

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

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

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

**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**

George is a puppy with a problem. His mother wants him to speak, but every time he tries, he sounds like a different animal. First George sounds like a cat, then a duck, then a pig, and a cow! George's mother does not know what to do, so she takes him to the vet. The vet discovers some surprising things hiding inside of George. In the end, George learns to speak in his own special way.

**Link to What You Know**

- What does it mean to you if you see your friend frowning? What can you infer about their feelings? What can you infer about their feelings? Think about a time you had some very sad feelings. What did you do? Give details about the way your facial expression might have looked.

**Important Words to Know and Understand**

**Lolox** - A white fluid produced by certain plants that is used for making rubber

**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 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

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**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 7** - Look at the picture on this page. What can you infer about the way George's mother is feeling? How do you know?

**Page 9** - Look at the picture on this page. What can you infer about what George's mother is thinking? How do you know? How does your inference help you as a reader?

**Page 14** - Look at the picture on this page. What are the other animals thinking? How do you know?

**Page 19** - Look at the picture on this page. How does the vet feel about the procedure he is about to perform? Make an inference and tell why your inference makes sense.

**Page 24** - Look at the picture. How are the vet and George's mother feeling now? How does your inference help you as a reader?

**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 characters, setting, and events?

**Time to Reflect**

**Think** - What types of inferences did you make while reading *Bark, George*? 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 making inferences in *Bark, George*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Bark, George*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Retelling and Summarizing**  
Bark, George  
By: Jules Feiffer  
Grade Level: 1 / Guided Reading Level: H

**Get Ready To Read**

- Learn about the book
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- Understand the meaning of important words found in the book

**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 7** - Look at the picture on this page. What do you notice about the way George's mother is feeling? How do you know?

**Page 9** - Look at the picture on this page. What can you infer about what George's mother is thinking? How do you know? How does your inference help you as a reader?

**Page 14** - Look at the picture on this page. What are the other animals thinking? How do you know?

**Page 19** - Look at the picture on this page. How does the vet feel about the procedure he is about to perform? Make an inference and tell why your inference makes sense.

**Page 24** - Look at the picture. How are the vet and George's mother feeling now? How does your inference help you as a reader?

**Retell and Summarize While Reading**

- Think about the important events that happen in the story.
- Write a summary of the story.
- Write a retelling of the story.

**Time to Reflect**

**Think** - What types of inferences did you make while reading *Bark, George*? 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 making inferences in *Bark, George*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Bark, George*. (Remember to include examples from the book!)

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

**Get Ready To Read**

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

**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 7** - Look at the picture on this page. What do you notice about the way George's mother is feeling? How do you know?

**Page 9** - Look at the picture on this page. What can you infer about what George's mother is thinking? How do you know? How does your inference help you as a reader?

**Page 14** - Look at the picture on this page. What are the other animals thinking? How do you know?

**Page 19** - Look at the picture on this page. How does the vet feel about the procedure he is about to perform? Make an inference and tell why your inference makes sense.

**Page 24** - Look at the picture. How are the vet and George's mother feeling now? How does your inference help you as a reader?

**Make Predictions 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 characters, setting, and events?

**Time to Reflect**

**Think** - What types of inferences did you make while reading *Bark, George*? 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 making inferences in *Bark, George*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Bark, George*. (Remember to include examples from the book!)

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Retelling and Summarizing

Making Predictions

**Identifying the Author's Purpose**  
Bark, George  
By: Jules Feiffer  
Grade Level: 1 / Guided Reading Level: H

**Get Ready To Read**

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

**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 7** - Look at the picture on this page. What do you notice about the way George's mother is feeling? How do you know?

**Page 9** - Look at the picture on this page. What can you infer about what George's mother is thinking? How do you know? How does your inference help you as a reader?

**Page 14** - Look at the picture on this page. What are the other animals thinking? How do you know?

**Page 19** - Look at the picture on this page. How does the vet feel about the procedure he is about to perform? Make an inference and tell why your inference makes sense.

**Page 24** - Look at the picture. How are the vet and George's mother feeling now? How does your inference help you as a reader?

**Identify the Author's Purpose While Reading**

- Think about the author's purpose for writing the book.
- Write a summary of the author's purpose.

**Time to Reflect**

**Think** - What types of inferences did you make while reading *Bark, George*? 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 making inferences in *Bark, George*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Bark, George*. (Remember to include examples from the book!)

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

**Get Ready To Read**

- Learn about the book
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**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 7** - Look at the picture on this page. What do you notice about the way George's mother is feeling? How do you know?

**Page 9** - Look at the picture on this page. What can you infer about what George's mother is thinking? How do you know? How does your inference help you as a reader?

**Page 14** - Look at the picture on this page. What are the other animals thinking? How do you know?

**Page 19** - Look at the picture on this page. How does the vet feel about the procedure he is about to perform? Make an inference and tell why your inference makes sense.

**Page 24** - Look at the picture. How are the vet and George's mother feeling now? How does your inference help you as a reader?

**Ask Questions While Reading**

- Write questions about the story.
- Write answers to your questions.

**Time to Reflect**

**Think** - What types of inferences did you make while reading *Bark, George*? 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 making inferences in *Bark, George*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Bark, George*. (Remember to include examples from the book!)

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Author's Purpose

Asking Questions

**Answer Key for Retelling and Summarizing with Bark, George**

**Your Turn to Practice Retelling and Summarizing with Bark, George**

Page 7: What is the problem in the story?

Page 9: How do you know?

Page 14: How do you know?

Page 19: How do you know?

Page 24: How do you know?

**Answer Key for Making Inferences with Bark, George**

**Your Turn to Practice Making Inferences with Bark, George**

Page 7: Look at the picture on this page. What can you infer about the way George's mother is feeling?

Page 9: Look at the picture on this page. What can you infer about what George's mother is thinking? How do you know? How does your inference help you as a reader?

Page 14: Look at the picture on this page. What are the other animals thinking? How do you know?

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Page 24: Look at the picture. How are the vet and George's mother feeling now? How does your inference help you as a reader?

**Answer Key for Identifying the Author's Purpose with Bark, George**

**Your Turn to Practice Identifying the Author's Purpose with Bark, George**

Page 7: Look at the picture on this page. What do you notice about the way George's mother is feeling? How do you know?

Page 9: Look at the picture on this page. What can you infer about what George's mother is thinking? How do you know? How does your inference help you as a reader?

Page 14: Look at the picture on this page. What are the other animals thinking? How do you know?

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Page 24: Look at the picture. How are the vet and George's mother feeling now? How does your inference help you as a reader?

**Answer Key for Asking Questions with Bark, George**

**Your Turn to Practice Asking Questions with Bark, George**

Page 7: Look at the picture on this page. What do you notice about the way George's mother is feeling? How do you know?

Page 9: Look at the picture on this page. What can you infer about what George's mother is thinking? How do you know? How does your inference help you as a reader?

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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**

**Making Predictions**

**Author's Purpose**

**Asking Questions**

Retelling and Summarizing

Making Inferences

Making Predictions

Author's Purpose

Asking Questions

# Vocabulary Connections Resources

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

**Important Words to Know and Understand in "Bark, George"**

**Get to the bottom of**  
To find out the true reason for or cause of (something)

**Latex**  
A white fluid produced by certain plants that is used for making rubber

**Pulled**  
To hold onto and move (someone or something) in a particular direction and especially toward yourself

**Reached**  
To be able to touch, pick up, or grab (something) by moving or stretching

**Show off**  
Show off (someone or something) or show (someone or something) off; to cause (someone or something that you are proud of) to be seen or noticed by a lot of people

**Thrilled**  
Very excited and happy

**Vet**  
Short for veterinarian, which is an animal doctor

Vocabulary Word List | @BookPages.com

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

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

|                                 |                     |                     |
|---------------------------------|---------------------|---------------------|
| <b>Get to the bottom of</b><br> | <b>Latex</b><br>    | <b>Pulled</b><br>   |
| <b>Reached</b><br>              | <b>Show off</b><br> | <b>Thrilled</b><br> |

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

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

|   |   |  |
|---|---|--|
| <b>Get to the bottom of</b><br>To find out the true reason for or cause of (something)      | <b>Latex</b><br>A white fluid produced by certain plants that is used for making rubber   | <b>Pulled</b><br>To hold onto and move (someone or something) in a particular direction and especially toward yourself |
| <b>Reached</b><br>To be able to touch, pick up, or grab (something) by moving or stretching | <b>Show off</b><br>Show off (someone or something) or show (someone or something) off; to cause (someone or something that you are proud of) to be seen or noticed by a lot of people | <b>Thrilled</b><br>Very excited and happy  |

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

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

|  |  |  |
|--|--|--|
| <b>Get to the bottom of</b><br>noun verb phrase<br>adverb adjective<br>Definition of <b>Get to the bottom of</b> : | <b>Latex is a/an</b><br>noun verb phrase<br>adverb adjective<br>Definition of <b>Latex</b> : | <b>Pulled is a/an</b><br>noun verb phrase<br>adverb adjective<br>Definition of <b>Pulled</b> : |
| <b>Get to the bottom of</b> looks like this:   | <b>Latex</b> looks like this:  | <b>Pulled</b> looks like this:   |
| <b>Get to the bottom of</b> reminds me of:   | <b>Latex</b> reminds me of:  | <b>Pulled</b> reminds me of:   |
| <b>I saw this word in</b>  | <b>I saw this word in</b>  | <b>I saw this word in</b>  |

Interactive Vocabulary Notebook Cards | @BookPages.com

Interactive Vocabulary Notebook Cards

**Word Games with Words from Bark, George**

**Directions:** Choose your favorite word from the word bank. Practice writing the word on the lines below.

**Word Bank:** Latex, Pulled, Reached, Thrilled, Vet

**Word Games Bark, George**

The \_\_\_\_\_ lines below.

**Word Bank:** Latex, Pulled, Reached, Thrilled, Vet

**Directions:**

1. Read each vocabulary word below.
2. Trace the letters.
3. Circle the words with 2 syllables.
4. Underline the words with one syllable.

**Latex**  
**Thrilled**  
**Reached**  
**Vet**  
**Pulled**

Name: \_\_\_\_\_

Answer Key | @BookPages.com

Word Games and Answer Key

**Vocabulary Connections**  
Bark, George  
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**Bark, George**  
By Jules Feiffer

A new word that I learned in this book is: \_\_\_\_\_

Name: \_\_\_\_\_

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Word Extension Activities

**Vocabulary Connections**

**Directions:**

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. 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

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
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 |  |

Step by Step Lesson Plan

**Word Work**  
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.

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

**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  
ink  
moo

**Extend Engagement**

- Provide students with a copy of the "Onomatopoeia Rap."
- Project a copy of the "Onomatopoeia Rap."
- Explain to the students that you are going to read the rap while you read the story.
- Invite students to add hand gestures or change up some of the sounds in the rap.
- Have fun!

Word Work Lesson Plan | @BookPagez.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Word Work**  
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

**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 onomatopoeia under the correct picture.
- Circulate around the room to monitor student progress and to answer any questions.

**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 words they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite students to share what they learned with the group.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

**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.

Word shapes to be cut out and glued:

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<br>95%- 100% Accuracy   |   | Instructional<br>90%- 94% Accuracy |             | Hard<br>50%- 89% Accuracy |        |
| E = Errors SC = Self-Correction M = Meaning<br>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: _____   |   |                                    |             |                           |        |
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Common Core Assessment:  
One question for each Reading Informational OR Reading Literature standard (1-9)



| Bark, George<br>CCSS Assessment  | Name: _____<br>Score: / 9 |
|--|---------------------------|
| <p><b>Directions:</b><br/>Use what you know about <b>Bark, George</b> to answer each of the following questions.</p>   |                           |
| <p>1. What happened almost every time George tried to bark?</p> <p><input type="radio"/> A He sang.</p> <p><input type="radio"/> B He laughed.</p> <p><input type="radio"/> C No sound would come out at all.</p> <p><input type="radio"/> D He sounded like a different animal.</p>   |                           |
| <p>2. How did the vet solve George's problem?</p> <p><input type="radio"/> A He gave him some medicine.</p> <p><input type="radio"/> B He pulled all the different animals out of George!</p> <p><input type="radio"/> C He took an X-ray.</p> <p><input type="radio"/> D He didn't find anything wrong so he sent him home.</p>   |                           |
| <p>3. How does George's mother feel when George says all the wrong things?</p> <p><input type="radio"/> A She was angry because he wouldn't listen to her.</p> <p><input type="radio"/> B She was happy that she had such a silly puppy.</p> <p><input type="radio"/> C She was worried that something was wrong with him.</p> <p><input type="radio"/> D She didn't seem to care.</p> |                           |
| <p>4. The vet says he is going to "get to the bottom of this." That shows he feels _____.</p> <p><input type="radio"/> A determined</p> <p><input type="radio"/> B bored</p> <p><input type="radio"/> C like giving up</p> <p><input type="radio"/> D surprised</p>  |                           |

|   |
|---|
| <p>5. We know this story is fiction because _____ (RL.1.5)</p> <p><input type="radio"/> A The dogs walked home.</p> <p><input checked="" type="radio"/> B The vet pulled a cow out of a puppy.</p> <p><input type="radio"/> C The vet tried to help the puppy.</p> <p><input type="radio"/> D George's mother said, "Arf."</p>  |
| <p>6. Who is telling the story? (RL.1.6)</p> <p><input type="radio"/> A George's mother</p> <p><input type="radio"/> B George is telling the story.</p> <p><input type="radio"/> C The vet</p> <p><input checked="" type="radio"/> D An narrator is telling us what happened.</p>   |
| <p>7. Looking at the illustrations, how does the vet feel after pulling out all the animals? (RL.1.7)</p> <p><input type="radio"/> A He is angry he had to work so hard.</p> <p><input checked="" type="radio"/> B He is very tired, but happy.</p> <p><input type="radio"/> C He is busy and goes to his next patient.</p> <p><input type="radio"/> D He is afraid of the cow.</p> |
| <p>8. How is George's experience similar to a real dog? (RL.1.8)</p> <p><input type="radio"/> A They both say, "Meow."</p> <p><input type="radio"/> B Real dogs can swallow whole animals, too.</p> <p><input checked="" type="radio"/> C They both go to the vet when there is something wrong.</p> <p><input type="radio"/> D All of the above.</p>                               |
| <p>9. What will the vet have to pull out of George now? (RL.1.9)</p> <p><input checked="" type="radio"/> A A person</p> <p><input type="radio"/> B A dog</p> <p><input type="radio"/> C A bird</p> <p><input type="radio"/> D A sheep</p>   |

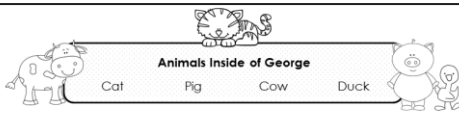
Answer Key



# 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

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**Retelling and Summarizing Lesson Plan and Resources**

**Reading: Literature**  
**RI.1** - Ask and answer questions about key details in text.  
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**RI.7** - Use illustrations and details in a story to describe its characters, settings, events.  
**RI.10** - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**Reading: Foundational Skills**  
**RF.1.2** - Demonstrate understanding of the organization of basic features of print.  
**RF.1.3** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**Writing**  
**W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  
**W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**  
**SL.1b** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  
**SL.1c** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  
**SL.1d** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that was not understood.  
**SL.1e** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**Language**  
**L.1.4** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

Bark, George CCSS Alignment | @BookPagez.com

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**Language**  
**L.1.4** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

Bark, George Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Bark, George" correlate with the following English Language Arts Common Core State Standards for first grade.

**Vocabulary Lesson Plan and Resources**

**Language**  
**L.1.4a** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).  
**L.1.4b** - Identify the sentence-level context as a clue to the meaning of a word or phrase.  
**L.1.4c** - Identify reliable connections between words and their use (e.g. note places at home that use soap).  
**L.1.4d** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

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**Common Core State Standards Correlation**

Bark, George Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Bark, George" correlate with the following English Language Arts Common Core State Standards for first grade.

**Word Work Lesson Plan and Resources**

**Reading: Foundational Skills**  
**RF.1.3** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
**RF.1.4** - Identify and apply the grade-level phonics and word analysis skills in decoding words.  
**RF.1.5** - Know and apply the general phonics and word analysis skills in decoding words.  
**RF.1.6** - Identify and apply the grade-level phonics and word analysis skills in decoding words.  
**RF.1.7** - Identify and apply the grade-level phonics and word analysis skills in decoding words.  
**RF.1.8** - Identify and apply the grade-level phonics and word analysis skills in decoding words.  
**RF.1.9** - Identify and apply the grade-level phonics and word analysis skills in decoding words.  
**RF.1.10** - Identify and apply the grade-level phonics and word analysis skills in decoding words.

Bark, George CCSS Alignment | @BookPagez.com

Vocabulary Connections  
Common Core Alignment

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

**Tu turno para practicar: Volver a contar y resumir con Bark, George (Ladra, George)**

**Página 6:**  
¿Cuál es el problema en el cuento?

\_\_\_\_\_

\_\_\_\_\_

¿Cómo empeora el problema?

\_\_\_\_\_

\_\_\_\_\_

**Página 10:**  
La madre de George le pidió que ladrara una y otra vez, pero salieron otros sonidos de animales. Nombre todos los diferentes sonidos de animales que George ha hecho hasta ahora.


\_\_\_\_\_

\_\_\_\_\_

**Página 11:**  
Un nuevo personaje ha entrado en el cuento. Nombre los tres personajes principales en este cuento.

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_  @BookPages.com

### Page by Page Guided Questions

### Answer Key


**Volver a contar y resumir con Bark, George (Ladra, George)**

**Página 6:**  
¿Cuál es el problema en el cuento?  
**Las respuestas varían. Podrían incluir: El problema es que la madre de George quiere que ladre como un perro, pero sigue emitiendo otros sonidos de animales.**

¿Cómo empeora el problema?  
**Las respuestas varían.**

**Página 10:**  
La madre de George le pidió que ladrara una y otra vez, pero salieron otros sonidos de animales. Nombre todos los diferentes sonidos de animales que George ha hecho hasta ahora.  
**Las respuestas varían. Podrían incluir: George ha hecho sonar como un gato, un pato, un cerdo y una vaca.**

**Página 11:**  
Un nuevo personaje ha entrado en el cuento. Nombre los tres personajes principales en este cuento.  
**Las respuestas varían. Podrían incluir: Los tres personajes principales son George, su madre y el veterinario.**

Nombre: \_\_\_\_\_  Answer Key | @BookPages.com

Sample answers written in Spanish

**Tu turno para practicar: Hacer inferencias con Bark, George (Ladra, George)**

**Página 7:**  
Mira la imagen y siente la emoción.  
¿Cómo lo sientes?

**Hacer inferencias con Bark, George (Ladra, George)**  
¿Cómo lo sabes?  
**Las respuestas varían. Podrían incluir: frustrado, enojado o decepcionado.**

**Página 9:**  
Mira la imagen de la madre de George.  
¿Cómo lo sabes?  
**Las respuestas varían. Podrían incluir: está rodando los ojos.**

**Página 9:**  
Mira la imagen de la madre de George.  
¿Cómo lo sabes?  
**Las respuestas varían. Podrían incluir: desanimada con George, por que él no ladra.**

Nombre: \_\_\_\_\_

Making Inferences

**Tu turno para practicar: Hacer predicciones con Bark, George (Ladra, George)**


**El foro:**  
Estudia el foro de Bark, George (Ladra, George). ¿De qué crees que se trata el cuento?  
**Las respuestas varían. Podrían incluir: Se trata de un cachorro y el dueño le está enseñando a hablar por orden.**

**Página 4:**  
George dijo: "Meow", cuando su madre le dijo que ladre. Predice cómo crees que su madre reaccionará ante él.  
**Las respuestas varían. Podrían incluir: Ella se reirá y dirá: "Deja de ser tonto, George".**

**Página 4:**  
¿Por qué piensas eso?  
**Las respuestas varían. Podrían incluir: Creo que eso porque es lo que su madre me diría.**

**Página 15:**  
El veterinario le dijo a George que ladrara, pero en lugar de eso graznó. ¿Qué es lo que predice que va a hacer de George?  
**Las respuestas varían. Podrían incluir: Esta vez sacará un pato.**

Explica por qué tu predicción tiene sentido.  
**Las respuestas varían. Podrían incluir: Porque cuando George dijo: "Meow", el veterinario sacó un gato.**

Nombre: \_\_\_\_\_  Answer Key | @BookPages.com

Making Predictions

**Identifica el propósito del autor con Bark, George (Ladra, George)**

**Página 4:**  
La primera que sale de la boca de George es "Meow", ¿qué crees que el autor de George quiere decir?  
**Las respuestas varían. Podrían incluir: El autor le está diciendo que George está siendo tonto o desobediente.**

**Página 7:**  
La madre de George sigue intentando que George hable y trata de hablarle el autor de la madre?  
**Las respuestas varían. Podrían incluir: El autor está diciendo que la madre de George solo quiere que George hable correctamente, como una madre humana quererla.**

**Página 14:**  
Cuando George finalmente está en la oficina del veterinario, ¿cómo crees que el autor quiere que se sienta?  
**Las respuestas varían. Podrían incluir: El autor está diciendo que George se sentirá frustrado.**

Nombre: \_\_\_\_\_

Author's Purpose

**Tu turno para practicar: Hacer preguntas con Bark, George (Ladra, George)**


**Hacer preguntas con Bark, George (Ladra, George)**  
¿Qué te gustaría saber sobre George?  
**Las respuestas varían. Podrían incluir: George maulla cuando ladra.**

¿Qué te gustaría saber sobre George?  
**Las respuestas varían. Podrían incluir: Me pregunto por qué George no ladra.**

¿Qué te estás preguntando sobre él?  
**Las respuestas varían. Podrían incluir: Me pregunto si George está enfermo o si nunca aprendió a ladrar.**

Ahora George está graznando en lugar de ladrar. ¿Qué preguntas tienes sobre George?  
**Las respuestas varían. Podrían incluir: Me pregunto si George está enfermo o si nunca aprendió a ladrar.**

¿Cómo te ayudará la respuesta a tu pregunta como lector?  
**Las respuestas varían. Podrían incluir: La respuesta a mi pregunta me ayudará a entender por qué George no está ladrando.**

Nombre: \_\_\_\_\_  Answer Key | @BookPages.com

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

**Bark, George (Ladra, George): Hacer inferencias**

La madre de George muestra varias emociones diferentes en este libro. Elige una de sus emociones. Cuéntale cómo se ve y luego cuéntale cómo se verían tu cara y cuerpo si sintieras lo mismo.

Puedo usar las imágenes y los detalles en un cuento para contar sobre sus personajes, escenarios, o eventos. CCSS: RL.1.1

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

Common Core Free  
Option

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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

**Valer a contar y resumir**

¿De qué es este libro?  
¿Es ficción o no ficción?

Haz un dibujo o escribe una oración para cada cuadro abajo.

|         |          |
|---------|----------|
| Antes   | Luego    |
| Después | Entonces |

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and  
Summarizing

**Hacer inferencias**

Lo que dice el texto:  ¿Qué sabes sobre la pista en el texto o imágenes?

Lo que yo sé:  ¿Qué sabes sobre la pista?

Lo que puedo inferir:  Emociones, pensamientos, causas, escenarios.

Haz un dibujo para hacer tu inferencia.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making  
Inferences

**Hacer Predicciones**

Yo predigo...

Mi predicción fue...  
 Correcta  
 Incorrecta

Yo sé porque...

Aquí hay una foto sobre mi predicción:

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making  
Predictions

**Identifica el propósito del autor**

¿Quién es el autor de tu libro?  
¿Cuál fue el propósito del autor para escribir este libro? ¿Cómo lo sabes?

Para persuadir  
 Para informar  
 Para entretener

¿Se que el autor quería porque...?

Instrucciones:  
1. Contesta cada pregunta.  
2. Contesta cuidadosamente en las líneas de puntos.  
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Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's  
Purpose

**Hacer preguntas**

Me gustaría para entender una emoción: ¿Quieres saber...? ¿Por qué no...? ¿Cómo puedes...?

Me confundió cuando... Estoy curioso por saber... No estoy seguro por qué...

|          |           |
|----------|-----------|
| Pregunta | Respuesta |
| Pregunta | Respuesta |
| Pregunta | Respuesta |

Instrucciones:  
1. Contesta cada pregunta.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engrapa en tu cuaderno del lector.

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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.



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 \_\_\_\_\_.

