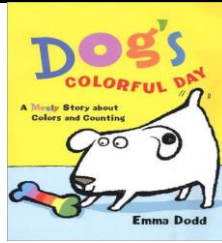


Read Aloud: Dog's Colorful Day

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2
ELA.RL.LTC.PS.1



Materials:

- *Dog's Colorful Day*

Vocabulary:

- permanent - never leave, always be there
- as usual – the way things are most of the time
- colorful
- coat- a covering for the body
- trot - walk quickly
- jam – fruit boiled with sugar
- drip
- pollen – a yellow powder found in flowers
- carton
- smudge
- stain
- spot

First Read:

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking..."

“We have a new story to read today, the title of this book is *Dog’s Colorful Day*. The author and illustrator of this book is Emma Dodd.”

*Underline title lingering on ‘D’ in Dog & Day.
Underline name.*

“Here on the cover is a picture of Dog, his fur coat is all white, except for one black spot on his ear. In this story, Dog spends the day playing and exploring, and he gets many colored stains on his white coat. Let’s read the story and find out what type of stains Dog gets on his coat, and how his owner helps to make Dog’s coat all white again.”

Point to Dog and his ear.

“This is the only color or marking Dog was born with. It’s **permanent**, so we know it will always be there on his left ear.”

pgs. 1 & 2 point to the black spot.

“**Jam** -that’s similar to jelly, fruit boiled and mixed with sugar- **dripped** on his back.”

pgs. 3 & 4

pgs. 5 & 6 - Point out the man’s legs & can of paint to help clarify illustrations.

pgs. 7 & 8 - Point to each of the 4 spots while reading the last sentence.

“When the boy patted Dog, the melted chocolate on his fingers made a brown **spot** on his **coat**.”

pgs. 9 & 10

“**Pollen** is a yellow powder that bees carry from flower to flower.”

pgs. 11 & 12

“Dog **trotted**--walked quickly--through the park.”

pgs. 13 & 14

*pgs. 17 & 18 -Point to the **carton** while reading.*

Discussion Questions(s):

- Why did Emma Dodd, the author, write “*What a colorful day you’ve had*”?
- What did Vicky do when Dog’s fur got stained?

Second Read

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- develop understanding of main events

Teachers will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We read this story once before, so you know the title of the book is... *Dog’s Colorful Day*, by Emma Dodd.

“Dog is sitting under the table at breakfast **as usual**, that means he sits there most of the time.”

“The boy got chocolate on his coat, but he made sure not to feed Dog any of the chocolate because chocolate can make dogs sick.”

“When you squeeze a juice box or **carton** it makes juice squirt out the straw and it squirted right on Dog’s leg.”

“**Ink** is the colored liquid that is in markers and pens.”

“It looks like she is using a **sponge** while she bathes him, I wonder if she had to scrub really hard to get some of those **stains** and **spots** off of his fur coat”

“Remember that was the only spot that was **permanent**, all of the others were washable and came off in his bath, but that one will always be there.”

Show cover, point to title, and linger allowing children to chime in.

p. 3

pgs. 9 & 10

pgs. 17 & 18- Point to carton

pgs. 23 & 24

pgs. 25 & 26 - Point at sponge and comment.

pgs. 27 & 28

Discussion Question(s):

- How did Dog/ Vicky feel when Dog’s fur got stained? How do you know?

- How is what happens to Dog's coat similar to or different from what happened to Max's dragon shirt?
- Have you ever or your family members ever had to give a pet a bath? Tell me about it.

Fourth Read:

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Questions(s):

- Why does the author use the words *splish*, *splat*, *squash*, etc. when Dog's fur got stained?
- How is what happened to Dog on his walk similar to or different from what happened to the rabbits in *Rabbits and Raindrops*?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Dismiss children using the colors from <i>Dog's Colorful Day</i>.</p> <p>Say: "If you are wearing something that's red like the Jam that fell on Dog's back, you may...."</p> <p>"If you are wearing gray like the mud that splashed on Dog's leg, you may..."</p>	<p>Direct</p> <ul style="list-style-type: none"> - Category Labels/color names - Vocabulary support <p>Indirect</p> <ul style="list-style-type: none"> - Exposure to well formed sentences.

Suggested Transition Activity Second Read	Literacy/Language Skills Supported

<p>Say: "Today I am going to dismiss you by the last sound in your name. So if I said the sound /m/, like the last sound in Jam, Sam would go [state next task] because his name ends with /m/ too. Jam, Sam"</p> <p>"If your name ends with the sound /g/ like Dog, you may..."</p> <p>"If your name ends with the sound /l/ like Colorful, you may..."</p> <p>"If your name ends with the sound /t/ like paint, you may..." Etc.</p> <p>*Support children by exaggerating the ending sounds to help bring their attention to it. For children who do not recognize that the ending sound of their name matches state it for them highlighting the sound in both the child's name and the word (i.e., "Hayden, the last sound in your name is /n/ just like the last sound in Carton. You may...")</p>	<p>Direct</p> <ul style="list-style-type: none"> - Phoneme Segmentation <p>Indirect</p> <ul style="list-style-type: none"> - Vocabulary support - Repeated exposure to well formed sentences
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<p>Suggested Transition Activity</p> <p>Third Read</p>	<p>Literacy/Language Skills Supported</p>
<p>Say: "Today I will dismiss you by the letters in your name. If you have the letter I say anywhere in your first name you may...."</p> <p>"If you have the letter D anywhere in your name, you may... "</p> <p>"If you have the letter O anywhere in your name, you may..."</p> <p>If you have the letter G anywhere in your name, you may...."</p> <p>*Go through the letters in the title pointing to each letter as you name it and different vocabulary words throughout the book as needed to get all children.</p> <p>*Have children's name tags accessible support children who are not able to recall all letters in their first names. (i.e., Andy, you have a D inside your name. It's the third letter (point to D on his name tag) so you may..."</p>	<p>Direct</p> <ul style="list-style-type: none"> - Letter ID - Name recognition <p>Indirect</p> <ul style="list-style-type: none"> - exposure to well formed sentences - Print awareness

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "Today I am going to dismiss you using rhyming words. I will say a word and if it rhymes, if it has the same last part, as your name you may [state next task]. For example if I say park, Mark may go..."</p> <p>"If your name rhymes with splat, you may..." "If your name rhymes with Jam, you may..."</p> <p>* Use words from the book if appropriate/able to or generate other words & nonsense words to rhyme with each child's name.</p>	<p><u>Direct</u> -Rhyme recognition & matching</p> <p><u>Indirect</u> - exposure to well formed sentences - vocabulary Exposure.</p>