INTRODUCE THE BOOK

Before students begin to read, prepare them for a successful first reading of the story. Familiarize them with the plot, important concepts, new words, and language structures in the book. Begin by providing a brief synopsis of the book.

SYNOPSIS OF THE STORY

When you get a new puppy or dog, there are many things you need to do to care for it. We are going to find out what some of those things are.

BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:

1 “Look at the Table of Contents. What do you think you might learn about caring for a dog in this book?”
2 “Look at the different dogs on page 5.”
3 “On page 20, it says, Start to teach your dog as soon as you bring him home.”
4 “On page 28, let’s look at the Glossary. You will find new words and what they mean there.”

READ THE TEXT

After you look through the book together, have the students begin to read. Encourage the students to read the entire book in a soft reading voice. Listen to the students’ reading, and prompt for and/or praise strategic processing. See Prompting Guide J for reading behaviors to observe and support.

DISCUSS AND REVISIT THE TEXT

Start a conversation about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Engage the conversation by asking students to make predictions, inferences, and connections to personal experiences or other stories. Stay away from questions that can be answered with “yes” or “no.”

YOU MIGHT ASK:

• “What are some things you learned about dogs that you did not know before?”
• “Would you like a puppy? Why or why not.”