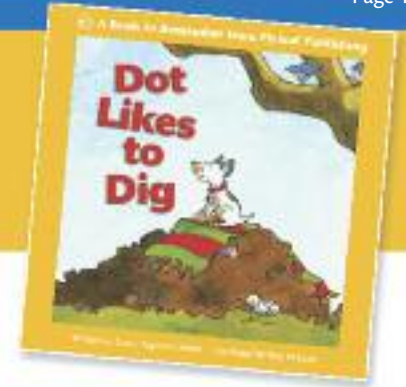


Emergent Reader Series Close Reading Guide

Emergent Reader 10: *Dot Likes to Dig*



Day 1

Foundational Skills Instruction and Individual Reading

The *Dot Likes to Dig* Foundational Skills Guide contains activities designed to help students read the words they will encounter in the book *Dot Likes to Dig*. Learning to read words is central to reading development, so these activities are an essential part of our systematic and cumulative approach to teaching foundational reading and language skills. Since students vary widely in their word reading skills, these activities and their pacing can be adjusted to provide the right amount of practice for each student.

The Individual Reading with Teacher Feedback activities in this Close Reading Guide provide opportunities for teachers to give corrective feedback and to scaffold students in the use of flexible word reading strategies as they read the book. Applying foundational skills to meaningful decodable text allows students to develop accuracy and automaticity to support fluent reading.

Phonemic Awareness, Phonics, and Word Recognition

Complete the Day 1 activities in the *Dot Likes to Dig* Foundational Skills Guide.

Explore Book Cover: Identify Title, Author, and Illustrator

Show students the front cover of the book. Invite them to read with you: *Dot Likes to Dig*. Point to the author's name and say: *Laura Appleton-Smith is the author of this book*. Ask: *Who is the author of this book?* (Laura Appleton-Smith). Ask: *What does an author do?* (writes books). Point to the illustrator's name and say: *Meg McLean is the illustrator of this book*. Ask: *Who is the illustrator of this book?* (Meg McLean). Ask: *What does an illustrator do?* (makes the pictures in the book).

Explore Book Cover: Infer What the Book Is About

Model how to look at the cover and infer what the book is going to be about. Say: *Let's look for clues on the book cover to help us infer what this book is about. When we infer, we use clues in the book and what we already know to figure something out. We just finished another book about the character Dot the dog. I remember that in the book *Dot and Dan*, Dot got into mischief, or a little bit of trouble, inside of Dan's house when Dan took a nap. Because the title of this book is *Dot Likes to Dig* and because I see Dot pictured on a dirt pile outside with lots of different things sticking out of it, I think this story is going to be about Dot getting into mischief, again, but outside this time. What do you think the mischief could be from looking at the illustration on the cover? The title is *Dot Likes to Dig* so I think the mischief must involve digging. Let's read the book to find out what mischief Dot is going to get into this time.*

Begin Individual Reading with Teacher Feedback

Before reading, you may choose to post "I can sound out words I don't know" as a purpose statement for students, since the main objective of this first individual reading is to allow students to apply their grapheme-phoneme knowledge to decode unfamiliar words. While the whole group reads softly to themselves, invite individual students to read several pages aloud to you so you can gauge their proficiency and provide feedback on pronunciation.

Say: *I want each of you to read the book softly to yourself and find out about Dot digging. Remember to sound out the words you do not know. After you read the words, look closely at the illustrations. The words and the illustrations together help us understand the story. I will listen to one person at a time. You can start reading now.*

Day 2

Foundational Skills Instruction and Individual Reading, *continued*

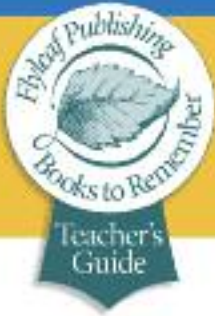
Phonemic Awareness, Phonics, and Word Recognition

Complete the Day 2 activities in the *Dot Likes to Dig* Foundational Skills Guide.

Complete Individual Reading with Teacher Feedback

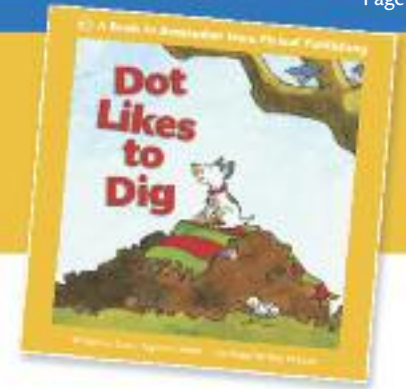
Continue to listen to individual students read aloud and offer scaffolded support as necessary.





Emergent Reader Series Close Reading Guide

Emergent Reader 10: *Dot Likes to Dig*



Day 3

Choral Read Followed by Close Reading with Text-Dependent Questions

Chorally read the book for fluency practice. Then, use the following activities to guide further rereading of specific parts of the text to deepen understanding and clarify meaning. In this type of text, illustrations carry a large portion of the meaning. It is important that readers learn to integrate the text and the illustrations to gain a deeper understanding of the story. Encourage students to state their responses to the activities' text-dependent questions in complete sentences and to ask questions about any unfamiliar words or concepts they may encounter while reading.

Pages 1–2

Illustration-Story Relationship

Invite students to turn to pages 1 and 2. Say: *Let's see what the words and the illustrations together tell us. Let's read the words on page 1: "Dot naps on the mat."* Ask: *The author is telling us that Dot is napping, but is the illustrator showing us something different? (Yes.) What is your evidence? (Dot isn't napping. We know this because her eyes are open.)* Ask: *What do you see that shows you Dot might be thinking about getting into some mischief? (Dot looks wide awake and she is looking in the direction of Dan in the shower. It's as if Dot has a plan to get into mischief as soon as Dan is not watching her.)* Ask: *Why are there clouds in the bathroom? (Dan turned the hot water on for his shower and the clouds are steam.)*

Pages 3–4

Text Feature: Writing in an Illustration

Invite students to turn to pages 3 and 4. Ask students to look at the words *tip, tap, tip, tap* in the illustration on page 3. Say: *Remember that words in pictures can help us to understand a sound or an action in the story.* Ask: *What is Dot doing in this picture? (she is sneaking out the door).* *What do you think the words in the picture mean? (the sound that Dot's feet are making).* Say: *That's right. When a dog walks on a hard floor, its feet can make a "tip, tap, tip, tap" sound. The words tip, tap, tip, tap in the illustration are telling us the sound that Dot's feet are making as she walks across the room toward the door. What do you think is going on? (Dot is sneaking out of the bathroom).* Tell students to be on the lookout for writing in other illustrations in the story.

Pages 7–8

Text Feature: Writing in an Illustration

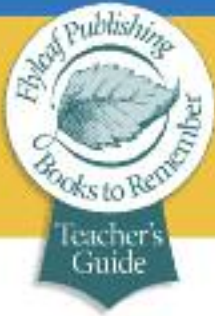
Invite students to turn to pages 7 and 8. Ask: *Who can find the writing in the illustration? What does the writing tell us? (It tells us that Dot is being sneaky by tiptoeing in and out of the bathroom to get Dan's things. Also, it tells us that Dot is digging.)*

Pages 9–10

Illustration-Story Relationship

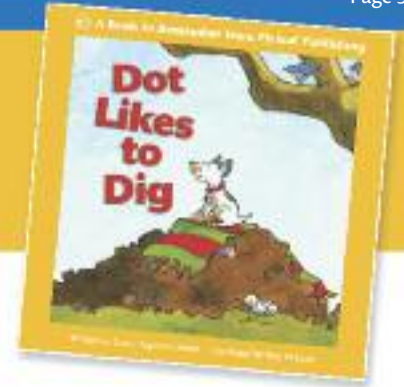
Invite students to turn to pages 9 and 10. Ask: *Who can explain what is happening on these pages? (Dot is sneaking into the bathroom to steal Dan's pig. She is burying more of Dan's things.)* Encourage students to go back to the bathroom illustration on pages 3 and 4 to verify where all of the items are coming from.





Emergent Reader Series Close Reading Guide

Emergent Reader 10: *Dot Likes to Dig*



Day 4

Individual or Choral Reread Followed by Close Reading with Text-Dependent Questions

Based on students' needs, engage in an individual reread or a choral reread. Then, with the remaining group time, use the following activities to guide rereading of specific parts of the text to deepen understanding and clarify meaning. Encourage students to answer the activities' text-dependent questions with complete sentences.

Model Retell

As a recap of the story, model a retell using the sequence transition words and any other story grammar component that students need to learn. The sequence transition words *first*, *next*, *then*, *after that*, and *finally* should be printed and affixed to tongue depressor sticks so that they serve to model academic language. (Use the *Retell Sequence Transition Words Blackline Master* for this exercise.)

Say: *I am going to model for you how to retell the story using the words first, next, then, after that, and finally. One day Dan decides to take a shower while Dot takes a nap on the bathroom floor. But Dot is not really napping. First, Dot sneaks out of the bathroom and digs a hole in the yard. Next, Dot buries Dan's socks in the hole. Then, Dot buries the toy pig in the hole. After that, she drags out the mat. Finally, Dan tries to get out of the shower and he realizes his things are gone. So he goes outside and finds Dot sitting on the mat, on top of a giant pile of dirt. He is surprised and says, "Oh, my!" Dot seems sad because she thinks Dan is mad. But then Dan tells her he is not mad. So they bring everything back inside together.*

Pages 13–14

Print Concept: Contraction

Ask students to point to the word *can't* in the speech bubble on page 14. Say: *We could say, "I cannot see the mat!" but when we speak we usually say, "I can't see the mat." Remember, when a word is made from two or more words by leaving out or combining sounds, it is called a contraction. The word cannot is shortened by taking out the "no" in the middle and replacing it with this mark ('), which is called an apostrophe. When we do this, we make the contraction can't. (Write on a wipe board: cannot → can't.) Say: What I have written means that the word cannot is rewritten as can't. Ask: What is missing in can't that is in cannot? (the "no" in the middle). Say: That's right. The contraction can't is made by leaving out some letters from the word cannot and replacing those letters with an apostrophe.*

Pages 13–14

Story Structure: Problem

Say: *In stories, the main characters sometimes have a problem or something that they want to do. A problem is something that is hard to deal with or hard to figure out. Read the text and look at the illustration on pages 13 and 14. Ask: What is the problem that Dan has? (his mat is gone and so are his pig and his socks).*

Pages 13–14

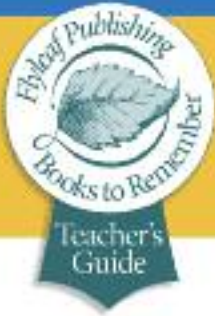
Story Structure: Character Feelings

Invite students to turn to pages 13 and 14. Say: *Let's look at how Dan feels when he discovers, or finds out, that his things are missing. Invite students to imitate Dan's expression and read the speech bubbles in the way he might say them. Say: So it seems from this evidence that Dan is shocked or surprised that his things are gone. Ask: What other things do you see in the illustration as evidence that Dot has been up to mischief? (Dan's glasses on the floor, the muddy footprints, the slippers in the hall, etc.)*

Story Structure: Character Traits

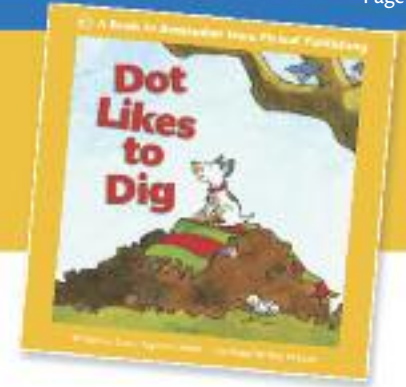
Model for students how to complete the following sentence frame: " is a character that is . I know this because ." (Dot is a character that is mischievous. I know this because she buries Dan's things when he is taking a shower. Dan is a character that is caring. I know this because he tells his dog he is not mad when she gets into mischief.)





Emergent Reader Series Close Reading Guide

Emergent Reader 10: *Dot Likes to Dig*



Day 5

Integrated Reading, Writing, Speaking, and Listening Activities

Venn Diagram: Intertextual Connections

Use a Venn diagram to compare and contrast the characters, settings, and problems in *Dot and Dan* and *Dot Likes to Dig*. Model for students how to create the Venn diagram. Over one circle, write the title *Dot and Dan*. Over the other circle, write the title *Dot Likes to Dig*. Write the things that are unique to each story in the separate circles and the things that are the same about each story in the overlapping section of the diagram. (Unique to *Dot and Dan*: setting is the living room inside Dan's house and problem is that Dot takes everything out of Dan's pack. Unique to *Dot Likes to Dig*: setting is Dan's bathroom and yard and problem is that Dot buries Dan's things. Things that are the same: the characters, Dot making mischief, Dan being surprised but not mad at Dot.) Practice with students using the information in the Venn diagram to compare the two books. Use words such as *both*, *the same*, and *different*. (Use ER Blackline Master #4 for this exercise.)

Group Discussion: Supporting an Opinion

After completing the Venn diagram exercise, lead students in a group discussion to talk about why Dan says he is not mad at Dot at the end of both stories, *Dot Likes to Dig* and *Dot and Dan*. Why do they think Dan is not mad even after all of the mischief Dot gets into? Ask students to explain their thinking and give specific reasons or examples for their position from each book. Is there anything readers can learn from Dan's character? (Answers will vary.)

Text-Dependent Questions for Differentiated Instruction

Use the following questions to think about the text more deeply. These questions can be used to differentiate instruction during the rereads on Days 3 and 4 or on additional rereads, depending on individual student needs. Remember, always return to the text and illustrations to verify, clarify, or remember.

General Understandings	<p>What is Dot up to in this story? (Sneaking around and burying Dan's things in the yard.)</p> <p>Retell the story using <i>first</i>, <i>next</i>, <i>then</i>, <i>after that</i>, and <i>finally</i>. (One day Dan decides to take a shower while Dot takes a nap on the bathroom floor. But Dot is not really napping. First, Dot sneaks out of the bathroom and digs a hole in the yard. Next, Dot buries Dan's socks in the hole. Then, Dot buries the toy pig in the hole. After that, she drags out the mat. Finally, Dan tries to get out of the shower and he realizes his things are gone. Dan goes outside and finds Dot sitting on the mat, on top of a giant pile of dirt. He says, "Oh, my!" Dot seems sad because she thinks Dan is mad. But then Dan tells her he is not mad. So they bring everything back inside together.)</p>
Key Details	<p>What three things does Dot take from the bathroom to bury? (socks, a pig, a mat).</p> <p>What does Dan do when he gets out of the shower? (puts on his towel and glasses, goes to look for Dot, tells Dot he is not mad).</p>
Academic Vocabulary	Find a contraction . (<i>can't</i> on page 14).
Narrative Structure	<p>How do the author and illustrator set up the story to give you a hint that Dot is going to be mischievous? (On page 1, the text says "Dot naps," but the illustration shows you she isn't napping.)</p> <p>What is the problem in the story? (Dot makes a mess. Dan can't find his things.)</p>
Author's Purpose	<p>Why do you think the author wrote this story? (Answers will vary but could include to make us laugh; to send the message that dogs will be dogs, and you need to be patient with your pet.)</p> <p>How does the illustrator help us understand that Dot made a lot of mischief? (Answers should include many details from illustrations.)</p>
Inferences	<p>Why do you think Dot pretends to be asleep when Dan is in the shower? (Because she is planning to make mischief while Dan is in the shower but she doesn't want Dan to know her plan.)</p> <p>Look at the illustration on pages 15 and 16. How does each character feel? How do you know? (Dan feels shocked and surprised. You can tell by the expression on his face. Dot is happy but maybe a little nervous. She is wagging her tail a little bit and has a small smile on her face that could be happy or it might be a nervous kind of smile.)</p>
Opinions, Arguments, and Intertextual Connections	<p>Compare Dan's reaction to Dot's mischief in <i>Dot and Dan</i> with his reaction in <i>Dot Likes to Dig</i>. (In both stories he is not mad.)</p> <p>What does the author want you to know about Dan and Dot from reading both stories? (Dan loves his dog and his dog loves him. Dot likes to make mischief or get attention, and Dan does not get mad at her for being herself and for doing the things that dogs like to do.)</p>

Adapted from *Rigorous Reading* by Frey and Fisher, 2013; California: Corwin Literacy Publishers