Dog Gone!
By LEEZA HERNANDEZ

Curriculum Guide

Content created by Natalie Dias Lorenzi. Design by Leeza Hernandez.
Pre-reading:

Vocabulary ................................................................. 3
Building background knowledge .............................. 4
Discussion Questions .................................................. 6

Activities:

Mirror, Mirror .............................................................. 7
Animal Expert ............................................................. 8
Chain Reaction ............................................................ 9
Color Your World ........................................................ 10
Rhyming ..................................................................... 11
Story Map ................................................................. 12
Add Captions ............................................................... 13
Story Cubed ............................................................... 14
Comics ..................................................................... 15
Color Me Happy (Or Angry, or Sad ...) ....................... 16
Petting Zoo ................................................................. 17
Story Starters ............................................................. 17
Building Blocks of Friendship ................................. 18
Wild Animals Vs. Pets ............................................... 19
Animal Parade .......................................................... 20
Building a Better Dog House ..................................... 21
Activity Templates .................................................. 22-23

More Information:

Contact info, school visits, other books .................. 24
Pre-Reading

**Vocabulary.** The following words may be new for your students. Encourage them to use context clues to infer meanings.

- Use context clues from the illustrations:
  - **yappy**
  - **numb**
  - **snappy**
  - **glum**
  - **(Sign) Cat Napped**
  - **living rough**

- Use context clues from both the text and illustrations:
  - **wandering**
  - **resist**
  - **pooped-out**
  - **dear**

- Use context clues to decode new words.
- Use pictures as clues to check for meaning.
- Ask and answer questions about unknown words in a text.
Pre-Reading

Building background knowledge.

1. Look at the front cover. What does the title mean? What do you think the dog will do next? How do you think the dog is feeling?

In the speech bubble, write what the dog might say if he could talk.

**Tip for Teachers:** Display these on a bulletin board titled “Words from the Dog House,” or something to that effect.
Pre-Reading

Building background knowledge.

2. What is your favorite toy? Have you ever lost your toy? What happened?

3. Have you ever gotten lost? Make a family plan if you ever do get separated from each other.

4. What happens when you get mad or get in trouble?

5. Do you have a pet? Has your pet ever run away? If so, why? What did you do? What happened in the end?

Draw a picture of your favorite toy or pet:

- Activate prior knowledge and anticipate what will be read or heard.
- Set purpose for reading and check to verify or change predictions.
Discussion Questions

1. Why did the dog run away? How do you think he was feeling when he jumped out the window? (comprehension)

2. Was the dog ever in danger? What might have happened to him if the boy hadn’t found him? (analysis)

3. If the dog could talk, what might he have said right before he ran away? What might he have said when the boy found him? What might he be thinking or saying on the wordless last page of the story where he’s holding a Frisbee in his mouth? (application)

4. Why do you think the stray animals helped the boy’s dog? Choose one of the strays in the story and make up a backstory for this animal. How did the animal become a stray? Will the animal always be a stray? (synthesis)

5. Did the dog make a good choice when he ran away? Why or why not? What else could he have done when he felt angry with his boy? (evaluation)
Activities

Mirror, Mirror

1. How does our body language communicate how we feel? Help students to understand how our gestures, facial expressions and movements serve as a mirror to our emotions.

2. Give students cards with emotions written or illustrated on each one. Without speaking or making noise, have students act out each emotion and see if the class can guess which one it is (use the emotion card templates on page 20 for this exercise).

3. Do an online image search of animal emotions to find photos of animals expressing different feelings (such as fear, aggression, love, happiness, sorrow, embarrassment). How do animals show their feelings? Have children analyze animals’ features that show expression such as the eyes, mouth, position of the ears, posture, etc.

4. Look back through the pages of Dog Gone and see if children can label how the dog’s feelings change throughout the story. How do the students know what the dog is feeling? How do the stray animals feel when they see the dog resting in the box?

- Identify basic social and emotional needs of all people.
- Explain healthy ways of coping with common stressful situations experienced by children.
- Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Animal Expert

Invite an animal behavior expert to your class to talk about animals’ emotions.

Topics might include:

- How to know when your pet is depressed and how to help
- Warning signs that animals give when they want to be left alone
- Ways to communicate your love to your pet

Another animal expert source is Animal House, a non-profit organization in Washington, D.C. (http://wamuanimalhouse.org/). Visit their Facebook page where they post a mystery Animal of the Day: http://www.facebook.com/wamuanimalhouse. Can your students guess the animals each day?

- Build on others’ talk in conversations by responding to the comments of others through multiple exchanges
- Identify basic social and emotional needs of all
Activities

Chain Reaction

1. Discuss why the boy became angry at his dog. How did the dog’s actions lead to his decision to run away? What other choices did he have?

2. Start a Chain Reaction paper chain with your students. On a large strip of white paper, write, “Dog rips boy’s favorite dinosaur,” and secure the ends to make a circle. On a blue strip of paper, write the choice that the dog made (to run away) and attach it to the white circle. Use more blue strips to write each of the other negative events that followed (the dog got lost, he was tired and lonely, he was caught in the rain). Switching to yellow strips of paper, write a string of positive choices that the dog could have made and attached those to the original white circle.

3. Make similar dual chains of events beginning with difficult situations that are common for your students, such as another child taking away a favorite toy or a friend who doesn’t want to play. Let pre-readers add illustrations to the scenarios written on each strip, then encourage children to explain how the choices they make can set off a chain of either positive or negative consequences.

- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Describe how characters in a story respond to major events and challenges.
Color Your World

1. Going back through the story, ask children how colors and light change from scene to scene. What are the dominant colors in the happy scenes? What about the sad scenes? See if children can pick out the ray of light in the runaway scenes. At first, the light appears to be the setting sun. Near the end of that scene, the boy is using a flashlight beam to look for his dog. Talk to children about what this beam of light might represent.

2. Turn the lights down low and let children take turns holding a flashlight. As you flip through the pages of the story, have children take turns shining the light on their favorite part of each illustration.

- Identify elements of art (including color) and principles of design in specific works of art and explain how they are used.
Activities

Rhyming

1. Encourage your students to explore rhyming words in the story with this matching game. Discuss which rhyming words that end with the same letters and which ones do not.

- happy
- glum
- hurry
- yappy
- numb
- worry
- snappy
- mad
- here
- no
- sad
- dear
- go
- tough
- bad
- fear
- whoa
- rough
- missed
- resist
- enough
- kissed

- Recognize and produce rhyming words.
Story Map

1. Help students make a mural map of the neighborhood where the story takes place. Look at the page spread where the boy is walking down the hill from his house in the rain. Did the dog go far?

2. Once the mural map is made, let students use cut-outs of the characters to retell the story as they move through the map (use the character templates on page 21 to get you started). As an extension activity, have students tell what they think was going on with the boy after the dog ran away. What might the boy have been doing and saying?

- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story
- Determine locations of places and interpret information available on maps and globes.
Add Captions

Have students role-play the story, and take photos of them acting out these major events:

1. The boy and dog playing
2. The dog chewing the boy’s favorite toy
3. The boy getting angry at his dog
4. The dog jumping out the window
5. The dog wandering alone
6. The dog meeting up with the other stray animals
7. The boy looking for his dog
8. The boy and dog reuniting
9. The boy and dog drifting off to sleep

Share the photos with the students and ask them what the characters in each photo might be saying or thinking. Record students’ ideas. Upload the photos to http://www.bighugelabs.com/captioner.php and add speech and thought bubbles to record children’s ideas of what the characters might be thinking and saying in each frame. Print and bind the pages together in a class book that children can share.

- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.
Activities

Story Cubed

Use this activity to help students learn the components of a book. Begin by labeling six pieces of paper with one of the following terms:

1. Title
2. Author and Illustrator Leeza Hernandez
   (Learn more about Leeza here: http://www.leezaworks.com)
3. Characters
4. Settings
5. Problem
6. Solution

Have students add illustrations to go with each label. Take a photo of each illustration and upload them here http://www.bighugelabs.com/cube.php to make a story cube. Assemble the cube and have students sit in a circle. Let them take turns rolling the cube and talking about each element of the story.

- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Activities

Comics

Discuss how the boy in the story might have handled the situation differently when his dog ripped the toy dinosaur. Fill in the speech and thought bubbles in the comic strip below with ideas for what the boy and dog might have said (if the dog could talk!).

Brainstorm conflicts that children typically encounter (i.e.: when two children want the same toy, when one child feels left out, etc.). As a class, create examples of dialogue that children could use when they’re frustrated, angry or sad.

Make a class comic strip with three frames that show

1. Conflict (such as two children who want to play with the same toy)
2. A positive solution (offering to take turns or playing with the toy together)
3. Resolution (two children playing happily with the toy)

Comics can be created online here: http://www.makebeliefscomix.com/Comix/

- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.
Color Me Happy (Or Angry, or Sad ...)

1. Display sheets of colored paper including red, yellow and orange (warm colors) and blue, green and violet (cool colors). Hold up cards or photos of children showing different emotions. Ask students to choose a color (or colors) that they think matches each emotion. Emphasize that there are no right answers, and children’s responses may vary according to their culture (for example, red is considered a lucky color in many Asian countries).

2. In general, warm colors are often associated with excitement, anger and frustration, while cool colors are often associated with feelings such as sadness, comfort and calm. Show students this animated video about colors and the emotions and qualities associated with each one: http://www.mariaclaudiacortes.com/colors/Colors.html. How does each color solve the problem of reaching the pull-tab on the shade? How does the music differ in each clip?

3. Have students paint their self-portraits. Fold a large piece of paper into four sections. In each section, have students draw their faces showing four different expressions. Label each one. Have them choose four colors that represent each of the four emotions they have drawn. Let them paint their self-portraits using only one color for each one (use the card templates on page 20 as a starting point).

• Identify elements of art (including color) and principles of design in specific works of art and explain how they are used.
• Create mood boards based on colors and feelings, and display. Students can paint, collage, cut pictures from magazines, etc.
Petting Zoo

Take students on a field trip to a petting zoo, pet store or an animal shelter. Take photos of the animals, capturing their emotions on camera when possible (such as an excited puppy jumping up to greet the children, a skittish lizard scurrying away or a shy cat peeking out from her den. Create a book with your class with the photos on http://www.realewriter.com/. Add captions for each photo that describe what each animal was feeling.

• With guidance and support from adults, recall information from experiences.
• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Story Starters

Inspire your students to create their own animal stories with http://storybird.com/. Search for animal art and create a storybird story with your class. Your can share stories with other classes, parents and teachers by printing, emailing, or embedding stories onto your school or class blog or homepage.

• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Building Blocks of Friendship

Point out the cinderblock bricks in the yard where the stray animals live. Give each student a paper “brick” where they can write or illustrate one thing they could do to help a friend who is angry, sad or frustrated. Let them write (or dictate to you) each strategy on a brick, then add an illustration or take a photo of the child demonstrating the strategy. Start a Friendship Wall and add “bricks” throughout the year.

- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.
- Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
**Activities**

**Wild Animals vs. Pets**

Show the pages where the dog meets the stray animals in the story. Compare the lives of stray or wild animals with pets using a Venn Diagram like the one below. For those who have pets, ask how their pets act like “wild” animals (their pets may act protectively, or chase other animals).

![Venn Diagram](image)

- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Animal Parade

1. When the dog in the story rips the boy's favorite stuffed animal, a dinosaur, the boy is understandably upset. Show the illustration at the end of the story where the dinosaur has been lovingly stitched back together.

2. Ask students to bring in their own favorite stuffed animals. Sitting in a circle, have children introduce their stuffed animals to the class and tell about a time when their animals were hurt, like the dinosaur in the story, or lost. How did the children react? How was the problem solved?

3. Hold a stuffed animal parade where children can show off their favorite friends.

- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.
Activities

Building a Better Dog House

1. Point out the illustrations of the dog taking shelter in a cardboard box.

2. Help students build a better house for the dog. Bring in a large cardboard box from an appliance store.

3. Ask students what they should put in the “dog house” to make it cozy for a dog (a soft place to sleep, bowls for food and water, dog toys, etc.).

4. Help them decorate and set up the house, then encourage them to use the dog house during playtime.

- Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
• Enlarge the emotion cards on a photocopier and have students complete the Mirror, Mirror activity on page 7.

- Happy
- Sad
- Angry
- Scared
- Surprised
- Silly
- Embarrassed
- Frustrated

• Use the cards below and have students complete the Color Me Happy activity on page 16.

I feel .............................................................

I feel .............................................................
Templates

- Enlarge the pictures on a photocopier and have students cut out, color and complete the Story Map activity on page 12. Students can also draw their own characters from the book.
Leeza Hernandez LOVES to hear from students, teachers and librarians—especially those who like to share their own stories and illustrations about their pets. She also loves to receive student pictures of Dog Gone!

If you would like to write to Leeza, please send your mail to:

Leeza Hernandez
PO BOX 331
FANWOOD, NJ 07023

Online:
Visit www.leezaworks.com or www.doggonethebook.com

School Visits:
For more details or an information pack, please email Deborah Cuneo: dlc11260@gmail.com

Other Books:
NEW! Never Play Music Right Next to the Zoo, written by John Lithgow (S&S, Fall 2013)
Eat Your Math Homework, written by Ann McCallum (Charlesbridge, 2011)
Bored Bella Learns About Fiction & Nonfiction, written by Sandy Donovan (Picture Window Books, 2010)