



Chicken Guard Dog

Level G / 99 words / fiction

High frequency words:

all, but, his, of, out, too, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the fox doing in the picture on the cover? Why do you think the fox is looking at a map?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *clever, shing, and guard*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *shing* is an example of onomatopoeia.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, solve most new words independently, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Livestock Guardians are animals that protect livestock on the farm. They can be llamas or donkeys, but in most cases, they are dogs. These dogs are known as Livestock Guardian Dogs, or LGDs for short.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where was the fox trying to dig? How did the chickens move the guard dog's house?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What do you think the guard dog thought about the clever fox? Where do you think the fox went after he got caught?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural noun *chickens*. Change the following words into plural nouns: *fox (foxes), house (houses), and map (maps)*.
- Find and discuss the words with the /ou/ phoneme: *sounds, house, and out*. Discuss other words with the same pattern (*ground, mouse, count, our*).

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, expression, and understanding.

Writing activity

- Have each student elaborate on the text by adding dialog between the guard dog and the chickens at the end of the story. Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing onomatopoeia; Practicing the /ou/ sound; Introducing plural nouns; Adding dialogue with illustrations; Rereading.