DOGS
LEVEL C

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
This book will teach you about dogs.

BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:
1 “Open your books to pages 2-3. Here is a dog. The dog is little. What letter would you expect little to start with? Find the word little. I’ll read the part that goes with the picture. You don’t need to read this part.” Then read to the students the more in-depth information in the box near the picture.
2 “Look at pages 4-5. The dog is big!”
3 “Look at pages 6-7. Here is a big dog next to a little dog!”
4 “See the little dogs on pages 8-9! Do we remember Bella and Rosie from the book, Bella’s Birthday?”
5 “Turn to pages 10-11. Look, the dog is big and black.”
6 “Turn to pages 12-13. Here is a dog. The dog is little and brown. Please say that with me.”
7 “Turn to pages 14-15. Look at the dogs! Please say that with me!”
8 On page 16, have the students look at the picture glossary and the labels.

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 C 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 new things did we learn about dogs?”
• “What experiences have you had with dogs?”