

LESSON PLAN

LOST DOG

An I Like to Read® Book, Level C

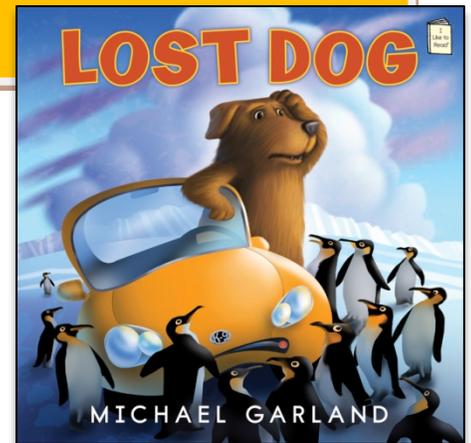
written and illustrated by Michael Garland

A story of an accidental journey turned epic adventure.

Guided Reading Level: C/Emergent Reader

Grade level Equivalent: Kindergarten

Interest Level: Pre-K–2



HC: 9780823434299 / PB: 9780823434305
Ages 4–8 • E-book available

Instructional Standards

Reading Literature: RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7

Reading Foundation Skills: RF.K.1,2a,2c,2e,3,3a,3c,3d,4/RF.1.1,1a,2,2b,2d,3,3b,4

Writing: W.K-1.3,6,8

Speaking and Listening: SL.K-1.1,2,4,5,6

Language: L.K.1,1b,1d,2,2a,2c,2d,4,5,5d,6/L.1.1,2,2a,2e,4,5,5d,6



Learning Objectives: Read emergent text with purpose and understanding, retell familiar stories including key details, identify characters, settings, and major events in a story, read common high-frequency words by sight, identify problem and solution.

BEFORE READING

1. Read the title and discuss the cover illustration.
2. Write “lost dog” on the board. Talk about what it means to be “lost.”
3. Discuss a time when you were lost, or you lost something.
4. Introduce the comprehension strategy problem and solution. Discuss in terms of “lost and found.”
5. Have students share personal examples. Ex: My mom got lost on the way to my friend’s party. She pulled over and put the directions in the GPS and we made it on time.
6. Read the names of the author/illustrator. Discuss the role of each.
7. Explain to the students that Michael Garland writes many children’s books. Display some of his books (*Car Goes Far*, *Pizza Mouse*, *Birds Make Nests*, *Fish Had a Wish*).
8. Take a picture walk through the book.
9. Have students predict what the book is going to be about.
10. Write the vocabulary words on the board: **lost, Dog, Pete, Grandma, mutt, street, bear, bird, cat, walrus, penguins, whale, Officer Bark.**
11. Invite students to identify the beginning sound for each word including the blends **wh, gr, and str.**
12. Ask students to identify words that begin with a capital letter. Discuss proper nouns.
13. Write the word “the” on the board. Have students come up and write “the” in front of the animal names: **the walrus, the penguins, the whale, etc.**
14. Discuss the text type of the story. Ask students to use evidence from the illustrations to explain why this book is fiction.
15. Read the book to find out who, what, where, when, and why (story elements).



DURING READING

1. Read the story aloud. Ask students to follow along as you read. Remind students to point to each word as they read.
2. Read the story with the group (choral reading).
3. Have the students read the book independently.
4. Point out the quotation marks and tell children this means that someone is talking in the story and that each sentence begins with a capital letter and ends with a period, question mark, or exclamation point.
5. Ask the students how the illustrations and words help us understand what the story is going to be about.
6. Find the words that are repeated in the book. (Pig reads.)
7. Who is this story mostly about (main character)?
8. Where does the story take place (setting)?
9. How does the setting change throughout the book?
10. What is happening? Why is Pete carrying a present?
11. Where is Pete going in the story?
12. What is Pete's problem?
13. Who does Pete meet?
14. Find the repeated words "that way" in the story.
15. How does he try to solve his problem?

AFTER READING

1. How did the story change from the beginning to the end of the book?
2. Retell the story in your own words.
3. What kind of character is Pete?
4. How do you think Pete felt when he got lost?
5. Find the place in the story where he felt happy.
6. Describe how the illustrations help you understand the story.
7. Go back to the story and find the jungle, the sea, the desert, the boat, the forest, the ice, and Mutt Street. Match the place with a character from the story. Create a chart.
8. How did each character help Pete?
9. How do you think Pete got home?

Word Work

1. Fill in the blanks with words from the story.
 - The _____ lives in the forest.
 - The _____ lives in the desert.
 - The _____ lives in the jungle.
 - The _____ has a boat.
 - The _____ live on the ice.
 - The _____ lives in the sea.
 - _____ lives on Mutt Street.
2. Who said the following?
 - "I am lost," said _____.
 - "That way," said _____.
 - "Happy birthday, Grandma," said _____.
 - "You are on Mutt Street," said _____.
 - "There are too many cars," said _____.
3. Draw a map of Pete's trip to Grandma's house.
4. Interview 3 friends and ask them to tell their favorite part of the book *Lost Dog*. Write what they said. Use the correct capitalization and punctuation. Ex: Jon said, "I liked when Pete rode on the boat."

Guide written by Marla Conn, reading/literacy specialist and educational consultant

3.18

