

Dog Daze

by Sara Holbrook

You think the sun spots are more bright?
The leashes are less tight?
Over the fence and down the street?



You think there's not a single chore?
That nothing is a bore?
Over the fence and down the street?

I'm bored with my back yard,
I'm two paws up and thinking hard.
Adventure sure smells sweet.
Over the fence and down the street.

Monday

- 1. Reading fluency:** Read, re-reread, listen to the author read. Text highlights E sounds, the second vowel in the alphabet. Basically, E is either a long E (pronounced ee, (as in *sweet*) or a short E, (pronounced eh as in *less*). A silent E (as in *more*) makes the vowel say its name. Point to a few examples of how the E is used and ask: Is this a long, short or silent E? **Fun fact:** E is the most used letter in the English language.
- 2. Content comprehension:** Ask: What is this text about? It is about a dog longing (a fancy word for wanting something a LOT!) to go over the fence and down the street. Ask students if they have ever felt this way. Did they recently have to quarantine or shelter in place? How did that make them feel? Discuss the adage, "The grass is always greener on the other side of the fence." Ask: why do we feel this way? What are some things you want that others have, like curly or straight hair, thinking one is better than the other?

Tuesday

- 3. Vocabulary words:** *Chore, bore, adventure*. Discuss the use of the words in context and practice reading again. Use research tools if necessary and come to a consensus about the word meanings.
 - *Chore* (n.) a job. Ask students if they have any chores and if they look forward to doing them.
 - *Bore* (n.) something uninteresting (but has a variety of meanings out of this context). Ask students to come up with ideas of boring things (stand back, this may be a long list). Share stories using the word in context to describe real world situations.
 - *Adventure* (n.) pretty much the opposite of a bore: something unusual or exciting. Ask for examples of adventures the students may have participated in. What would make a fun adventure? Going to the moon? Share dreams and stories of adventures using the word and other parts of speech [*adventurer* (n.), *adventured* (v.), *adventures* (n.)].

4. **Share Sheet:** Distribute Share Sheets. Then read them aloud and review the discussion ideas.

Discussion ideas:

1. Do you ever think that the grass is greener on the other side of the fence? Would you like to go on an adventure? Trade ideas.
2. Say the words SMELLS SWEET 3 times. This poem has a lot of questions. Make sure you use your questioning voice.

Wednesday

5. **Social-emotional learning lesson:** Journal entry about 4-5 minutes. Students may choose from below:

- Why might you think it is more exciting on the other side of the fence?
- Where would you go if you were let loose? What kind of adventure would you go on?
- Draw a picture of an adventure. Add a caption.
- After writing, ask students to read their writing aloud. Some options:
 - everyone reads aloud at the same time (a seat symphony)
 - read one line of their writing aloud
 - read what they have written to a partner

Thursday

6. **Literary terms and writing conventions:**

Dog Daze uses a refrain line, a repeated phrase. This term is common in poetry and in music. Repetition in prose is often used in persuasive writing.

7. **Quick Write:** Share the mentor text sample and discuss briefly. Co-construct a short prose text that incorporates a refrain line. Ask students to follow directions on the slides.

- Working with a partner, think of an adventure you would like to go on. Write a piece of text using one detail about that adventure as a **refrain**.
- **Reminder:** A **refrain** is a repeated word or phrase used to show what the writer thinks is important. Refrains can be used to persuade a reader to action.
 - Make a list of at least 5 details about your adventure.
 - Pick one to use as a refrain.
 - Use the other details to fill in.

Sample:

Adventure: Camping

Details:

Sleeping bags	In the woods
Campfire	Fresh air
Tent	Hiking boots

Version 1:

Let's go camping! **In the woods**, there's plenty of fresh air. We'll have fun singing around the campfire blazing **in the woods**. After hiking, we'll curl up in our sleeping bags in our tent. Adventure awaits **in the woods**.

Friday

8. **Audio Challenge:** Ask students to choose from options on the slide.

- Record yourself reading the text *Dog Daze* on your own or with a partner. This poem has repetition. Vary your voice on each repeated line.
- Record yourself reading your journal entry.
- Record your quick write alone or with a partner.
- Rehearse and share!