Describe 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 can be 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 adjectives and begin to understand what an adjective 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 adjectives to own environment and form sentences using adjectives inside and outside of your house and/or in the classroom or other places.

1. Motivate the listener/reader to want to read or 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 read about and describe dogs in each of the photos in the book and then you are going to go on a walk to try to find some dogs and describe the dogs you see. Or after you read then you are going to draw, paint, act or mold a dog out of clay or play dough. While doing these other fun activities, you both can share and describe the work using adjectives.

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 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 prediction was 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 3 it will describe about adjectives for the book *Describe 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. Then I 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 *Describe the Dog!* the question at the top of each page asks *Can you describe the dog?* You can see if the listener can first describe the dog without reading the sentences below the photos and then read the sentences below to see if the adjectives were similar or different to what the listener/reader came up with. You can also show the meaning of the adjectives where you are located in other places. For example, if the sentence says, "*The dog has soft, black fur.*" you can model this at home or in the classroom or other places by showing something else that is soft and black and say it in a sentence, such as "The stuffed bear has soft and black fabric." This is to help the listener/reader see more examples of the adjectives to begin to understand their meaning. You can then see if the listener/reader can find

something else where you are that is soft and black and say it in a sentence. Using the words in context has been found to be the key to learning new words. Another fun activity with adjectives is to have one person see an object in the room and have another person try to figure out the object by having the person say just one adjective to describe the object. Then the guesser gets one guess. If the object is not guessed then the person says a different adjective and the guesser again gets one guess to pick out the object. If the object is not guessed then the person gives a different adjective and so on and then switch role. For example, if the object was a stuffed animal bear in the room, the person could say the adjective brown. If the object is not guessed another adjective could be soft. If the object is not guessed another adjective could be cuddly, etc.

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

Near the end of the book there are several pages that have sentences with an adjective 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 from a newspaper, magazine, etc. or draw a dog using the photos from the books as ideas and then write one or two sentences describing the dog using adjectives. This is another activity to see how they are comprehending adjectives.

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 walk and see if you can find any curly, black, brown, long or short haired dazzling dogs!