

THE GREAT SMELLY, SLOBBERY, SMALL-TOOTH DOG

Pre-Kindergarten

Outcome:

Students will explore a British folktale and learn about kindness.

Materials:

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

Paper

Crayons

“Trace the Shapes” worksheet

“Dog” Phonics worksheet

Bag for collecting nature walk materials

Materials gathered on nature walk

Glue

Optional:

Cleveland, Rob. “The Ant and the Dove.” *The Bear, the Bat, and the Dove*. Atlanta: August House, 2006. 24-31.

INSTRUCTIONAL PLAN

Introductory Activity:

Materials:

Paper

Crayons

Directions:

Teacher:

- Asks students what ‘kindness’ means. (being thoughtful, considerate, gentle, and loving)
- Asks students to each share a story about being kind to someone else.
- Asks students to each share a story about a time when someone was kind in return.
- Asks students to each share stories or songs they know about kindness.
- Instructs students to draw pictures of people being kind to others (people or animals).

Teacher Reads Story:

Directions:

Teacher:

- Reads story to students.
- Shows illustrations for an extended period of time so that students can see the detail in each picture.
- Asks students, at appropriate times, to predict what will happen next.

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Questions for Assessing Students' Comprehension:

- Who are the characters in the story?
- How did the dog save 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?
- Why did the girl want to go home?
- The girl said that the dog was as sweet as a _____. What is a honeycomb?
- The dog was taking the girl home but changed his mind. Why did he change his mind?
- What did the dog do when they returned 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 the dog chose the girl when offered a treasure? What would you have chosen?
- 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 was in the form of a dog for most of the story?
- Was the dog kind to the girl?
- Was the girl kind to the dog?
- How does this story show that kindness is important?
- Name other stories that are similar to this story. Tell how they are similar.
- How is this story like *Beauty and the Beast*?

Follow Up Activities:

- **Kindness Counts**

Directions:

- Teacher asks students to tell how they would be kind in the following situations:
 - A new student joins the class.
 - A new teacher comes to work at your school.
 - You get a new puppy and your friend wishes that she could have a puppy.
 - You're playing a game and a classmate doesn't have anyone to play with.
 - Your friend forgets to bring his snack to school.
 - You see a student in your school who is crying.
 - Your friend spills water all over herself.
- With guidance from teacher and classmates, students roleplay the scenarios discussed.

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Follow Up Activities cont.:

• **Tactile Picture Walk**

Materials:

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

Directions:

Teacher leads students on a tactile picture walk through the story. On each page, teacher asks students how suggested elements would feel (e.g. dog's fur, fish, bird, goose, silken sheets, satin dresses, candles burning, etc.) and how different actions would feel (e.g. riding quickly on a dog's back with the wind in your hair, etc.).

• **Act It Out**

Directions:

- Teacher reviews story with students.
- Teacher divides the class into groups of three students.
- Teacher assigns each student in the group the role of the man, the dog, or the girl.
- Students practice acting out the story.
- Students act out their story productions for the class.

• **Trace the Shapes**

Materials:

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

“Trace the Shapes” worksheet

Crayons

Directions:

- Teacher reviews the illustrations and discusses the shapes of the banners on each page.
- Students complete the “Trace the Shapes” worksheet by tracing over the dotted lines to create the shapes.
- Teacher reviews the worksheets with students and helps students name the different shapes.
- Students identify objects in the classroom that are circles, rectangles, squares, diamonds, ovals, or crescents.

• **Phonics**

Materials:

“Dog” Phonics worksheet

Crayons

Directions:

1. Teacher reviews beginning sounds of words and tells students that the word ‘dog’ begins with the /d/ sound.
2. Students name each picture on the “Dog” Phonics worksheet and circle the pictures that begin with the /d/ sound.

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Extensions:

• **Nature Walk**

Materials:

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

Bag for collecting materials

Materials gathered on walk

Paper

Glue

Directions:

- Teacher reviews the book's illustrations with students and asks students what they see in the outdoor scenes.
- Teacher and students take a nature walk around the school and collect natural objects such as flowers, sticks, feathers, grass, leaves, and acorns.
- Students glue the objects collected onto paper to create a nature collage.

• **Compare and Contrast**

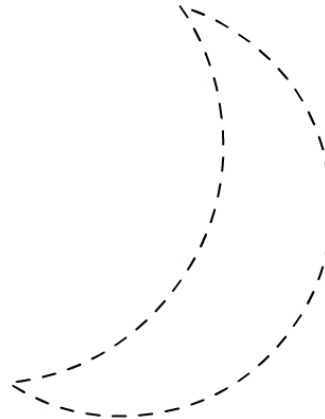
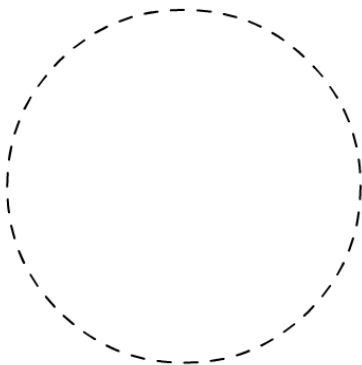
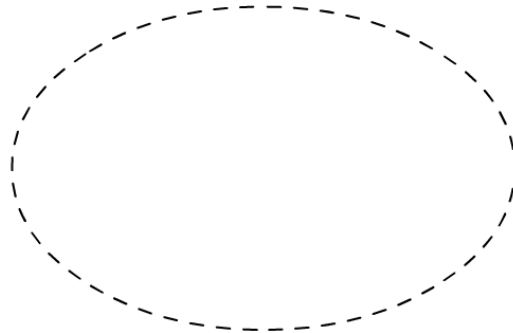
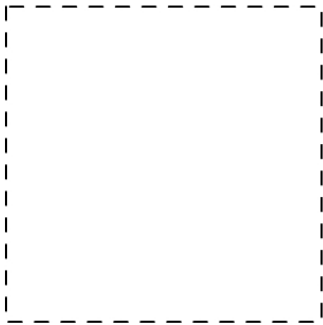
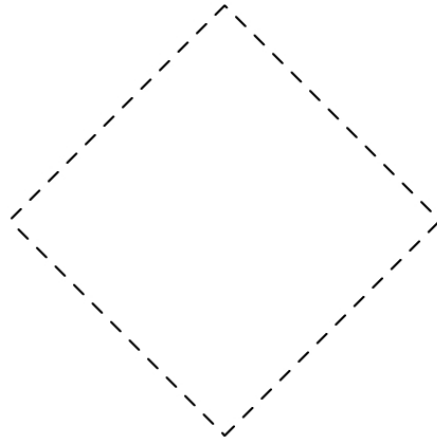
Teacher reads "The Ant and the Dove" on page 24 in *The Bear, the Bat, and the Dove* by Rob Cleveland. This tale tells of a dove who was kind to an ant in need of help. When the dove encountered difficulty, the ant returned the favor. Compare and contrast the theme of kindness in this story and in *The Great Smelly, Slobbery, Small-Tooth Dog*.

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Name _____ Date _____

Trace the Shapes



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Name _____ Date _____

"Dog" Phonics

Dd

