Where is the Dog?
Reading Lesson Plan
For Parents, Teachers and More!
By Cindy Olejar

This is just an outline. Do the below activities that fit the level of the person reading or being read to. As always tailor it to your needs, be flexible and see what comes up to make reading and learning a fun experience. The object does not have to be to read the book from beginning to end in one sitting. If the attention span is only 5 pages then see if you can transfer the new words to the environment you are in as this helps learning new words by transferring them from the book to the home, to the classroom, to outside, and other places. Using the words in context has been found to be the key to learning new words. I have found that modeling the objective, purpose or goal of a new activity below is beneficial for the listener/reader to see what is expected. Always be flexible to what the listener/reader comes up with. Be creative together, and have fun together is my motto for learning to read!

This lesson plan can be for reading the book aloud or for any age learning to read, strengthening reading skills or reading for pleasure.

Objectives:
1. **The listener/reader will begin to learn the meaning of prepositional words and phrases and begin to understand what a preposition is.**
2. **The listener/reader will see how a person reads a book and/or read the book.**
3. **The listener/reader will learn to form predictions.**

Extension activity: relate prepositions to own environment and form sentences using prepositional words and phrases inside and outside of your house and/or in the classroom or other places.

1. Motivate the person to want to listen to you read the book. The listener/reader also may not need motivating but these could be fun extension activities. One idea is that you are going to find a dog in each of the photos in the book and then you are going to go on a walk to try to find some dogs. On your walk you can use prepositions to say where the dog is located that you find or to give as clues for someone else to find the dog as well as incorporate other animals, people, objects, etc. you see on your walk if you don't see any dogs. Or after you read you are going to draw, paint, act or mold a dog out of clay or play dough. While doing these other fun activities, you can both share and describe the work using prepositions.

2. When I read a book aloud to a new reader I always model how I begin reading the book by looking at the front and back cover of the book. I read the title and author and anything else on the outside of the book. I also look and examine any photos on the front and back cover of the book. You can both try to predict what the book will

be about with this information and then while you are reading or at the end of reading the book you can discuss if your predictions were close or not close to what the book was actually about.

3. I then look inside the book usually starting at the beginning of the book and read the title again or any dedications or look at any photos or descriptions of the book. One of the pages at the beginning of this book describes the intention of the book and gives definitions and information that will be helpful while reading the book. On page 4 it will describe about prepositions for the book *Where is the Dog?* This can also be read aloud if you want. This new information could then change your prediction of what you thought the book was going to be about. You can change your prediction with this new information and then still see how it matches up after you have read more of the book.

4. If you are doing a Read Aloud for the book I then begin reading the book and often I point to the words I am reading to show to the new reader that the set of letters on the page form a word and that I am following the words from left to right when I read the sentences. You can point to the question mark and explain how your voice goes up when reading a question or explain at the beginning of a sentence the first word starts with a capital letter, etc.

When I read a book aloud and when I support someone reading a book whether it is a new, beginning or advanced reader I model and encourage the reader to ask questions before, during and after reading the book. I model pointing to the words I am reading. I model rereading words that did not sound right when I read the word to keep trying until it sounds right. I model sounding out letters to form the word. I model sounding out parts of the word to from the word. I also read on to see if the rest of the sentence helps me figure out how to sound out a word or figure out the meaning of the word. I model raising and lowering my voice when there is a statement, question, or certain expression from the words. I also model reading a word and looking ahead with my eyes several words ahead to foresee what words are coming up, but reading at a pace where I am still comprehending all the words I am reading. Sometimes a reader can read very fluently but does not comprehend the words either because the words are not understood or the words are read too fast. You can check comprehension by asking questions about what was read.

With the book you can first stop and see what the listener would answer from the question at the top of each page before reading the whole page. For example, in the book *Where is the Dog?* the question at the top of each page asks *Where is the dog?* You can see if the listener can find it first without reading. If the listener or new reader can find the dog without reading the sentences that are below the photos first see if the listener/reader can say a few sentences using prepositions to explain where the dog is located and then read the sentences below to see if they are similar or different. And if the listener/reader is not able to find the dog right away each sentence gives a clue to where the dog is in the photo using a preposition to help locate the dog. You can also show the meaning of the prepositional word or phrase

by acting it out as well. For example, if the sentence says, "*The dog is under the table.*" you can model this at home or in the classroom or other places by showing you under a table and saying a sentence to form this such as, "I am under the table." Then the listener/reader can go under the table or go under another object in the room, such as a blanket and form a sentence to describe this, "Mary is under the blanket." to see if the listener/reader comprehends the prepositional word 'under'. You can also have the listener/reader act out each preposition after reading the book several times and practicing prepositions without you showing it first as another way to check if the listener/reader understands the prepositional word or phrase.

*You can always back up too if more understanding is needed for any activity or page in the book.

Remember the goal does not have to be to read the book from beginning to end in one sitting. You can have fun with reading a few pages at a time. You can also play a game and have the listener/reader hide an object inside or outside the house or classroom and have them use prepositions in a sentence to give clues to the person finding the object. For example, you could model the game first and hide an object in the room, such as a stuffed animal bear. Then you would say clues to lead the person to find the stuffed animal bear, such as "The stuffed bear is above the floor." Another clue could be, "The stuffed bear is left of the chair." or "The stuffed bear is behind the lamp." Then keep giving clues using prepositions until the person has found the hidden object and then switch roles. Using the words in context has been found to be the key to learning new words.

Near the end of the book there are several pages that have sentences with the prepositional word or phrase missing. See if the listener/reader is able to fill in the missing word or words (there is more than one answer). They can say it to you if they are not able to write yet. If not, no worries at all, comprehension takes practice and it will occur over time.

Then there is another page near the end of the book where the listener/reader can either cut out a picture of a dog in a place from a newspaper, magazine, etc. or draw a dog in a place using the photos from the book as ideas and then write one or two sentences describing to someone trying to find the dog in the picture where the dog is located using prepositional words or phrases in the sentences. This is another activity to see how they are comprehending prepositions.

Hope you had a fun reading experience! If you have any questions or comments you can contact me at findthecatandmore@yahoo.com or through the website at www.findthecatandmore.com.

Go for a walk and see if you can find any dogs under, over, behind or in something!