

THE GREAT SMELLY, SLOBBERY, SMALL-TOOTH DOG

Kindergarten

Outcome:

Students will explore a British folktale, investigate the importance of story illustrations, and learn about dogs.

Materials:

Book, *The Great Smelly, Slobbery, Small-Tooth Dog*

Scissors

Markers or crayons

“Dog” Phonics worksheet

Paper

Blackboard or Whiteboard

“Dog Bones” Alphabet worksheet

Pencils

Cooking Materials:

Stove with oven

Large mixing bowl

Saucepan

Large spoon

8” nonstick baking pan

Cooling rack

Pot holders

Knife

Plates

Napkins

Ingredients:

3 C Low-fat Granola

½ C Honey

¼ C Vegetable Oil

¾ tsp Vanilla

3 Egg Whites, lightly beaten

¾ C Dried Fruit (apples, apricots, cherries, cranberries, or pears), finely chopped

Optional:

Pipe cleaners

Hamilton, Martha and Mitch Weiss. *Rooster’s Night Out*. Atlanta: August House, 2006.

Computer with Internet access

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INSTRUCTIONAL PLAN

Introductory Activity:

Directions:

- Teacher asks students to tell what they know about dogs.
- Teacher asks students to share titles of songs, stories, and movies they know about dogs.
- Teacher shares the following information with students, as appropriate:
 - There are many different breeds of dogs. (Teacher asks students to name dog breeds that they know.) Some dogs are mixtures of different breeds.
 - Dogs differ in size, shape, color, and appearance of their features. They all have the same basic body structure.
 - Dogs have forty-two teeth, including four sharp, pointed teeth called canine teeth. (Teacher shows students that humans also have four canine teeth.)
 - Dogs have excellent hearing. They can hear sounds from a greater distance than humans. They can also hear high-pitched sounds that humans cannot.
 - A dog's best-developed sense is smell. A dog can smell the faintest smell long after the source of that smell has been removed.
 - Dogs make different sounds to communicate. They may whimper, whine, growl, bark, or woof. Some dogs howl.
 - Dogs can also communicate with their tails. If a dog wags its tail, it usually means the dog is happy. A frightened dog may hold its tail between its legs.

Teacher Reads Story:

Directions:

- Teacher reads story to students.
- Teacher shows illustrations for an extended period of time, so that students can see the detail in each illustration.
- At appropriate times, teacher asks students to predict what will happen next.

Questions for Assessing Students' Comprehension:

- Who are the characters in the story?
- In the beginning of the story, what happened to the rich man?
- Who saved the rich man?
- What treasure did the dog want?
- How did the girl get to the dog's house?
- What was the dog's house like?
- What did the girl and the dog do at the dog's house?
- Did the girl enjoy being with the dog during the day? How do you know?
- How did the girl feel at night?
- The dog saw the girl weeping. What does 'weeping' mean?
- What nice name did the girl call the dog?
- What mean name did the girl call the dog?

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Questions for Assessing Students' Comprehension cont.:

- The dog was taking the girl home but changed his mind. Why did he change his mind?
- What happened to the dog when they got back to the girl's house?
- How did the story end?

Questions for Interpretation:

- How did the man feel when the dog saved him?
- Why do you think that the dog chose the girl when offered a treasure? What would you choose if you were offered a treasure?
- The man's daughter was his greatest treasure. What is your greatest treasure?
- How did the man feel when the dog took his daughter away?
- How did the girl feel when she left with the dog?
- How did the dog treat the girl while she was at his castle?
- Why did the dog offer to take the girl back to her home?
- Why do you think the prince took the form of a dog for most of the story?
- Name other stories with similar plots.
- How does this story show that kindness is important?
- How do the illustrations help to tell the story?

Follow Up Activities:

- **Retelling the Story**

Materials:

Book, *The Great Smelly, Slobbery, Small-Tooth Dog*

Directions:

Teacher shows the book's illustrations, page by page, and students practice retelling the story.

- **"Dog" Phonics**

Materials:

"Dog" Phonics worksheet

Scissors

Directions:

Students:

1. Cut out the dog, the letter strip, and the slits in the dog's mouth.
2. Feed the letter strip into the slits (from back through to front and then through to the back again) in the dog's picture so that the letters show on the dog's side.
3. Practice saying the /og/ words created by pulling the letter strip through the dog's mouth.

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Follow Up Activities cont.:

• **Story Drawing**

Materials:

Crayons or markers

Paper

Directions:

Students:

- Draw their favorite parts of the story.
- Show their drawings and tell what they enjoyed about those parts.

• **Kindness Skits**

Directions:

- Teacher asks students how kindness was important in the story.
- Teacher divides class into small groups.
- Teacher instructs students to create a skit that shows why kindness is important.
- Students show their skits to their classmates.

• **Movement**

Materials:

Book, *The Great Smelly, Slobbery, Small-Tooth Dog*

Directions:

- Teacher reviews illustrations in the book with students and discusses how the movement in the illustrations increases as the story progresses.
- Teacher reads each page and helps students identify action words.
- Students demonstrate the actions on each page (e.g. speak, sing, jump, climb, run, laugh, throw, stroke, weep, mutter, leap, cry, rip, whirl, race, etc.)

• **Shapes and Patterns**

Materials:

Book, *The Great Smelly, Slobbery, Small-Tooth Dog*

Blackboard or Whiteboard

Paper

Crayons or markers

Directions:

Teacher:

- Reviews the illustrations with students, highlighting the banners.
- Asks students to name each banner's shape.
- Draws shapes on the board.
- Tells students to practice making the different shapes. (Shapes on the board serve as a model.)
- Demonstrates creating a pattern with the shapes. (circle, square, circle, square)
- Asks students which shape comes next in the pattern. (circle)
- Asks students to draw shape patterns on their papers.
- Calls each student to the board, one at a time, to show one of his or her shape patterns. Students ask classmates to predict which shape comes next in their patterns.

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Extensions:

• **Visualization**

Materials:

Book, *The Great Smelly, Slobbery, Small-Tooth Dog*

Directions:

Teacher:

1. Shows students the illustration of the castle and tells students to pretend they are at the castle.
2. Asks students what they would see, hear, and feel.
3. Asks each student to pick a specific place in the illustration to “hide,” but not to tell anyone. (Teacher clarifies that students may choose *any* place in the *whole* picture, not just the castle.)
4. Tells students to describe what they would see, hear, and feel in their “hiding place.” Classmates try to guess where each student is hiding in the picture.
5. And students brainstorm ways to build a castle out of a shoe box or milk carton.
6. And students gather needed materials and construct a castle.

• **Invite Your Pet to Dinner**

Materials:

Book, *The Great Smelly, Slobbery, Small-Tooth Dog*

Crayons or Markers

Paper

Directions:

1. Teacher asks students what the girl and the dog did while at the dog’s castle. (slept, read, ate, played)
2. Teacher shows students the illustration of the girl and dog dining together.
3. Teacher asks students what food they would serve if they had dinner with a pet or favorite animal.
4. Students draw a picture of themselves eating a meal with a pet or favorite animal.

• **Discussion**

Directions:

Teacher:

- Reminds students that the girl called the dog, “sweet as a honeycomb.”
- Asks students what they know about honey and honeycombs.
- Tells students that bees produce honey after they have gathered nectar from flowers. Bees store honey (a food source for bees) in honeycombs inside their hives. Each compartment of the honeycomb has 6 walls. Honey is much sweeter than table sugar.
- And students make Honey Granola Squares.

• **Honey Granola Squares** YIELD: 9 servings

Materials:

Large mixing bowl

Saucepan

Stove with oven

Large spoon

8” nonstick pan

Cooling rack



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Extensions cont.

Honey Granola Squares cont.

Materials cont.:

Pot holders

Knife

Plates

Napkins

Ingredients

$\frac{3}{4}$ C Dried Fruit (apples, apricots, cherries, cranberries, or pears), finely chopped

3 C Low-fat Granola $\frac{1}{2}$ C Honey

$\frac{1}{4}$ C Vegetable Oil $\frac{3}{4}$ tsp Vanilla

3 Egg Whites, lightly beaten

Directions:

1. Mix granola and dried fruit together in mixing bowl. Set aside.
2. In a small saucepan, heat honey, oil, and vanilla over medium heat, stirring until honey is dissolved.
3. Pour honey mixture over granola. Mix until thoroughly coated.
4. Pour egg whites over granola mixture. Mix well.
5. Pack mixture firmly into an 8" square nonstick baking pan.
6. Bake at 325 degrees for 40 minutes or until golden brown.
7. Place pan on cooling rack.
8. Cool completely before cutting into squares, approximately 2 $\frac{1}{2}$ " each.
9. Serve.

This recipe and information about bees and honey can be found at www.honey.com, the website for the National Honey Board.

• **Dog Bones Alphabet**

Materials:

"Dog Bones" Alphabet worksheet

Pencils

Directions:

Students follow the dog bones from A to Z and fill in the missing letters.

• **Compare and Contrast**

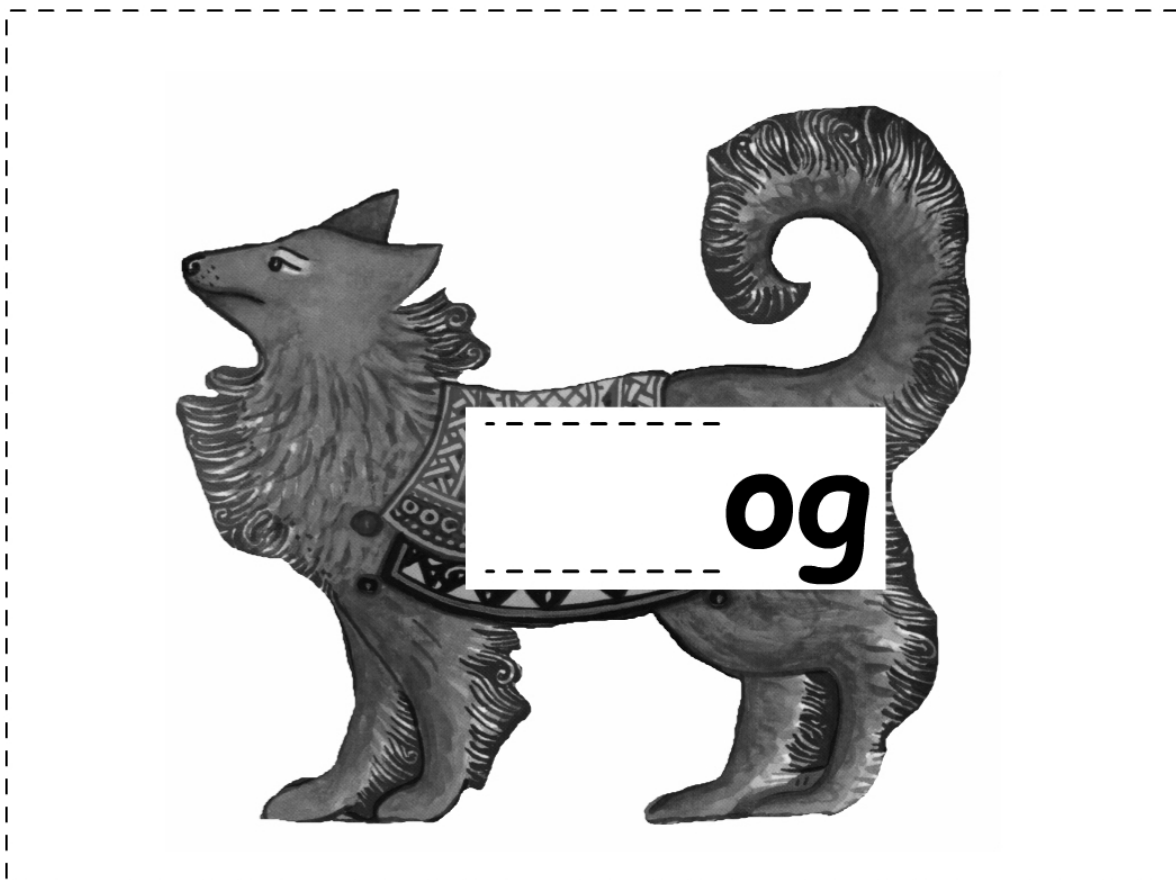
Teacher reads *Rooster's Night Out* by Martha Hamilton and Mitch Weiss. This tale from Cuba tells of Rooster who asked several others for help. They were not kind to Rooster. Finally the sun helped Rooster. All the characters in this chain story discovered how interconnected their actions were. Compare and contrast the themes of kindness in this story and *The Great Smelly, Slobbery, Small-Tooth Dog*.

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Name _____ Date _____

"Dog" Phonics



d f fr h i j l b

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Name _____ Date _____

Dog Bones Alphabet

Directions: Follow the dog bones from A to Z. Fill in the missing letters.

