

Lesson Plans and Teaching Resources for Hot Dog

5 COMPREHENSION STRATEGY LESSON PLANS & PRACTICE PAGES

Synthesizing Lesson Plan

Synthesizing
By: Doug Salati
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

Summary
Hot Dog tells the story of a dog who lives in a loud, busy city. When he goes for a walk on a summer day, he gets too hot, and everything becomes too much! *Hot Dog* cannot walk another step on the hot, crowded streets, so he lies down in the middle of the road. When his owner sees this, she decides to call a taxi to take *Hot Dog* on an adventure out of the city. Hopefully, *Hot Dog* will be able to cool off!

Link to What You Know

- What things do you need to do to take care of a dog?
- What is your favorite time of day?

Important Words to Know and Understand

Rumble – To make a deep, long sound
Whiff – A smell that you only smell for a short time

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

Why Readers Synthesize While Reading
Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually tells you a little bit about the characters, the setting, and the problem of the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you'll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.

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Guided Reading Level

Synthesizing Lesson Plan

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By: Doug Salati
Grade Level: 2 / Guided Reading Level: L

3
Synthesize While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a setting, a problem, or a topic

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 6 – How does *Hot Dog*'s mood change as he keeps walking through the city? How do you know?

Pages 11 and 12 – *Hot Dog*'s owner takes *Hot Dog* for a walk, but she decides to call a taxi to leave the city. What makes her change her mind about the walk? How do you know?

Pages 14 and 15 – Look at the illustrations. How is the setting of the story changing? Where do *Hot Dog* and his owner end up?

Pages 25 and 26 – Look at the illustrations on these pages. How do you know that the time of day has changed? Why do you think *Hot Dog* and his owner leave the beach?

Pages 31 to 34 – How does the city change at night? How does noticing this change help you as a reader?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think – How did your thinking change while you read *Hot Dog*? What information helped you to gain a better understanding of the characters or the problem in the book?
Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.
Reflect – Think about the synthesizing work you did while reading *Hot Dog*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Hot Dog*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Key Vocabulary

Explanation of Strategy

Turn, Talk, and Reflect

Making Connections
By: Doug Salati
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
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Make Connections While Reading

- Look for places where your opinion of a character changes
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Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.
Reflect – Think about the synthesizing work you did while reading *Hot Dog*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Hot Dog*. (Remember to include examples from the book!)

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Making Inferences
By: Doug Salati
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
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Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Hot Dog*. (Remember to include examples from the book!)

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Answer Key for Identifying the Author's Purpose with Hot Dog

Page 4: Doug Salati is the author and illustrator of this book. His illustrations show a lot of loud things in the city. Name one loud thing that you see in the illustration. How do you know it's loud?

Page 7: Look at the illustration. What is the illustrator trying to tell you? How do you know?

Pages 7 and 8: Look at the way the words are written. How do you know it's busy?

Page 11: On this page, the text says, "concrete crumbles." What does this mean? How do you know?

Page 14: Look at the illustration. How is the setting of the story changing?

Page 18: Look at the illustrations. How is the setting of the story changing?

Page 25 and 26: Look at the illustrations on these pages. How do you know that the time of day has changed? Why do you think *Hot Dog* and his owner leave the beach?

Page 31 to 34: How does the city change at night? How does noticing this change help you as a reader?

Answer Key for Making Connections with Hot Dog

Page 6: How does *Hot Dog*'s mood change as he keeps walking through the city? How do you know?

Pages 11 and 12: *Hot Dog*'s owner takes *Hot Dog* for a walk, but she decides to call a taxi to leave the city. What makes her change her mind about the walk? How do you know?

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Identifying the Author's Purpose
By: Doug Salati
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

3
Identify the Author's Purpose While Reading

- Look for places where your opinion of a character changes
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Page 7: Look at the illustration. What is the illustrator trying to tell you? How do you know?

Pages 7 and 8: Look at the way the words are written. How do you know it's busy?

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Understanding Text Structure
By: Doug Salati
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

3
Understand Text Structure While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a setting, a problem, or a topic

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4: Doug Salati is the author and illustrator of this book. His illustrations show a lot of loud things in the city. Name one loud thing that you see in the illustration. How do you know it's loud? What is the author's purpose for writing this book? How do you know?

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Answer Key for Synthesizing with Hot Dog

Page 6: How does *Hot Dog*'s mood change as he keeps walking through the city? How do you know?

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Pages 31 to 34: How does the city change at night? How does noticing this change help you as a reader?

Answer Key for Understanding Text Structure with Hot Dog

Page 4: Doug Salati is the author and illustrator of this book. His illustrations show a lot of loud things in the city. Name one loud thing that you see in the illustration. How do you know it's loud? What is the author's purpose for writing this book? How do you know?

Page 7: Look at the illustration. What is the illustrator trying to tell you? How do you know?

Pages 7 and 8: Look at the way the words are written. How do you know it's busy?

Page 11: On this page, the text says, "concrete crumbles." What does this mean? How do you know?

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Identifying the Author's Purpose

Understanding Text Structure

Practice Pages and Answer Keys

WRITING ABOUT READING (WITH OPTIONAL CCSS ALIGNMENT)

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Hot Dog: Identifying the Author's Purpose

Name **three** words from the text or illustrations that helped you better understand the story. Choose **one** of those words and explain how it helped you.

I can remember and tell different kinds of stories and share what the author is trying to teach. CCSS: RL.2.4

Hot Dog: Identifying the Author's Purpose

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Hot Dog: Synthesizing

Where does the beginning of this story take place? How does the setting change as the story goes on?

Hot Dog: Synthesizing

Where does the beginning of this story take place? How does the setting change as the story goes on?

Hot Dog: Synthesizing

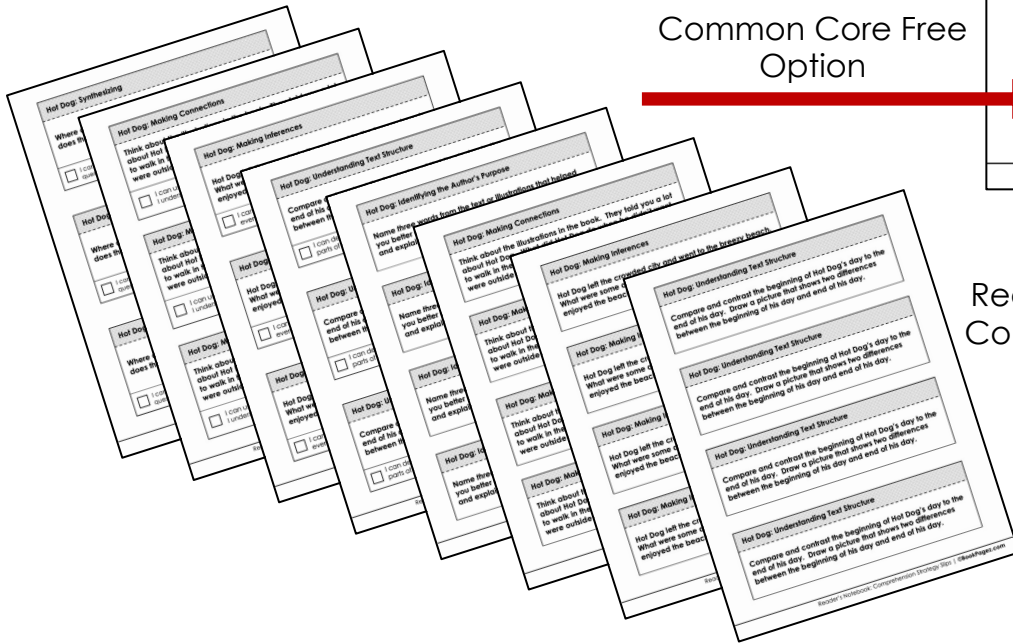
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Hot Dog: Synthesizing

Where does the beginning of this story take place? How does the setting change as the story goes on?

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Identifying the Author's Purpose
Title: _____

Who is the author of your book?
What was the author's purpose for writing this book? How do you know?
 To Persuade To Inform To Entertain
I know because...

What do you think the author wanted you to think about while reading this book?
Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Identifying the Author's Purpose

Making Connections
Title: _____

Think about the book. What does the book remind you of?
What type of connection did you make?
 Text-to-Self Text-to-Text Text-to-World
Draw a picture of your connection in the box below.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the book?	Emotions, thoughts, clues, setting.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Understanding Text Structure
Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me

Text Structures You Might See While Reading

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Synthesizing
Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Synthesizing

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Hot Dog
By: Doug Salati
Grade Level: 2 / Guided Reading Level: L

Word Work

Instructional Focus: Onomatopoeia

Background: A figure of speech is a way of using words to make writing more interesting and meaningful. Onomatopoeia is a type of speech where words imitate or mimic the sounds they represent to create vivid and sensory experiences in writing.

Examples:

sizzle	crash	
boom	slurp	
hiss	screach	

Materials and Preparation:

- A Copy of *Hot Dog* by Doug Salati
- Chart paper
- Onomatopoeia Matching Cards (cut cards out in advance)
- Match Ups Score Sheet
- Match Lip Directions
- Onomatopoeia Word Work Practice
- Optional - Word Detective (1 page)
- Optional - Name That Sound!

Step 1: Introduce the Focus of Word Work

Introduce Onomatopoeia

- Explain that writers use something called "figures of speech" to make stories more interesting and fun.
- Explain that one kind of figure of speech is called "onomatopoeia." Consider clapping out the syllables of "onomatopoeia," and have students repeat the word back to you.
- Explain that onomatopoeia are words or phrases that imitate or mimic the sounds they are describing.
- Direct students' attention to the example list of onomatopoeias on your anchor chart. Point to each word and say it out loud (consider reading each word in a way that exemplifies the imitated sound).
- Have students repeat each word after you (consider having students repeat each word in a way that exemplifies the imitated sound).
- On the right side column of the anchor chart, rewrite some of the onomatopoeias in creative ways. Tell students that sometimes authors and illustrators change the way the text in a book looks to help show the onomatopoeia's sound effect.
- Ask students if they can think of any other words that mimic sounds. Add them to your anchor chart as students suggest them.
- If students struggle to come up with more onomatopoeias, prompt them with topics or scenarios:
 - What sounds do superheroes make in comics when they fight?
 - What sounds do farm animals make?
 - What sounds do you hear during a thunderstorm?
 - What sounds do you hear when someone is cooking?
- If students suggest a word that is not an onomatopoeia discuss the misconception with the group. Remind students that onomatopoeia sound like the sounds they are describing.

Step 2: Connect Word Work to Reading

Onomatopoeia in the Text

- Tell students that the book they will be reading today has onomatopoeias in both the text and the illustrations.
- Show them pages 3 and 4 of *Hot Dog*. Tell the students to listen and look at the words extra carefully while you read. Ask students to put a hand to their ear when they see or hear an onomatopoeia in the text or illustration.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

Hot Dog
By: Doug Salati
Grade Level: 2 / Guided Reading Level: L

Word Work

Step 2: Connect Word Work to Reading (continued)

Extend Engagement

Name That Sound!

Divide students into groups of 4-6. Each group will read a part of *Hot Dog*. The answer to each clue is an onomatopoeia.

Once you have finished reading each clue, students can talk with their group for 30 seconds before you yell out the onomatopoeia. "DING DING DING!" which signals the groups to stop talking and raise their hands if they know the onomatopoeia.

Call on a group that has every student's hand raised.

If the group has answered correctly, they get a point.

If a group says an onomatopoeia on a word that does not have the clue, they do not get a point, and you can move to a new group.

Onomatopoeia in the Text

- After reading pages 3 and 4, ask the students to share the onomatopoeias that they saw and heard. Discuss the sounds that those words are imitating. Add the new onomatopoeias to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to listen and look for words that imitate or mimic sounds. Remind them to be polite and not to interrupt you while you read.
- Read *Hot Dog*.

Examples of Suffixes Found in the Text:

- Screach
- Sniff
- Howwerk
- Rreereeeoooooeeee
- Tukoo-tukoo-tukoo
- Beep
- Howerk
- Hank
- Bip-bip-bip
- Wrrll
- Shimmers
- Rumble
- Hum
- Rush

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a set of onomatopoeia matching cards (cut the cards in advance).
- Show students how to match an image with an onomatopoeia.
- Explain that this activity works best if you talk with your partner and say each onomatopoeia out loud as you work on your matches.
- Their task, as a pair, is to match all of their onomatopoeia matching cards correctly.
- Set a timer for the activity (10-15 minutes).
- Visit each pair as they work. Discuss the correct answers at the end of the activity with the whole group.

Word Work Lesson Plan | @BookPagez.com

List of words in the book that match the instructional focus

Onomatopoeia Cards Interactive Activity

hiss	buzz	pop	jingle
------	------	-----	--------

Onomatopoeia Picture Cards Interactive Activity

Guided Word Work Practice (Matching Cards) | @BookPagez.com

Interactive Activities

Independent Practice Pages

Hot Dog
By: Doug Salati
Grade Level: 2 / Guided Reading Level: L

Word Work

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *Onomatopoeia practice page*.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for onomatopoeias in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

Word Work Lesson Plan | @BookPagez.com

Onomatopoeia Word Work Practice Page #1

Directions: Find and circle the onomatopoeia in each sentence.

- The birds sang tweet-tweet in the morning.
- The vase rattled.
- The kitty snickered.
- As the rain fell, the wind whistled.
- The baby giggled.
- The window rattled.
- Vroom-vroom!
- Tick-tack.
- The fire crackled.
- Pitter-patter.
- When he sneezed.
- Bees buzzed.
- The door creaked.
- The race car revved.
- She heard a pop.

Name: _____

Onomatopoeia Word Work Practice Page #2

Directions: Look at the illustration below. Write at least 3 onomatopoeias on the illustration to describe the sounds you might hear if you were in the setting.

Name: _____

Independent Word Work Practice | @BookPagez.com

Word Detective

Word Detective: R-Controlled Vowels Extension Activity

Directions: Be a word detective! Be on the lookout for r-controlled words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Word Work Extension Activity | @BookPagez.com

ASSESSMENTS

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



Running Record

Title: Hot Dog Guided Reading Text Level: L Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95%-100% Accuracy	Instructional 90%-94% Accuracy	Hard 50%-89% Accuracy
---------------------------	-----------------------------------	--------------------------

Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	City				
	summer				
	steamy				
	sidewalks				
3	concrete				
	crumbles				
	sirens				
	screech				

Tested By: _____ ©BookPagez.com

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-8)



Hot Dog
CCSS Assessment

Name: _____
Score: / 8

Directions:
Use what you know about *Hot Dog* to answer each of the following questions.

- Where does this story take place?
 - A The city, the country, and an apartment
 - B An apartment, the farm, and on an airplane
 - C The city, the beach, and an apartment
 - D The town, the beach, and the grocery store
- What important lesson can the reader learn from *Hot Dog*?
 - A Cities are not a good place to live.
 - B When you feel overwhelmed, get some space to calm down.
 - C When you feel too hot, take a boat somewhere new.
 - D Beaches are wide open and empty.
- How does *Hot Dog* react to the heat and crowds in the city?
 - A He stops walking in the middle of the road.
 - B He jumps into his owner's arms and faints.
 - C He jumps into his owner's arms and faints.
 - D He walks along happily.
- Which of these is an example of an onomatopoeia?
 - A loud
 - B salty
 - C wind
 - D honk

CCSS Assessment 2nd Grade Reading Standards for Literature

- Hot Dog's* day ends with him back in the city, and he is... (RL.2.5)
 - A Happy to be home
 - B Sad to be in bed so soon
 - C Wishing it was warmer outside
 - D Annoyed with the crowds
- From *Hot Dog's* point of view, the city is... (RL.2.6)
 - A Too hot and too smelly
 - B Too hot and too crowded
 - C Too loud and too bright
 - D Too big and too lonely
- Look at the illustrations of the city, what can you tell about how this environment is affecting *Hot Dog*? (RL.2.7)
 - A It is giving *Hot Dog* energy and making him excited to walk.
 - B It is making *Hot Dog* curious to explore the shops.
 - C It is giving *Hot Dog* peace and comfort to rest outside.
 - D It is making *Hot Dog* too hot and tired to walk.
- Why is this book called *Hot Dog*? (RL.2.10)
 - A Because *Hot Dogs* are a good thing to eat in the summer.
 - B Because it is about a little dog who is hot and needs to cool down.
 - C Because it takes place in a city where you can buy hot dogs.
 - D Because it is about a dog that looks like a hot dog.

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com


Answer Key



Writing Worksheet

What To Do When You Feel Like a Hot Dog!

By: _____



Directions:
Everyone feels overwhelmed like Hot Dog from time to time. Tell about a time when you felt like a "Hot Dog" and what you did to feel better on the lines below.

I feel like a Hot Dog when _____

I feel better when _____

For Fun:
Color the Hot Dog and the title. Then cool off by folding you paper into a fan! Fold your paper into thirds by folding on the dark black lines.

Extension Activity | ©BookPagez.com

Name: _____ Date: _____

Directions:

- These are cause and effect cards for Hot Dog. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

Hot Dog stops walking in the city because	he had a very busy day.
Hot Dog loves the beach because	it is too hot and too crowded.
The city cools off because	he can run and play.
Hot Dog is hungry and tired because	it is nighttime and there is a breeze.

EFFECT CARDS

- 1
- 2
- 3
- 4

REMEMBER!
Cause is why something happened.
Effect is what happened.

©BookPagez.com | Cause and Effect Sorting Mat for Hot Dog

Cause and Effect Sorting Game and Answer Key

Cause and Effect Sentence Stem and Answer Key

Name: _____ Date: _____

Directions:
The first part of the sentences below tell what happened (the effect) in the book, Hot Dog. Complete each sentence by telling the cause.

Hot Dog stops walking in the city because _____

Hot Dog loves the beach because _____

The city cools off because _____

Hot Dog is hungry and tired because _____

Hot Dog
Cause and Effect

_____ it is too hot and too crowded.

_____ he can run and play.

_____ it is nighttime and there is a breeze.

_____ he had a very busy day.

_____ happened. The effect is what happened.

Reading Tip!
Remember: The cause is why something happened. The effect is what happened.

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