, thick, and shell* on the board and read them with students. Underline the *th, ch, and sh* digraphs and explain that these pairs of letters each combine to make only one sound. Ask students to repeat the words and listen for the sounds that the letters represent.
- Explain that the letter combinations can appear at the beginning, in the middle, or at the end of a word. Write the words *bother, teacher, and wish* on the board. Read each word aloud and ask students where they hear the sound in each word. Underline the digraph in each word.



Check for understanding: Have students look through the book to find and circle all of the words that contain a *th, ch, or sh* digraph. When everyone has finished, make a list of those words on the board, and circle the digraph in each word.

- **Independent practice:** Give each student three index cards and have them write one digraph on each card. Say the following words aloud, one at a time: *chain, mother, short, fetch, watch, fish, washer, think*. Ask students to hold up the card of the digraph they hear in the word and to say whether it is at the beginning, in the middle, or at the end of the word.

Grammar and Mechanics: Past-tense verbs

- Have students turn to page 4 in the book, and read the page aloud as they follow along. Point to the word *passed*. Explain that the word *passed* is a verb and that it refers to an action that already happened.
- Ask a volunteer for the present-tense form of the word (*pass*). Point out the *-ed* suffix in the word *passed*. Explain that the *-ed* letter combination at the end of a verb often tells the reader that the action happened in the past.
- Ask students to locate the word *walked* on page 4. Ask volunteers for the present tense of the word (*walk*). Again point out the *-ed* suffix at the end of the word.



Check for understanding: Have students identify and circle the other past-tense verbs on page 4 (*had, jumped, smelled, tried, stopped*). Have them write the present tense of the verbs in the margin of their book.

- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss student responses once everyone has finished working independently.

Word Work: Syllable patterns

- Review or explain to students that a syllable is a word part that contains one vowel sound. Remind them that a single vowel sound can be represented by one letter or by two or more letters together. Tell students that being able to figure out the syllables in an unfamiliar word can help them to read and pronounce it.
- Write the word *Roscoe* on the board. Ask students to clap or count the number of syllables they hear in the word (two). Show students that they can divide the word between the consonants *s* and *c*.

Lesson Plan *(continued)*

Every Dog Has Its Day

- Explain to students that the first syllable, *Ros*, is called a *closed syllable* because the vowel falls between (or is closed in by) two consonants. In a closed syllable, the vowel is often short, so when trying to read the word, they should try a short sound first. Have them read the syllable (*Ros*).
- Point out the second syllable, *coe*, and remind students that the *silent e* at the end of this syllable is giving the *o* its long sound. Then read the word by blending the syllables together.
- **Check for understanding:** Write the words *bulldog*, *candy*, and *pulling* on the board. Ask students to identify the two syllables in each word. Have them read the two syllables in each word and then read each complete word by blending the syllables.
- **Independent practice:** Introduce, explain, and have students complete the [syllable patterns worksheet](#). Discuss their answers aloud after students finish.

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 share their prediction or problem-and-solution worksheet with someone at home.

Extend the Reading

Fantasy Writing and Art Connection

Review the characteristics of the genre of fantasy with students. Provide them with a simple story-elements graphic organizer and ask them to plan a story with an animal as the main character. Ask them to plan carefully what problem their character will have and how the character will solve it. Have them use their graphic organizer to write and publish their story to share with others.

Visit WritingA-Z.com for a lesson and leveled materials on fantasy writing.

Social Studies Connection

Arrange for the school counselor or an outside source to come and speak with your students about bullying. Before the guest speaker arrives, review with students how the main character, Roscoe, was bullied by the boys, and how it made him feel. Ask the guest speaker to discuss what students can do in a bullying situation.

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 make, revise, and confirm predictions to understand text during discussion and on a worksheet
- accurately identify the problem and solution in a story and during discussion
- correctly associate consonant digraphs *th*, *ch*, and *sh* with their sounds and position in words
- correctly identify and use verbs during discussion and on a worksheet
- accurately identify syllable patterns during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)