



Created by: Mrs. Jennifer Bateman  
Certified Elementary Teacher

In consultation with:

- Dr. Darolyn “Lyn” Jones, Editor, *Neon Tiki Tribe* Children’s Picture Book Series, Ball State University
- Dr. Adrienne L. Herrell, educational consultant and author of “50 Strategies for Teaching English Language Learners and Teaching in the Elementary School”

### **Lesson Plan- Book #4 “Dog Rescue Mission” Honesty**

Plan to spend approx. 30-50 minutes on the whole lesson – can take place over two days.

Focus – Grades 1-3

Objective: Students will be able to retell major points from the text, identify the main idea and supporting details, identify the theme, lesson or moral, and explain the similarities and differences between the text and another story and write a persuasive argument for or against the message using evidence to support the argument.

### **STANDARDS**

Reading – Literary Standard a: Students should recount stories, determine the central message, lesson, or moral, and explain how it is conveyed through key details.

Reading – Literary Standard b: Students should distinguish their own point of view from that of the narrator or those of the characters in the text.

Reading – Literary Standard c: Students should be able to describe the characters in *Honesty: Dog Rescue Mission* (ex., their traits, feelings, motivations, or impact) and explain how the actions of the honesty of those characters contribute to the sequence of events in the story.

Reading – Literary Standard d: Students should determine the meaning of words and phrases as they are used in the text. They should be able to distinguish between literal and non-literal language.

Reading – Foundation Standard a: Students should know and apply grade-level phonics and word analysis skills in decoding words.

Language – Standard a: Students should acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them.)

Language Standard b: Students should be able to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Language Standard c: Students should be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on content, choosing from a variety of strategies.

Language Standard d: Students should demonstrate understanding of word relationships and nuances in word meanings.

Language Standard e: Students should demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Writing Standard a: Students should be able to write an opinion piece and support their point of view with reasons.

#### General Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that drawing conclusions about the lesson, moral, or message is an important element in gaining the author’s perspective.

#### General Essential Questions

- How can you recognize the message the author is trying to convey within the text?
- Does the author make a valid argument or case for the underlying theme, message, lesson, or moral?

Overview: It is important for readers at all levels to be able to read a text for understanding and text to text, text to self, and text to world connections. A large part of that understanding is interpreting the author’s reason for expressing the message. Additionally, readers need to be able to express their learning in writing and speech. Expressiveness in both writing and speech are a critical element in 21<sup>st</sup> Century learning that students must be able to convey to others.

Prep: The following materials will be helpful:

- o pencils
- o crayons or colored pencils
- o notecards or sentence strips for generating questions
- o copies of the Dog Rescue Mission for each student or group of students
- o large 10 x 13 construction sheets for the story maps

- o white copy paper, geometrical cutouts, or various piece of construction or drawing paper for the parts of the story map (yarn or markers can be used to connect the parts of the story map)
- o copies of the Dog Rescue Mission Sniff coloring page for each student
- o writing paper or notebook paper

## **Session 1**

### Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.

### Session Specific Essential Questions

- How can you recognize the message the author is trying to convey within the text?

### Session Activity

Students should complete the pretest assessment to prepare for the initial introduction of the book and activities. Younger students or students with special language needs or other educational needs may require the pretest be read aloud to them. (Included at the end of the lesson plan.)

Once the pre-test is completed, students should first do a picture walk through the text. Once the picture walk has taken place, discuss with the children the structure of the text. Due to the fact that this is literary rather than informational, the children should recognize that there isn't a table of contents, glossary, or index. Instead they should recognize that it tells a story and is organized in paragraphs. There aren't chapters. There is some dialogue. The illustrations are the focal point for each page and the text supports the illustration.

## **Session 2**

### Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that drawing conclusions about the lesson, moral, or message is an important element in gaining the author's perspective.
- Students should understand that being able to use references from texts provides the evidence necessary in application of ideas, making connections between text(s), and recognizing the connections between the text and self or text and word.

### Session Specific Essential Questions

- How can you recognize the message the author is trying to convey within the text?
- Does the author make a valid argument or case for the underlying theme, message, lesson, or moral?
- How does the theme, message, lesson, or moral in **Dog Rescue Mission** relate to other fables or texts with a lesson or message?

### Session Activity

Read aloud **Mercury and the Woodman** (link provided below) to the class and discuss the elements of a fable genre. Remind students that fables include animals, inanimate objects, or other characters that are portrayed as humans using personification. There is always a moral or message in a fable. Make sure to have some other examples of fables for them to read as a supplement. This is a good time to discuss good 'active listening' behaviors. <http://www.aesopfables.com/cgi/aesop1.cgi?sel&MercuryandtheWoodman>

A list of other fables you might use as an alternative can be found at:

<http://www.aesopfables.com/aesopsel.html>

### **Session 3**

#### Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that making predictions about text is a key element to synthesizing the information regarding the overall message of the text.
- Students should understand that drawing conclusions about the lesson, moral, or message is an important element in gaining the author's perspective.
- Students should understand that being able to use references from texts provides the evidence necessary in application of ideas, making connections between text(s), and recognizing the connections between the text and self or text and word.

#### Session Specific Essential Questions

- How can you recognize the message the author is trying to convey within the text?
- Does the author make a valid argument or case for the underlying theme, message, lesson, or moral?
- Can you easily reflect on your own feelings regarding the author's message? Are you able to compare/contrast the two points of view?
- Do you recognize the importance of the message? Did your predictions aid you in this process?

### Session Activity

Students should follow along as the story is read aloud (you can do this or choose a student with an expressive oral fluency). Encourage them to think about the predictions they generated in part 1. Did they correctly predict the events in the story or the message? Did the illustrations give away the message?

Once the discussion is concluded, students should generate a Venn Diagram or Double Bubble Map to identify the similarities and differences between **Dog Rescue Mission** and **Mercury and the Woodman**.

## Session 4

### Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that drawing conclusions about the lesson, moral, or message is an important element in gaining the author's perspective.
- Students should understand that being able to use references from texts provides the evidence necessary in application of ideas, making connections between text(s), and recognizing the connections between the text and self or text and word.
- Students should understand that authors make intentional choices in an effort to stimulate a particular effect on the reader.
- Students should understand that writing demonstrates learning, expression, opinion, and connections between self and the text.

### Session Specific Essential Questions

- Can you easily reflect on your own feelings regarding the author's message? Are you able to compare/contrast the two points of view?
- Do you agree with the author's point of view? Provide evidence.
- Are you able to express your comparison/contrast of the author's point of view and your own in writing?

### Session Activity

Using the message from **Dog Rescue Mission** students should draft ideas for a 3-5 paragraph argument that proves or disproves the message as it relates to their own experiences. Modeling a sample of this using **Mercury and the Woodman** would be beneficial if the children are not proficient in writing. The length of each paragraph is flexible as long as it adequately proves or disproves the message and provides sufficient evidence to support the argument. This may be an appropriate time to revisit the difference between fact and opinion and the kinds of words that are associated with opinions.

## Session 5

### Session Specific Enduring Understandings

- Students should be developing breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should be able to read familiar text with expression.
- Students should be able to use self-correction when subsequent reading indicates an earlier misreading within the text.

### Session Specific Essential Questions

- Are you able to read the text independently and with fewer than five mistakes?
- Can you read the text with expressiveness and diction?

- Are the other children around you able to understand the meaning of the story while you are reading aloud?
- Are you using the words and punctuation correctly in your oral reading?
- Are you keeping track of troublesome words?

### Session Activity

Students will read aloud the story in pairs. In addition to already hearing the story once, they should be able to use their phonics skills to make connections if they come across difficult words. Be sure to have each student make a list of the troublesome words in a spelling notebook. Circulate between pairs to observe expressiveness, fluency, and cooperation. Small group instruction may be needed for those students requiring differentiation, so be prepared to join a group that may be experiencing difficulties.

## **Session 6**

### Session Specific Enduring Understandings

- Students should understand that writing demonstrates learning, expression, opinion, and connections between self and the text.
- Students should understand that speaking and listening are key elements to learning and expression of opinions.

### Session Specific Essential Questions

- How can you recognize the message the author is trying to convey within the text?
- Does the author make a valid argument or case for the underlying theme, message, lesson, or moral?
- Are you able to provide a sequential summary of the events in the story in writing? Can you do it speaking aloud in a small group?

### Session Activity

Explain to students that they will need to write a summary of the events (be sure to include a review on sequence of events or timelines) and be able to write that summary and present it as a news reporter to the class audience. Model this activity using **Mercury and the Woodman**. Remind them to speak clearly, using an understandable pace and direct eye contact of the audience. Practice sessions in small groups or centers would be beneficial to the children if this is the first time they are speaking in front of the class.

Below are two good links to share with the students regarding 'kid' news reporting. Students that memorize their summary to present should be awarded extra points.

<http://www.youtube.com/watch?v=jbmRkt6g-Gw>

<http://www.youtube.com/watch?v=3u0j8yoo0Dk>

**Sessions 7 – 9** - Students will participate in formative assessment activities as provided.

**Session 10 - 12** – Students will complete summative assessment activities as provided.

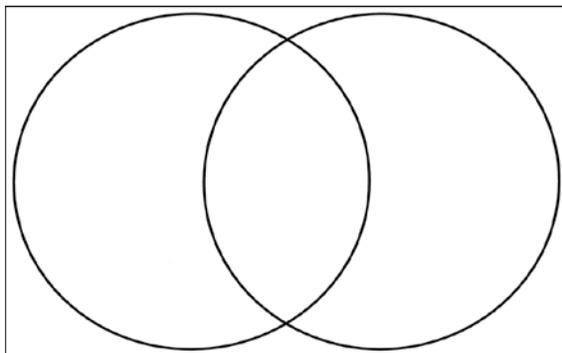
Formative Assessment Activities – These are suggested activities, however, other activities can be adopted for the purpose of formative assessment based on the availability of materials and the needs of the student population.

The general formative assessment rubric can be modified to accommodate any changes to the activities:

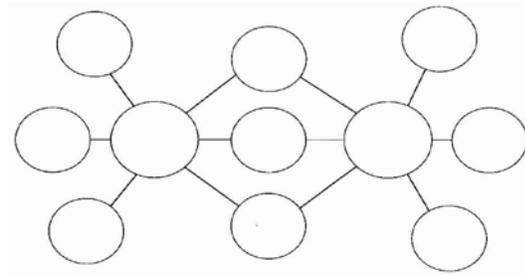
- Students can create a Venn Diagram or Double Bubble Map (see figure below) to draft out the key elements portrayed in the message in **Dog Rescue Mission** and compare it with another fable or fictional text with a lesson or moral (ex. **Mercury and the Woodman**). Both maps, or something similar allow students to compare similarities and differences between the two texts. The information in the middle are the connections that the two text have in common.
- Students can create a large die cut (dog biscuit shaped) with the word HONESTY across it and a personal message or motto that depicts the benefits or reasons for being honest.
- Students can dress the part of a TV reporter with microphone and present a summary of the story **Dog Rescue Mission** to the class audience.
- Students will complete a handmade story map using construction paper and cutouts to display the appropriate elements of the story (title, author, illustrator, plot, message, setting, and problem/solution). Pick 6 to use for this activity. Students can use dialogue bubbles to add important dialogue from the story on the map for effect.

## **Figures**

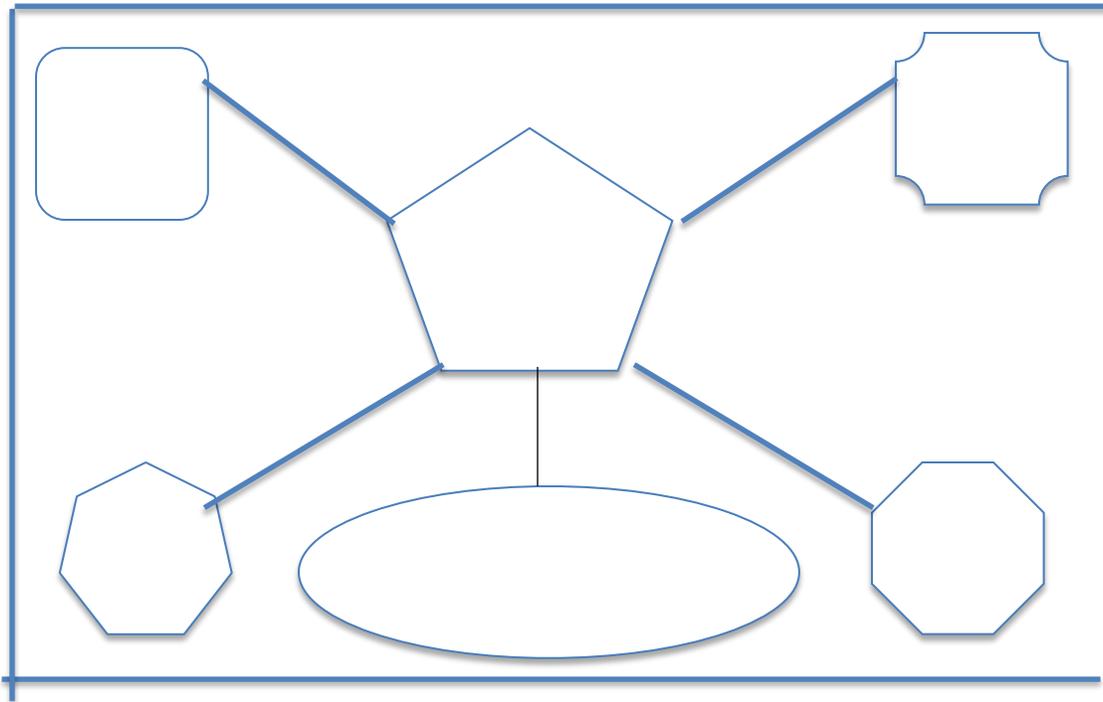
### Venn Diagram



### Double Bubble Map



Story Map Example – Allow the children to create their own versions of this. Make sure that the students include (Title, Author, Illustrator, Characters, Setting, and Message). Within the open spaces they can include speech clouds with key comments from the story by the characters.



Formative Assessment Rubric

Assessment Name	Score – 0	Score – 1	Score -2	Score - 3
Venn Diagram or Double Bubble Comparison / Contrast	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail

Honesty Dog Biscuit Message	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
TV Reporter Summary	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Story Map	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail

### Summative Assessments

- Students should write a persuasive argument of 3-5 paragraphs that either agrees or disagrees with the underlying message of honesty in **Dog Rescue Mission**. They should provide evidence to support their stand / opinions. (See rubric below)
- Students should complete the post-test to determine academic growth and overall progress related to the skills for the book.

### Persuasive Argument Rubric

Element	1 point	2 points	3 points	4 points
Topic/Focus	No opinion is expressed.	There is an opinion stated.	The writing has an introduction and includes an opinion.	The writing has a clear introduction which includes an opinion and captures the reader's attention with a

				hook.
Content/ Development	Reasons are stated without details.	The writing clearly states reasons with at least one detail for each.	The writing provides reasons with at least two supporting details for each.	The writing provides at least three reasons with two supporting details for each.
Organization	Reasons are expressed but not in sequence or organized.	Reasons and details are expressed with the usage of at least two transition words.	The reasons and details are in a logical sequence and there are at least three correctly used transition words.	The reasons and details are in a logical sequence and there are more than three correctly used transition words.
Conclusion	Opinion is not restated in the conclusion.	The writer tries to restate an opinion.	The writing restates the opinion throughout the argument.	The writing clearly restates the opinion in different ways throughout.
Mechanics	There are many errors in grammar, punctuation, capitalization, and spelling. There is very little sentence variety.	The writing has no more than five errors in grammar, punctuation, capitalization, and spelling. It also has at least two types of sentences.	There are a variety of sentence types. There are no more than 3 errors in grammar, punctuation, and spelling.	There are a variety of sentence types. There are no errors in grammar, punctuation, capitalization, and spelling.

## Pre/Post Assessment for Honesty: Dog Rescue Mission

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

Circle one ( Pretest Post-test )

### Concept/ Skills Questions

Place an x on the line before the correct answer.

1. What is a fable?

- a. a story that usually ends with 'happily ever after'
- b. a short story that usually has a mysterious ending
- c. a story with animals that usually describes the lives of the animals
- d. a short story, usually with animals, that teaches a lesson or gives a message

2. Which word is written in the past tense in the sentence below?

'Garmo and Pyra jumped across the water leaping at the Neon Tiki Tribe.'

- a. leaping
- b. jumped
- c. water
- d. across

3. What type of figurative language gives the Tikis and the animals a voice?

- a. hyperbole
- b. onomatopoeia
- c. personification
- d. metaphors

4. What does the prefix -un mean in the word 'untied?'

- a. one
- b. knot
- c. united
- d. not

5. The police officer distracted the thief with his car alarm. What does the word distracted mean?

- a. caused the thief to forget what he was doing
- b. caused the thief to trip on the railroad tracks
- c. arrested the thief with his car alarm
- d. helped the thief commit a crime

6. Which word is NOT a verb?

- a. distracted
- b. imagine
- c. laser
- d. doggie paddle

7. How can you recognize the moral in a story?

- a. it is usually painted on a wall or large canvas
- b. it usually provides a lesson to learn
- c. it usually has good a speaking voice
- d. it usually means there is a map to help you locate the place

8. Which statement is an opinion?

- a. The sun is a beautiful star in the galaxy.
- b. The young boy lost his dog.
- c. The team of detectives reported to the scene of the crime.
- d. The store manager locked up the money for safe-keeping.

9. What is a climax in a story?

- a. it is the ending of the story
- b. it is the beginning of the story
- c. it is a list of details that describe the setting of the story
- d. it is the time period when the conflict is resolved in the story

10. What type of information would you include on a timeline?

- a. flavors and cone sizes of your favorite ice cream
- b. size of planets in the galaxy
- c. events and dates in your life
- d. names of homework assignments in science class

11. Which activity is NOT needed to make a successful speech?

- a. wearing your best shoes and socks
- b. eye contact with the audience
- c. speaking clearly to the audience
- d. practicing your speech ahead of time

12. What base/root word requires you to double the consonant before adding -ing or -ed?

- a. head
- b. grab
- c. rush
- d. swallow

13. What type of figurative language is used in the expression, 'you're all bark and no bite'?

- a. simile
- b. personification
- c. hyperbole
- d. idiom

Short Response/Critical Thinking Questions

Write a sentence or two that correctly answers the question.

14. Explain why it is important to be honest with your friends, parents, or teachers. Give reasons with details for your answer.

15. How can you help a friend in trouble if you are unable to solve the problem by yourself because of its seriousness? Explain a situation (it can be a made up story) in detail.

16. Why does the phrase 'honesty is the best policy' make the most sense when solving serious problems? Give at least one example with details to support your answer.

Answers and Rubric (questions are worth 6 points each)

1. d
2. b
3. c
4. d
5. a
6. c
7. b
8. a
9. d
10. c
11. a
12. b
13. d

Short Response / Critical Thinking

14. helps others trust you, guarantees you can be depended upon
15. get an adult involved, try to encourage others to help, find dependable friends
16. guarantees that everyone understands the facts, makes sure that you are trusted

Rubric for 14-16 (each question is worth 6 points)

- Response is written in 2-3 complete sentences with appropriate capitalization, punctuation, and spelling. 3 points
- Response gives key details or reasons that are listed. 3 points