

SPEECH LESSON: HARRY THE DIRTY DOG

| OBJECTIVE | PROCEDURE | EVALUATION | DATE |
|--|---|---|------|
| • Students will attend to auditory stimuli | Therapist will read aloud the story <i>Harry the Dirty Dog</i> by Gene Zion. | Student participation, therapist observation. | |
| • Students will tell a story in appropriate sequence according to age. | Students will act out the story of Harry the Dirty Dog using props provided by therapist. | Student participation, therapist observation | |
| • Students will demonstrate sequencing skills. | Students will complete "Sequencing" worksheet independently for homework or classwork. | Student participation, completion of worksheet with 80% or better accuracy. | |
| • Students will respond to or answer questions from oral stimuli. | Students will complete "Answering Questions" worksheet orally with therapist. | Student participation, completion of worksheet with 80% or better success. | |
| • Students will understand multiple meanings of synonyms. | Students will complete "Synonyms" worksheet orally with therapist. | Student participation, completion of worksheet with 80% or better accuracy. | |
| • Students will categorize objects. | Students will complete "Categories" worksheet orally with therapist. | Student participation, completion of worksheet with 80% or better accuracy. | |
| • Students will complete analogies. | Students will complete "Analogies" worksheet orally with therapist. | Student participation, completion of worksheet with 80% or better accuracy. | |
| • Students will make inferences. | Students will complete "Analyze Text" worksheet independently for homework or classwork. | Student participation, completion of worksheet with 80% or better accuracy. | |
| • Students will follow two and three step directions. • Students will understand prepositions of position and location. | Students will color the Harry Booklet according to the therapist's directions. Students will make a reversible Harry and read the story, placing Harry in the appropriate location. | Student participation. Completion of coloring and prepositions with 80% or better accuracy. | |

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|--|---|---|-------------|
| <ul style="list-style-type: none"> Students will use appropriate articulation in words and sentences. | Students will use target sounds correctly throughout oral activities. | Student participation, therapist observation. | |

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Harry the Dirty Dog

Tell a story in appropriate sequence. Select one student to hold each prop. Student holding Harry will be the narrator and tell the story with therapist prompts.

Therapist: In the very beginning of the story, what happened? What did Harry not want to do?

Student: He didn't want to take a bath.

Therapist: So what did he do so that he wouldn't have to take a bath?

Student: He hid the scrub brush. *Student with scrub brush puts it behind his back.*

Therapist: And then what did he do?

Student: He ran away.

Therapist: When he ran away, where did he go? Where did he play?

Student: He played in the dirt.

Therapist: And what happened when he played in the dirt?

Student: He got dirty. *Student takes a scrap of paper off of the dirt and puts it on Harry.*

Therapist: And then where did he play? Repeat with soot, coal, and pipe.

Therapist: Now how does Harry look?

Student: Dirty!

Therapist: After Harry finished playing, how did he feel?

Student: Tired and hungry.

Therapist: So what did he do?

Student: He went home.

Therapist: When he got home, what happened?

Student: No one knew who he was.

Therapist: So what did he do?

Student: He got the scrub brush and took a bath. *Remove all dirt from Harry and put it on the scrub brush.*

Therapist: After his bath, how did he look?

Student: Clean!

Therapist: And how did he feel?

Student: Happy!

To make the props:

Cut Harry out of white construction paper.

Cut the remaining elements out of colored construction paper:

Scrub brush – yellow

Dirt – brown

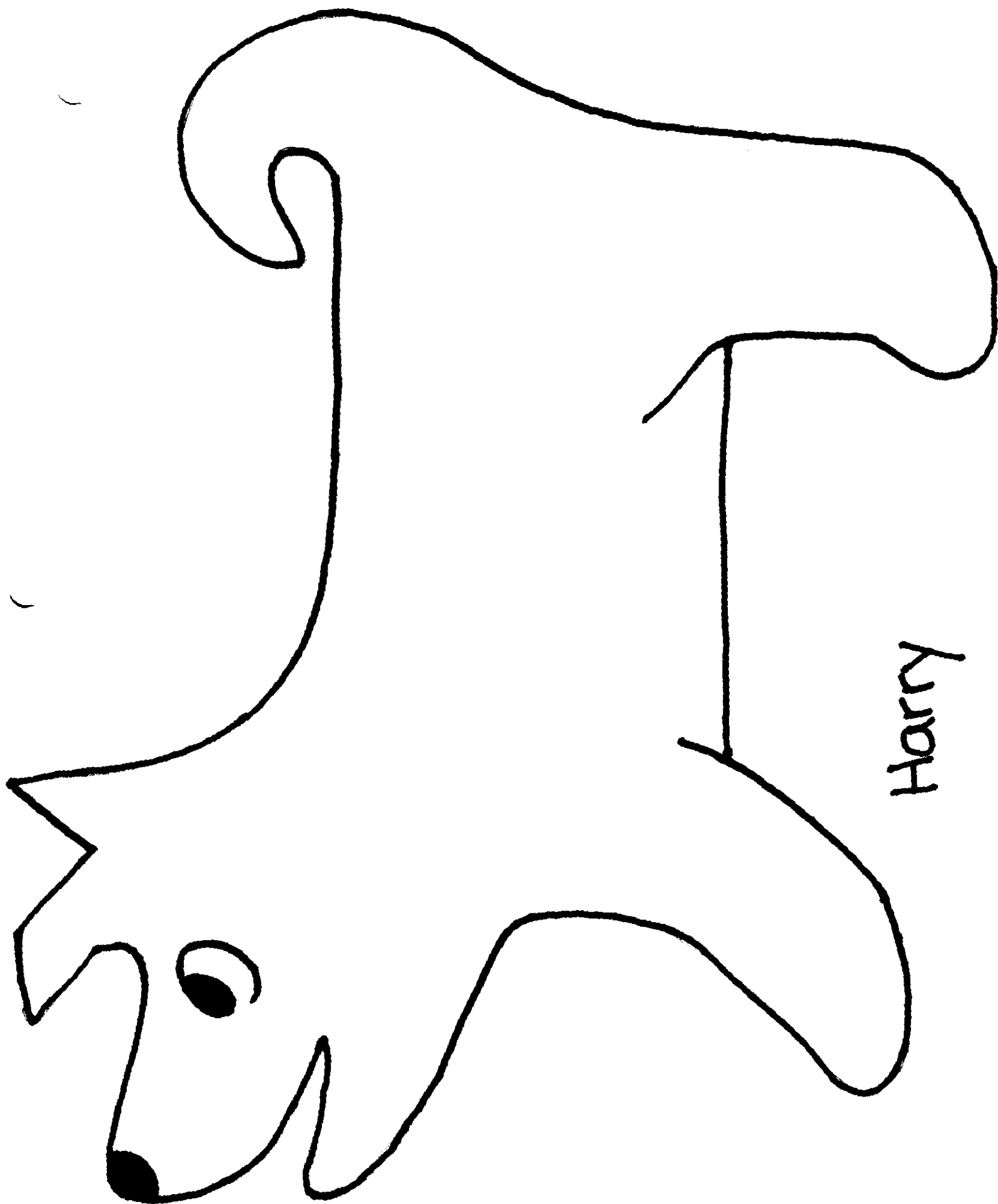
Train (optional) – any color

Soot (smoke) – gray

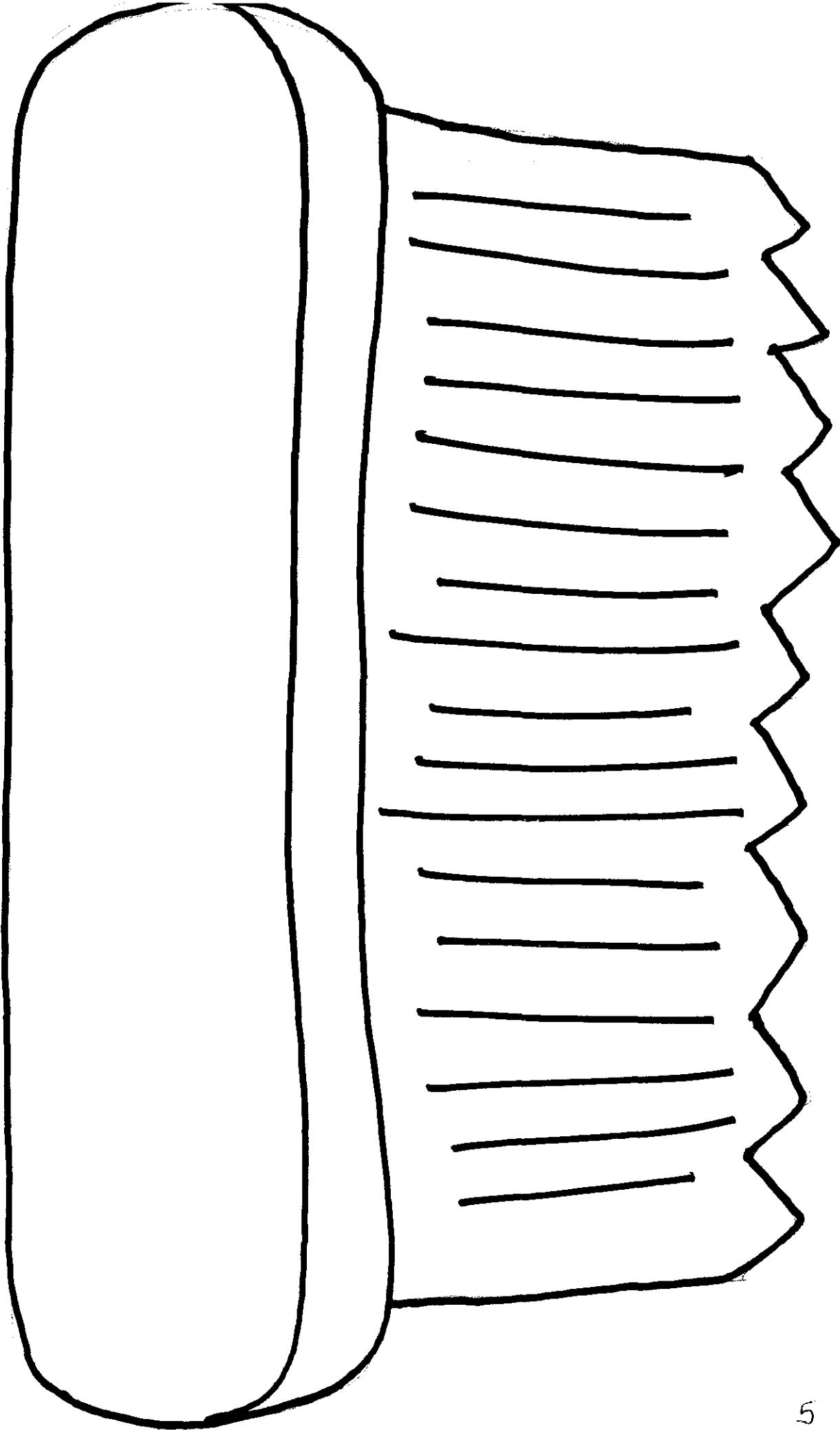
Coal – black

Pipe – gray

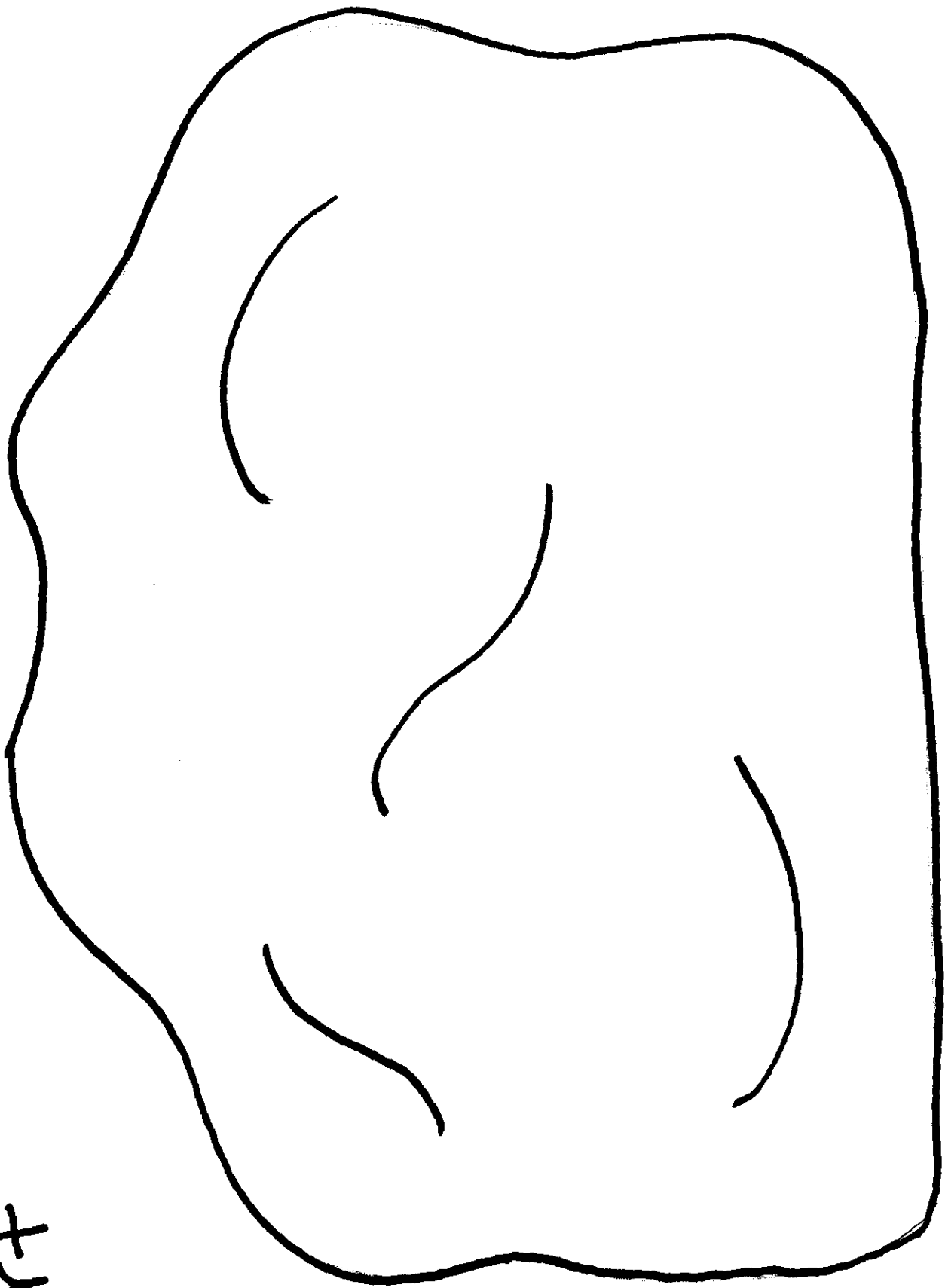
Cut additional scraps of brown, black, and gray construction paper and use a loop of scotch tape to affix them to the prop of the same color. You may wish to laminate all pieces to make attaching and removing the tape easier.



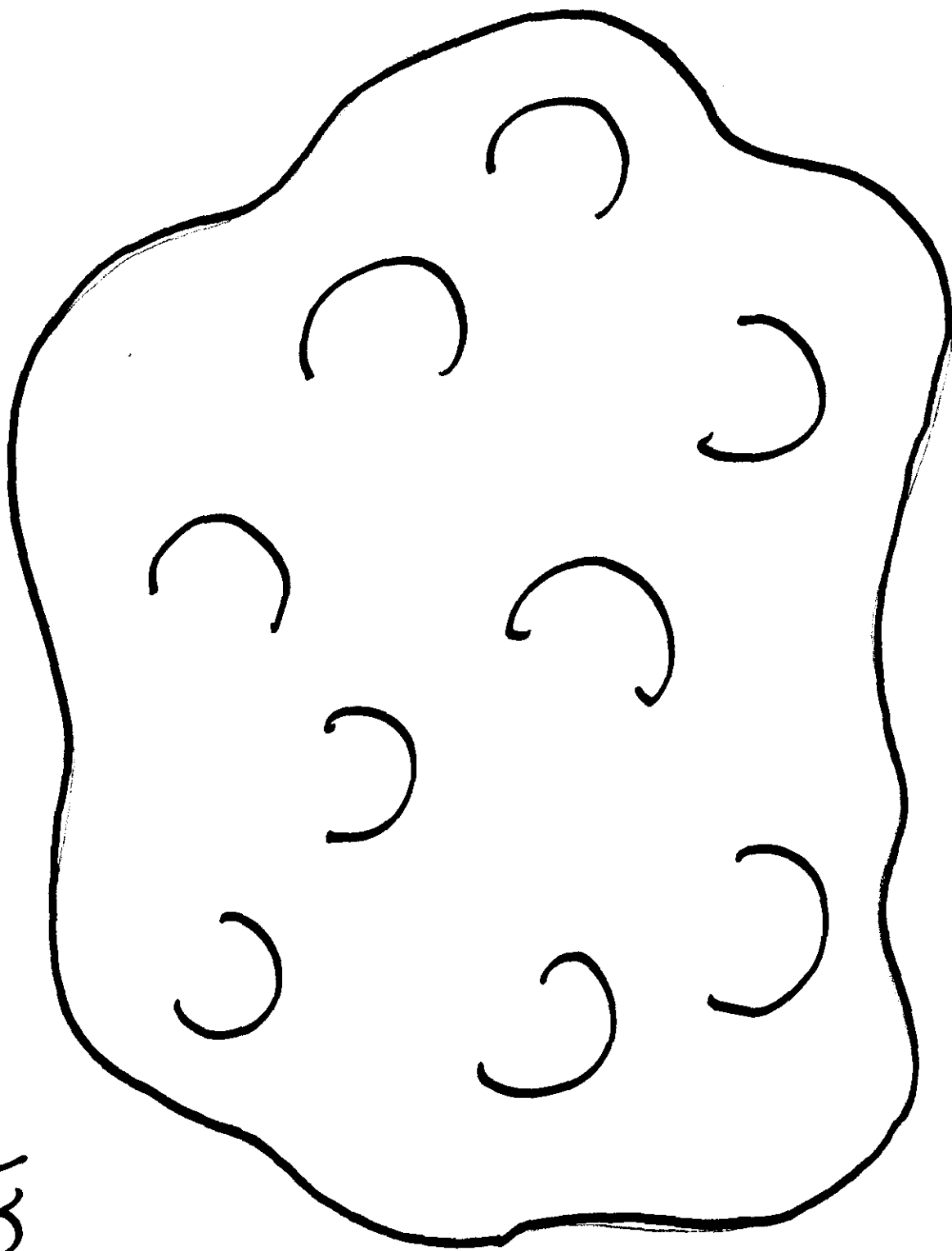
Scrub Brush



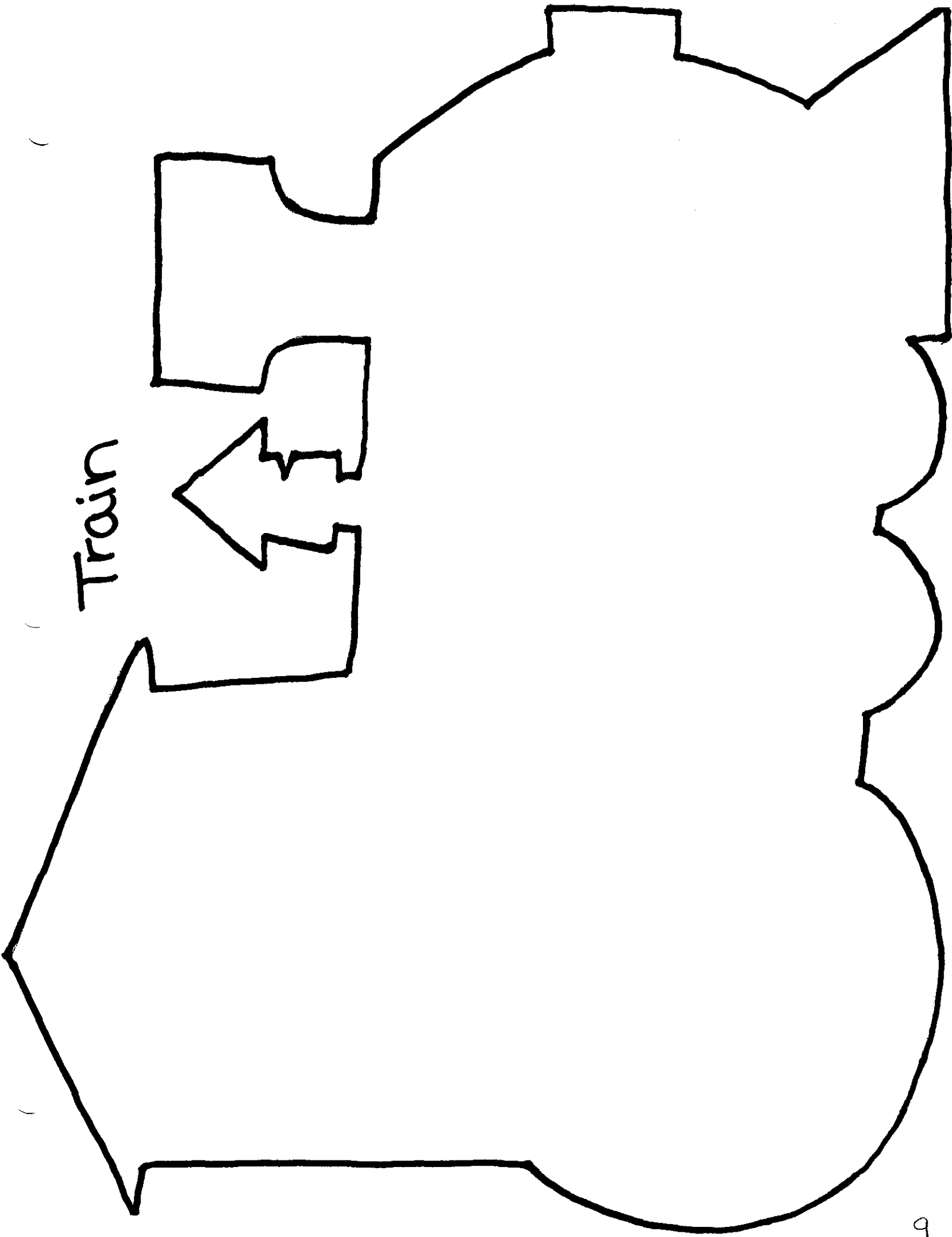
Dirt



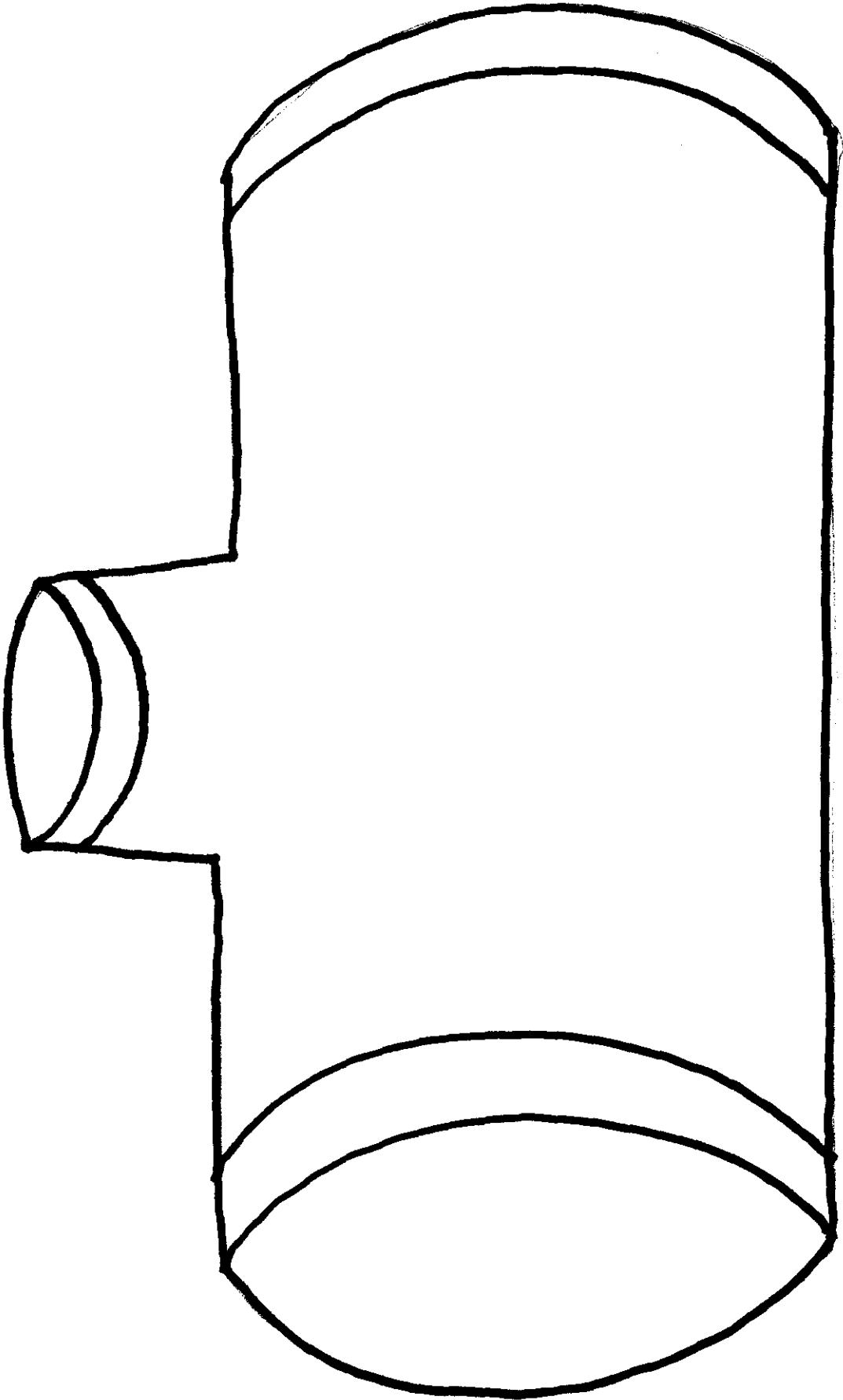
Coal



Smoke



Train



Pipe

Name: _____

Draw a picture of each item listed at the bottom of the page. Cut out the boxes and paste them in the correct column.

| What made Harry dirty? | What made Harry clean? |
|------------------------|------------------------|
| | |

| | | |
|------|-------------|------------|
| Soap | Dirt | Train Soot |
| Coal | Scrub Brush | Bathtub |

Categories

Name: _____

Read the paragraph about Harry. Answer the questions below it with the best answer.

Harry was angry because his family wanted him to take a bath. Harry did not want to take a bath, he wanted to go to the park! Harry put the scrub brush in a hole where no one could find it. Then, he went to the park. When he got to the park, Harry started to feel guilty about tricking his family. After a while, he went back home. Harry got the scrub brush and let his family give him a bath.

1. In the beginning of the story, how did Harry feel?

- ☐ Happy
- ☐ Hungry
- ☐ Mad

2. What did Harry want to do instead of taking a bath?

- ☐ Play
- ☐ Watch TV
- ☐ Eat dinner

3. What did Harry do with the scrub brush?

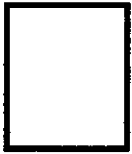
- ☐ He chewed it up
- ☐ He hid it
- ☐ He put it in the trash

4. How did Harry feel when he got to the park?

- ☐ Bad
- ☐ Tired
- ☐ Silly

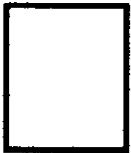
Name: _____

— Draw a picture in each box to go with the story. Number the boxes in the order that they happened.



Harry went home. His family did not know who he was.

Harry did not want to take a bath. He hid the scrub brush.



Harry took a bath. He was clean again!

Harry ran away from home. He got very dirty.

Name: _____

Mark the word that has the same meaning as the underlined word.

1. Playing in the dirt made Harry's fur filthy.

- ☐ tired
- ☐ dirty
- ☐ hungry

2. Harry ran away from his home.

- ☐ house
- ☐ family
- ☐ bath

3. After his bath, Harry's fur was neat again.

- ☐ wet
- ☐ dirty
- ☐ clean

4. Harry was exhausted from his long walk.

- ☐ hungry
- ☐ sad
- ☐ tired

5. Harry dashed up the stairs as fast as he could go.

- ☐ walked
- ☐ ran
- ☐ fell

Name: _____

Mark the word that completes the sentence.

1. A cat says "meow;" a dog says:

- ☐ "hello."
- ☐ "woof."
- ☐ "moo."

2. A scrub brush is for cleaning, a car is for:

- ☐ washing.
- ☐ automobile.
- ☐ driving.

3. A puppy is a dog; a baby is a:

- ☐ person.
- ☐ crying.
- ☐ sister.

4. You wash your hands with soap; you wash your hair with:

- ☐ bath.
- ☐ shampoo.
- ☐ clean.

5. Soot makes you dirty; soap makes you:

- ☐ happy.
- ☐ washing.
- ☐ clean.

Name: _____

Mark the correct answer to each question.

1. Why did Harry run away from home?

- ☐ Because his family was mean to him.
- ☐ Because he wanted to take a bath.
- ☐ Because he did not want to take a bath.

2. What did Harry do with the scrub brush?

- ☐ He took it with him.
- ☐ He put it in a hole.
- ☐ He put it in the trash.

3. Why did Harry go back home?

- ☐ Because he felt tired and hungry.
- ☐ Because he wanted to watch TV.
- ☐ Because a policeman sent him home.

4. Why didn't Harry's family know who he was?

- ☐ He had been gone so long that they forgot him.
- ☐ He was so dirty that he looked different.
- ☐ He was wearing a different collar.

5. What did Harry want to do when he got back home?

- ☐ Take a nap.
- ☐ Have a snack.
- ☐ Take a bath.

Harry the Dirty Dog, Student Booklet

Students will follow two and three step directions. Students will understand prepositions of location and direction.

Make a two-sided copy of the booklet for each student. Fold the paper in half and staple. Make a cover from construction paper if desired. Give the following coloring directions, making sure that the entire sequence for each page is given before students begin.

Page 1. Color the bathtub yellow and the water blue.

Page 2. Color the scrub brush orange, the tree leaves green, and the tree trunk brown.

Page 3. Color the door green, the fruit yellow, and the sidewalk brown.

Page 4. Color the dirt brown. Color one shovel black and one shovel blue.

Page 5. Color the Train red, the wheels yellow, and the smoke black.

Page 6. Color the coal black.

Page 7. No directions, this is where the students flip Harry over.

Page 8. Color the door purple, the steps brown, and the flower green and blue.

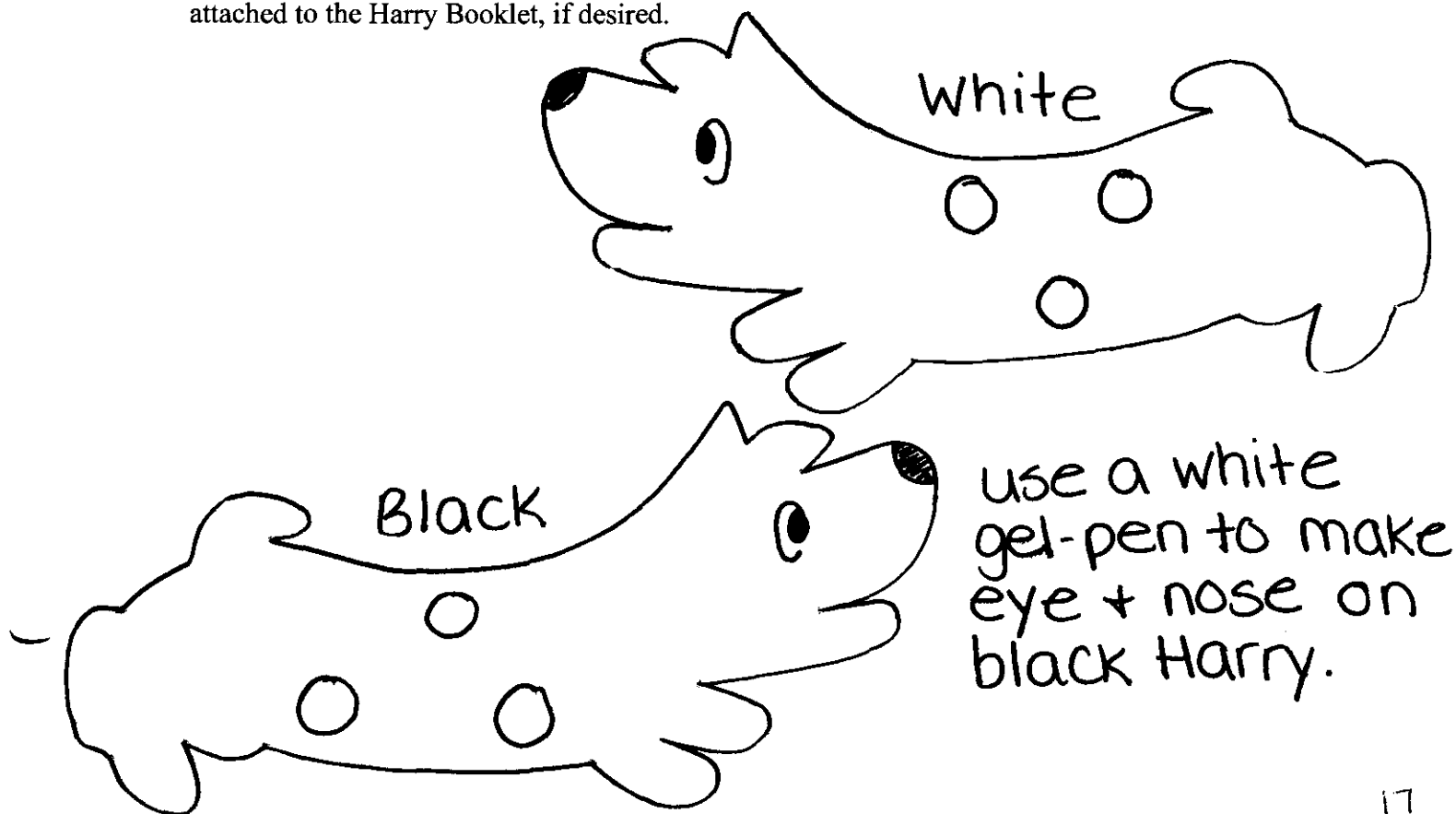
Page 9. Color this picture the same way you colored the other picture of the tree. (Do not let students turn back to look at the previous picture.)

Page 10. Color the water blue, the bathtub yellow and leave the bubbles white.

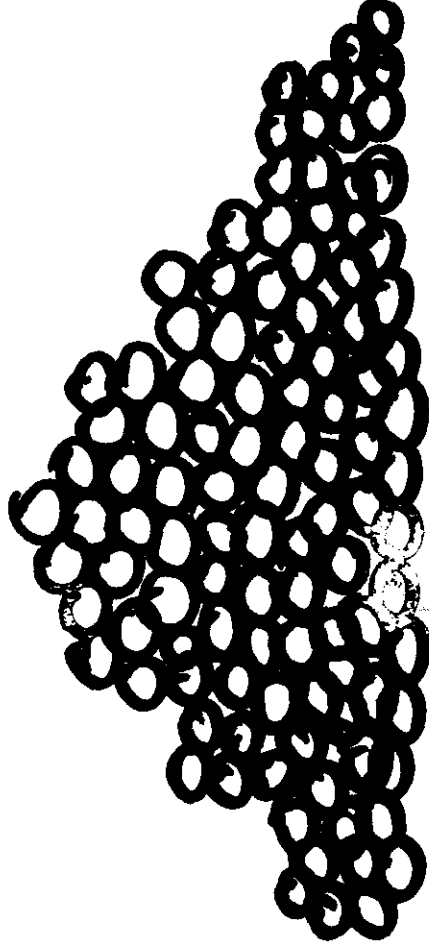
Page 11. No directions, students flip Harry back over.

To make a reversible Harry:

Trace Harry on white paper once for each student. Put a piece of black paper under the white paper so that both are cut out together. Using a hole punch, punch three holes in the white Harry and three holes in the black Harry, making sure that the holes don't line up. Glue the two Harrys together. This Harry can be attached to a piece of yarn and attached to the Harry Booklet, if desired.



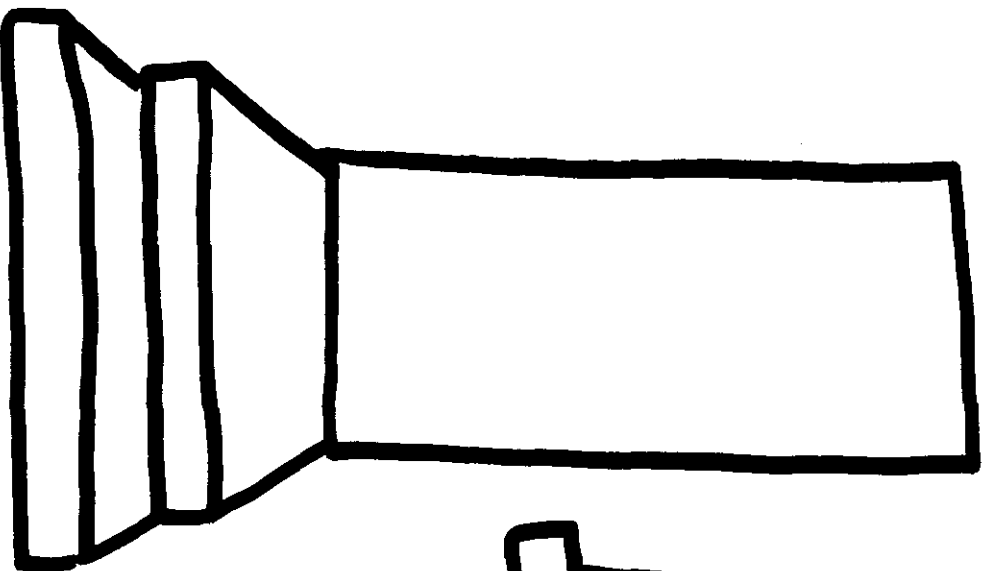
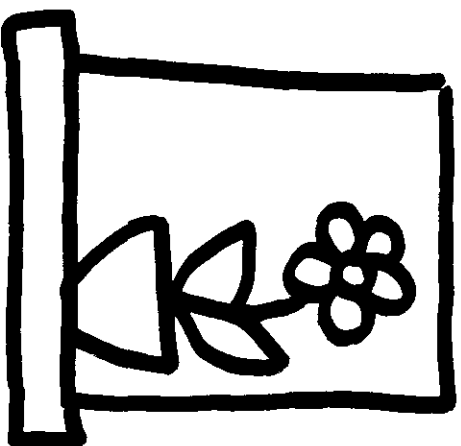
He played *under* the
coal.



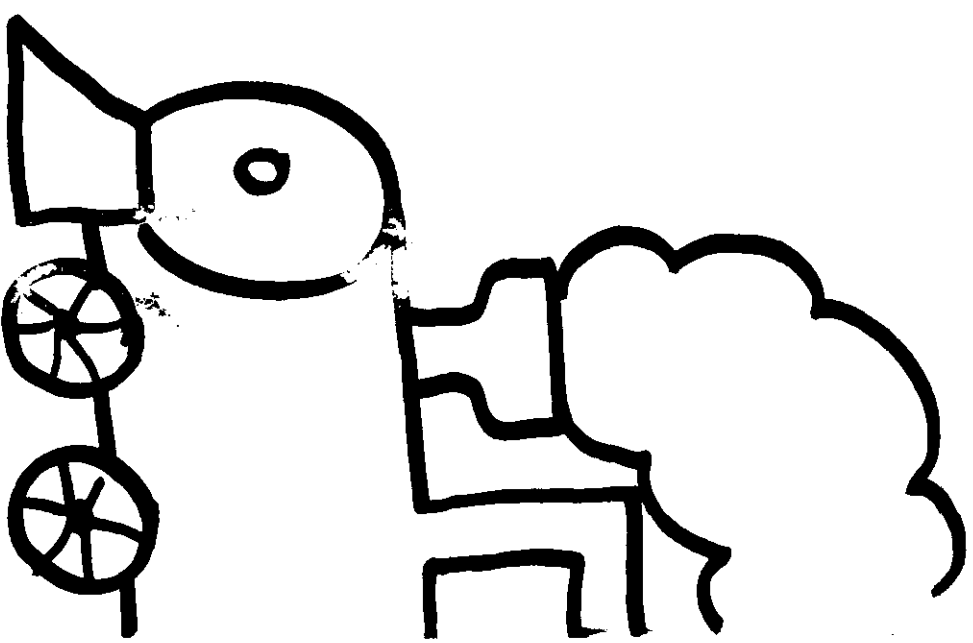
Harry was very dirty.

He was not white any
more, he was black!

Harry went home.

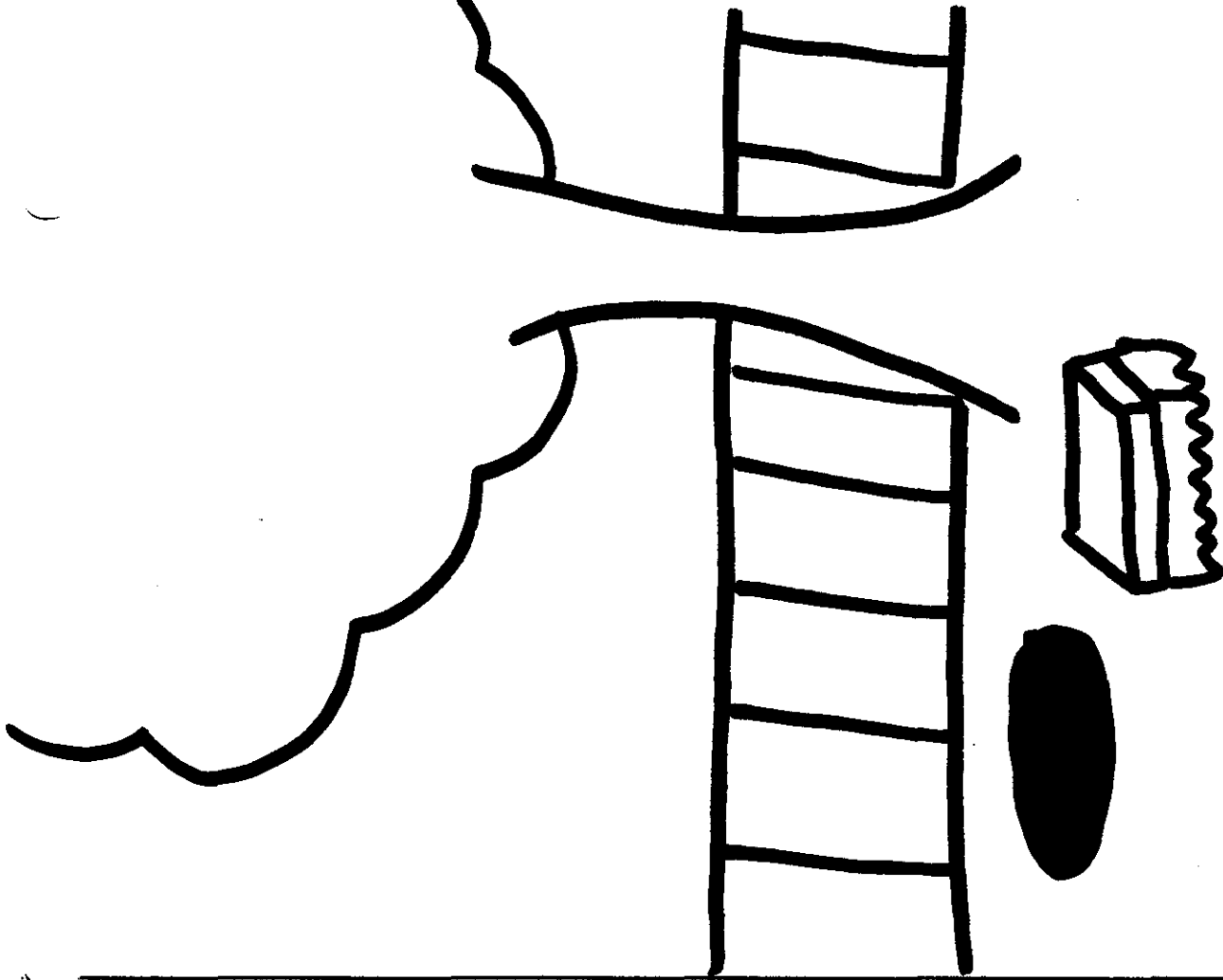
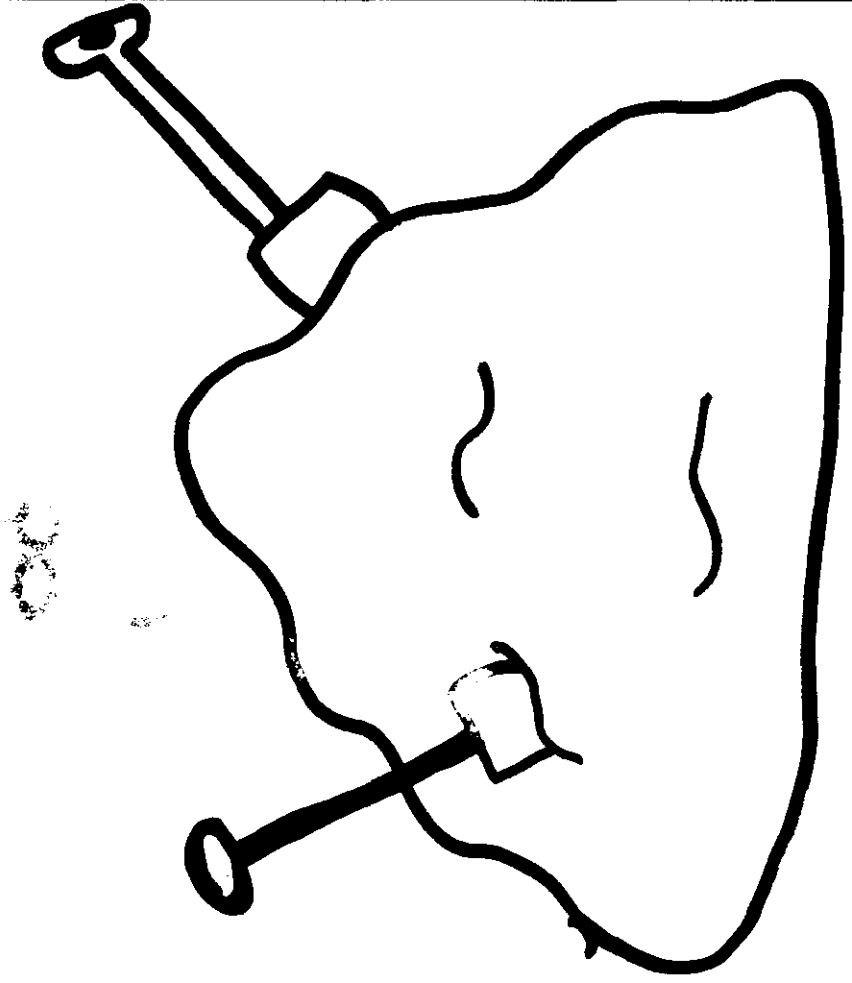


No one knew who he
was.



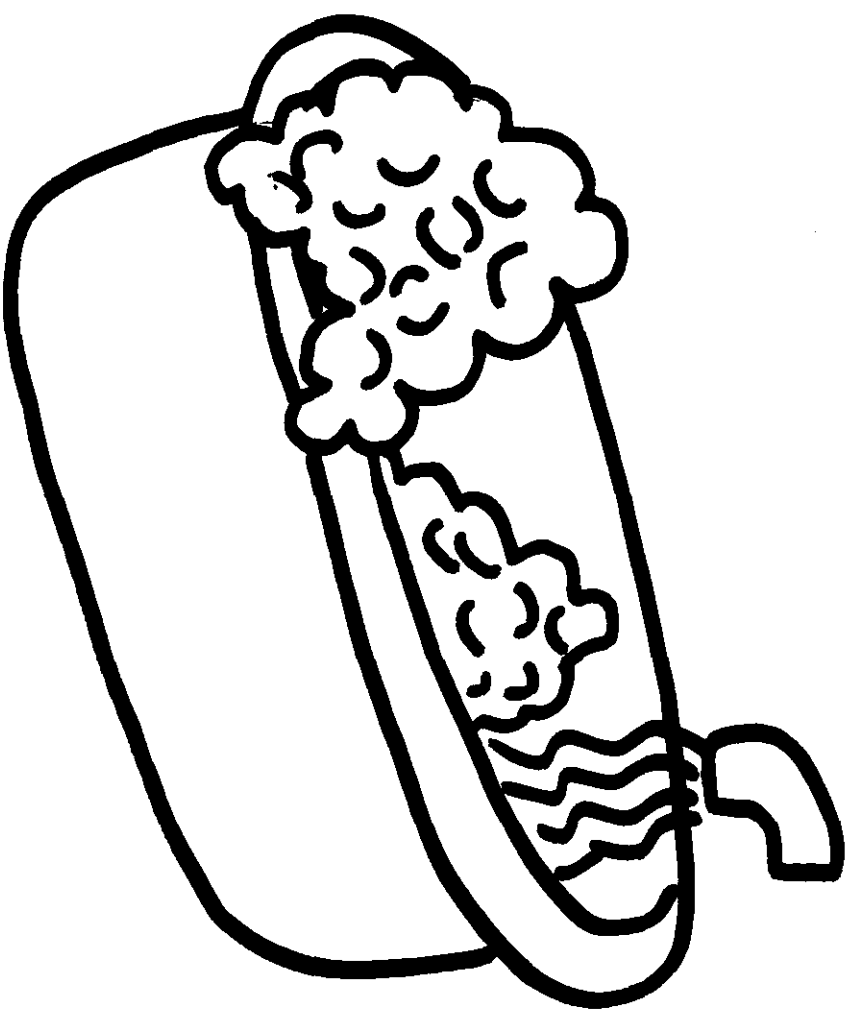
He played *next to*
the trains.

He played *on* the dirt.

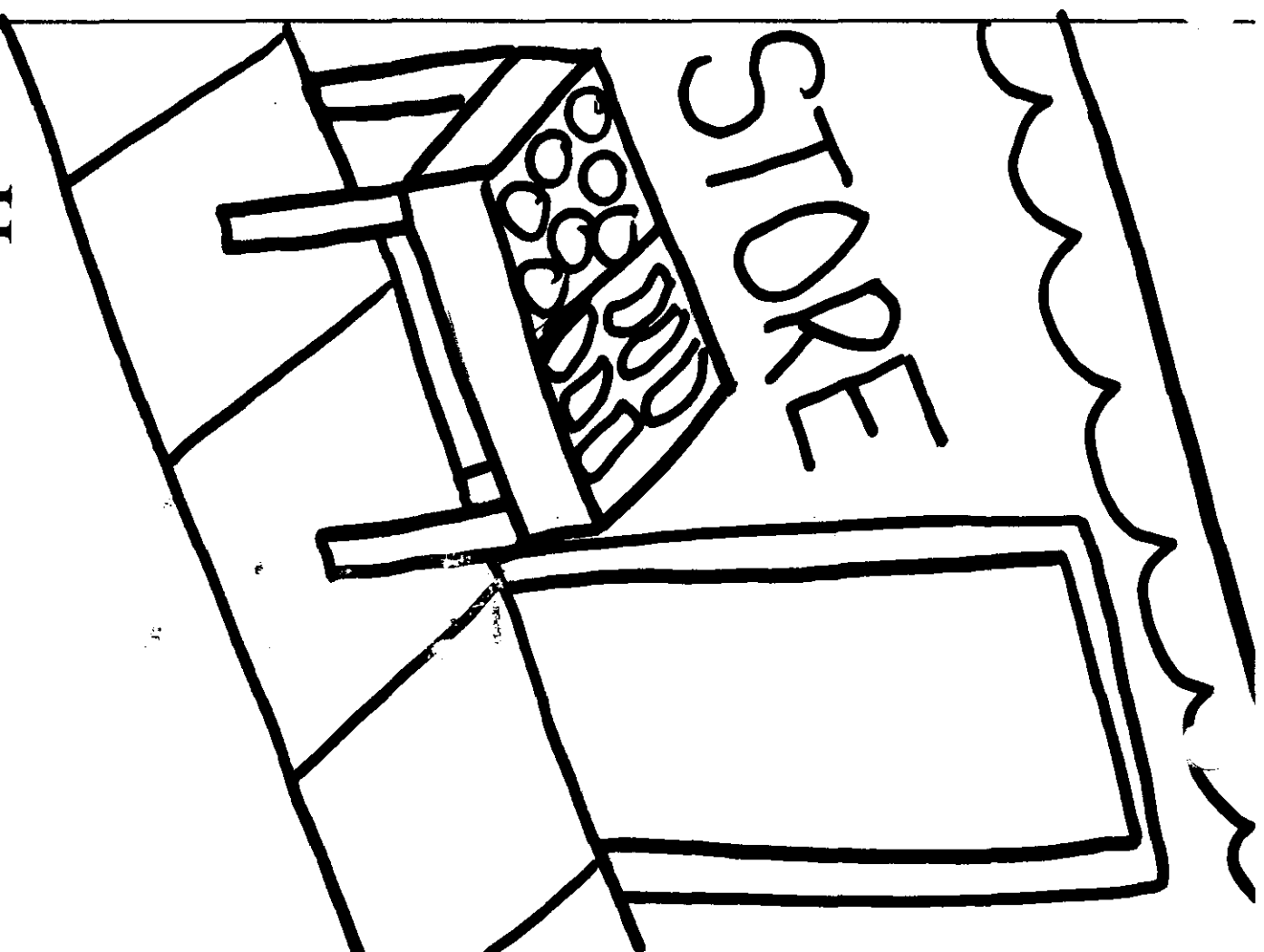


Harry took the scrub
brush out of the hole.

The children put
Harry *in* the bathtub.



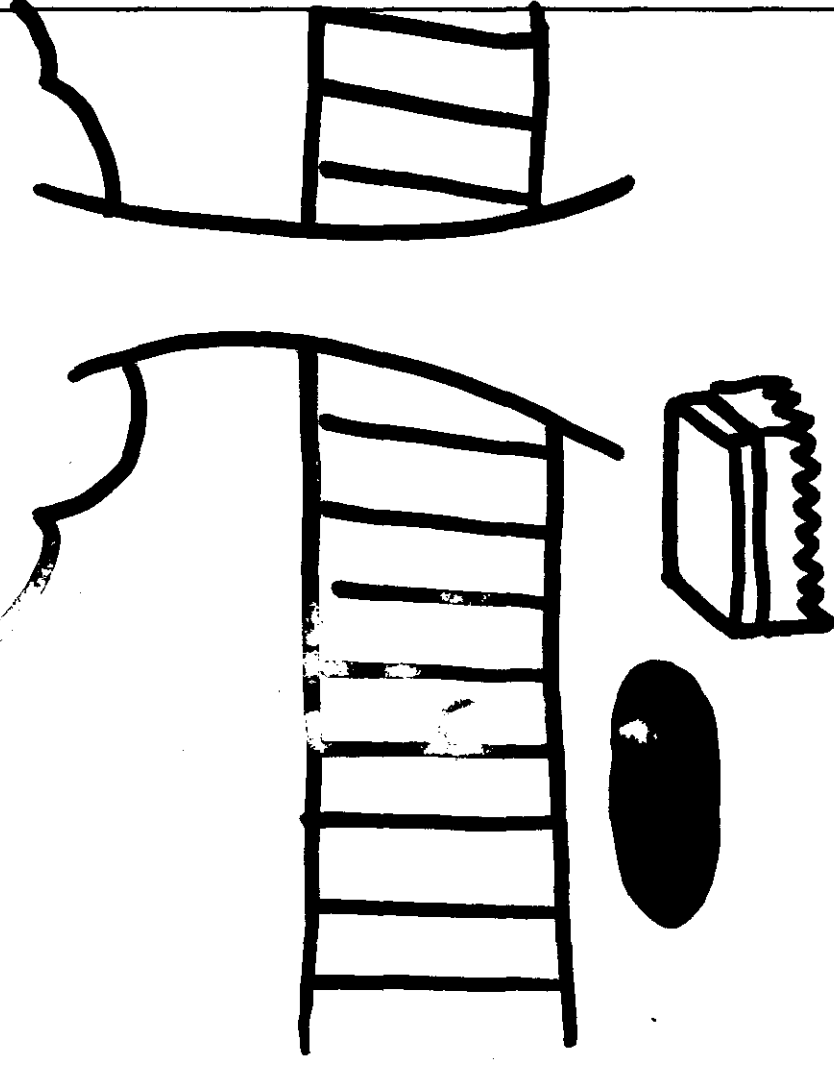
They gave him a bath.



Harry ran away.

(1

He put the scrub brush
in a hole.



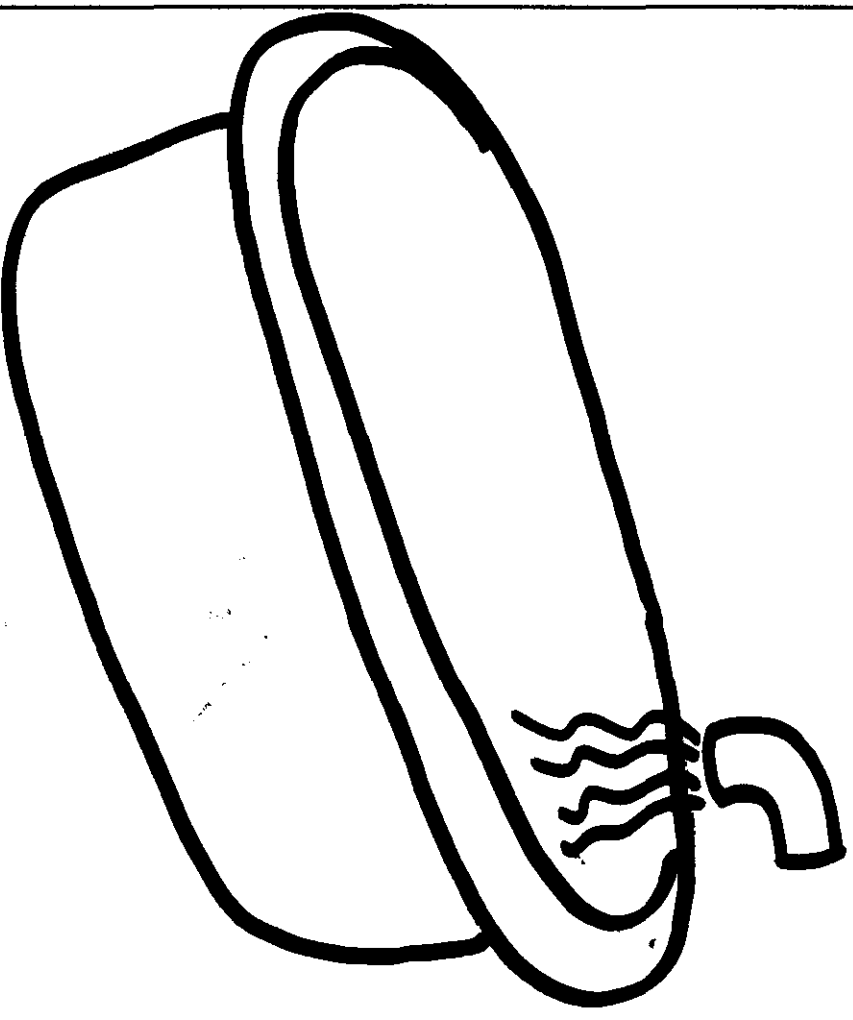
He jumped *over* the
fence.

(

Harry was clean
again!

He was not black any
more. He was white.

Harry did not want to
take a bath.



Harry the Dirty Dog Art Projects

Harry Takes a Bath

Materials:

Small paper cup for each student

Craft stick or spoon for each student

Shaving cream

School glue

Construction paper: black, white, yellow, one other color

Scissors (optional)

1. Teacher cuts a Harry figure (black), a bathtub (white) and a scrub brush (yellow) (pages 22-23) out construction paper for each student.
Or - teacher traces elements onto construction paper for each student and allows students to cut them out.
2. Each student glues the Harry figure, bathtub, and scrub brush to the colored construction paper.
3. In the paper cup, each student uses the craft stick to mix together equal parts glue and shaving cream. Using the craft stick, a paintbrush, or fingers, students dot the mixture onto Harry. The shaving cream/glue mixture will dry with a 3-D effect.

Dirty Harry

Materials:

Construction paper: white, black, one other color

Glue

Scissors (optional)

1. Teacher cuts a Harry figure (page 4) out of white construction paper for each student.
Or - teacher traces a Harry figure onto white construction paper for each student and allows students to cut out the Harry figure.
2. Each student glues the Harry figure onto colored construction paper.
3. Each student tears $\frac{1}{2}$ sheet of black construction paper into small pieces, then glues the scraps of black paper to the Harry figure.

