

Here's What You'll Get in the Love That Dog Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Love That Dog
By: Sharon Creech
Grade Level: 5 / Guided Reading Level: I

1
Making Inferences

Get Ready To Read

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

Summary

Love That Dog is the story of a boy named Jack. Jack has been learning about poetry and is keeping a notebook in which he records his thoughts about the poetry he reads at school. At first, Jack does not like poetry. He does not think poetry makes any sense and he does not think that boys should read or write poetry. Poetry, according to Jack, is for girls. Over time, Jack changes his mind and begins to write his own poetry. His best poem is about his dog, a blue car splattered with mud, and a what it feels like to have your world turned upside down.

Link to What You Know

- What does it mean to admire someone?
- Who are some people that you admire? Why do you admire them?

Important Words to Know and Understand

Anonymous - Unknown or not named

2
Learn About Comprehension Strategies

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

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Activate Prior Knowledge

Making Inferences Lesson Plan

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3
Making Inferences

Make Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters' settings?

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.

Pages 10 to 11 - Jack doesn't want Mrs. Stretchberry to put his name on his poems. Why? What do you know about people who want to be anonymous? What can you infer about the way Jack feels about his poetry?

Page 30 - Notice the way Jack asks Mrs. Stretchberry to type his poems? Why do you think Jack is asking her to type his poems so carefully? Jack also tells his teacher that he would like his name to be on his poems. Make an inference about the way Jack feels about his poetry now. How do you know?

Pages 55 to 59 - Read Jack's letter to Mr. Walter Dean Myers. What can you infer about the types of things Jack thinks are important to Walter Dean Myers?

Pages 68 to 85 - Make an inference about the way Jack feels about poetry now. How do you know?

4
Notice the Work You Did While Reading

- Reflect
- Write

Time to Reflect

Think - What types of inferences did you make while reading **Love That Dog**? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk - Tell your reading partner about the best inference you made while reading this book! Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the extra information you learned while reading **Love That Dog**. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

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

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Connections

1 Get Ready To Read

3 Make Connections While Reading

2 Learn About Comprehension Strategies

4 Notice the Work You Did While Reading

Making Connections

Visualizing

1 Get Ready To Read

3 Visualizing While Reading

2 Learn About Comprehension Strategies

4 Notice the Work You Did While Reading

Visualizing

Synthesizing

1 Get Ready To Read

3 Synthesizing While Reading

2 Learn About Comprehension Strategies

4 Notice the Work You Did While Reading

Synthesizing

Understanding Text Structure

1 Get Ready To Read

3 Understanding Text Structure While Reading

2 Learn About Comprehension Strategies

4 Notice the Work You Did While Reading

Understanding Text Structure

Answer Key for Making Connections with Love That Dog

Your Turn to Practice Making Connections with Love That Dog

Page 10: What text do you see connections can you make so far? Do you feel the same as Jack about poetry? Why or why not?

Page 30: What text do you see connections can you make so far? Do you feel the same as Jack about poetry? Why or why not?

Page 59: What text do you see connections can you make so far? Do you feel the same as Jack about poetry? Why or why not?

Answer Key for Making Inferences with Love That Dog

Your Turn to Practice Making Inferences with Love That Dog

Pages 10 to 11: Jack doesn't want Mrs. Stretchberry to put his name on his poems. Why? What do you know about people who want to be anonymous? What can you infer about the way Jack feels about his poetry?

Page 30: Notice the way Jack asks Mrs. Stretchberry to type his poems? Why do you think Jack is asking her to type his poems so carefully? Jack also tells his teacher that he would like his name to be on his poems. Make an inference about the way Jack feels about his poetry now. How do you know?

Pages 55 to 59: Read Jack's letter to Mr. Walter Dean Myers. What can you infer about the types of things Jack thinks are important to Walter Dean Myers?

Pages 68 to 85: Make an inference about the way Jack feels about poetry now. How do you know?

Answer Key for Visualizing with Love That Dog

Your Turn to Practice Visualizing with Love That Dog

Page 14: Notice the way Jack asks Mrs. Stretchberry to type his poems? Why do you think Jack is asking her to type his poems so carefully? Jack also tells his teacher that he would like his name to be on his poems. Make an inference about the way Jack feels about his poetry now. How do you know?

Page 16: Notice the way Jack asks Mrs. Stretchberry to type his poems? Why do you think Jack is asking her to type his poems so carefully? Jack also tells his teacher that he would like his name to be on his poems. Make an inference about the way Jack feels about his poetry now. How do you know?

Page 31 to 34: Notice the way Jack asks Mrs. Stretchberry to type his poems? Why do you think Jack is asking her to type his poems so carefully? Jack also tells his teacher that he would like his name to be on his poems. Make an inference about the way Jack feels about his poetry now. How do you know?

Answer Key for Understanding Text Structure with Love That Dog

Your Turn to Practice Understanding Text Structure with Love That Dog

Page 8: How is Jack's poem about the blue car like other poems you have read? How is it different?

Page 37: This is an example of a concrete poem. What does this poem make you think about? How do you feel when you read it? How does the poem's structure affect the way you read and understand it?

Pages 55 to 59: Read Jack's letter to Mr. Walter Dean Myers. What can you infer about the types of things Jack thinks are important to Walter Dean Myers?

Pages 68 to 72: Notice the way Jack makes a list in his letter to Walter Dean Myers. What text structure does Jack use in his letter? Give a specific example.

Answer Key for Synthesizing with Love That Dog

Your Turn to Practice Synthesizing with Love That Dog

Page 7: What is Jack's opinion of poetry at this point in the story? Do you agree with Jack? Why or why not?

Page 30: Notice the way Jack asks Mrs. Stretchberry to type his poems? Why do you think Jack is asking her to type his poems so carefully? Jack also tells his teacher that he would like his name to be on his poems. Make an inference about the way Jack feels about his poetry now. How do you know?

Page 46: What is your opinion of Jack's poems? How have his poems changed your thoughts about poetry?

Page 73: Jack is worried that his poem will make the other kids in his class feel sad. How do you feel when you read his poem? What does the poem about his (pgs. 68 - 72) teach you about poetry?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Love That Dog: Making Connections

Notice the connections Jack makes between his street and the poem "Street Music" on February 15th (pg. 31).

How was Jack's street different from the street in Arnold Adoff's poem?

I can compare and contrast characters, setting or events using details in the text to support my comparison. CCSS: RL.5.3

Love That Dog: Making Connections

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Love That Dog: Making Connections

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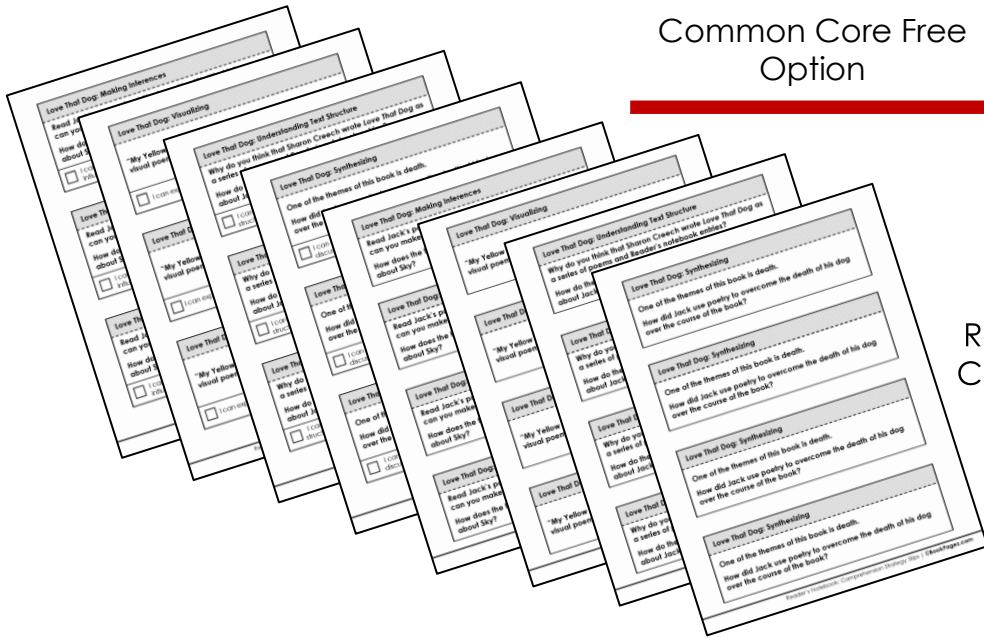
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

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 Reader's Response Prompt | ©BookPagez.com

Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer

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 Reader's Response Prompt | ©BookPagez.com

Making Inferences

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

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 Reader's Response Prompt | ©BookPagez.com

Visualizing

Understanding Text Structure

Title: _____

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

Text Structures You Might See 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 Reader's Response Prompt | ©BookPagez.com

Understanding Text Structure

Synthesizing

Title: _____

All I was Thinking...	My new thinking is...	I used to think...

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 Reader's Response Prompt | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections Love That Dog
By: Sharon Creech
Grade Level: 5 / Guided Reading Level: T

Important Words to Know and Understand in "Love That Dog"

Flattered
To be greatly complemented

Inspired
To do something as a result of something that you have seen, read, or experienced

Pasture
A large field where grass or other plants grow for the specific purpose for feeding animals

Poem
A type of writing that creates a response of thought or emotion from the reader

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Love That Dog Word List

Vocabulary Connections Love That Dog
By: Sharon Creech
Grade Level: 5 / Guided Reading Level: T

Flattered	Inspired	Pasture
Poem		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections Love That Dog
By: Sharon Creech
Grade Level: 5 / Guided Reading Level: T

Flattered	Inspired	Pasture
To be greatly complemented	To do something as a result of something that you have seen, read, or experienced	A large field where grass or other plants grow for the specific purpose for feeding animals
Poem		
A type of writing that creates a response of thought or emotion from the reader		

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections Snowflake Bentley
By: Jacqueline Briggs Martin
Grade Level: 3 / Guided Reading Level: H

Annual is a/an noun verb adverb adjective Definition of Annual:	Blades are a/an noun verb adverb adjective Definition of Blades:	Etching is a/an noun verb adverb adjective Definition of Etching:
Annual looks like this:	Blades look like this:	Etching looks like this:
Annual reminds me of:	Blades remind me of:	Etching reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games
with Words from Love That Dog

Match each of the vocabulary words in the Word Bank to the correct synonym.

INSPIRED	FLATTERED	PASTURE	POEM
----------	-----------	---------	------

Word Bank

INSPIRED	MEADOW
FLATTERED	ENCOURAGED
PASTURE	COMPLIMENTED
POEM	POETRY

Use the words in the word bank to fill in the blanks in the sentences below.

- The applause _____ him and he felt extremely proud of himself.
- The street kids _____ him to become a teacher.
- They grow vegetables in the _____.
- The Raven is a _____ by Edgar Allan Poe.

Name: _____

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Word Games and Answer Key

Vocabulary Connections

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

_____	_____
_____	_____

Vocabulary Connections Love That Dog
By: Sharon Creech
Grade Level: 5 / Guided Reading Level: T

Love That Dog
By Sharon Creech

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

Personalized Vocabulary Bookmark

Assessments

Running Record						
Title: Love That Dog	Guided Reading Text Level: P 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				
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual		COUNT	INFORMATION USED			
Page		E	SC	M	S	V
1	JACK ROOM 105 - MISS STRETCHBERRY SEPTEMBER 13 I don't want to because boys don't write poetry. Girls do.					
2	SEPTEMBER 21 I tired. Can't do it. Brain's empty.					
3	SEPTEMBER 27 I don't understand the poem about					
Tested By: _____		©BookPagez.com				

Running Record Assessment

Love That Dog CCSS Assessment	Name: _____ Score: / 9
<p>Directions: Use what you know about Love That Dog to answer each of the following questions.</p>	
<p>1. Which of the following from the March 1 entry supports the inference that Jack is starting to be more confident in his poetry?</p> <p><input type="radio"/> A He wrote a poem in the shape of a dog.</p> <p><input type="radio"/> B He tells his teacher she can put his name on the poem she wants to put on the board.</p> <p><input type="radio"/> C He thinks his poem will look good on yellow paper.</p> <p><input type="radio"/> D Jack is not sure if his teacher will think his poem is good enough.</p>	
<p>2. What was Jack trying to deal with, and how did he solve his inner conflict?</p> <p><input type="radio"/> A He did not like writing, so he made a dog.</p> <p><input type="radio"/> B He wanted a dog, so he made one.</p> <p><input type="radio"/> C Jack was convinced he could not write.</p> <p><input type="radio"/> D He missed his dog, and he dealt with it by writing a poem.</p>	
<p>3. What seems to be the main way the two communicate?</p> <p><input type="radio"/> A He writes to her in a notebook after school.</p> <p><input type="radio"/> B They talk after school when she tucks him in.</p> <p><input type="radio"/> C He doesn't talk to her - he just writes her poems.</p> <p><input type="radio"/> D They email each other.</p>	
<p>4. Jack writes that thinking too much about something makes his brain feel like "peas". What does he mean by that?</p> <p><input type="radio"/> A Thinking too much makes your brain feel like peas.</p> <p><input type="radio"/> B Vegetables are good for your brain.</p> <p><input type="radio"/> C Thinking too much about something makes your brain feel like peas.</p> <p><input type="radio"/> D Jack loves peas, so he loves thinking about them.</p>	
<p>5. Why did the author organize this selection as a series of poems? (RL.5.5)</p> <p><input type="radio"/> A Poetry rhymes and is hard to write.</p> <p><input type="radio"/> B Miss Stretchberry only allows students to write in poems.</p> <p><input checked="" type="radio"/> C It shows that Jack was a poet, he just needed practice and encouragement.</p> <p><input type="radio"/> D Kids love to read poetry.</p>	
<p>6. How does Jack's point of view influence his poem about Sky getting hit by a car? (RL.5.6)</p> <p><input type="radio"/> A He was there to see it.</p> <p><input type="radio"/> B He loved his dog Sky.</p> <p><input type="radio"/> C He missed Sky and it was hard for him to talk about how he died.</p> <p><input checked="" type="radio"/> D All of the above answers.</p>	
<p>7. If the author were to add a video or image to support the ideas presented, what would be the best choice? (RL.5.7)</p> <p><input type="radio"/> A A picture of Jack's notebook.</p> <p><input checked="" type="radio"/> B A picture or video of Jack and his dog, Sky.</p> <p><input type="radio"/> C A video called "Writing Poetry in 3 Easy Steps."</p> <p><input type="radio"/> D A picture of Walter Dean Myers latest book.</p>	
<p>8. Why did Jack use the same pattern for his poem "Love That Dog" that Walter Dean Myers used in "Love That Boy"? (RL.5.9)</p> <p><input checked="" type="radio"/> A He made a strong connection to the words and ideas.</p> <p><input type="radio"/> B He didn't know how else to write a poem.</p> <p><input type="radio"/> C He thought his teacher wouldn't notice if he copied.</p> <p><input type="radio"/> D Boys always love their dogs, and dogs love their boys.</p>	
<p>9. What does the author include at the end of the book, hoping to inspire you like Miss Stretchberry inspired Jack? (RL.5.10)</p> <p><input type="radio"/> A She included Miss Stretchberry's brownie recipe.</p> <p><input checked="" type="radio"/> B She included the poems Miss Stretchberry used in class.</p> <p><input type="radio"/> C There is a picture of Walter Dean Myers and an address in case you want to write.</p> <p><input type="radio"/> D There is a glossary to explain difficult words.</p>	
<p>CCSS Assessment 5th Grade Reading Standards for Literature BookPagez.com</p>	

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)

Answer Key

Bonus Activity and Running Record Assessment

Name: _____ Date: _____

Directions: In the book *Love That Dog*, Jack learned about poetry. There are many different kinds of poems. Some poems are noisy, some poems rhyme, and others use words in clever ways. Complete each activity below to brainstorm words that can be used in your own poems.

Noisy Words

Some poems use **onomatopias**, which are words that sound like the person, place, or thing that it names.

Write at least 10 onomatopias in the space below.

Meow

Copycat Words

Some poems use **alliteration**, which are pairs words that begin with the same sound.

Pair each of the words below with a word that begins with the same sound

- Colorful Chameleon
- Tricky _____
- Wild _____
- Big Bad _____
- Lazy _____

Now try writing a sentence with at least 2 sets of alliteration.

In my bed I laid below a sky of brightly shining stars.

Compare with "like" or "as"

Some poems use **similes** to compare two different things using the words **like** or **as**.

Complete these similes:

As cold as _____

Sing like an _____

Blind as a _____

Fight like cats and _____

Rhyme Time Use the space above to write pairs of 2 syllable rhyming words.

Extension Activity | ©BookPagez.com

Running Record

Title: *Love That Dog* Guided Reading Text Level: P 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
E = Errors	SC = Self-Correction	M = Meaning
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Page	COUNT	INFORMATION USED
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Tested by: _____ ©BookPagez.com

Bonus Extension Activity

Running Record Assessment

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Love That Dog Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Love That Dog" correlate with the following English Language Arts Common Core State Standards for 5th grade.</p> <p>Reading: Literature</p> <p>RL.3 - Compare and contrast two or more characters, settings, or events in a story or drama on a specific detail in the text (e.g., how characters interact).</p> <p>RL.9 - Compare and contrast stories in the same genre (e.g., mysteries and adventures) or that approach similar themes and topics.</p> <p>RI.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.1c - Pose and respond to specific questions by making comments that contribute to discussion and endorse on the merits of others.</p> <p>SL.1d - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p> <p>SL.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.8 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>Love That Dog CCSS Alignment ©BookPagez.com</p>	<p>Love That Dog Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Love That Dog" correlate with the following English Language Arts Common Core State Standards for 5th grade.</p> <p>Reading: Literature</p> <p>RL.3 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5 - Describe how a narrator or speaker's point of view influences how events are described.</p> <p>RI.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.1c - Pose and respond to specific questions by making comments that contribute to the discussion and endorse on the merits of others.</p> <p>SL.1d - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p> <p>SL.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.8 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>Love That Dog CCSS Alignment ©BookPagez.com</p>	<p>Love That Dog Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Love That Dog" correlate with the following English Language Arts Common Core State Standards for 5th grade.</p> <p>Reading: Literature</p> <p>RL.3 - Determine a theme or a central idea of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.4 - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5 - Describe how a narrator or speaker's point of view influences how events are described.</p> <p>RI.10 - Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphics, novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RI.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.1c - Pose and respond to specific questions by making comments that contribute to the discussion and endorse on the merits of others.</p> <p>SL.1d - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p> <p>SL.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.8 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>Love That Dog CCSS Alignment ©BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Love That Dog Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Love That Dog" correlate with the following English Language Arts Common Core State Standards for 5th grade.

Vocabulary Lesson Plan and Resources

Language

L.5.6 - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.7 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital), to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.8 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Love That Dog CCSS Alignment | ©BookPagez.com

Vocabulary Connections
Common Core Alignment

Student Facing Resources in Spanish for Love That Dog Super Pack

5 Comprehension Strategy Practice Pages

Making Connections Practice Page


Tu turno para practicar: Hacer conexiones con Love That Dog

Página 13:
¿Qué conexiones de **texto a ti mismo** puedes hacer hasta ahora? ¿Tienes la misma opinión de Jack sobre la poesía? ¿Por qué sí o por qué no?

Página 30:
¿Qué conexiones de **texto al mundo** puedes hacer hasta ahora? ¿Te recordó de algo cuando Jack fue al Centro de Protección de Animales? ¿Cómo te ayuda tu conexión como lector?

Página 59:
¿Qué conexiones de **texto a texto** puedes hacer hasta ahora? ¿Es significativo tu conexión? ¿Por qué sí o por qué no?

Nombre: _____



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Page by Page
Guided
Questions

Answer Key


Tu turno para practicar: Hacer conexiones con Love That Dog

Página 13:
¿Qué conexiones de **texto a ti mismo** puedes hacer hasta ahora? ¿Tienes la misma opinión de Jack sobre la poesía? ¿Por qué sí o por qué no?
Las respuestas varían. Pueden incluir: Puedo hacer una conexión con Jack porque me siento igual que él sobre la poesía. No me gusta porque no la entiendo.

Página 30:
¿Qué conexiones de **texto al mundo** puedes hacer hasta ahora? ¿Te recordó de algo cuando Jack fue al Centro de Protección de Animales? ¿Cómo te ayuda tu conexión como lector?
Las respuestas varían. Pueden incluir: La visita de Jack al Centro de Protección de los Animales me recuerda de los comerciales tristes que veo en la tele pidiéndole a la gente adoptar mascotas. Esta conexión me ayuda porque puedo visualizar cómo se ve el centro.

Página 59:
¿Qué conexiones de **texto a texto** puedes hacer hasta ahora? ¿Es significativo tu conexión? ¿Por qué sí o por qué no?
Las respuestas varían. Pueden incluir: La muestra de Jack me recuerda de Sr. Falcker en "Thank you Mr. Falcker" porque a ambos la Srta. Strawberry y el Sr. Falcker les importa mucho ayudar a sus estudiantes. Esta conexión es significativa porque me ayuda a hacer inferencias sobre Jack mientras leo.

Clave de respuestas | ©BookPages.com



Sample answers
written in Spanish

Tu turno para practicar: Hacer inferencias con Love That Dog

Página 10:
Jack no quiere que la Srta. Strawberry le escriba poemas. ¿Por qué piensas que también le dice que quiere por sobre cómo se siente Jack ahora? Las respuestas varían. Pueden incluir: tiene miedo de lo que dirán sus compañeros.

Página 38:
Nota la manera en que Jack le escribe poemas. ¿Por qué piensas que también le dice que quiere por sobre cómo se siente Jack ahora? Las respuestas varían. Pueden incluir: se siente orgulloso sobre su poesía porque Jack escribe poemas especialmente para él.

Página 55:
Lee la carta de cosas que Jack le escribió. ¿Qué cosas te gustan? Las respuestas varían. Pueden incluir: me gusta cómo se siente orgulloso sobre su poesía.

Página 82:
Haz una inferencia sobre cómo se siente Jack cuando lee la poesía. Las respuestas varían. Pueden incluir: se siente orgulloso y feliz.

Página 82 a 85:
Haz una inferencia sobre cómo se siente Jack cuando lee la poesía. Las respuestas varían. Pueden incluir: se siente orgulloso y feliz.

Nombre: _____

Tu turno para practicar: Hacer inferencias con Love That Dog

Página 10 a 11:
Jack no quiere que la Srta. Strawberry le escriba poemas. ¿Por qué piensas que también le dice que quiere por sobre cómo se siente Jack ahora? Las respuestas varían. Pueden incluir: tiene miedo de lo que dirán sus compañeros.

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Página 82:
Haz una inferencia sobre cómo se siente Jack cuando lee la poesía. Las respuestas varían. Pueden incluir: se siente orgulloso y feliz.

Página 82 a 85:
Haz una inferencia sobre cómo se siente Jack cuando lee la poesía. Las respuestas varían. Pueden incluir: se siente orgulloso y feliz.

Nombre: _____

Tu turno para practicar: Visualizar con Love That Dog

Página 14:
Observa la manera en que Jack escribe sobre los poemas pequeños y cómo recuerdan de su perro. Utiliza sus palabras para hacer una película mental. ¿Cuáles son las palabras que te ayudan a visualizar?
Las respuestas varían. Pueden incluir: Las palabras que me ayudan a visualizar son "el gerrito brinco, perro dorado, lengua blanda, mentón entre las patas, pata suelta."

Página 31:
Observa la manera en que Jack escribe sobre su calle. ¿Qué ves en tu mente mientras lees el poema de Jack? ¿Cuáles son las palabras que te ayudan a visualizar? ¿Por qué te ayudan?
Las respuestas varían. Pueden incluir: Las palabras que me ayudan a visualizar fueron las palabras que describieron el sonido en la calle. Todas las onomatopéyas fueron divertidas leer y me ayudaron a sentir como si estuviera en la calle.

Página 46 a 48:
Nota las palabras que Jack usa para describir a su perro. ¿Cómo le hace sentir la descripción de Jack? ¿Cuáles son las palabras que te hacen sentir así?
Las respuestas varían. Pueden incluir: La descripción de Jack sobre su perro me hace sentir feliz. Me siento así por las palabras como "mecear su cola" y "el bebé asiendo de su boca cuando sonríe". Me gustan los perros y leer palabras así me hacen pensar en perros adorables y me siento feliz.

Nombre: _____

Tu turno para practicar: Entender la estructura del texto con Love That Dog

Página 8:
¿Cómo es el poema?
Las respuestas varían. Pueden incluir: El poema de Jack es un poema concreto.

Página 37:
Este es un ejemplo de un poema concreto. ¿En qué es diferente?
Las respuestas varían. Pueden incluir: Este poema me gusta porque es divertido ver un poema como un poema que Sky es dorado y tiene mucho bebé.

Página 55 a 59:
Observa la manera en que Jack hace una lista en su carta. ¿Cuáles estructuras de texto usa Jack en su carta? ¿Cuáles estructuras de texto usa Jack en su carta? Las respuestas varían. Pueden incluir: Jack usa un problema y solución, descripción y descripción en su carta.

Nombre: _____

Tu turno para practicar: Entender la estructura del texto con Love That Dog

Página 8:
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Nombre: _____

Tu turno para practicar: Sintetizar con Love That Dog

Página 7:
¿Cuál es la opinión de Jack sobre la poesía a este punto del cuento? ¿Estás de acuerdo con Jack? ¿Por qué sí o por qué no?
Las respuestas varían. Pueden incluir: Al principio a Jack no le gusta la poesía. Pero después de leerla con Jack, él me gusta la poesía porque me ayuda a entender cómo se siente.

Página 30:
Parece que la opinión de Jack sobre la poesía está cambiando. ¿Cuál es tu opinión ahora? ¿Por qué sí o por qué no?
Las respuestas varían. Pueden incluir: Me gusta la poesía de Jack porque me gusta cómo se siente orgulloso sobre su poesía y porque me ayuda a entender cómo se siente.

Página 48:
¿Cuál es la opinión de Jack sobre la poesía ahora? ¿Cuál es tu opinión ahora? ¿Por qué sí o por qué no?
Las respuestas varían. Pueden incluir: Me gusta la poesía de Jack porque me gusta cómo se siente orgulloso sobre su poesía y porque me ayuda a entender cómo se siente.

Página 73:
Jack está preocupado por su poema. ¿Cómo le hace sentir el poema de Jack? ¿Cómo te sientes cuando lees tu poema? ¿Qué te enseña el poema de Jack (páginas 68-72) sobre la poesía?
Las respuestas varían. Pueden incluir: El poema de Jack sobre Sky me enseñó que los poemas realmente son importantes y que los poemas realmente son especiales. Me enseñó que los poemas realmente son importantes y que los poemas realmente son especiales.

Nombre: _____

Tu turno para practicar: Sintetizar con Love That Dog

Página 7:
¿Cuál es la opinión de Jack sobre la poesía a este punto del cuento? ¿Estás de acuerdo con Jack? ¿Por qué sí o por qué no?
Las respuestas varían. Pueden incluir: Al principio a Jack no le gusta la poesía. Pero después de leerla con Jack, él me gusta la poesía porque me ayuda a entender cómo se siente.

Página 30:
Parece que la opinión de Jack sobre la poesía está cambiando. ¿Cuál es tu opinión ahora? ¿Por qué sí o por qué no?
Las respuestas varían. Pueden incluir: Me gusta la poesía de Jack porque me gusta cómo se siente orgulloso sobre su poesía y porque me ayuda a entender cómo se siente.

Página 48:
¿Cuál es la opinión de Jack sobre la poesía ahora? ¿Cuál es tu opinión ahora? ¿Por qué sí o por qué no?
Las respuestas varían. Pueden incluir: Me gusta la poesía de Jack porque me gusta cómo se siente orgulloso sobre su poesía y porque me ayuda a entender cómo se siente.

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Nombre: _____

Making
Inferences

Visualizing

Understanding
Text Structure

Synthesizing

Writing About Reading with Optional CCSS Alignment

Love That Dog: Sintetizar

Uno de los temas del libro es la muerte.

¿Cómo usó la poesía Jack para superar la muerte de su perro a lo largo del libro?

Puedo explicar cómo los personajes reaccionan a los retos cuando hablo del tema de un cuento. CCSS: RL.5.2

Love That Dog: Sintetizar

Uno de los temas del libro es la muerte.

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Puedo explicar cómo los personajes reaccionan a los retos cuando hablo del tema de un cuento. CCSS: RL.5.2

Love That Dog: Sintetizar

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Cuaderno del lector: Estrategias de comprensión | ©BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Love That Dog: Sintetizar

Uno de los temas del libro es la muerte.

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Love That Dog: Sintetizar

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Love That Dog: Sintetizar

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Love That Dog: Sintetizar

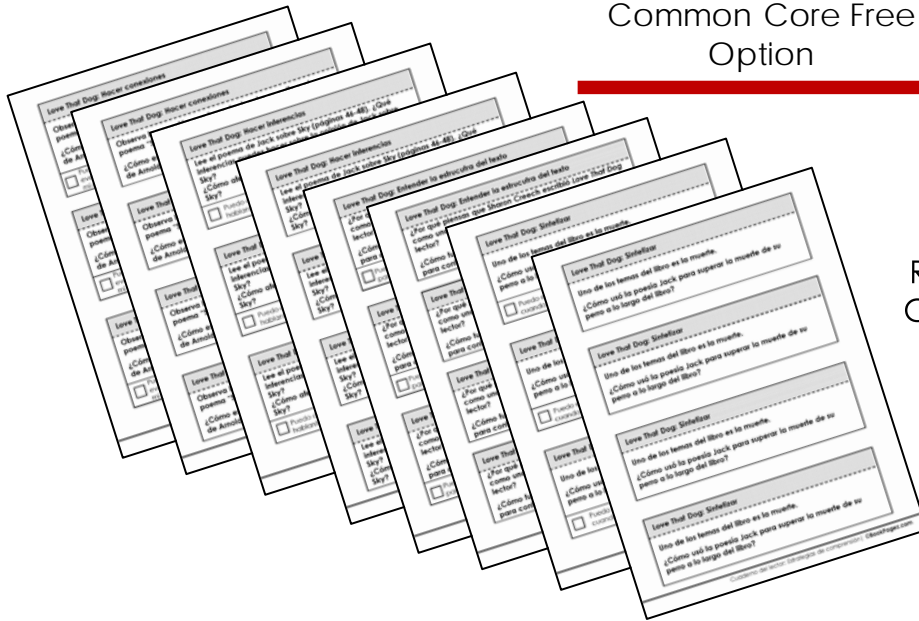
Uno de los temas del libro es la muerte.

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Cuaderno del lector: Estrategias de comprensión | ©BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer conexiones
 Título: _____
 Pienso en el libro... (En qué lo hace pensar el libro?)
 ¿Qué tipo de conexión hice?
 ...Text to self... Text to text... Text to world
 Haz un dibujo de la conexión abajo.

Instrucciones:
 1. Contesta las preguntas.
 2. Copia cuidadosamente en las líneas de puntos.
 3. Pega o engancha en tu cuaderno del lector.

Making Connections

Hacer inferencias
 Título: _____
 Lo que dice el texto
 Lo que sé
 Lo que puedo inferir

Instrucciones:
 1. Contesta las preguntas.
 2. Copia cuidadosamente en las líneas de puntos.
 3. Pega o engancha en tu cuaderno del lector.

Making Inferences

Visualizar
 Título: _____
 ¿Qué página usaste para practicar a visualizar?
 Haz un dibujo de la imagen mental en el espacio abajo.
 Escribe algunos de las palabras que lo ayudaron a hacer esta imagen en tu mente.
 Comparte tu dibujo con alguien. Anímate de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:
 1. Contesta las preguntas.
 2. Copia cuidadosamente en las líneas de puntos.
 3. Pega o engancha en tu cuaderno del lector.

Visualizing

Entender la estructura del texto
 Título: _____
 Estructura del texto
 Dónde se empezó la estructura del texto
 Cómo la estructura del texto me ayudó

Instrucciones:
 1. Contesta las preguntas.
 2. Copia cuidadosamente en las líneas de puntos.
 3. Pega o engancha en tu cuaderno del lector.

Understanding Text Structure

Sintetizar
 Título: _____
 Al principio yo entendí...
 Ahora pienso...
 Antes yo pensaba...
 Mi nueva forma de pensar es...
 Ahora entiendo...
 Después de pensar sobre...
 Puedo concluir que...
 Pienso...

Instrucciones:
 1. Contesta las preguntas.
 2. Copia cuidadosamente en las líneas de puntos.
 3. Pega o engancha en tu cuaderno del lector.

Synthesizing

Extension Activity

Nombre: _____ Fecha: _____

Instrucciones: En el libro *Love That Dog*, Jack aprendió de la poesía. Hay muchos tipos de poemas. Algunos poemas son ruidosos, algunos riman y otros usan palabras en maneras ingeniosas. Completa cada actividad con una lluvia de ideas sobre las palabras que puedes usar en tu propio poema.

Palabras ruidosas

Algunos poemas usan **onomatopeyas**, que son palabras que suenan como la persona, la cosa o la cosa que nombra.

Escribe un mínimo de 10 onomatopeyas en el espacio abajo.

Meow



Palabras imitadoras

Algunos poemas usan la **aliteración**, que son pares de palabras que empiezan con el mismo sonido.

Empareja cada palabra con una palabra que comienza con el mismo sonido.

1. Colorido Camaleón
2. Complicado _____
3. Salvaje _____
4. Duro _____
5. Perezoso _____

Ahora escribe oraciones con dos pares de aliteración.

Comparar con "como", "tal como" o "cual"

Algunos poemas usan el **simil** que compara dos cosas usando las palabras "como", "tal como" o "cual"

Completa el **simil**

Tan frío como _____

Cantar como un/a _____

Ciego como un/a _____

Luchar como

gatos y _____

Ahora de rimar

Usa el espacio arriba para escribir pares de palabras que riman de dos sílabas.

En mi cama me tumbaba bajo un cielo de estrellitas brillantes.

