

About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,300

Book Summary

Breeds of Dogs introduces readers to seven different groups of dog breeds. These include working and sporting breeds. The beloved family mutt is also discussed. Special features of various dogs are highlighted, and photos show the range of size, shape, and hair quality.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize while reading informational text
- Compare and contrast information in text
- Identify vowel digraphs ee and ea
- Identify and use possessive pronouns
- Identify and use homophones

Materials

Green text indicates resources available on the website

- Book—*Breeds of Dogs* (copy for each student)
- Chalkboard or dry erase board
- [Compare and contrast, possessive pronouns, homophones 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: *breeds* (n.), *herding dogs* (n.), *hounds* (n.), *sporting dogs* (n.), *terriers* (n.), *toy dogs* (n.)

Enrichment: *mixed-breed* (adj.), *purebred* (adj.), *working dogs* (n.)

Before Reading

Build Background

- Ask students to share what they already know about dogs. Have students discuss features and types of dogs they know about.
- Have students use the information discussed to find similarities and differences between various groups of dogs.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information on the page (title of book, author's name).
- Have students preview the table of contents. Explain that the table of contents helps them understand what the book is about. Have students use the table of contents to share what they already know about different groups of dogs.

Introduce the Reading Strategy: **Visualize**

- Tell students that one strategy readers use to understand what they are reading is to make pictures in their minds as they read. Visualizing, or making pictures, helps them remember what they are reading.
- Model how to visualize.
Think-aloud: While I read, I am going to think about the words and the photos in the text. I will use them to visualize, or make a picture in my mind, of what I read. As I continue reading, the pictures I have made in my mind will help me to remember what I've read and better understand the text.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words, prefixes, and suffixes or other word endings.
- Remind students to look for clues to a word's meaning in the sentence that contains the unfamiliar word, as well as in sentences before and after. Have students find the word *breeds* on page 5. Read aloud the first three sentences on page 5. Explain to students that they can use the context clues to figure out the meaning of the word *breeds*. Say: *The text tells me that breeds are kinds of dogs. I can use this definition to better understand this word.*

Set the Purpose


- Have students read the book to learn more about different kinds of dogs. Remind them to visualize while they read to help them remember and understand the text. Encourage students to use what they visualize to find similarities and differences between types of dogs.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 7. Have them go back and reread the pages if they finish before everyone else.
- Have students read aloud individually and listen for their use of word-attack strategies as they read.
- Model how to visualize.
Think-aloud: While I was reading, I thought about the most important information I read in order to make a picture in my mind. I thought about wolves and how much I always thought they looked like dogs. I didn't realize that the dogs I see today evolved from wolves. I also thought about how some dogs I've seen are good runners and others are good hunters. When I visualized this information as I read, it helped to understand and remember the text. As I read, I will continue to visualize information in the text.

- Have students read to the end of the book. Ask them to continue to visualize. Remind them that the pictures they visualize in their minds may be different from those in the text.

 Have students make a 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

- Have students share information they visualized while they read. Reinforce how visualizing while reading helps students understand information in text.

Think-aloud: As I read about Labrador retrievers, I visualized the Lab I had while I was growing up. I pictured him swimming and bringing back thrown objects. As I visualized these things, I could better remember and understand the information about this type of dog.

Teach the Comprehension Skill: Compare and contrast

- **Discussion:** Review with students the information they learned about different types of dogs and how this compared to information they already knew about dogs.
- **Introduce and model:** Tell students that one strategy for understanding information in text is to compare and contrast, or find how things are the same and different. Draw a Venn diagram on the board. Have students reread pages 8 through 11. Ask students to identify ways that sporting dogs and hounds are alike and different. Say: *After reading these pages, I can see that the job of the sporting dogs (to help a hunter find animals) and hounds (to chase animals) are different. I also see that these two types of dogs are the same in some ways (they are both good hunting dogs).* Write the information on the diagram.
- **Check for understanding:** Ask students to identify one additional way that sporting dogs and hounds are alike and different (different: sporting dogs may point at an animal, but a hound may bark; alike: both are good at finding animals). Have students write the information on the diagram on the board.
- **Independent practice:** Give students the [compare-and-contrast worksheet](#). Have them complete the Venn diagram by identifying similarities and differences between two other groups of dogs.

 Instruct students to use the inside back cover of their book to make a list of family movies they have seen that have a dog as a character. Have students illustrate the character(s) and identify its breed.

Build Skills

Phonics: Vowel digraphs ea and ee

- Write the word *clean* on the board and say it aloud with students.
- Have students say the long /e/ vowel sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Explain that the long /e/ sound can be represented by combining two vowels together, called a *vowel digraph*, to make one sound. Ask students which two letters together stand for the long /e/ sound in the word *clean*.
- Write the word *street* on the board and say it aloud with students.
- Have students say the long /e/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which two letters together stand for the long /e/ sound in the word *street*.

- **Check for understanding:** Write the following words that use the long /e/ vowel digraphs *ea* and *ee* on the board, leaving out the digraphs: *week, please, feet, free, leave, and speak*. Say each word, one at a time, and have volunteers come to the board and add the *ea* or *ee* digraph in each word. Have students practice blending the sounds together to say each word.

Grammar and Mechanics: Possessive pronouns

- Have students turn to page 9 in the text. Ask students to read the following sentence: *Their waterproof coat keeps them warm in cold water.*
- Ask students to identify what the pronoun *their* stands for (Labs).
- Write the words *his, her, its, my, our, their, and your*. Explain that these words are called *possessive pronouns* and are used when someone or something belongs to one or more people.
- Ask students to read the following sentence on page 10: *Its long, strong legs make it a fast hunter.* Have students identify what the possessive pronoun stands for (*Irish wolfhound*) and what belongs to it (*long, strong legs*).
- **Check for understanding:** Introduce, explain, and have students complete the [possessive pronouns worksheet](#).

Word Work: Homophones

- Have students turn to page 10 and read the following sentences: *There are two kinds of hounds. Sighthounds use their eyes to chase game.*
- Ask students what words in the sentences sound the same but are spelled differently and have different meanings (*two* and *to* and *there* and *their*). Write these words on the board.
- Explain to students that words that sound the same but have different meanings and spellings are called *homophones*.
- **Check for understanding:** Ask students to suggest other words on page 10 that are part of a homophone pair (*scent/sent; know/no*). Invite students to share other homophone pairs they may know.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

Extend the Reading

Writing Connection

Have students write a real or fictional account of getting a new dog. Tell students to include details, such as what type of dog they chose, why they chose that dog, where they got the dog, and what the dog was like. Students should include a drawing of their new dog.

Visit [Writing A–Z](#) for a lesson and leveled materials on informational writing.

Science Connection

Have students research one of the types of dogs in the book in more detail. Have students include information such as country of origin, appearance, diet, and function.

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 visualize while reading to understand and remember information in text
- accurately identify similarities and differences between groups of dogs
- accurately identify and read words with vowel digraphs ee and ea
- correctly identify and use possessive pronouns in sentences on a worksheet
- accurately identify and use homophones on a worksheet

Comprehension Checks

- Book Quiz
- Retelling Rubric