

# LESSON PLAN

## PUG

An I Like to Read® Book, Level C  
written and illustrated by Ethan Long

*Pug needs to go out. How does he get his way?*

**Guided Reading Level:** C/emergent reader

**Grade Level Equivalent:** Kindergarten

**Interest Level:** Pre-K–2

### Instructional Standards

**Reading Literature:** RL.K-2.1,2,3,4,5,6,7

**Reading Foundation Skills:** RF.K-2.1,2,3,4

**Writing:** W.K-2.3,5,8

**Speaking and Listening:** SL.K-2.1,2,3,4,5,6

**Language:** L.K-2.1,2,4,5,6

### Learning Objectives

Students will:

- read new text.
- develop fluency through reading.
- learn about letters, sounds, and words and apply skills.
- extend comprehension through discussion, instruction, and writing.
- learn how to write about reading.

### BEFORE READING

**Build background knowledge and reading foundation skills.**

1. Read the title and identify the author/illustrator.
  - What does the title tell us about the book we are going to read?
  - What is the role of the author/illustrator?
2. On chart paper write and say “Pug sees.” Have a student come up and circle “Pug sees.”
  - Open the book and have students find “Pug sees” on each page.

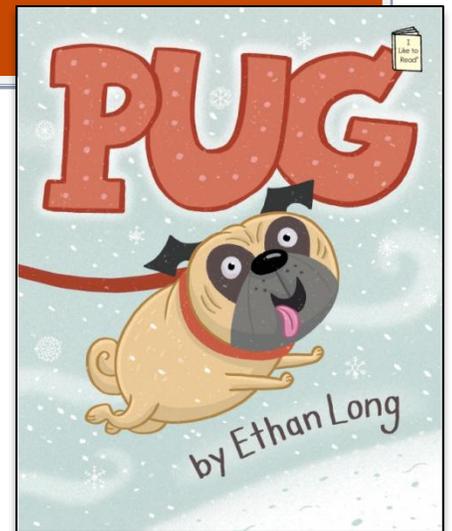
### Mini Lesson: Discuss verb conjugation.

Conjugating a verb is simply creating an orderly arrangement of its many forms. We use different forms of the same verb depending on the situation. For example, we can change the verbs *walk* to *walks* and *see* to *sees*.

SEE:

- |            |                     |
|------------|---------------------|
| • You: see | • He, she, it: sees |
| • We: see  | • They: see         |

Invite students to give examples for each “person.” Chart the responses.



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Ages 4–8 • E-book available



3. Discuss the cover illustration. What is a pug?
4. Take a picture walk through the book and have a “book talk.”
5. Have students predict what the story will be about.  
Ask:
  - Who is this book about? Who is the main character?
  - What is Pug doing?
  - Is this book real or make-believe? Why?
  - What kind of illustrations are in this book?
  - What information did you get from the pictures?
6. Highlight and clarify new vocabulary words and concepts, including punctuation.
7. Say and write the vocabulary words on chart paper: **Pug, Peg, sees, Mom, Dad, Tad, wants, no, go, yap.**
8. Ask students to find the names of the characters in the story and circle them.
9. What do the names have in common? (They are capitalized/proper nouns.) Pug and Peg begin with “p” sound and end with “g.” Dad and Tad rhyme and both have “ad” sounds.
10. Ask students to find 2 words that rhyme (go/no) (Dad/Tad).
11. Have the students find the end point in each sentence. Discuss the function of a period and comma.
12. Model and call attention to appropriate reading strategies. Encourage children to notice letters, sounds, words, and information in the illustrations when reading.

## DURING READING

### Model and encourage conversations about the text.

First reading: Teacher reads aloud to the group as the students point to the words as they read.

Second reading: Students read quietly in unison with the teacher. (Assure voice matches the print.)

Third reading: Students read independently and point to the words silently.

1. Ask focus questions. Invite students to say where they found their answer in the text and read aloud to confirm.
  - What words does the author repeat on each page?
  - Who is telling the story (narrator)?
  - Where does the story take place (setting)?
  - What time of year is it?
  - What kind of character is Pug?
  - How do the illustrations help you understand how Pug is feeling (facial expressions, body language)?
  - What happens first?
  - What does Pug want?
2. Discuss the meaning of the text.
  - What would be a good title for this story?
  - How does Pug get his way?
  - How does the author let you know how Pug is feeling?
  - Why do you think Pug did not bother Mom and Dad?
  - Why is Tad sleeping? (Hint: Look at the clock.)
  - How does Pug feel about Peg? Why?



3. Make text-to-self connections.
  - Do you have a dog or know a dog?
  - What does your dog do when it wants to go out?
  - What other sounds could be used in the story (woof, bark, yelp)?
4. Explain something that you learned about the story from the pictures that the words did not tell you.
5. Retell the story in your own words.

## AFTER READING

### Reinforce and extend understanding.

#### Word Work: Print concepts, vocabulary, language structure

1. Find the words that are repeated in the story and read them on each page.
2. Look for the character names in the story.
3. Find the verbs in the story (sees, wants). Discuss why they have an “s” at the end.
4. Identify the vowel teams “ug,” “eg,” “ad,” and “ap.” Change the first letter to make new words.
5. Listen for the rhyming words. Clap only if they rhyme.
  - Tug/Pug
  - Tad/glad
  - yap/Peg
  - hug/Pug
  - Peg/Tad

Teacher dictates writing (word solving within a meaningful sentence).

6. Without using the book, listen to the sentences and write down the sounds that you hear.
  - I see Pug.
  - Pug wants Peg.
  - Pug sees Peg.

## INDEPENDENT PRACTICE

### Writing:

Teacher models on chart paper to teach the writing process.

1. Invite the students to brainstorm other activities Pug likes to do. Ex: Pug likes to play in the snow.

### Independent Writing:

Children learn to represent ideas in different ways and to use strategies.

2. Have students write about something Pug would like to do. Draw a picture and share with the group.

### Comprehension Check:

3. What is the main idea of the story?
4. What do you think will happen next?

### Fiction and nonfiction pairing:

5. As a group, research the behaviors and characteristics of pugs. Compare and contrast with Pug from the story. What is realistic about Pug?

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

