



About the Book

Text Type: Fiction/Fable Page Count: 16 Word Count: 697

Book Summary

In this retelling of an Ituri fable, a curious monkey comes upon a sleeping animal. Soon all sorts of forest creatures gather to look at the odd beast. Many can say what it is not, but none can say what it is. The sleeping dog, awakened by the commotion, begins to bark and chase the animals. Since then, dogs have chased any animal they see. The moral of the story is to “let sleeping dogs lie.”

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions


Objectives

- Use the reading strategy of making, revising, and confirming predictions before and during reading
- Understand main idea and details
- Recognize vowel digraphs ee and ea
- Understand that quotation marks identify a speaker’s words
- Identify synonyms

Materials

Green text indicates resources available on the website

- Book—*The Sleeping Dog* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- Main idea and details, vowel digraphs, quotation marks, synonyms worksheets
- Discussion cards

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

Vocabulary

- Content words: *elephant, giraffe, monkey, okapi, pangolin, tortoise*

Before Reading

Build Background

- Ask students if they have ever heard the phrase “let sleeping dogs lie.” Allow them to offer meanings for the phrase. Tell students that a phrase that offers advice, especially one that seems to apply to one situation but really applies to many situations, is called a *proverb*. Proverbs often come from fables where the advice is demonstrated (use Aesop’s fables as examples). The proverb “let sleeping dogs lie” advises us not to stir up problems that aren’t already troubling us.
- Ask students if they have ever read a folktale before. Ask them to retell the folktale. After several retellings, have students try to name some things that many folktales have in common.

Preview the Book

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

- Tell students that a fun way to read and understand a story is to guess what will happen next.
- Show students the front and back covers of the book. Ask them to read the title. Ask what they think the book will be about. If necessary, remind students that they have just discussed folktale features and proverbs.
- **Think-aloud:** *Let's look at the front cover. I see a sleeping dog and a monkey hanging from a tree. The same animals are on the back cover. I wonder what the monkey has to do with the sleeping dog. Maybe it wants to be the dog's friend, or maybe it wants the dog to be its pet, or maybe it wants to tease the dog. I'll have to read the book to find out.*
- Ask students what they can tell about the dog by looking at the illustration on the front cover. Ask them when the story is taking place and how they can tell. Direct students to the back cover. Ask them what they can tell about the monkey (it is looking at the dog). Ask if the dog knows that the monkey is there (no).
- Encourage students to make predictions about what they think they will find out about the monkey and the dog in the book.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Go through each page of the book with students. Talk about the illustrations and use the vocabulary they will encounter in the text. Ask students to talk about what they see in each illustration. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- Reinforce new vocabulary and word-attack strategies by pointing to an object in an illustration. For example, ask students to point to the illustration of the elephant on page 7. Ask students to name the illustration and tell what sound they hear at the beginning of the word. Ask students to find the word on page 7 and explain how they know that the word is *elephant*. Ask students to look at the illustration and decide if the word *elephant* makes sense. Repeat with other vocabulary words if necessary. Remind students to look at the beginning and ending sounds and/or parts within words to help them sound out words.
- Encourage students to add the new vocabulary words to their word journals.


Set the Purpose

- As students read, encourage them to think about how they can confirm or revise the predictions they made about what they would learn about the monkey and the dog.

During Reading

Student Reading

- **Guide the reading:** Give students their book and direct them to read to the end of page 5. Tell students to reread the pages if they finish before everyone else.
- **Think-aloud:** *I'm beginning to get the idea that the monkey really wants to know what the dog is. He's looked at it from the front, the back, and even upside down. I'm still not sure if the monkey wants to be the dog's friend, its owner, or its enemy. I'll have to keep reading to find out and to find out if the monkey figures out what the dog is. I predict that he will find out what the dog is.*
- Direct students to page 3. Ask students what they think the monkey will do next.
- Encourage students to confirm or revise their predictions as they read the remainder of the story.

 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

- Reinforce that making a guess about what they will find in a book helps students understand the story. (Making predictions creates interest in the topic and motivates the reader to keep reading.)
- **Think-aloud:** *I thought I would find out what the monkey had to do with the sleeping dog, and I did. It's okay that my guesses that the monkey wanted to be the dog's friend, or have the dog as a pet, were incorrect. I don't have to be right all of the time. Making guesses about what is in the book and then finding out if I am right or not helps me think about what I am reading.*
- Continue the discussion by asking students to tell the names of the animals that tried to guess what the dog was (all on page 10). Direct students to page 11. Ask if they think a tortoise can climb a tree (most will say no, but some tortoises do climb trees). Ask students why the tortoise knew that the animal was a dog (it was old and knew everything there was to know). Guide students to give a retelling of the story.

Teach the Comprehension Skill: Main idea and details

- **Introduce and model:** Review or explain that many stories are about one thing. Ask students to think about the book they just read. Ask if they can tell what the book is about (the monkey wanted to know what the dog was). Reinforce that the main idea is what most of the sentences are about. Explain that the title and cover may also give hints. Ask students if they think the title and covers of this book are good hints. Ask students what happened at the beginning, the middle, and the end of the book (the monkey found the dog, the animals tried to name it, the tortoise named it). Explain that other information in the story is detail. Direct students to page 8. Ask them to find the word that tells something about the okapi. Tell them that this is a detail that adds to the story. Ask students to describe the pangolin. Tell them that the details about the pangolin make the story more interesting. Explain that remembering the details in a story helps them understand what the book is about.
- **Check for understanding:** Direct students to page 13. Ask them to find at least three things the dog did when it awoke (asked who awakened it, bared its teeth, growled, and barked).
- **Independent practice:** Introduce and explain how to complete the [main-idea-and-details worksheet](#).

Build Skills

Phonics: Vowel digraphs ee and ea

- Write the words *sleep*, *tree*, and *eat* on the board. Underline the ee or ea vowel digraph in each word. Explain that these letters stand for the long /e/ sound. Segment the sounds in each word: /s/, /l/, long /e/, /p/; /t/, /r/, long /e/; and long /e/, /t/. Then blend the sounds together and ask students to repeat the words. Tell students that the rule for vowels that are side by side is: "when two vowels go walking, the first does the talking." Explain that this means that the first letter makes its long sound while the second letter is silent.
- Write the following words on the board in this order: *hen*, *treat*, *seep*, *set*, *heap*, *left*, *bees*, *lend*, *teeth*, *each*, *bent*. Have students use a separate sheet of paper to sort the words under the headings *long /e/ words* and *non-long /e/ words*.
- Explain the [vowel digraphs worksheet](#), go over the example provided, and instruct students to complete it. When completed, discuss their answers.

Grammar and Mechanics: Quotation marks

- Direct students to the second paragraph on page 7. Ask them to tell what is different about the sentence (quotation marks). Explain that the marks before and after the monkey's words mean that these are the words that the monkey said. Tell students that these marks mean that a character is talking. Direct students to the next paragraph. Ask them to point to the sentence that shows that the elephant is talking. Check for understanding. Ask students to tell how they know these are the words the elephant is saying.
- Write the following sentences on the board:
"Thanks a lot," said Monkey.
Monkey wants to know what the animal is.
The pangolin fell asleep.
The okapi said, "It's not a giraffe."
The tortoise is very old.
Tortoise said, "His name is Dog."
- As you read each sentence, ask students to give a "thumbs up" if the sentence shows that a character is talking.
- Introduce, explain, and have students complete the [quotation marks worksheet](#).

Word Work: Synonyms

- Direct students to page 3. Write the following sentence on the board: *A dog was found sleeping in the middle of a dark forest.* Circle the word *dark*. Explain that this word describes the forest. Ask students to think of another word that means the same thing as the word *dark* (*black, dim, shadowy*, and so on). If students need help, prompt by telling them to close their eyes and form a picture in their mind of a dark forest.
- Tell students that there are many words that mean the same things. Explain that instead of using the same word all of the time, they can choose another word. Write the following sentence on the board: *The dog was happy.* Repeat the above process. (Synonyms for *happy*: *glad, cheerful, joyful, content*)
- Introduce, explain, and have students complete the [synonyms 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

Ask students if they think *The Sleeping Dog* is the best title for the book. Ask why or why not. Discuss the two main characters. Ask why they think the monkey wasn't mentioned in the title. Ask students to write two other titles for the book. Ask them to share their titles with the group. Decide, as a group, which title is best.

Science Connection

Tell students that although they know that the story took place long ago in a dark forest, they don't know the exact place. Explain that some of the animals in the story might live in different places. But there is only one place where all of the animals live. Tell students to write each animal's name in a column on a sheet of paper. Provide resources for students to research where the different animals in the story live. Once they have found the place or places each animal lives, ask them to find the one place that is common to all of the animals. Show students the continent (Africa) on a map.

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:

- make, revise, and confirm predictions about the text
- understand the main idea and details in text and on a worksheet
- recognize vowel digraphs ee and ea in text and on a worksheet
- understand that quotation marks identify a speaker's words in text and on a worksheet
- identify synonyms in text and on a worksheet

Comprehension Checks

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