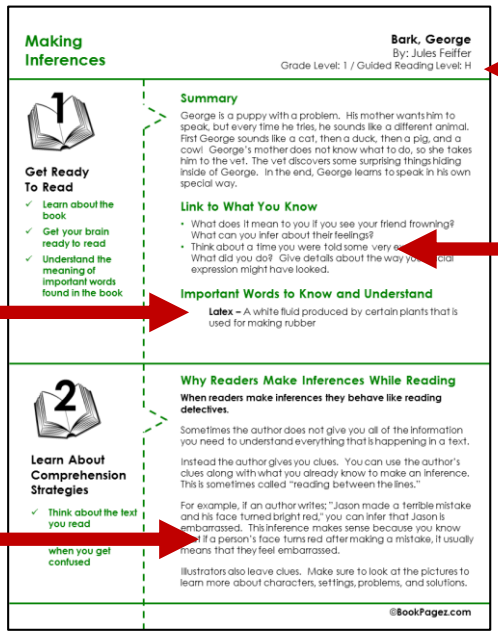
Here's What You'll Get in the Bark, George Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan



Guided Reading Level

Key Vocabulary

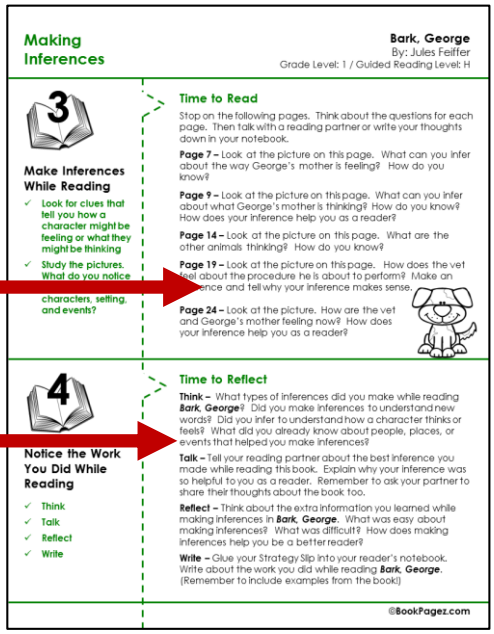
Activate Prior Knowledge

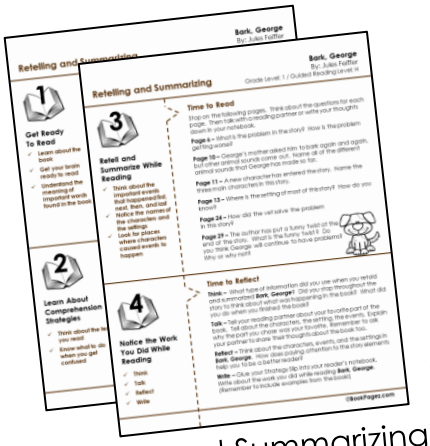
Explanation of Strategy

Page by Page Guide and Strategy Questions

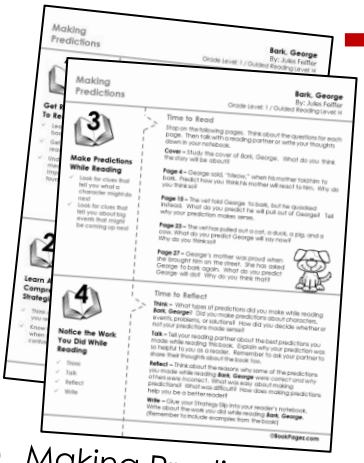
Turn, Talk, and Reflect

Making Inferences Lesson Plan

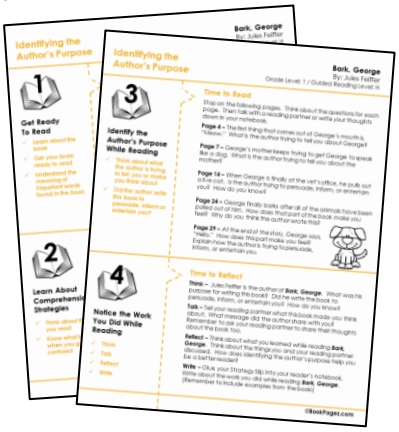




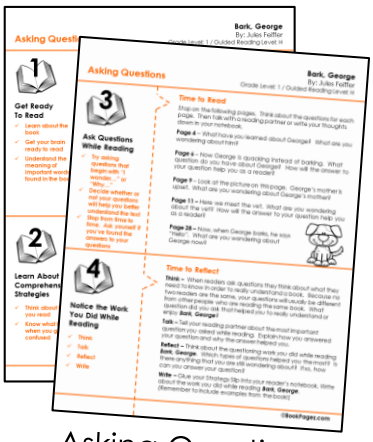
Retelling and Summarizing



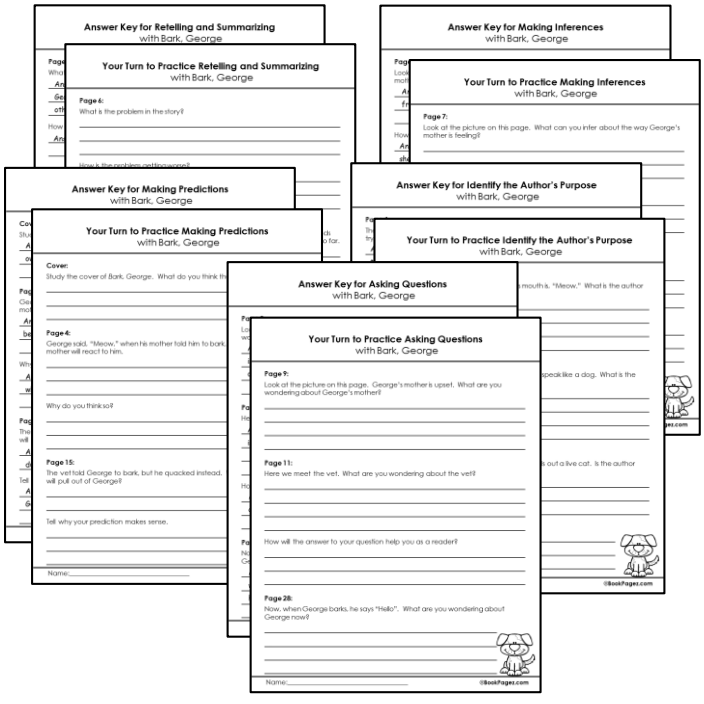
Making Predictions



Author's Purpose

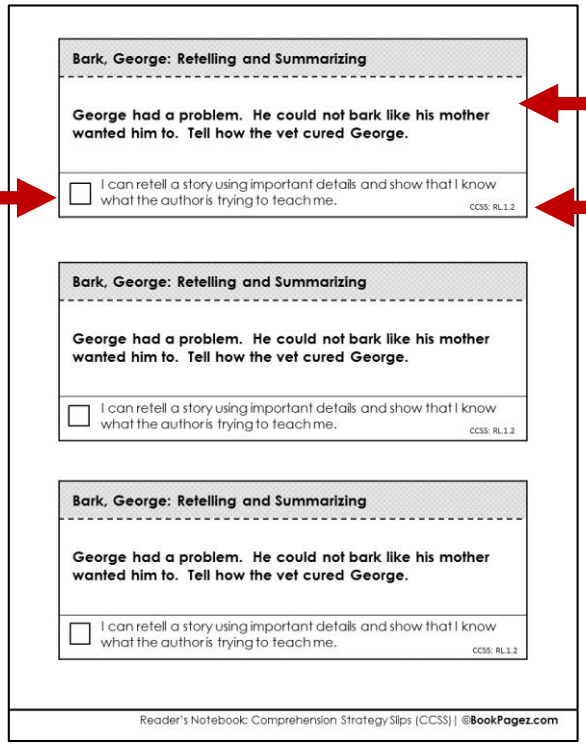


Asking Questions



Practice Pages and Answer Keys

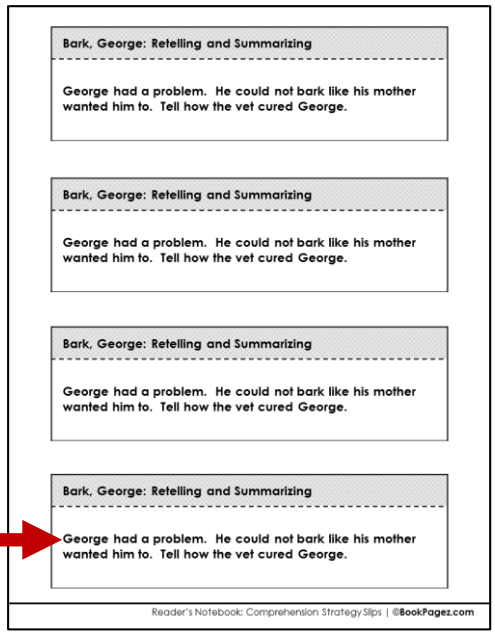
Writing About Reading with Optional CCSS Alignment



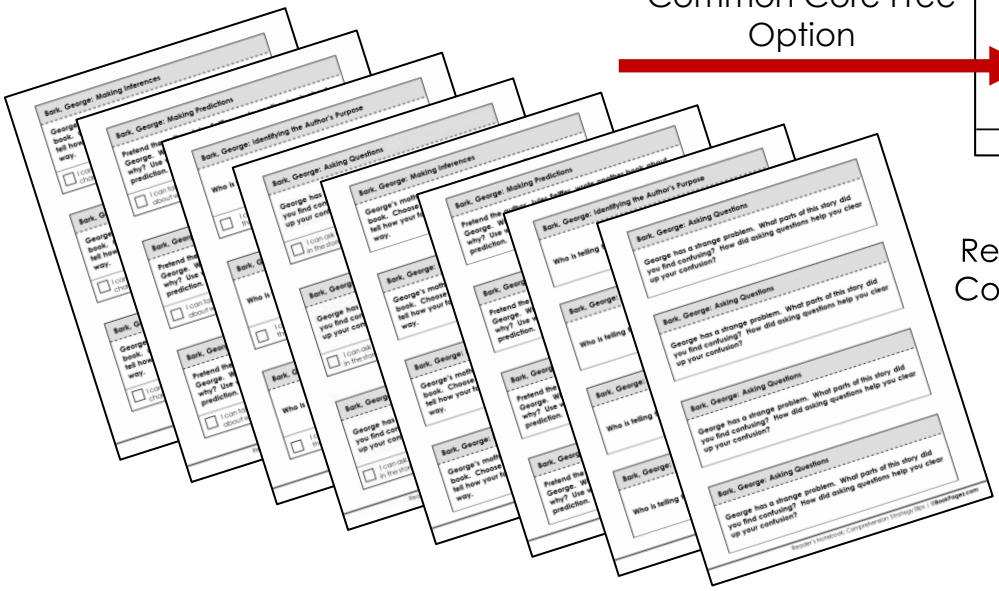
"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

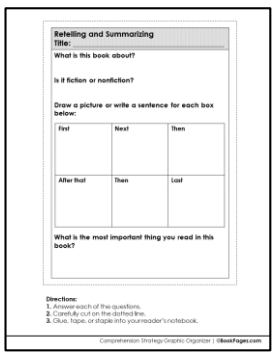


Common Core Free Option

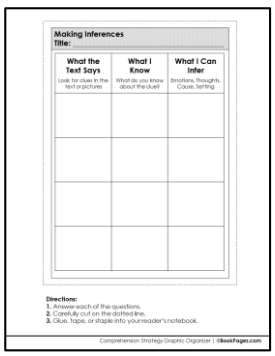


Reading Response Prompts for Each Comprehension Strategy Lesson Plan

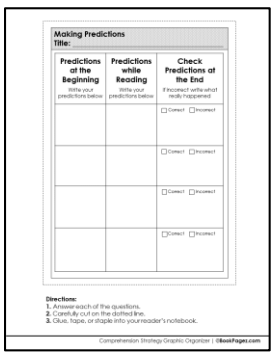
5 Comprehension Strategy Graphic Organizers



Retelling and Summarizing



Making Inferences



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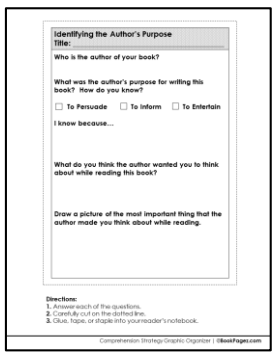

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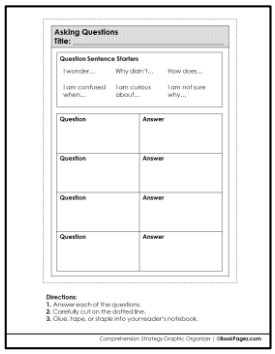
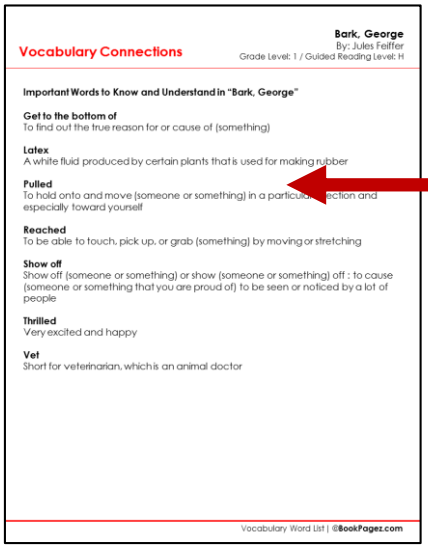


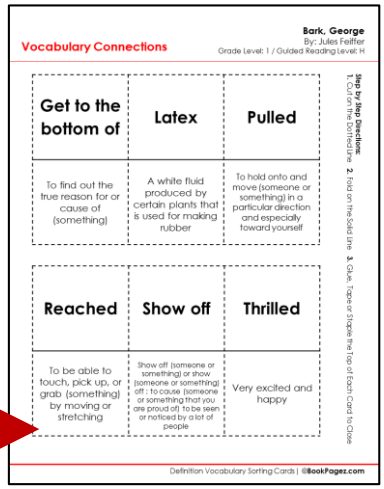
Asking Questions

Vocabulary Connections Resources

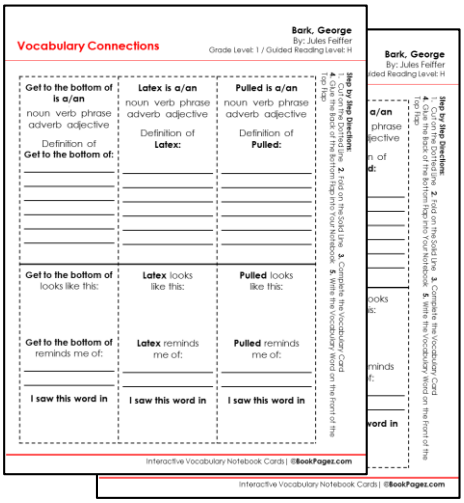


Important Words to Know and Understand in Bark, George Word List

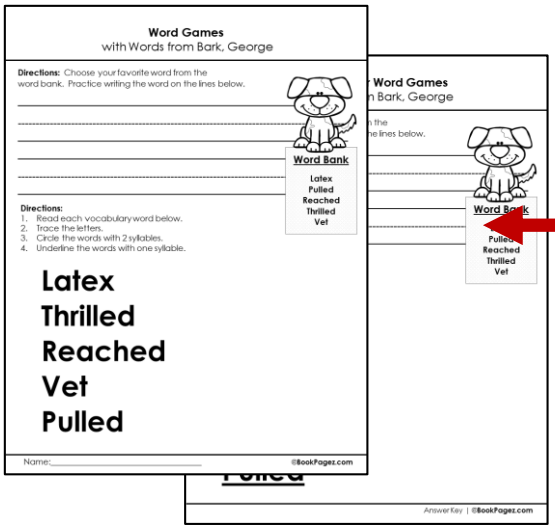
Word and Picture Sorting Cards



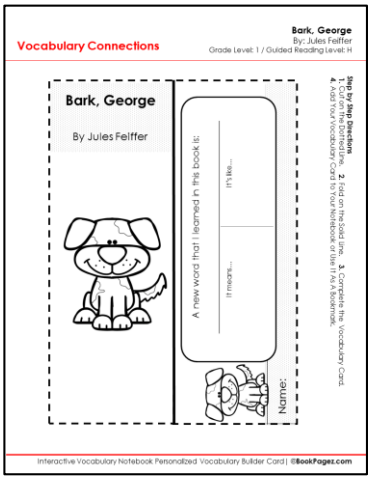
Word and Definition Sorting Cards



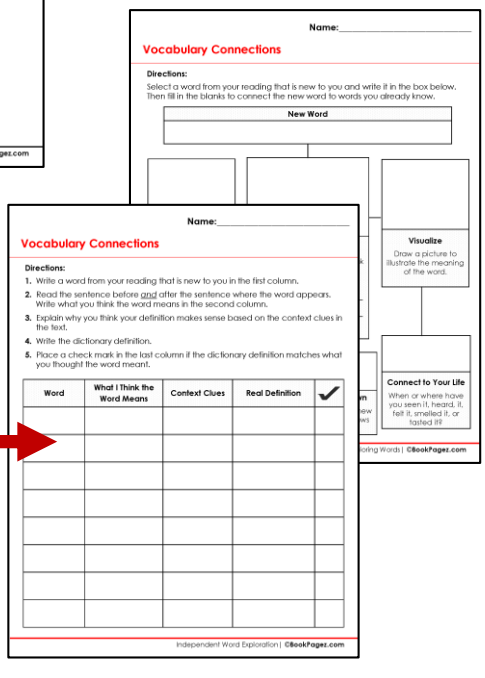
Interactive Vocabulary Notebook Cards



Word Games and Answer Key



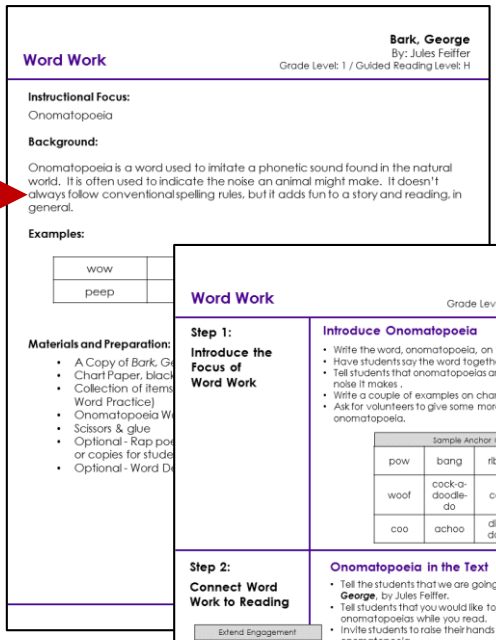
Personalized Vocabulary Bookmark



Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book



Word Work

Bark, George
By: Jules Feiffer
Grade Level: 1 / Guided Reading Level: H

Instructional Focus:
Onomatopoeia

Background:

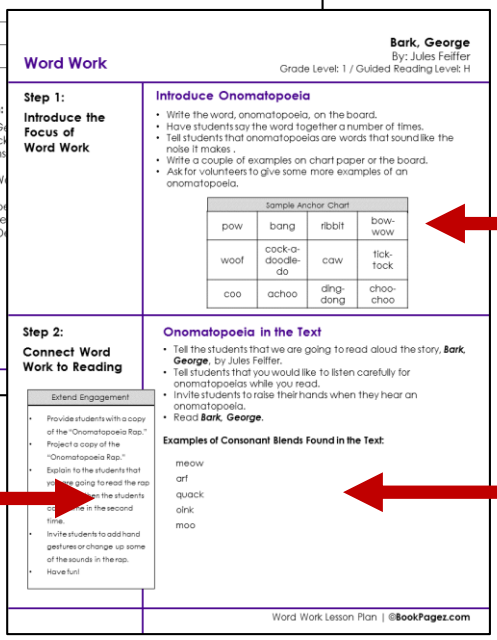
Onomatopoeia is a word used to imitate a phonetic sound found in the natural world. It is often used to indicate the noise an animal might make. It doesn't always follow conventional spelling rules, but it adds fun to a story and reading, in general.

Examples:

wow	
peep	

Materials and Preparation:

- A Copy of *Bark, G*
- Chart Paper, black
- Collection of items Word Practice)
- Onomatopoeia W
- Scissors & glue
- Optional - Rap po or copies for stude
- Optional - Word D



Word Work

Bark, George
By: Jules Feiffer
Grade Level: 1 / Guided Reading Level: H

Step 1:
Introduce the Focus of Word Work

Introduce Onomatopoeia

- Write the word, onomatopoeia, on the board.
- Have students say the word together a number of times.
- Tell students that onomatopoeias are words that sound like the noise it makes .
- Write a couple of examples on chart paper or the board.
- Ask for volunteers to give some more examples of an onomatopoeia.

Sample Anchor Chart

pow	bang	ribbit	bow-wow
woof	cock-a-doodle-do	caw	tick-tock
coo	achoo	ding-dong	choo-choo

Step by Step Lesson Plan

Step 2:
Connect Word Work to Reading

Onomatopoeia in the Text

- Tell the students that we are going to read aloud the story, ***Bark, George***, by Jules Feiffer.
- Tell students that you would like to listen carefully for onomatopoeias while you read.
- Invite students to raise their hands when they hear an onomatopoeia.
- Read ***Bark, George***.

Examples of Consonant Blends Found in the Text:

meow
arf
quack
oink
moo

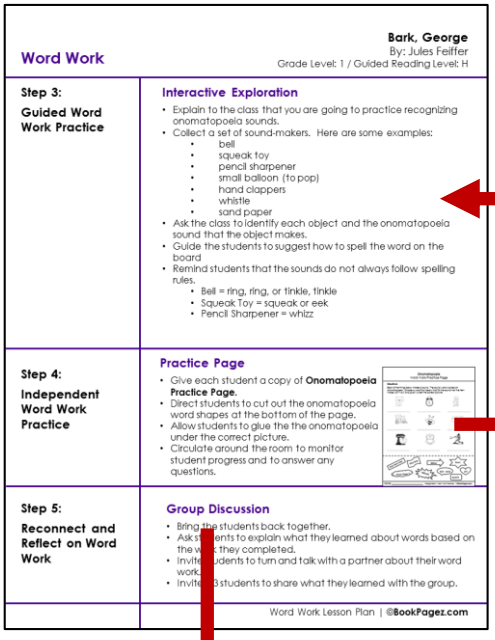
Extend Engagement

- Provide students with a copy of the "Onomatopoeia Rap."
- Project a copy of the "Onomatopoeia Rap."
- Explain to the students that [illegible] going to read the rap [illegible] the students [illegible] it in the second time.
- Invite students to add hand gestures or change up some of the sounds in the rap.
- Have fun!

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work Lesson Plan | ©BookPagez.com



Word Work

Bark, George
By: Jules Feiffer
Grade Level: 1 / Guided Reading Level: H

Step 3:
Guided Word Work Practice

Interactive Exploration

- Explain to the class that you are going to practice recognizing onomatopoeia sounds.
- Collect a set of sound-makers. Here are some examples:
  - bell
  - squeak toy
  - pencil sharpener
  - small balloon (to pop)
  - hand clappers
  - whistle
  - sand paper
- Ask the class to identify each object and the onomatopoeia sound that the object makes.
- Guide the students to suggest how to spell the word on the board.
- Remind students that the sounds do not always follow spelling rules.
  - Bell = ring, ring, or tinkle, tinkle
  - Squeak Toy = squeak or eek
  - Pencil Sharpener = whizz

Interactive Activities

Step 4:
Independent Word Work Practice

Practice Page

- Give each student a copy of **Onomatopoeia Practice Page**.
- Direct students to cut out the onomatopoeia word shapes at the bottom of the page.
- Allow students to glue the the onomatopoeia under the correct picture.
- Circulate around the room to monitor student progress and to answer any questions.

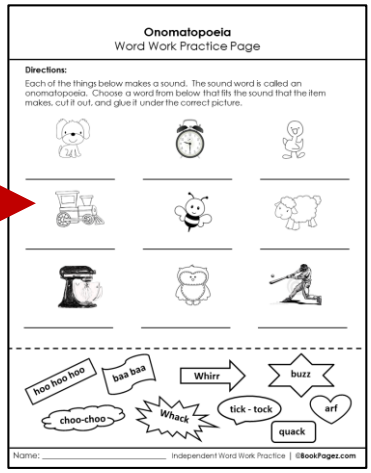
Independent Practice Page

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 3 students to share what they learned with the group.

Word Work Lesson Plan | ©BookPagez.com



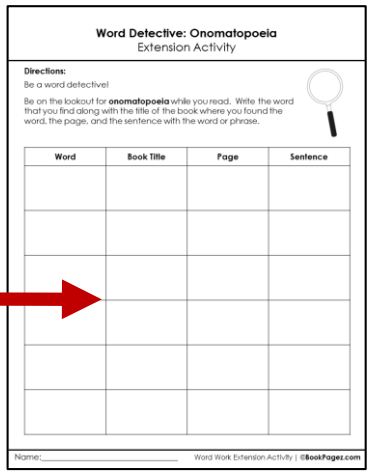
Onomatopoeia
Word Work Practice Page

Directions:
Each of the things below makes a sound. The sound word is called an onomatopoeia. Choose a word from below that fits the sound that the item makes, cut it out, and glue it under the correct picture.

hoo hoo hoo | baa baa | Whirr | buzz | choo-choo | Whack | tick - tock | arf | quack

Name: _____ Independent Word Work Practice | ©BookPagez.com

Extension Activity



Word Detective: Onomatopoeia
Extension Activity

Directions:
Be a word detective!

Be on the lookout for **onomatopoeia** 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

Name: _____ 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: Bark, George Guided Reading Text Level: H 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) _____

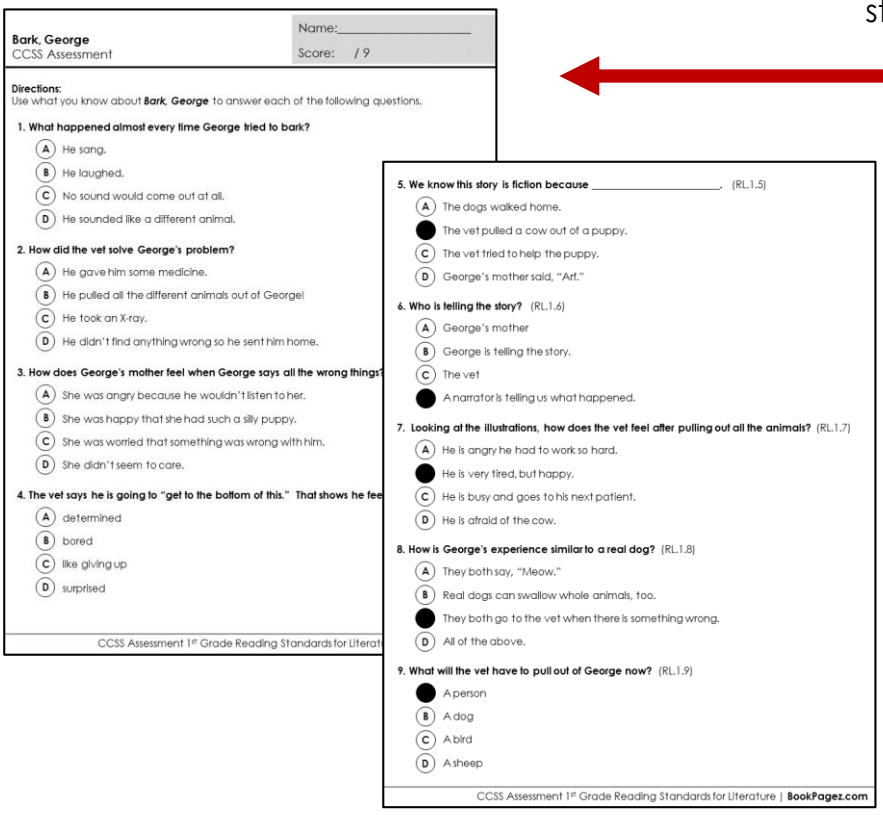
Easy	Instructional	Hard
95 %- 100% Accuracy	90 %- 94% Accuracy	50 %- 89% Accuracy

E = Errors **SC =** Self-Correction **M =** Meaning **S =** Structure/syntax **V =** Visual

		COUNT		INFORMATION USED	
Page		E	SC	E MSV	SC MSV
2	George's mother said:				
3	"Bark, George."				
4	George went: "Meow."				
5	"No, George," said George's mother. "Cats go meow. Dogs go arf. Now, bark, George."				
6	George went: "Quack-quack."				
7	"No, George," said George's mother. "Ducks go quack-quack. Dogs go arf. Now, bark, George."				
8	George went: "Oink."				
9	"No, George," said George's mother. "Pigs go oink. Dogs go arf. Now, bark, George."				

Tested By: _____ ©BookPagez.com

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



Bark, George
CCSS Assessment

Name:_____
Score: / 9

Directions:
Use what you know about ***Bark, George*** to answer each of the following questions.

1. What happened almost every time George tried to bark?
- (A) He sang.
- (B) He laughed.
- (C) No sound would come out at all.
- (D) He sounded like a different animal.

2. How did the vet solve George's problem?
- (A) He gave him some medicine.
- (B) He pulled all the different animals out of George!
- (C) He took an X-ray.
- (D) He didn't find anything wrong so he sent him home.

3. How does George's mother feel when George says all the wrong things?
- (A) She was angry because he wouldn't listen to her.
- (B) She was happy that she had such a silly puppy.
- (C) She was worried that something was wrong with him.
- (D) She didn't seem to care.

4. The vet says he is going to "get to the bottom of this." That shows he fee
- (A) determined
- (B) bored
- (C) like giving up
- (D) surprised

CCSS Assessment 1st Grade Reading Standards for Literat

5. We know this story is fiction because _____. (RL.1.5)
- (A) The dogs walked home.
- (●) The vet pulled a cow out of a puppy.
- (C) The vet tried to help the puppy.
- (D) George's mother said, "Art."

6. Who is telling the story? (RL.1.6)
- (A) George's mother
- (B) George is telling the story.
- (C) The vet
- (●) A narrator is telling us what happened.

7. Looking at the illustrations, how does the vet feel after pulling out all the animals? (RL.1.7)
- (A) He is angry he had to work so hard.
- (●) He is very tired, but happy.
- (C) He is busy and goes to his next patient.
- (D) He is afraid of the cow.

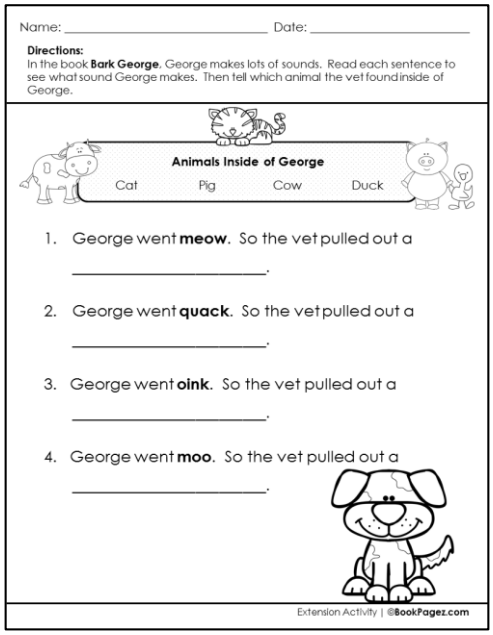
8. How is George's experience similar to a real dog? (RL.1.8)
- (A) They both say, "Meow."
- (B) Real dogs can swallow whole animals, too.
- (●) They both go to the vet when there is something wrong.
- (D) All of the above.

9. What will the vet have to pull out of George now? (RL.1.9)
- (●) A person
- (B) A dog
- (C) A bird
- (D) A sheep

CCSS Assessment 1st Grade Reading Standards for Literature | **BookPagez.com**

Answer Key

Extension Activity



Name: _____ Date: _____

Directions:
In the book **Bark George**, George makes lots of sounds. Read each sentence to see what sound George makes. Then tell which animal the vet found inside of George.

Animals Inside of George

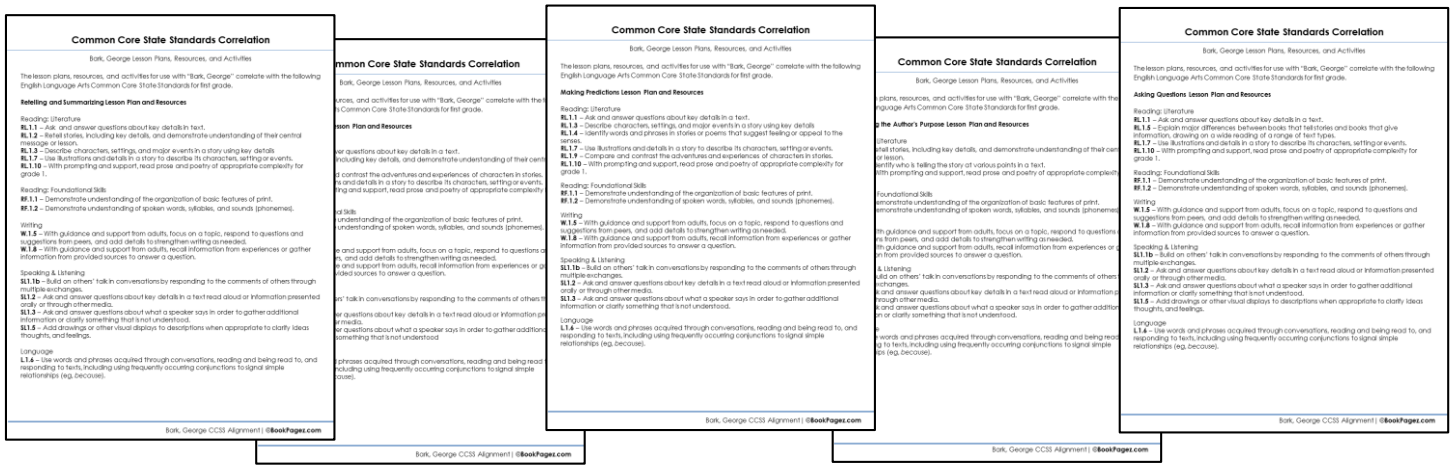
Cat Pig Cow Duck

1. George went **meow**. So the vet pulled out a _____.
2. George went **quack**. So the vet pulled out a _____.
3. George went **oink**. So the vet pulled out a _____.
4. George went **moo**. So the vet pulled out a _____.

Extension Activity | ©BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment



Common Core State Standards Correlation

Bark, George Lesson Plans, Resources, and Activities

Bark, George CCSS Alignment | ©BookPagez.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

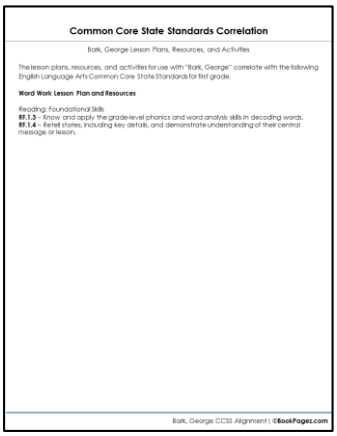
Common Core State Standards Correlation

Bark, George Lesson Plans, Resources, and Activities

Vocabulary Lesson Plan and Resources

Bark, George CCSS Alignment | ©BookPagez.com

Vocabulary Connections
Common Core Alignment



Common Core State Standards Correlation

Bark, George Lesson Plans, Resources, and Activities

Word Work Lesson Plan and Resources

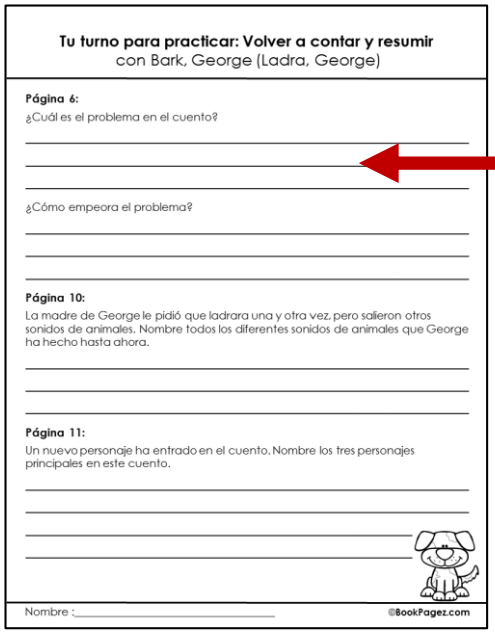
Bark, George CCSS Alignment | ©BookPagez.com

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Bark, George Super Pack

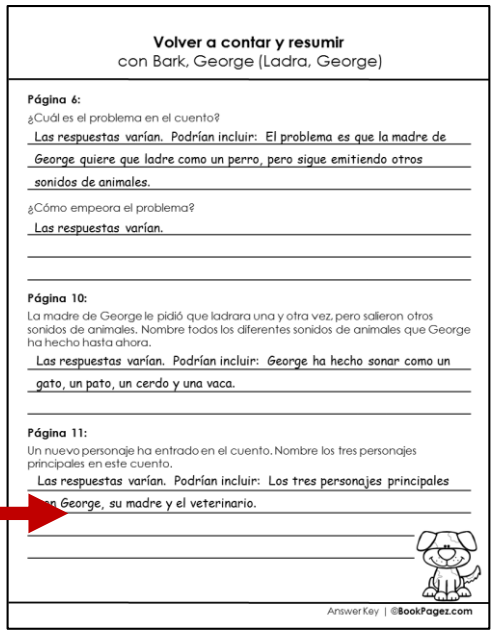
5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

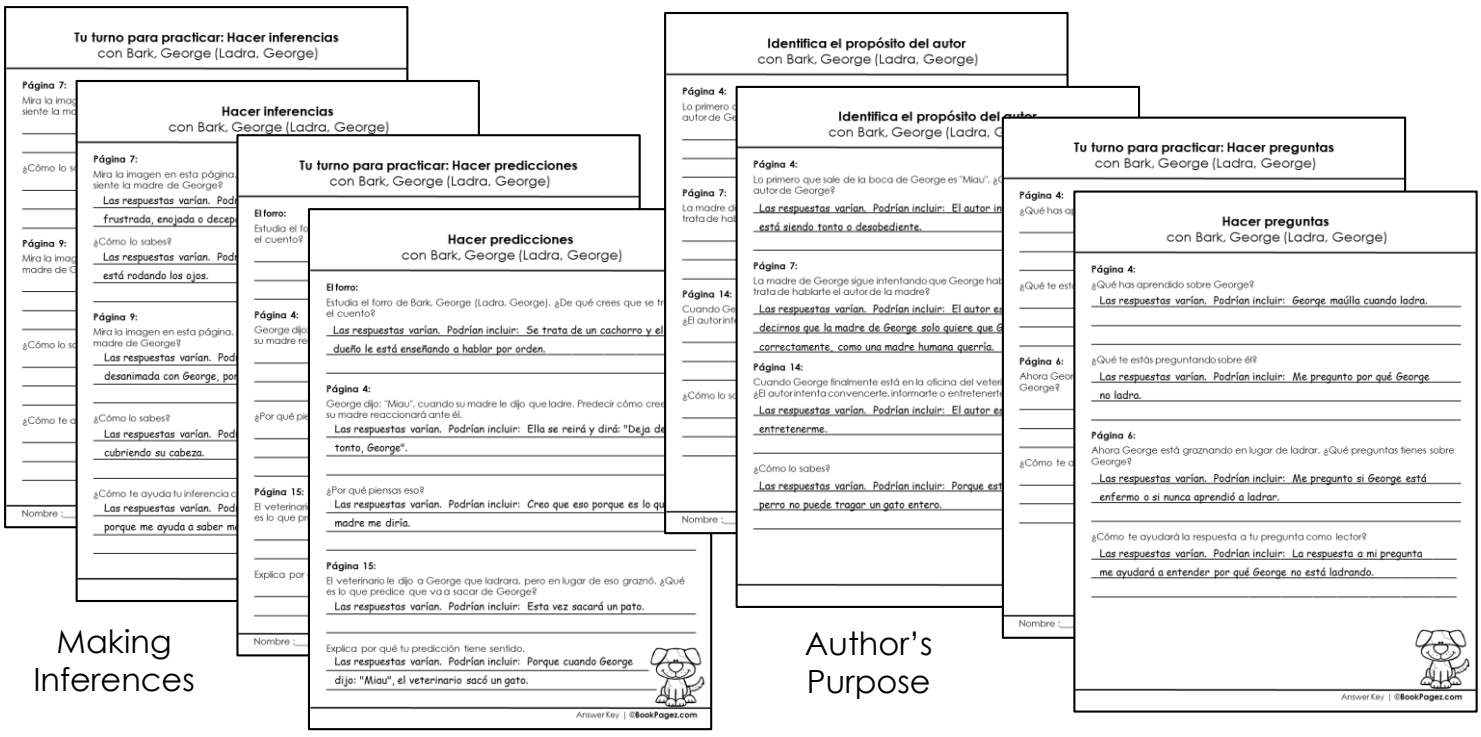


Page by Page Guided Questions

Answer Key



Sample answers written in Spanish



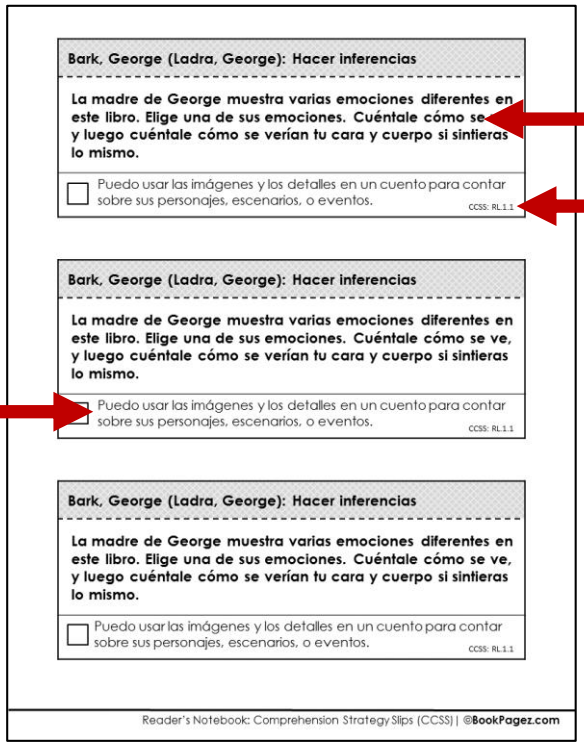
Making Inferences

Making Predictions

Author's Purpose

Asking Questions

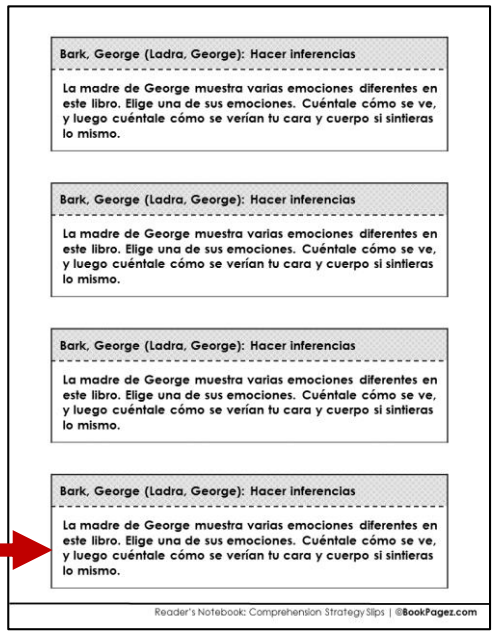
Writing About Reading with Optional CCSS Alignment



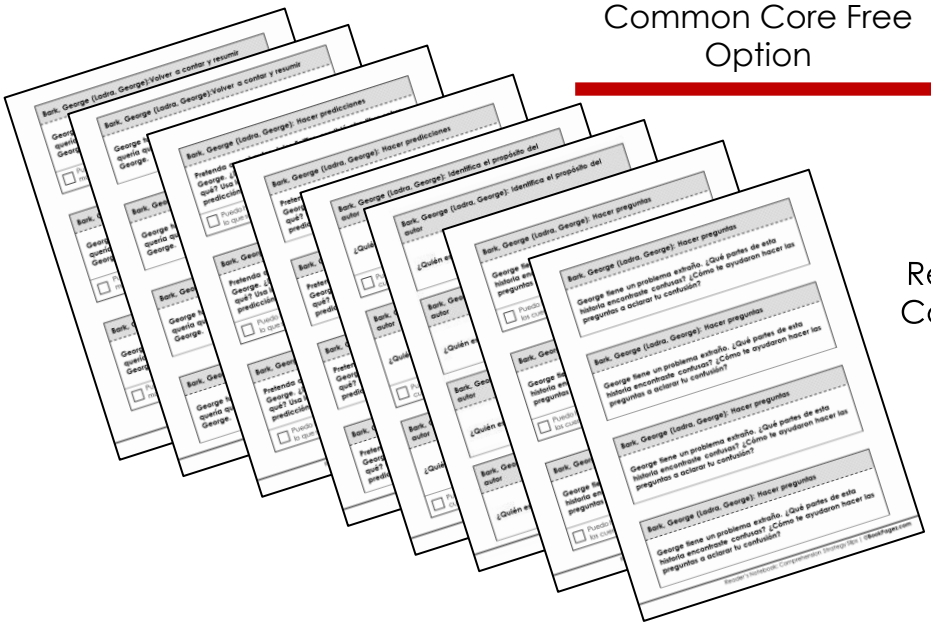
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish



Common Core Free Option

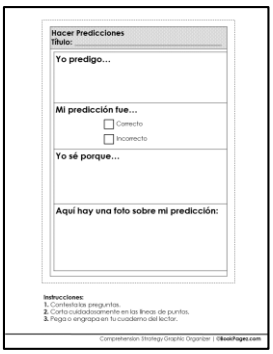


Reading Response Prompts for Each Comprehension Strategy Lesson Plan

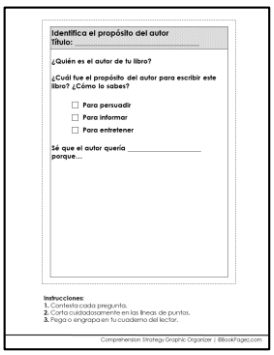
5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

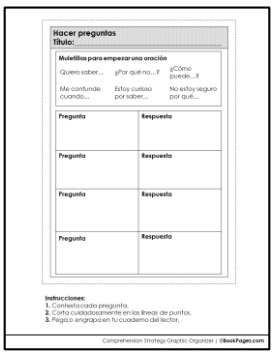
Making Inferences



Making Predictions



Author's Purpose

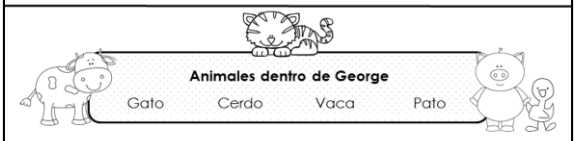


Asking Questions

Extension Activity

Nombre : _____ La fecha: _____

Instrucciones:
En el libro Bark George, George hace muchos sonidos. Lee cada oración para ver qué sonido hace George. Luego, diga a qué animal se encuentra el veterinario dentro de George.



Animales dentro de George

Gato Cerdo Vaca Pato

1. George fue **miau**. Entonces el veterinario sacó un _____.
2. George fue **graznido**. Entonces el veterinario sacó un _____.
3. George fue **oink**. Entonces el veterinario sacó un _____.
4. George fue **mu**. Entonces el veterinario sacó un _____.