



Porter The Therapy Dog

Level E / 108 words / fiction

High frequency words:

are, at, come, good, him, his, on, one

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is a therapy dog? How does a dog become a therapy dog? How do you recognize a therapy dog?"

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: *blanket, Porter, quiet, scarf, and therapy*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

FUN FACT

Animals are good for our minds and bodies. The simple act of petting a dog can lower the risk of stroke, seizure, and heart attack. Therapy pets can help soothe patients and lower their stress and anxiety. Animals are also really good at helping people feel less alone.

- **Literal comprehension:** The answers are in the text. Ask, "What is Porter's job? What are some things that Porter does when he is at work?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever met a therapy dog? Why do you think Porter's job is important and helpful? Do you think that Porter likes his job? Why or why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /er/ phoneme: *girl* and *first*. Using magnetic letters, make other words with the same sound (*bird, dirt, stir*).
- Find and discuss the homophones *to, too, and two* in the story. *Homophones* are a type of homonym that sound alike, but have different spellings and different meanings.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have each student write and complete the following sentences: "*Porter is a therapy dog. He likes to _____.*" Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /er/ phoneme; Introducing the *to, too* and *two* homophones.