

Lesson Plans on Teaching Resources for Harry the Dirty Dog

5 COMPREHENSION STRATEGY LESSON PLANS & PRACTICE PAGES

Asking Questions Lesson Plan

Guided Reading Level

Asking Questions Lesson Plan

Key Vocabulary

Explanation of Strategy

Harry the Dirty Dog
By: Gene Zion
Grade Level: 1 / Guided Reading Level: J

1
Get Ready to Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

Summary
Harry the Dirty Dog tells the story of a white dog with black spots named Harry. Harry likes everything...except for baths. One day, he decides to run away from home to avoid his bath time. As he embarks on his adventure, Harry gets dirtier and dirtier, turning his white fur with black spots into black fur with white spots! Once Harry returns home, his family doesn't recognize him with his filthy, dark fur. Now Harry must figure out how to prove that it really is him underneath all of that dirt.

Link to What You Know

- What does the word clever mean to you? How can someone be clever?
- Tell about a time when you were clever.

Important Words to Know and Understand

Clever – Able to learn and understand things quickly and easily

Tab – A large, round container with a flat base and an open top, short for "bathtub"

Why Readers Ask Questions While Reading
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out. When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book? You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place. Lastly, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

©BookPagez.com

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Harry the Dirty Dog
By: Gene Zion
Grade Level: 1 / Guided Reading Level: J

1
Get Ready to Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

3
Make Inferences

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 8 and 9 – Look at the pictures of the man being the street. What do you infer about Harry and the man from these pictures?

Page 10 – Look at the picture of the dog playing in the street. Why do you think there are so many black spots on Harry's fur? How do you think Harry feels about this?

Page 11 – Make an inference about the author's writing. The author tells us that there were many other things for Harry to do in the city. What are some things you think he might do? How do you think Harry feels about this?

Page 14 – What can you infer about Harry on this page? Is Harry happy? How do you know? How does the inference help you to understand the text? Write or draw your answer.

Page 29 – Do you think Harry's family might be confused? Why do you think that? How do you think Harry's family feels about the dog who is still wondering about Harry? Why or why not?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

©BookPagez.com

Harry the Dirty Dog
By: Gene Zion
Grade Level: 1 / Guided Reading Level: J

1
Get Ready to Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

3
Make Predictions

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 8 – Study the cover of Harry the Dirty Dog. Before you read, what questions do you have about the story?

Page 9 – Harry decides to run away from home. Where do you think he might go? Why do you think that? How do you think Harry feels about this?

Page 10 – The story says, "He played at the railroad and got dirtier and dirtier." What can you predict might happen next? How do you think Harry feels about this?

Page 11 – Harry is very dirty now. He looks like he might not recognize his own family. How do you think Harry feels about this? How do you think Harry's family might feel about this? How do you think Harry's family might feel about this?

Page 14 – How does Harry feel about the bath and brought it into the bathtub. What do you predict might happen next? What do you predict Harry's family might feel about this? How do you think Harry's family might feel about this?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

©BookPagez.com

Harry the Dirty Dog
By: Gene Zion
Grade Level: 1 / Guided Reading Level: J

3
Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions will help you better understand the text
- Write or draw your answers to your questions

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.

Cover – Look at the cover of Harry the Dirty Dog. Before you read, what questions do you have about the story?

Pages 11 and 12 – Now Harry is a black dog with white spots instead of a white dog with black spots. What are you wondering about Harry at this point in the story?

Pages 15 and 16 – What questions do you have for Harry's family on these pages? Why do you want to know the answer to your questions?

Page 25 – What questions do you have for Harry as he jumps into the bathtub with the scrubbing brush? How will the answer to your question help you as a reader?

Page 29 – Now that the story is over, what are you wondering about Harry? Why are you wondering about these things?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think – When readers ask questions, they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?
Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.
Reflect – Think about the questioning you did while reading this book. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?
Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

©BookPagez.com

Making Inferences

Making Predictions

Harry the Dirty Dog
By: Gene Zion
Grade Level: 1 / Guided Reading Level: J

1
Get Ready to Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

3
Retell and Summarize While Reading

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 2 and 3 – What does Harry decide to do after he hears the water running in the tub? How do you think Harry feels about this?

Pages 10 and 11 – Why are the people in the pictures on this page? Tell about the characters and what they are doing. What do you think Harry's family might feel about this? How do you think Harry's family might feel about this?

Page 21 – What is the setting on this page? Point to the words or pictures that tell you about the setting.

Page 25 – Compare Harry's bath time with the bath time of the dog. How do you think Harry feels about both times of the bath? How do you think Harry's family might feel about this?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

©BookPagez.com

Harry the Dirty Dog
By: Gene Zion
Grade Level: 1 / Guided Reading Level: J

1
Get Ready to Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

3
Understand Text Structure

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 2 and 3 – The author is using a cause and effect text structure to describe what happened on Harry's house. What question do you have about this? How do you think Harry's family might feel about this?

Pages 5 and 6 – The author is using a cause and effect text structure to describe what happened when Harry played in the street. What effect does playing in the street have? Why does Harry's family feel that way?

Pages 8 through 11 – Harry goes on an adventure. He visits several places. How do you think Harry's family might feel about this? How do you think Harry's family might feel about this?

Page 15 through 16 – When Harry returns home, he has a problem. How do you think Harry's family might feel about this? How do you think Harry's family might feel about this?

Page 25 – Harry is using a cause and effect text structure to describe what happened when Harry played in the street. What effect does playing in the street have? Why does Harry's family feel that way?

Page 29 – Harry is using a cause and effect text structure to describe what happened when Harry played in the street. What effect does playing in the street have? Why does Harry's family feel that way?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

©BookPagez.com

Answer Key for Asking Questions with Harry the Dirty Dog

Page 25: How did Harry feel about the bath? **Answers:** He was dirty. He was nervous. He was scared. He was sad. He was angry. He was happy. He was confused. He was surprised. He was excited. He was disappointed. He was frustrated. He was embarrassed. He was proud. He was shy. He was brave. He was kind. He was mean. He was generous. He was selfish. He was honest. He was dishonest. He was fair. He was unfair. He was polite. He was impolite. He was respectful. He was disrespectful. He was obedient. He was disobedient. He was helpful. He was unhelpful. He was cooperative. He was uncooperative. He was obedient. He was disobedient. He was helpful. He was unhelpful. He was cooperative. He was uncooperative.

Answer Key for Making Inferences with Harry the Dirty Dog

Page 14: How do you think Harry feels about the bath? **Answers:** He is nervous. He is scared. He is sad. He is angry. He is happy. He is confused. He is surprised. He is excited. He is disappointed. He is frustrated. He is embarrassed. He is proud. He is shy. He is brave. He is kind. He is mean. He is generous. He is selfish. He is honest. He is dishonest. He is fair. He is unfair. He is polite. He is impolite. He is respectful. He is disrespectful. He is obedient. He is disobedient. He is helpful. He is unhelpful. He is cooperative. He is uncooperative.

Answer Key for Making Predictions with Harry the Dirty Dog

Page 14: How do you think Harry feels about the bath? **Answers:** He is nervous. He is scared. He is sad. He is angry. He is happy. He is confused. He is surprised. He is excited. He is disappointed. He is frustrated. He is embarrassed. He is proud. He is shy. He is brave. He is kind. He is mean. He is generous. He is selfish. He is honest. He is dishonest. He is fair. He is unfair. He is polite. He is impolite. He is respectful. He is disrespectful. He is obedient. He is disobedient. He is helpful. He is unhelpful. He is cooperative. He is uncooperative.

Answer Key for Retelling and Summarizing with Harry the Dirty Dog

Pages 2 and 3: What does Harry decide to do after he hears the water running in the tub? **Answers:** He decides to run away from home. He goes to the railroad. He plays in the street. He gets dirtier and dirtier. He returns home. He is recognized by his family. He is bathed. He is clean again.

Answer Key for Understanding Text Structure with Harry the Dirty Dog

Pages 2 and 3: The author is using a cause and effect text structure to describe what happened on Harry's house. What caused Harry to bury the scrubbing brush in the backyard? **Answers:** Harry was dirty. He was nervous. He was scared. He was sad. He was angry. He was happy. He was confused. He was surprised. He was excited. He was disappointed. He was frustrated. He was embarrassed. He was proud. He was shy. He was brave. He was kind. He was mean. He was generous. He was selfish. He was honest. He was dishonest. He was fair. He was unfair. He was polite. He was impolite. He was respectful. He was disrespectful. He was obedient. He was disobedient. He was helpful. He was unhelpful. He was cooperative. He was uncooperative.

Retelling and Summarizing

Understanding Text Structure

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Harry the Dirty Dog: Making Inferences

Do you think that Harry liked being a white dog with black spots best, or a black dog with white spots best? Choose a moment in the story that helps support your inference.

I can talk about the characters and settings and can tell about what happens in the stories I read. CCSS: RL.1.3

Harry the Dirty Dog: Making Inferences

Do you think that Harry liked being a white dog with black spots best, or a black dog with white spots best? Choose a moment in the story that helps support your inference.

I can talk about the characters and settings and can tell about what happens in the stories I read. CCSS: RL.1.3

Harry the Dirty Dog: Making Inferences

Do you think that Harry liked being a white dog with black spots best, or a black dog with white spots best? Choose a moment in the story that helps support your inference.

I can talk about the characters and settings and can tell about what happens in the stories I read. CCSS: RL.1.3

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Harry the Dirty Dog: Making Inferences

Do you think that Harry liked being a white dog with black spots best, or a black dog with white spots best? Choose a moment in the story that helps support your inference.

Harry the Dirty Dog: Making Inferences

Do you think that Harry liked being a white dog with black spots best, or a black dog with white spots best? Choose a moment in the story that helps support your inference.

Harry the Dirty Dog: Making Inferences

Do you think that Harry liked being a white dog with black spots best, or a black dog with white spots best? Choose a moment in the story that helps support your inference.

Harry the Dirty Dog: Making Inferences

Do you think that Harry liked being a white dog with black spots best, or a black dog with white spots best? Choose a moment in the story that helps support your inference.

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Asking Questions

Title:

Question Sentence Starters

How does...? How does...? How does...?
 I wonder... why about...? I am curious about...? I am not sure about...? I am curious about...? I am not sure why...?

Question	Answer
Question	Answer
Question	Answer
Question	Answer

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Making Inferences

Title:

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know from your own life or experiences?	What do you know from the text or pictures?

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Making Predictions

Title:

I predict ...

My prediction was

Correct
 Incorrect

I know because

Here is a picture about my prediction:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Retelling and Summarizing

Title:

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Understanding Text Structure

Title:

Text Structure	Where the Text Structure Can Be Found	How the Text Structure Helps Me
	Page	
	Page	
	Page	
	Page	

Text Structures You Might See While Reading

Description	Sequence	Cause and Effect

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

VOCABULARY CONNECTIONS RESOURCES

Vocabulary Connections
 Harry the Dirty Dog
 By: Gene Zion
 Grade Level: 1 / Guided Reading Level: J

Important Words to Know and Understand in Harry the Dirty Dog

Chute
 A long thin structure that people or things can slide down

Clever
 Able to learn and understand things quickly and easily

Coal
 A hard, black substance that is dug from under the ground and burned as fuel

Dashed
 To go somewhere quickly

Furiously
 Very energetic or fast

Railroad
 A piece of wood that is used to support a railway track

Scrubbing brush
 A stiff brush used for cleaning

Soundly
 To sleep well

Strange
 Unusual and unexpected, or difficult to understand

Tub
 A large, round container with a flat base and an open top, short for "bathtub"

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Harry the Dirty Dog Word List

Vocabulary Connections
 Harry the Dirty Dog
 By: Gene Zion
 Grade Level: 1 / Guided Reading Level: J

Chute **Clever** **Coal**

Dashed **Furiously** **Railroad**

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
 Harry the Dirty Dog
 By: Gene Zion
 Grade Level: 1 / Guided Reading Level: J

Scrubbing brush **Soundly** **Strange**

A stiff brush used for cleaning

To sleep well

Unusual and unexpected, or difficult to understand

Tub

A large, round container with a flat base and an open top, short for "bathtub"

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections
 Harry the Dirty Dog
 By: Gene Zion
 Grade Level: 1 / Guided Reading Level: J

Dashed is a/an noun verb
 Definition of Dashed:

Furiously is a/an noun verb
 Definition of Furiously:

Railroad is a/an noun verb
 Definition of Railroad:

Dashed looks like this:

Furiously looks like this:

Railroad looks like this:

Dashed reminds me of:

Furiously reminds me of:

Railroad reminds me of:

I saw this word in

I saw this word in

I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word and Definition Sorting Cards

Word Games with Words from Harry the Dirty Dog

Directions: Match each picture to the correct vocabulary word.

chute

scrubbing brush

railroad

coal

tub

Directions: Fill in the blanks with the correct vocabulary words from above.

1. Santa might put _____ in your stocking if you misbehave.

2. The slide at the park has a super fast _____.

3. Let's fill the _____ with bubbles and warm water.

4. Mom used a _____ to clean the floor.

5. We waited at the _____ crossing for the train to pass.

Name: _____

©BookPages.com

Answer Key Harry the Dirty Dog

chute

scrubbing brush

railroad

coal

tub

Answer Key | ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
 Harry the Dirty Dog
 By: Gene Zion
 Grade Level: 1 / Guided Reading Level: J

Harry the Dirty Dog
 By Gene Zion

A new word that I learned in this book is: _____
 It looks like _____
 It means _____

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections
 Name: _____

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

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:

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

Harry the Dirty Dog
By: Gene Zion
Grade Level: 1 / Guided Reading Level: J

Word Work

Instructional Focus:
Words Ending in "ed"

Background:
In the English language, words that have the suffix "-ed" to the end of a verb. For most regular verbs, you simply add the suffix "-ed" to the end of the verb. If the verb ends in a silent "e," drop the "e" before adding "-ed".

Examples:

walked	jumped
played	helped
visited	watched

Materials and Preparation:

- A Copy of *Harry the Dirty Dog*
- Chart Paper or White Board
- Markers
- Scissors
- Prepare I Have? Who Has?..
- Prepare "Past Tense & Present Tense" Practice Page
- Optional - Word Detective
- Optional - Now or In the Past?

Word Work

Harry the Dirty Dog
By: Gene Zion
Grade Level: 1 / Guided Reading Level: J

Step 1: Introduce the Focus of Word Work

Introduce Words Ending in "-ed"

- Draw the students' attention to the chart paper.
- Explain that we have special action words called verbs. (Examples: walk, play, draw.)
- Explain that when the letters "-ed" are found at the end of a verb, it tells us that an action happened in the past.
- Write the verb "walk" on the chart paper.
- Read the verb "walk" and have students repeat it. Use it in a sentence that shows the present tense (e.g. "I go for a walk").
- Write the letters "-ed" at the end of the verb "walk." You may want to use a different colored marker to write the "-ed".
- Read the verb "walked" and have students repeat it. Use it in a sentence that shows the past tense (e.g. "I walked to school earlier this morning.")
- Write up the following present tense verbs on the chart paper: "play," "jump," "help," "call," and "clean." Read the verbs and have students repeat them.
- Ask the students to think of how they can turn those verbs into an action from the past. Allow students to turn and talk with a partner about the solutions they come up with or share with the class.
- Write the ending "-ed" on each word as students suggest it. Use the new verb in a sentence that helps exemplify the past tense (e.g. "We played at recess yesterday.")
- Write four new verbs on the chart paper: "jog," "rob," "bake," and "close." Show students that some words need extra help telling us about things that happened in the past, but they still end with "-ed."
- Allow students to turn and talk with a partner about the four new verbs and what they would sound like as actions from the past.
- Allow students to share their ideas with the class.
- Write the ending "-ed" on each word as students suggest it. Show the special pattern that we follow for different kinds of words (e.g. "stop + p + e + d = stopped" and "bake - e + d = baked").

Sample Anchor Chart

Words that end in "-ed"

walked	helped
played	called
jumped	cleaned
jogged	baked
robbed	closed

Step 2: Connect Word Work to Reading

Words Ending in "ed" in the Text

- Tell the students that the book they will be reading today has a lot of words that end in "-ed".
- Show them the **second page** of *Harry the Dirty Dog*. Tell the students to listen carefully and look at the words while you read. Ask the students to use their thumb and point over their shoulder

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Now or In the Past?
Extend Engagement Activity

Eating (present)
I am **eating** lunch.

Danced (past)
She **danced** last week.

Walked (past)
They **walked** to school this morning.

Tipped (past)
Yesterday, I **tipped** during recess.

Sleeping (present)
I am **sleeping** in my bed.

Ran (past)
Last year, he scored his **first** goal.

Listening (present)
We love **listening** to music.

Jumped (past)
They **jumped** into the pool.

Shuffled (past)
Last week, she **shuffled** on the sidewalk.

Paying (present)
She is **paying** the cashier at the store.

Called (past)
He **called** his mom.

Wiggled (past)
The dog **wiggled** underneath the fence.

Extend Engagement Word List | ©BookPagez.com

Optional Activity to Extend Engagement

Harry the Dirty Dog
By: Gene Zion
Grade Level: 1 / Guided Reading Level: J

Word Work

Step 2 (Continued): Connect Word Work to Reading

Extend Engagement

- Students should stand at their desks.
- Tell students to listen carefully to the verb in each sentence you read.
- If students hear a verb that tells about an action that is happening now, they should sit down.
- If students hear a verb that tells about an action in the past, they will use their thumbs and point over their shoulders.
- Emphasize the verb in each to support students in their oral comprehension.
- Read the sentences listed on **Now or In the Past** page.

Connect Word Work to Reading

- when they see or hear a word that ends with "-ed" and tells about the past. This signals that the word happened in the past.
- After reading, ask the students to identify the word(s) that ended in "-ed." Add the word to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to use their hand motion when they hear or see a word that ends with "-ed" and tells about the past.
- Read *Harry the Dirty Dog*.

Examples of Words Ending in "-ed" Found in the Text:

liked	played	crawled	tried
buried	change	looked	started
flap-flipped	danced	stopped	dashed
worked	waggled	combed	brushed
flip-flapped	rolled	walked	jumped

Step 3: Guided Word Work Practice

Interactive Exploration

- Reference the list of verbs ending in "-ed" from the story for this activity.
- Divide the number of students into 2 groups: Group 1 and Group 2.
- Use the "Past Tense -ed" verb cards for the students in Group 1.
- Use the "Present Tense -ed" verb cards for Group 2.
- Once the verb cards have been distributed to each group, students from both groups should scatter around the room, holding their verb cards.
- Challenge the students in Group 1 to match their present tense verb card to the correct "-ed" verb card. Prompt students in Group 1 to read their present tense verb, and ask themselves, "What would my word sound like as a past tense verb? What would it look like?"
- Students from Group 1 can wander the room until they find their matching card in the hands of a student from Group 2.
- Once all of the verb cards are matched, students switch groups and repeat the process.

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus

Interactive Activity

I Have... Who Has...?
-ed Verb Cards

Directions: Cut out the cards below. Use the cards to play I Have... Who Has...?

We are starting!	I have liked.
Who has liked?	Who has buried?
I have buried.	I have played.
Who has played?	Who has changed?
I have changed.	I have crawled.
Who has crawled?	Who has looked?
I have looked.	I have tried.
Who has tried?	Who has started?

Interactive Activity | ©BookPagez.com

Independent Practice Page and Answer Key

Answer Key for Verbs with "-ed"
Word Work Practice Page

Directions:

- Circle the words that end in "-ed" in the word bank below.
- Practice writing the words.
- Write the words that end in "-ed" using a different color.

Verbs with "-ed"
Word Work Practice Page

Directions:

- Circle the words that end in "-ed" in the word bank below.
- Practice writing the words.
- Write the words that end in "-ed" using a different color.

Word Bank

hopped	dad	jumped	walked
fried	started	hurried	mud

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

Word Detective: Verbs with -ed
Extension Activity

Directions:

Be a word detective! Be on the lookout for the verbs ending in -ed 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

Extension Activity

ASSESSMENTS

Running Record

Title: Harry the Dirty Dog Guided Reading Text Level: J 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
		E SC E SC
		MSV MSV
Page		
2	Harry was a white dog with black spots who liked everything, except... getting a bath. So one day when he heard the water running in the tub, he took the scrubbing brush... and buried it in the backyard.	
3	Then he ran away from home.	
4	He played where they were fixing the street and got very dirty.	
5		
6		

Tested By: _____ ©BookPagez.com

Running Record Assessment

Harry the Dirty Dog
CCSS Assessment

Name: _____
Score: / 9

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

- What did Harry bury in the backyard?
 A His favorite toy
 B A bone
 C The scrubbing brush
 D A stick
- What did Harry learn by the end of the story?
 A Home is a wonderful and happy place.
 B Taking a bath is scary.
 C The scrubbing brush is missing.
 D Running away is a good idea.
- What did Harry look like at the end of the story?
 A A black dog with white spots
 B A white dog with black spots
 C A brown dog with spots
 D A colorful dog with no spots
- How did Harry feel when he found the scrubbing brush?
 A Sad and lonely
 B Angry and frustrated
 C Tired and hungry
 D Happy and excited
- What kind of book is this? (RL.1.5)
 A A book about real dogs
 B A mystery book about a missing dog
 C A storybook about a dog who gets dirty
 D A dictionary that teaches you words about dogs
- Who is telling the story? (RL.1.6)
 A Harry
 B The little girl
 C Another dog
 D A narrator
- What does the illustration of Harry in the backyard help us understand? (RL.1.7)
 A His hiding place for the scrubbing brush
 B His different colors
 C His love for doing tricks
 D His favorite toy
- How were Harry's adventures at the street, the railroad, and playing tag the same? (RL.1.9)
 A He got dirtier in each place.
 B He became cleaner in each place.
 C He found the scrubbing brush in each place.
 D He met new friends in each place.
- What does the word "furiously" mean in the following sentence? "He ran to a corner of the garden and started to dig furiously." (RL.1.10)
 A Slowly
 B Quickly
 C Angrily
 D Sleepily

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

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

Answer Key

WORKSHEETS

Sequencing Worksheet and Answer Key

Name: _____

Directions:
Use what you know about the events in *Harry the Dirty Dog* to make a map of Harry's adventure on the next page.

1. Color each of the pictures below.
2. Cut out the pictures and glue them in the correct order on the map.
3. Complete the sentence on the map telling what lesson Harry learned after his adventure.

© BookPagez.com | Worksheet

Name: _____ Date: _____

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

Harry buried the scrub brush in the backyard because	his family did not recognize him.
Harry got very dirty because	he did not want his family to think he had really run away.
Harry returned to home because	he played where they were fixing the street.
Harry did his old, clever tricks because	he heard the water running in the tub.

© BookPagez.com | Cause and Effect Sorting Cards for Harry the Dirty Dog

Name: _____ Date: _____

EFFECT CARDS

- 1
- 2
- 3
- 4

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

© BookPagez.com | Cause and Effect Sorting Mat for Harry the Dirty Dog

Compare and Contrast Matching Game and Answer Key

Compare and Contrast Questions Stems and Answer Key

Answer Key

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

Harry the Dirty Dog
Cause and Effect

Name: _____

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

Harry buried the scrub brush in the backyard because _____

Harry got very dirty because _____

Harry returned to home because _____

Harry did his old, clever tricks because _____

_____ happened. The effect is what happened.

© BookPagez.com | Cause and Effect Practice