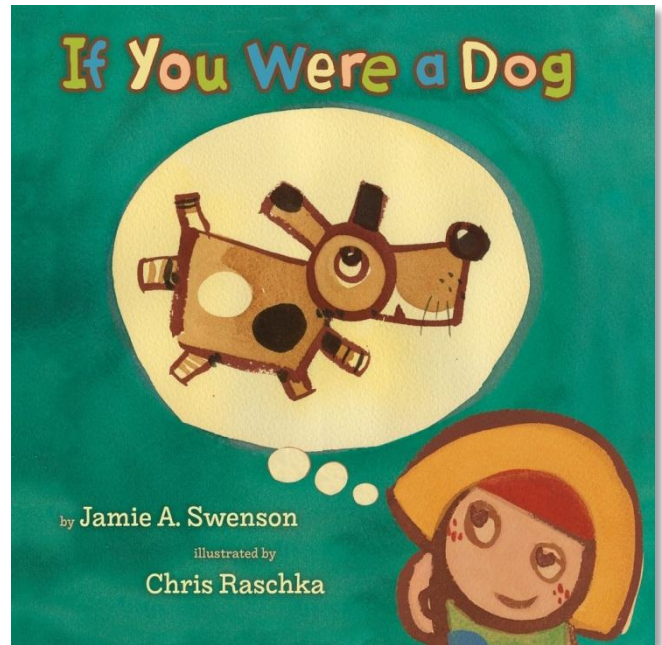


A Common Core State Standards
Aligned Discussion & Activity
Guide for

If You Were a Dog



Grades: K-2

ISBN: 978-0-374-33530-4

Written by: Jamie A. Swenson

Illustrated by: Chris Raschka

Published by: Farrar Straus Giroux Books for Children

*If you could be any kind of animal, what would you be? Would you be a dog that goes
ARRRROOOOOO? Or maybe you would be a sharp-toothed dinosaur that can CHOMP, STOMP, ROAR!
Perhaps you might want to be a hopping frog that goes BOING, BOING, RIBBET! But maybe you would
want to be the best kind of animal of all: a child.*

Guide created by Debbie Gonzales



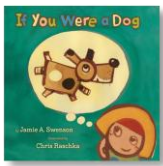


Table of Contents

Let's Take a Book Walk — A Pre-Reading Activity..... 3

Discussion Questions 4

If You Were a Dog Dominoes..... 5

 Dominoes 6

Charades 8

 Charades Tabs 9

Cross-Picture Word Puzzle..... 11

 Cross-Picture Word Puzzle Answers..... 12

Pyramid Poem 13

 Pyramid Poem Word Cards..... 14

 My Pyramid Poem 15

Common Core State Standards Alignment:

 English Language Arts Standards » Reading: Literature 16

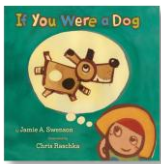
 English Language Arts Standards » Reading: Foundational Skills..... 17

 English Language Arts Standards » Writing..... 18

 English Language Arts Standards » Speaking & Listening 18

Acknowledgments 20





Let's Take a Book Walk – A Pre-Reading Activity

Discuss the book cover.

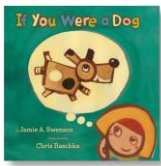
- Observe the illustration. Ask the children to describe what they see.
- Discuss the action in the illustration.
 - Who is the girl?
 - What is she doing?
 - What kind of animal is featured in the circle above her head? How do you know?
 - How are the girl and the dog feeling? How do you know?
- Read the book title. Discuss how the title connects with the illustration.
- Read the author's name – Jamie A. Swenson.
 - Discuss how authors tell stories. List the tools that they use.
 - Ms. Swenson went to a special college to learn how to write books for children. List things she had to study to learn to write so well.
 - Discuss things that the children are currently doing to learn how to write well.
 - Encourage the students to access Ms. Swenson's website at www.jamieaswenson.com to learn about her childhood, her inspirations, and her crazy dog.
- Read the illustrator's name – Chris Rashchka.
 - Observe the book cover illustration once again. Explain how the illustration is telling a story about the girl and the dog.
 - Discuss ways that pictures can tell stories.
 - Mr. Rashchka used water colors to paint the picture in the book. List the supplies needed. Explain the process of using water colors.
 - Like Ms. Swenson, he has studied and practiced his artwork enough to win special awards for his paintings. Discuss the skills needed to become an award-winning artist.

Discuss the back cover.

- Identify the animal in the painting.
- Is there a story behind this animal? If so, describe it.
- Read the text printed above the painting. Explain how the text connects with the cricket.

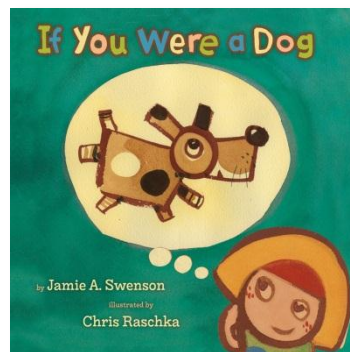
Predict what this book is going to be about.

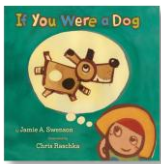




Discussion Questions

- Linger on the pages.
- Read slowly.
- Engage the child listener.
- Allow the child to connect with the action of the text and the illustration.
- Remember to ask, if they were the animal depicted on the pages, which action they would choose to do.
- Identify the different types of animals depicted in the paintings.
- The spread beginning with the text “But you are not...” depicts all of the animals featured in the book. Painting by painting, engage with the children by stating the obvious that they are not these animals.
- The next spread suggests that, though they are not physically these animals, the children can act and sound like them. Invite the children to repeat the sounds made by the animals.
- On the spread depicting the giggling girl, discuss how the girl is feeling. Explain why she is giggling.
- Describe the action in final spread. Explain why being a kid is “very best sort of thing to be.”





If You Were a Dog Dominoes

Objective: To practice word analysis skills by decoding words and matching them to the correct image.

Materials:

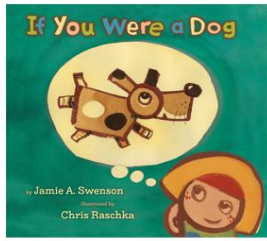
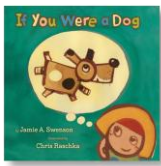
- *If You Were a Dog* book
- Scissors
- Cardstock
- Lamination (optional)
- *If You Were a Dog* Dominoes (Guide, pgs. 6-7)



Procedure:

- Print *If You Were a Dog Dominoes* on cardstock.
- Use scissors to trim around the borders of the dominoes.
- Before playing the game, turn to one of the final spreads in the book – the one that features illustrations and sounds for all of the creatures highlighted in the book. It begins “You can ARRROOOOOO! like a dog, HISSSSSS! like a cat,... Encourage the child to associate the animal illustrations with the sound the animals makes.
- Begin the game by placing the first domino, the one featuring the book cover and the words ‘Start Here’ printed on it, on a table top.
- Read the animal sound printed on the right side of the domino. In this case, the word is ARRROOOOOO!
- Look through the domino cards to find the animal that makes the sound printed on the right – in this case, the dog would be a match.
- Find the domino with a picture of a dog on the left. Match the picture and the word.
- Read the sound printed on the right of the domino. Find the animal that makes the sound.
- Continue until all sounds and pictures have been matched. The final domino features the child on the left and the cricket featured on the back of the book with the words ‘The End’ printed beneath.





Start Here

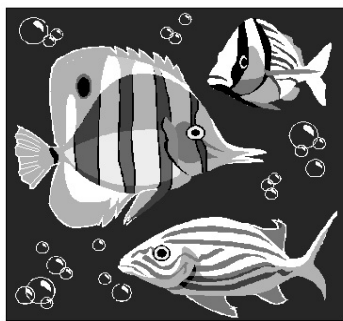
ARRR000000!



THE END

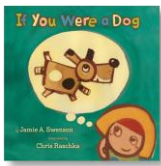


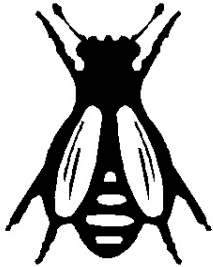
CRIK,
CRIK,
CRIK!



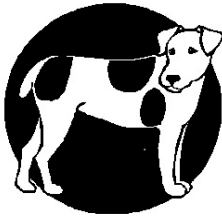
BOING,
BOING,
RIBBET!

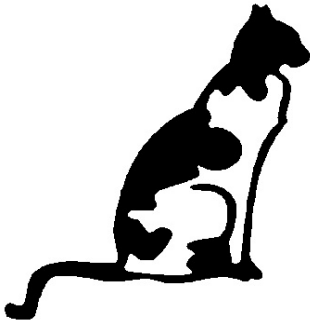





	<p>SWOOSH, SWOOSH, SWOOSH!</p>
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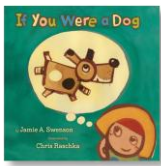
<p>GIGGLE, GIGGLE, GIGGLE!</p>	
--	---

	<p>HISSESSSS!</p>
---	-------------------

	<p>SWISH, SWISH, SWISH!</p>
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	<p>CHOMP, STOMP, ROAR!</p>
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Charades

Objective: To demonstrate understanding of the relationship between illustrations and the story.

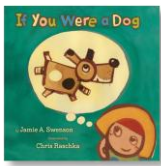
Materials:

- *If You Were a Dog* book
- Scissors
- Charades tabs (Guide, pg. 9-10)
- Basket

Procedure:

- Using scissors, trim around the edges of the Charades tabs.
- Fold each tab. Place each folded tab in the basket.
- Read *If You Were a Dog* aloud. Encourage the children to dramatize sounds the animals make.
- Gather children in a group.
- Invite one child to choose a tab from the basket.
- Instruct them to open the tab, keeping the word or picture printed on it a secret.
- Return the folded tab in the basket.
- Encourage the child to dramatize the word or picture for the group.
- Invite the group to guess what animal the child is dramatizing.
- Continue until each child has had the opportunity to participate.





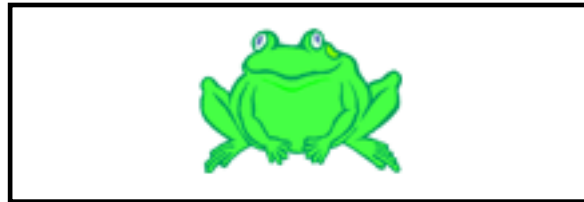
Charades Tabs

SWOOSH, SWOOSH, SWOOSH!

SWISH, SWISH, SWISH!

HISSSSSSSSSSS!

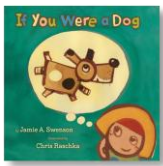
GIGGLE, GIGGLE, GIGGLE!



CRICK, CRICK, CRICK!

CHOMP, CHOMP, ROAR!



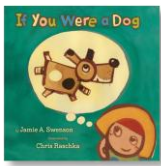


BOING, BOING, RIBBET!

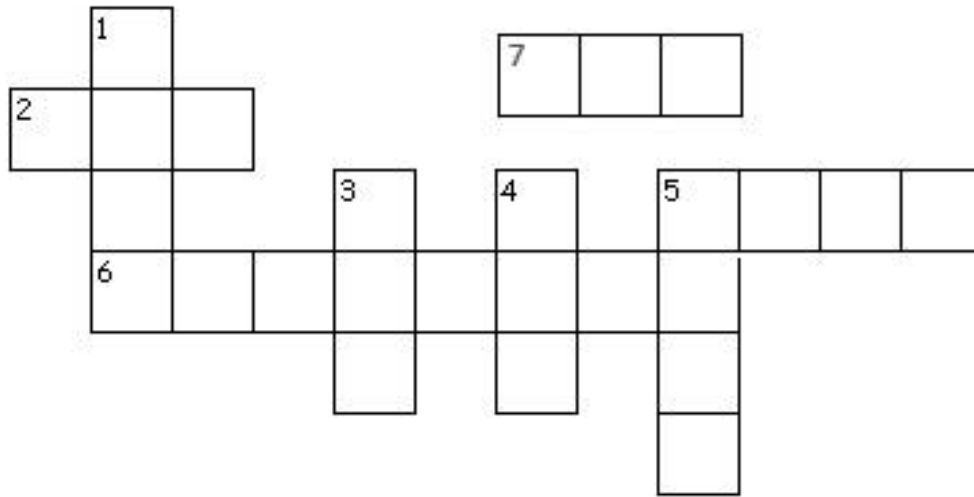


ARRRROOOOOO!





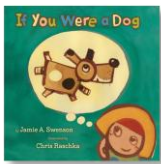
Cross-Picture Word Puzzle



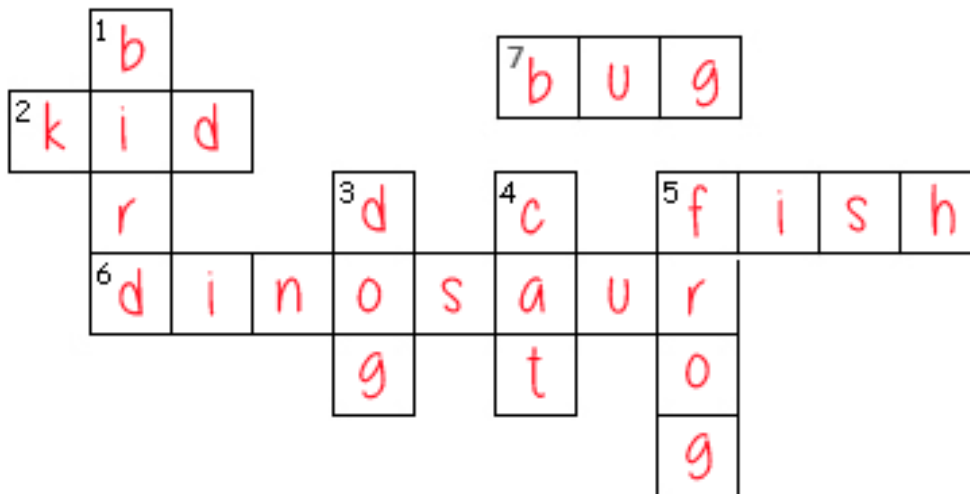
Across:

Down:





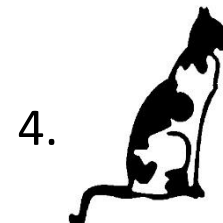
Cross-Picture Word Puzzle Answers

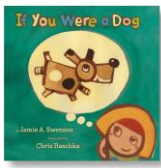


Across



Down





Pyramid Poem

Objective: For a child to write a detailed narrative derived from a self-constructed list of adjectives, verbs, and prepositional phrases describing themselves.

Materials:

- *If You Were a Dog* book
- Scissors
- Cardstock
- Pyramid Poem Word Cards (Guide, pg. 14)
- My Pyramid Poem worksheet (Guide, pg. 15)
- Markers

Procedure:

- Print Pyramid Poem Word Cards on cardstock.
- Using scissors, trim around the borders of the cards.
- Read *If You Were a Dog* aloud. Encourage the child to engage with the words describing each animal in the text.
- Using the text as inspiration, instruct the students to describe themselves. Have fun with this. Encourage the students to discover at least ten active and exciting descriptors.
- Instruct students to write their personal descriptors on the Pyramid Poem Word Cards.
- Tell them to choose six of the ten descriptors to use on their Pyramid Poem.
- Using the six chosen descriptors, instruct students to fill in the blanks provided on the My Pyramid Poem worksheet grid.
- Use markers to illustrate the final project.
- Below is a sample of a Pyramid Poem.

Dog

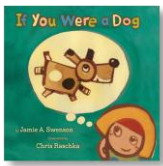
Slobbery dog

Licking, smiling dog

Stinky, silly, funny dog

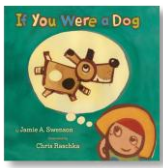
My dog





Pyramid Poem Word Cards





My Pyramid Poem

Me!

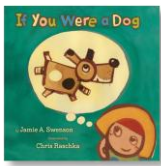
_____ Me!

_____ _____ Me!

_____ _____ _____ Me!

My name is _____



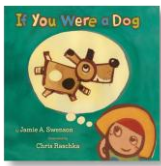


Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature

		Pre-Reading Discussion	Discussion Questions	Dominoes	Charades	Cross-word Puzzle	Pyramid Poem
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	x	x	x		x	
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	x	x	x	x	x	
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.			x	x	x	
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	x					
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	x	x	x	x	x	
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	x	x	x	x	x	x
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	x	x	x		x	
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	x	x	x	x	x	
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		x	x	x		
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	x	x				
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	x	x	x	x	x	x
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	x	x				
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	x	x	x	x	x	

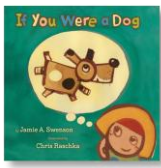




English Language Arts Standards » Reading: Foundational Skills

		Pre-Reading Discussion	Discussion Questions	Dominoes	Charades	Cross-word Puzzle	Pyramid Poem
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.			x	x	x	x
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			x	x	x	x
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			x	x	x	x
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	x	x	x	x	x	x
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.			x	x	x	x
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			x	x	x	x
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			x	x	x	x
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x	x
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			x	x	x	x
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x	x





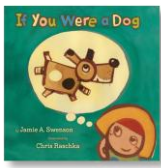
English Language Arts Standards » Writing

		Pre-Reading Discussion	Discussion Questions	Dominoes	Charades	Cross-word Puzzle	Pyramid Poem
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.						x
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.						x
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.						x
CCSS.ELA-Literacy.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.						x
CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						x
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.						x
CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.						x

English Language Arts Standards » Speaking & Listening

CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	x	x				
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	x	x	x	x		
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	x	x				

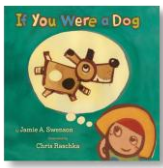




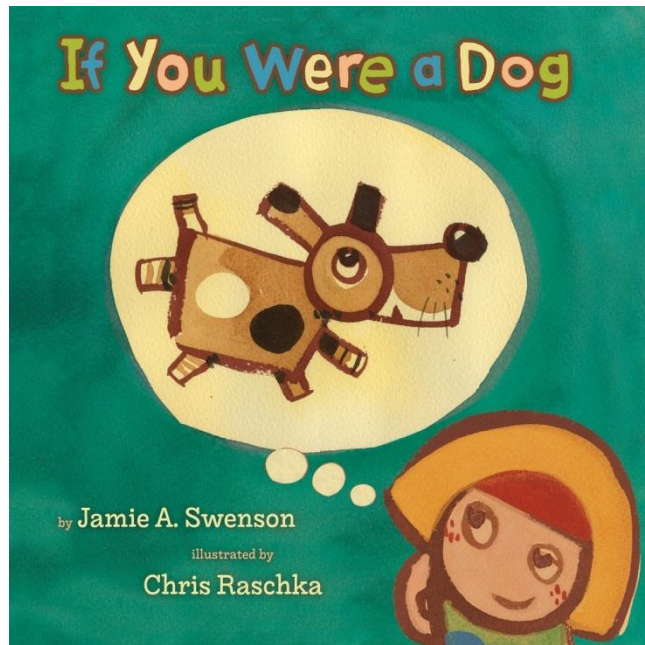
English Language Arts Standards » Speaking & Listening (cont.)

		Pre-Reading Discussion	Discussion Questions	Dominoes	Charades	Cross-word Puzzle	Pyramid Poem
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.						x
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	x	x	x	x	x	x
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	x	x	x	x	x	x
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	x	x				
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	x	x				x
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.						x
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	x	x	x	x	x	x
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	x	x	x	x	x	x
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	x	x				x





Acknowledgments



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