

Harry the Dirty Dog

Pre-K
Literacy
Units



Pre-K Literacy Units

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Overview of a Week

Pre-K Literacy Units				
Unit: 3 Week 1		If You Give a ...		
Lesson One		Lesson Three	Lesson Four	Lesson Five
Unit Big Idea: Students will listen and explore winter. Unit 3 Standard Objective: I can retell stories with many details about characters, events and storylines. Week Theme: Retell Main Close Read Text: If You Give a Mouse a Cookie by Laura Numeroff Literacy Skill Focus Standard: Comprehends and Responds to Books (RL.K.2) Essential Questions: Who is the main character in the text? What is the setting? Week "I can statements": • I can identify the characters within the book. "I can state the setting." Story Elements: Characters, Setting Phonological Awareness: Rhyming Vocabulary: excited, mustache, sign (v.)		Oral Language: Discriminate and recognize vocabulary pictures in realistic and fiction formats. Use the included "Around the House" vocabulary cards 1-6. Display the card and ask students to repeat the word. Hold up the card and ask students to match the card to "real life". Example: Have a student take the card to the door or desk. Phonological Awareness: Listen and chant the poem chorally. Introduce the poem and read/chant it chorally 2-3 times. Have students add expression and hand gestures. Print Awareness: Understand book handling. Hold up the book, If You Give a Mouse a Cookie upside down, backwards and open. Ask students to determine how best to hold the book. Ask students to demonstrate proper holding. Reader's Workshop (Close Read): Students will listen to the read aloud for enjoyment. Build an interest in the topic and expand their prior knowledge. Display the book cover and read the title. Ask students to think about what the text will be about. Tell the students that this book is a predictable book which means they will get to guess what happens next. State the week's essential question for the students to ponder. Read the text "cold" with minimal stopping while reading. Independent Hands-On Application: "Capture THIS and THAT" Whole-Body: Students will practice jumping forward and back. State the statement and if the statement is true, students will jump forward. If the statement is false, students will jump back. Example: mouse wanted an apple. The Arts: Students will practice the song Who Took the Cookie? Movement and dance song. View the song here .	Oral Language: Expand vocabulary by using additional context words. Use the "Around the House" vocabulary cards. Ask students questions like, "How do we get through the door?" (open) "What do in a kitchen?" (eat) What do we do at a desk?" (color) As a group act out these motions: eat, color, open, etc. Phonological Awareness: Recognize rhyming words. Read the poem. Use the included rhyming cards to generate additional rhyming pairs. Have students match the pairs on a pocket chart. Print Awareness: Understand concepts of directionality. Turn to pages 17-18. Ask students to find the crayon that they are able to read the best (orange crayon). Discuss directionality on objects as well in books. Call up students to show how to hold up the crayon to best read them. Reader's Workshop (Close Read): Students will retell the story. (Choose from the following.) 1. Use the included retell cards. Have students retell the story from the beginning to the end on a pocket chart. 2. Gather the following and place them in a basket: tape, pillow, pen, straw, napkin, scissors, book, milk, broom, paper. Have the students retrieve items from the basket and line them up on the carpet to show the beginning to the ending of the story. 3. Create retell necklaces. Students will color the pictures and cut. 4. Interact with the retell stick and pieces. Independent Hands-On Application: "Search and Find" Whole-Body: Students will balance a "cookie" on their heads. Choose between using bean bags or the included cookie cards. Students will balance their cookie on their head. Make the task trickier by having students walk with the cookie. The Arts: Students will complete the torn paper cookie craft. Option: water color mouse and cookie.	Oral Language: Follow one and two step directions using vocabulary. Use the "Around the House" vocabulary cards. Call out commands for a student to retrieve one or two items (pictures). Example: "Johnny, go get me the desk card and the bathroom card." Option: have students give the commands. Phonological Awareness: Recognize rhyming words. Read the poem. Have students complete the rhyming emergent reader. Print Awareness: Understand words around me. Save a milk carton from home or school along with a cookie package or printed label. Have students search for the words on the labels. Add the labels to the "We Can Read" environmental print board. Reader's Workshop (Close Read): Students will show comprehension of the story and learning. 1. Who was our story about? Where did the story take place? 2. Retell the story using the retell bag and matching cards. 3. Review the vocabulary words from the week (sign, excited and mustache). Have students show the action for each word. 4. Interact with the retell stick and pieces. 5. Create retell hats. Use the included mouse templates and retell pieces. Assessment: Weekly assessment (optional) Whole-Body: Students will practice peer to peer interaction. Pass out the cookie and mouse cards. Students will move about to find a match (cookie and mouse). Complete this 4-5 times. Students will transition safely each time. The Arts: Students will act out the story using their masks and props.

A closer look at the lesson plans: The lesson plans for the ENTIRE week are found on a two page spread. This will greatly ease an overabundant use of paper. You will be able to place the lesson plans in a three-ring binder and lay it open flat to view your entire week. Also, the lesson plans can be read "word-by-word." You will not need to retype up your lesson plans.

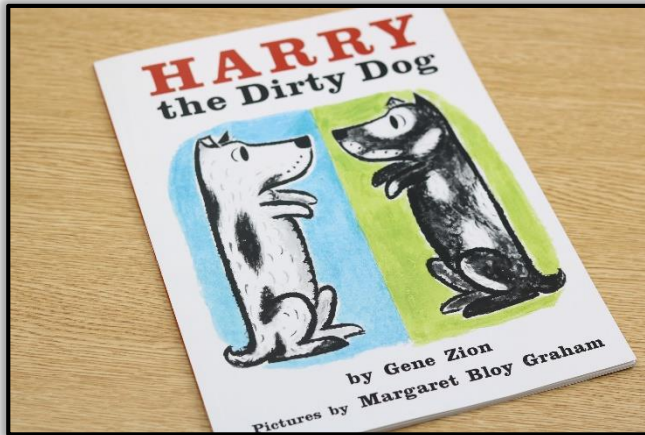
Along the left hand side will be your "guide" for the week. You'll find all your big ideas, standards, focuses, and texts there.

Overview of a Week

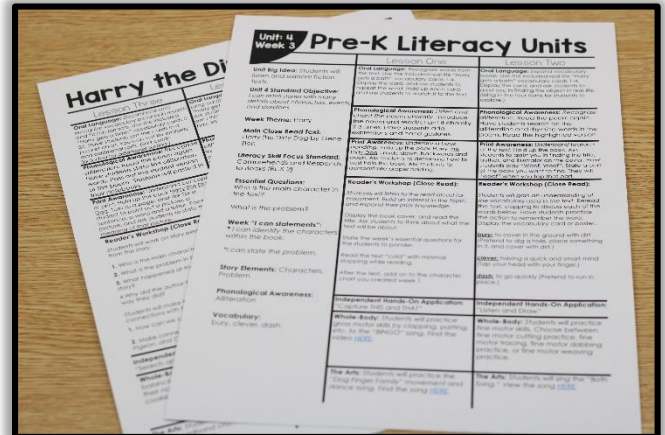
Below is a quick overview of how each week will be set up. You will notice that you might see more than you can squeeze into one day. That is okay and what is best about Pre-K Literacy. Literacy is made with the teacher in mind; pick and choose from the material for what your students need.



A closer look at the additional resources: Each week you will receive all necessary materials to teach the content. You will have three sets of vocabulary cards to choose from. Each week there will be the weekly poem, poem retelling pieces, and word strips to build the poem. Any blackline masters for independent practice will be included as well. Each week there will also be an optional skill check and a craft for students.



Read Aloud



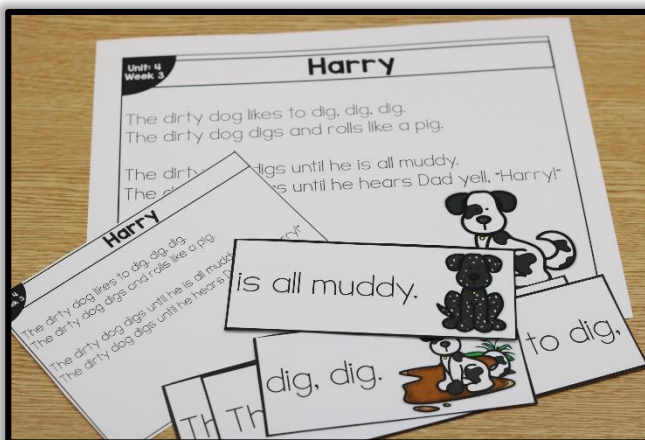
5 days of scripted lesson plans each week



Weekly vocabulary cards (3 sizes)



Weekly Story Element Posters



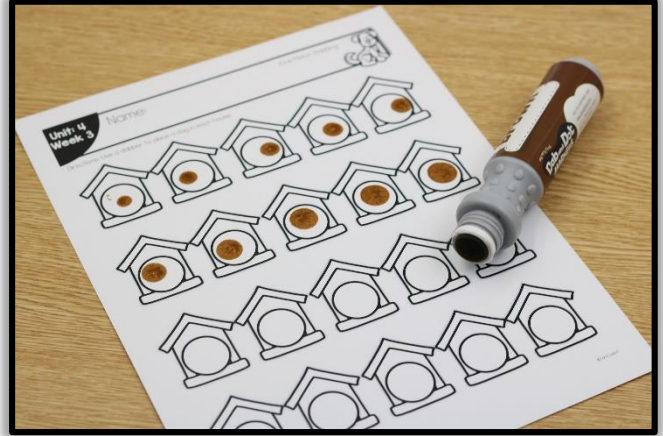
Weekly Poem (4 versions)



"Real Life" Vocabulary Cards



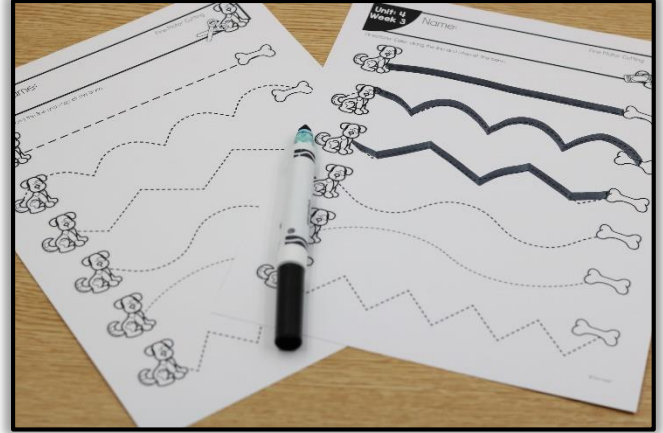
Alliteration Cards & Emergent Reader



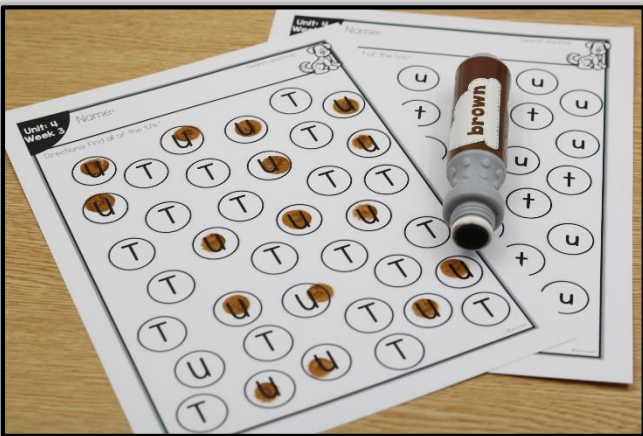
Fine Motor Dabbing



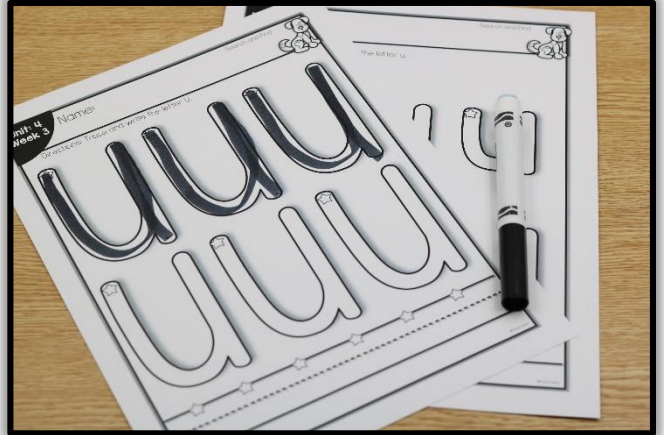
Retell Mask



Fine Motor Sheets



Letter Dabbing Sheets



Letter Writing Sheets



Craft

<div> Unit: 4 Week 3 </div> <h1>Pre-K Literacy Units</h1>		
	Lesson One	Lesson Two
<p>Unit Big Idea: Students will listen and explore fiction texts.</p> <p>Unit 4 Standard Objective: <i>I can retell stories with many details about characters, events, and storylines.</i></p> <p>Week Theme: Harry</p> <p>Main Close Read Text: Harry the Dirty Dog by Gene Zion</p> <p>Literacy Skill Focus Standard: Comprehends and Responds to Books (RL.K.2)</p> <p>Essential Questions: Who is the main character in the text? What is the problem?</p> <p>Week "I can statements": <i>* I can identify the characters within the book.</i> <i>* I can state the problem.</i></p> <p>Story Elements: Characters, Problem</p> <p>Phonological Awareness: Alliteration</p> <p>Vocabulary: bury, clever, dash</p>	<p>Oral Language: <i>Recognize words from the text. Use the included real life "Harry gets a bath" vocabulary cards 1-4. Display the card, and ask students to repeat the word. Hold up each card, and ask students to match it to the text.</i></p>	<p>Oral Language: <i>Expand vocabulary words. Use the included real life "Harry gets a bath" vocabulary cards 1-4. Display the card, and ask students to assist you in finding the object in real life. (Bring in the four items for students to explore.)</i></p>
	<p>Phonological Awareness: <i>Listen and chant the poem chorally. Introduce the poem and read/chant it chorally 2-3 times. Have students add expressions and hand gestures.</i></p>	<p>Phonological Awareness: <i>Recognize alliteration. Read the poem again. Have students search for the alliteration and rhyming words in the poem. Read the highlighted version.</i></p>
	<p>Print Awareness: <i>Understand book handling. Hold up the book, <u>Harry the Dirty Dog</u>, upside down, backwards and open. Ask students to determine how to best hold the book. Ask students to demonstrate proper holding.</i></p>	<p>Print Awareness: <i>Understand features of the text. Hold up the book. Ask students to assist you in finding the title, author, and illustrator on the cover. Have students play "Woof, Woof." State a part of the book you want to find. They will "woof" when you tap that part.</i></p>
	<p>Reader's Workshop (Close Read): <i>Students will listen to the read aloud for enjoyment. Build an interest in the topic, and expand their prior knowledge.</i> Display the book cover, and read the title. Ask students to think about what the text will be about. State the week's essential questions for the students to ponder. Read the text "cold" with minimal stopping while reading. After the text, add on to the character chart you created week 1.</p>	<p>Reader's Workshop (Close Read): <i>Students will gain an understanding of the vocabulary used in the text. Reread the text, stopping to discuss each of the words below. Have students practice the action to remember the word. Display the vocabulary card or poster.</i> <u>bury:</u> to cover in the ground with dirt (Pretend to dig a hole, place something in it, and cover with dirt.) <u>clever:</u> having a quick and smart mind (Tap your head with your finger.) <u>dash:</u> to go quickly (Pretend to run in place.)</p>
	<p>Independent Hands-On Application: "Capture THIS and THAT"</p>	<p>Independent Hands-On Application: "Listen and Draw"</p>
	<p>Whole-Body: <i>Students will practice gross motor skills by clapping, patting, etc. to the "BINGO" song. Find the video HERE.</i></p>	<p>Whole-Body: <i>Students will practice fine motor skills. Choose between fine motor cutting practice, fine motor tracing, or fine motor dabbing practice.</i></p>
	<p>The Arts: <i>Students will practice the "Dog Finger Family" movement and dance song. Find the song HERE.</i></p>	<p>The Arts: <i>Students will sing the "Bath Song." View the song HERE.</i></p>

Harry the Dirty Dog

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Unit: 4
Week 3

Lesson Three	Lesson Four	Lesson Five
<p>Oral Language: <i>Discriminate and recognize vocabulary pictures in realistic and fiction formats. Use the included "Harry gets a bath" vocabulary cards 5-20. Have students sort the cards in a pocket chart. You can sort by similarity and additional sorts. (Sort cards included for additional sorting.)</i></p>	<p>Oral Language: <i>Expand vocabulary by using additional context words. Use the "Harry gets a bath" vocabulary cards. Ask students questions like, "Which card am I thinking? We use this to brush our hair. We use this to clean the dirt off."</i></p>	<p>Oral Language: <i>Follow one and two step directions using vocabulary. Give students commands on which cards to grab. "Grab the soap and the comb for me."</i></p>
<p>Phonological Awareness: <i>Recognize alliteration. Read the poem again. Have students state the alliteration words. Pass out the student version of the poem. Students will paste it in their notebooks.</i></p>	<p>Phonological Awareness: <i>Recognize alliteration. Read the poem. Use the included alliteration cards to generate new alliteration phrases. For example, "Dad digs and gets dirty."</i></p>	<p>Phonological Awareness: <i>Recognize alliteration. Read the poem. Have students complete the alliteration emergent reader.</i></p>
<p>Print Awareness: <i>Understand concepts of print. Hold up the book <u>Harry the Dirty Dog</u>. Turn to a page, and ask for a student to point out a picture, a sentence, a word and a letter. Point to a picture, and ask students to state the meaning of that picture.</i></p>	<p>Print Awareness: <i>Understand concepts of using illustrations. Flip through the book and read the words found in the text that assist in understanding. For example, on pages 4-5, the buckets read, "Tar" and the sign says, "Do not cross."</i></p>	<p>Print Awareness: <i>Understand words in context. Introduce students to additional words from within the text they might not be aware of: railroad, strange, flop-flipped, suddenly, furiously, etc.</i></p>
<p>Reader's Workshop (Close Read):</p> <p><i>Students will work on story elements from the story.</i></p> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the problem in the story? 3. What happened at the end of the story? 4. Why did the author title the book the way they did? <p><i>Students will make text-to-text connections with the text.</i></p> <ol style="list-style-type: none"> 1. How can we connect with Harry? 2. Make connections between Harry, Pigeon, and Olivia. 	<p>Reader's Workshop (Close Read):</p> <p><i>Students will work on skills specific to the text and make text-to-text connections.</i></p> <p><i>"Boys and girls, I want us to look back through the book and see how the illustrations help us learn more about Harry. Do the illustrations and pictures tell the story as much as the words do?"</i></p> <p><i>"Today I want us to read another Harry book and see if we notice the same types of features we found in this book. Let's get started!" (Read an alternate Harry book you have on hand.)</i></p>	<p>Reader's Workshop (Close Read):</p> <p><i>Students will show comprehension of the story and learning.</i></p> <ol style="list-style-type: none"> 1. Who was our story about? Retell the story. 2. Review the vocabulary words from the week. Have students show the action for each word. 3. Review the vocabulary in a "real-life" way. Ask students to apply the words in everyday life. Ask, "What is another word for clever? What makes us dash to another place?"
<p>Independent Hands-On Application:</p> <p>"Search and Find"</p>	<p>Independent Hands-On Application:</p> <p>"Search and Find"</p>	<p>Assessment:</p> <p>Weekly assessment (optional)</p>
<p>Whole-Body: <i>Students will practice balancing dog bone cookies on their nose. You can view similar cookies HERE.</i></p>	<p>Whole-Body: <i>Students will practice making transitions like Harry. Have the students crawl on all floors as they make transitions throughout the day.</i></p>	<p>Whole-Body: <i>Students will practice peer-to-peer interactions. Have students turn and talk to partners about if they like to take baths and why or why not.</i></p>
<p>The Arts: <i>Students will complete the Harry headband craft. Option: Watercolor Harry.</i></p>	<p>The Arts: <i>Students will color and create their masks for tomorrow's play.</i></p>	<p>The Arts: <i>Students will act out the story using their masks and props.</i></p>

Unit 4 - Week 3 Additional Resources

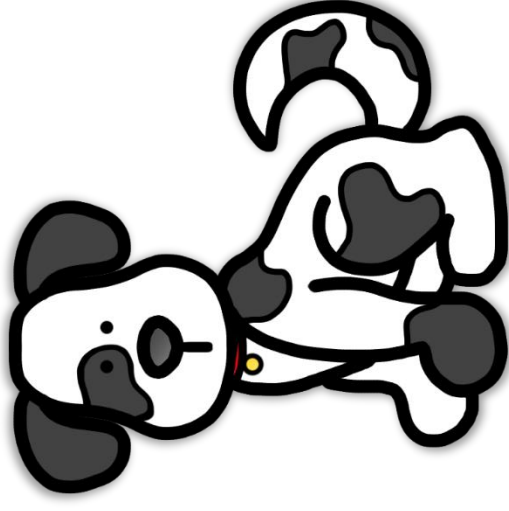
Harry

The dirty dog likes to dig, dig, dig.

The dirty dog digs and rolls like a pig.

The dirty dog digs until he is all muddy.

The dirty dog digs until he hears Dad yell, "Harry!"



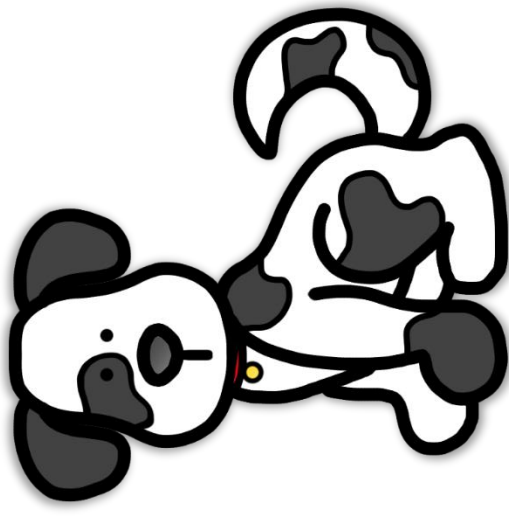
Harry

The dirty dog likes to dig, dig, dig.

The dirty dog digs and rolls like a pig.

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Harry

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The dirty dog digs and rolls like a pig.

The dirty dog digs until he is all muddy.

The dirty dog digs until he hears Dad yell, "Harry!"



©Tara West

Harry

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The dirty dog digs and rolls like a pig.

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The dirty dog digs until he hears Dad yell, "Harry!"



©Tara West

The dirty dog likes to dig,

dig, dig.



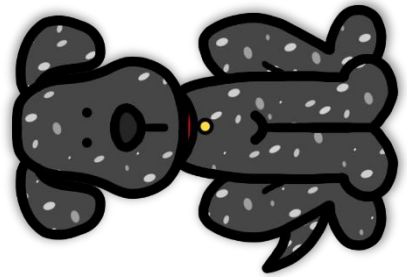
The dirty dog digs and

rolls like a pig.



The dirty dog digs until he

is all muddy.



The dirty dog digs until he

hears Dad yell, "Harry!"





dig



dog



dirty

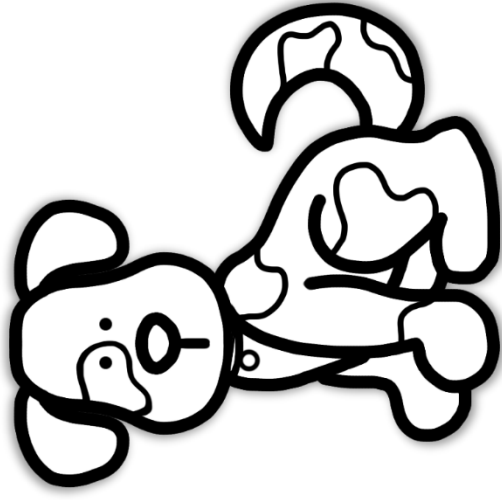
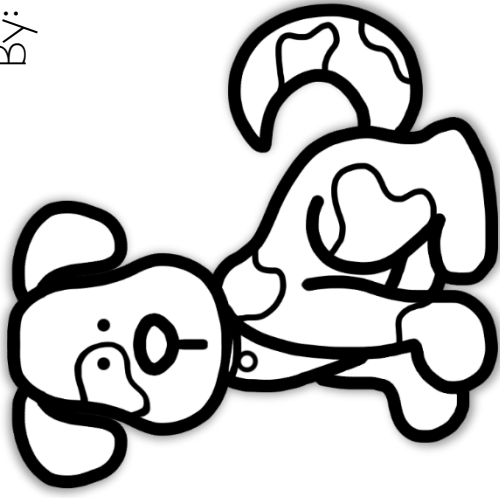


Dad

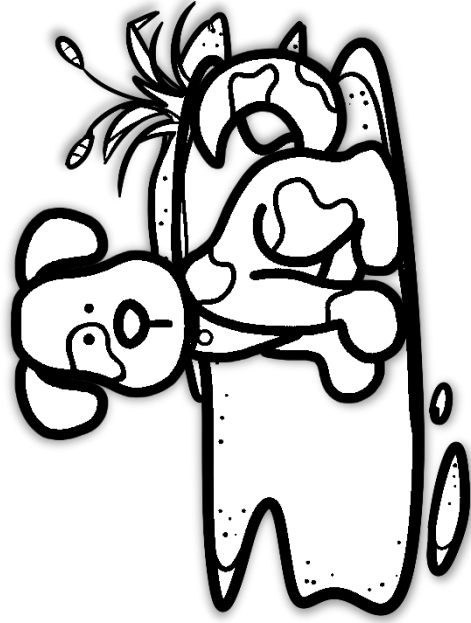


Harry

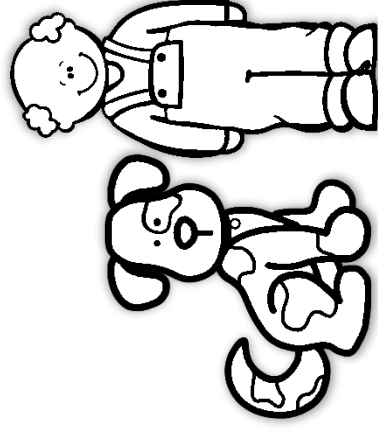
By: Tara West



Harry is a **dog**.



Harry is **dirty**.



Harry sees **Dad**.



bury



clever



dash



bury



clever



dash



bury



clever



dash

bury



cover in the ground with dirt

clever



quick and smart mind

dash



to go quickly



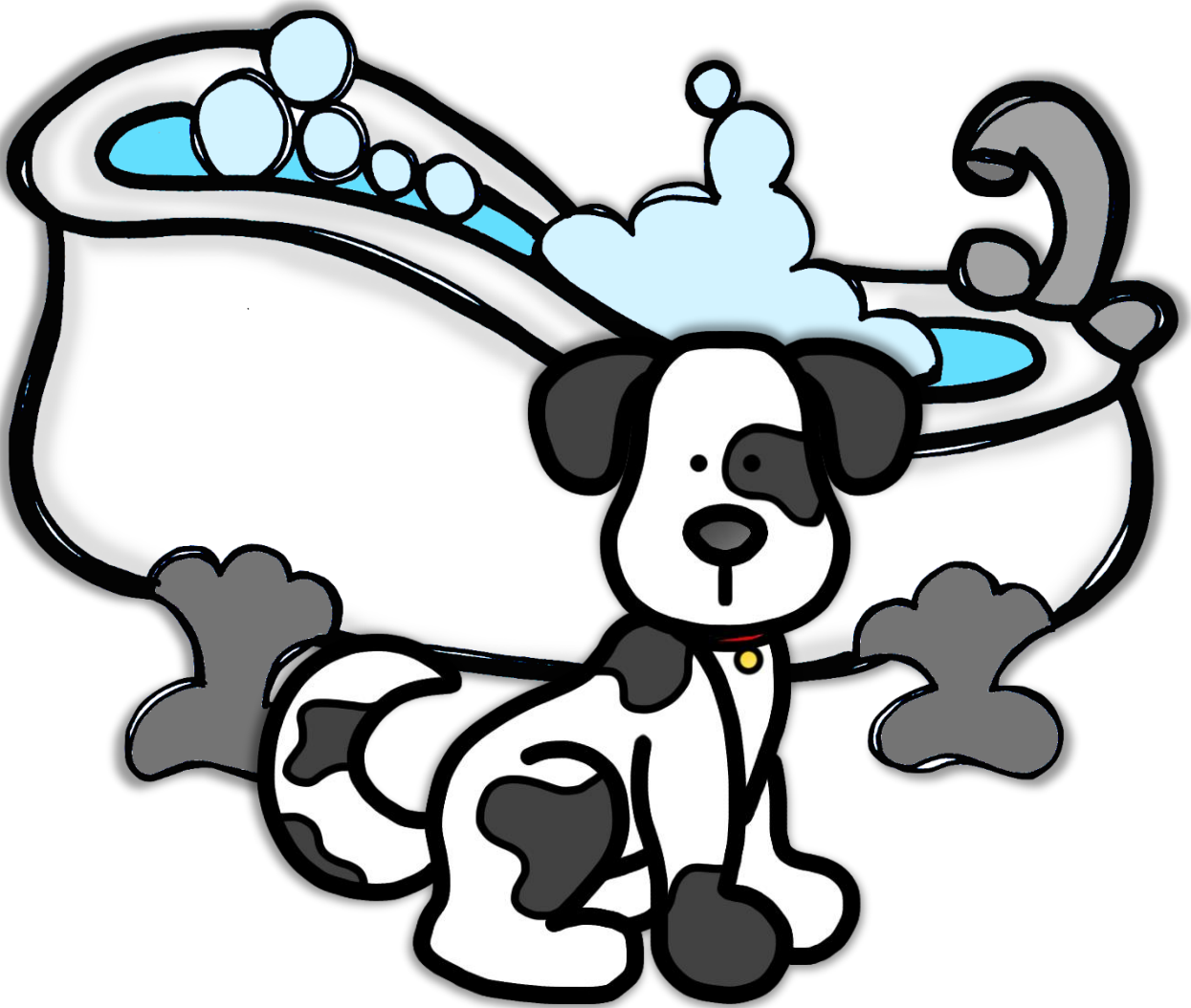
Harry

Character



Harry

Solution



Problem



Card #1



soap



Card #2



bathtub



Card #3



scrub brush



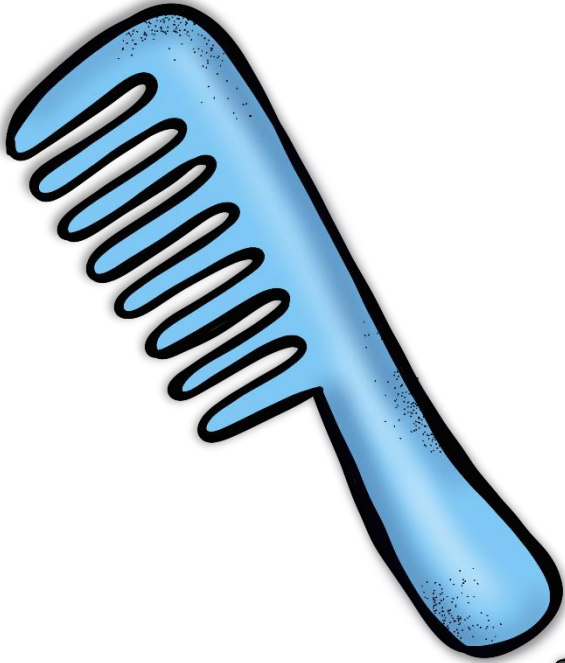
Card #4



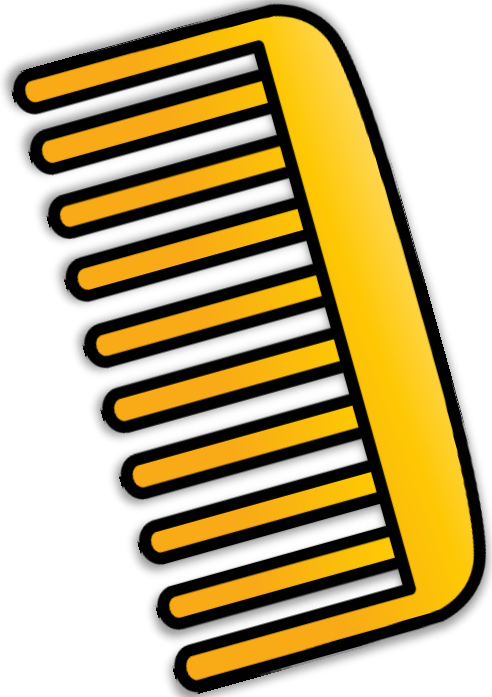
comb



Card #5



Card #6



Card #7



Card #8



Card #9



Card #10



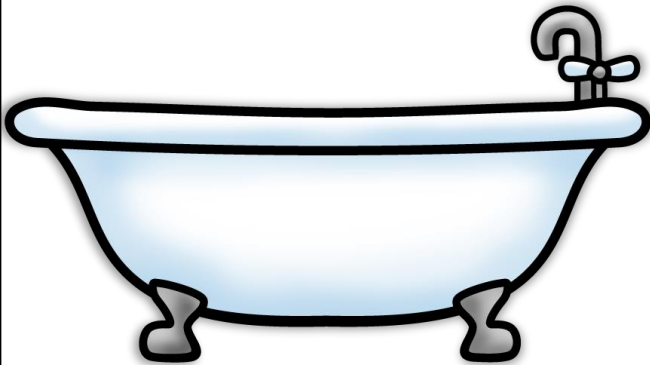
Card #11



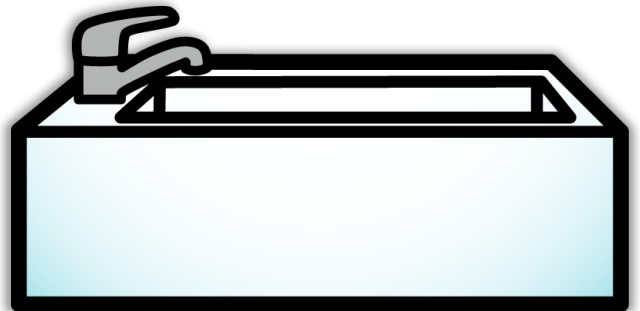
Card #12



Card #13



Card #14



Card #15



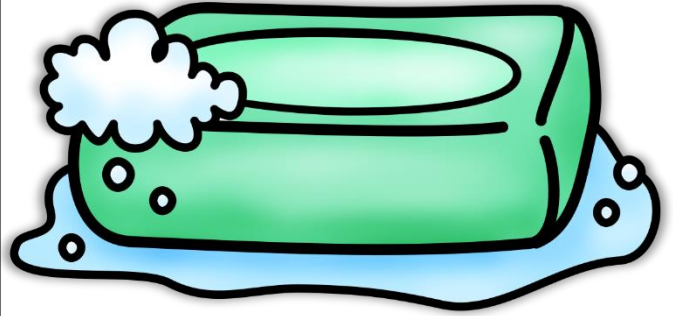
Card #16



Card #17



Card #18



Card #19



Card #20



soap



bathtub

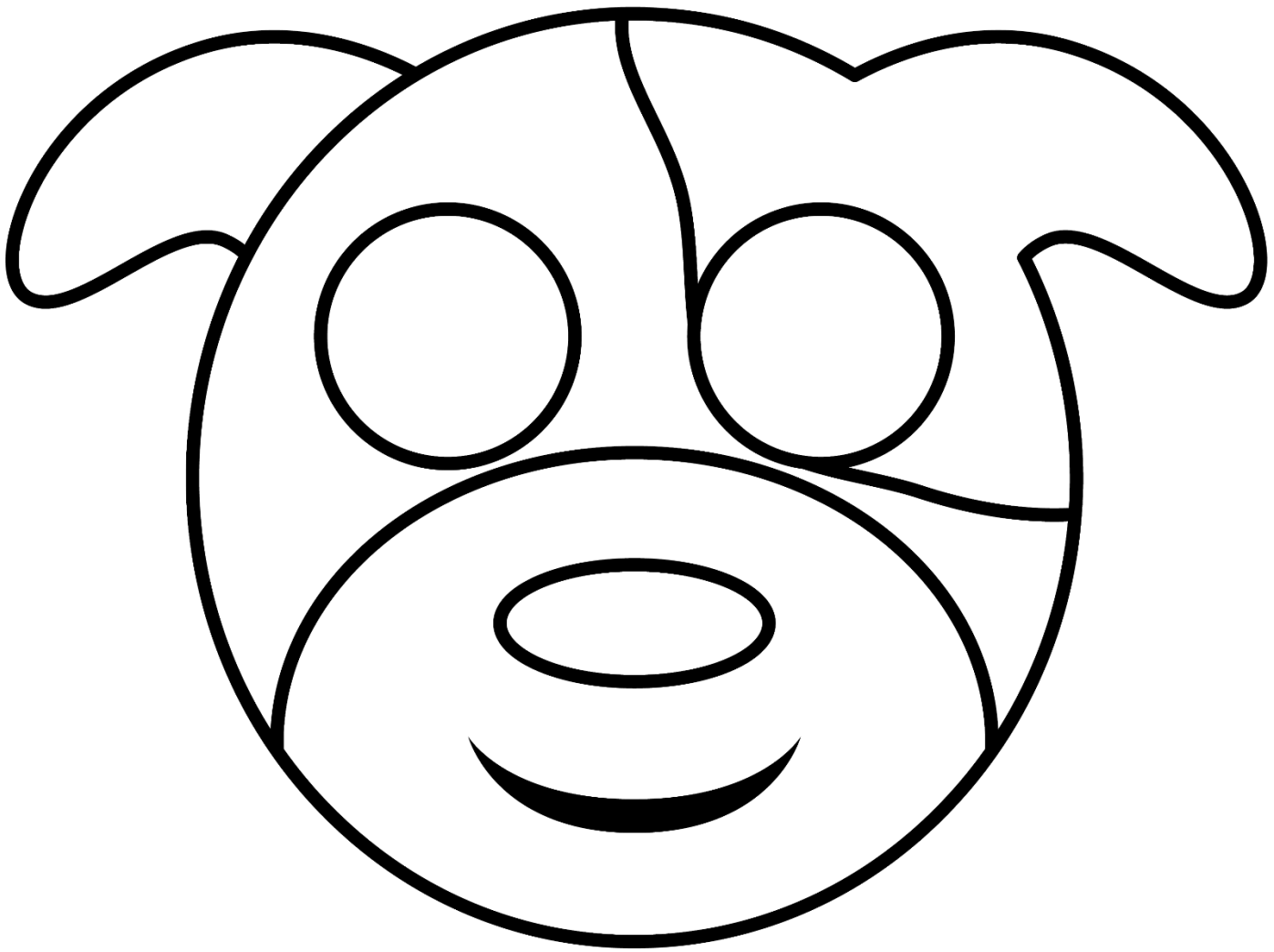


scrub brush



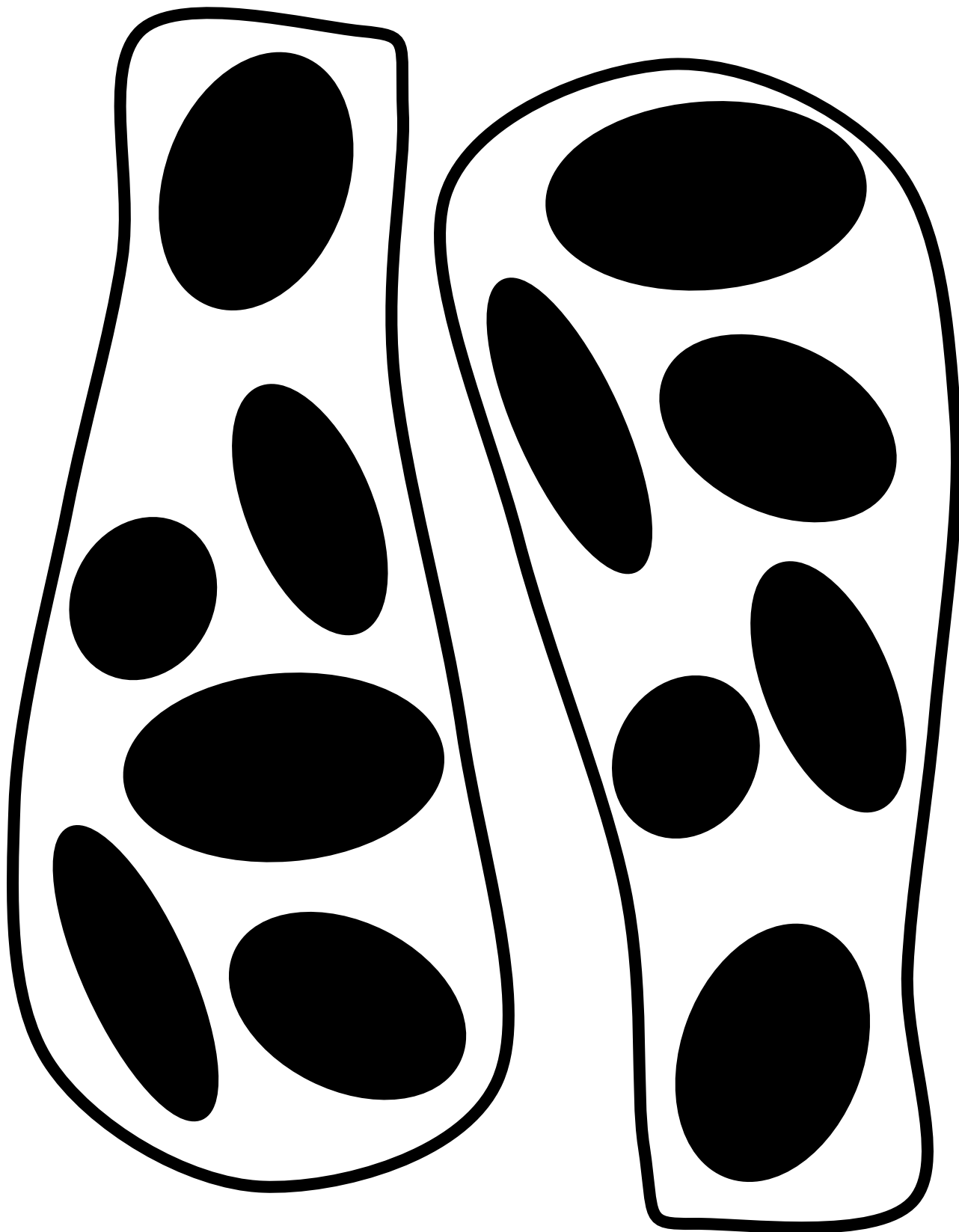
comb

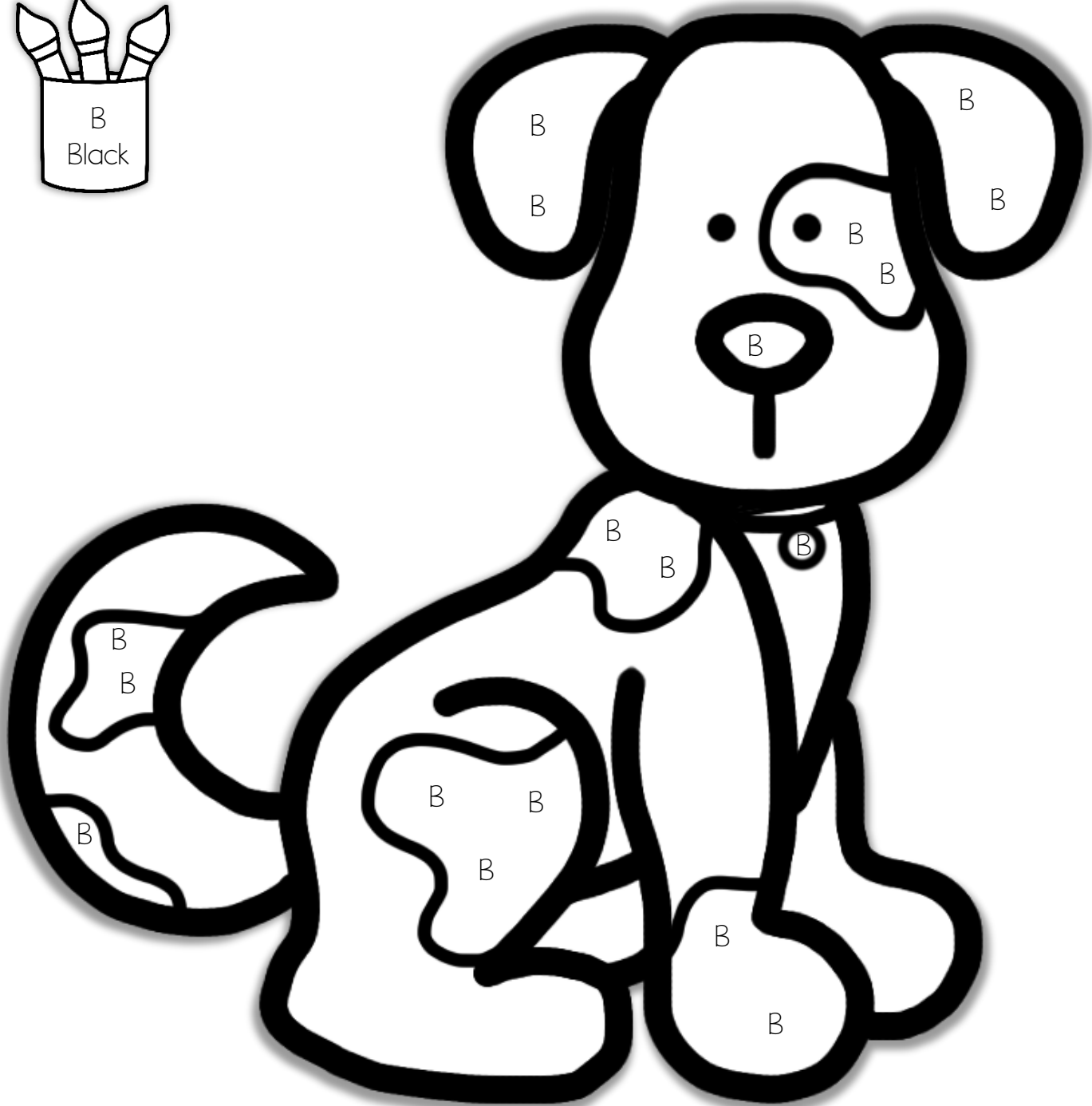




Harry Headband Craft

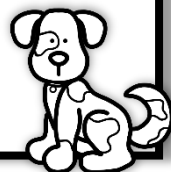
Ears- print on white





Name: _____

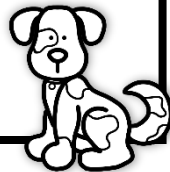
Capture This and That



Directions: Illustrate Harry before and after his bath.

Name: _____

Capture This and That



Directions: Illustrate Harry before and after his bath.

Name: _____



Directions: Illustrate Harry before and after his bath.

Unit: 4
Week 3

Name: _____

Listen and Draw



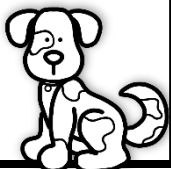
Directions: Illustrate a dog **burying** something and dog **dashing**.

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Unit: 4
Week 3

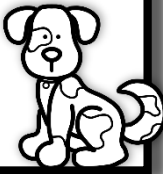
Name: _____

Listen and Draw

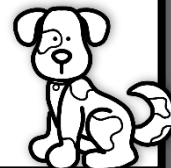


Directions: Illustrate a dog **burying** something and dog **dashing**.

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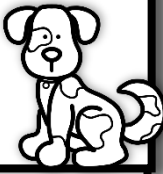
Directions: Illustrate a dog **burying** something and dog **dashing**.



Directions: Illustrate the main characters in the text.



Characters



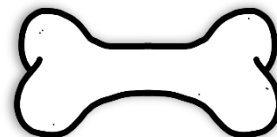
Directions: Illustrate the problem in the text.



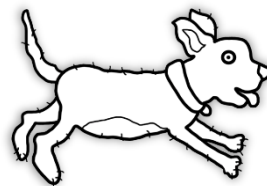
Problem

A large, empty rectangular box with a thick black border, intended for a student to draw an illustration related to the 'Problem' text.

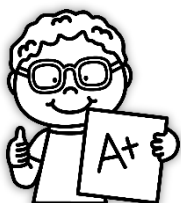
Which picture shows something a dog would bury?



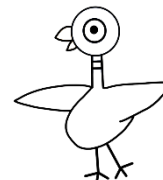
Which picture shows a dog dashing?



Which picture shows someone who is clever?

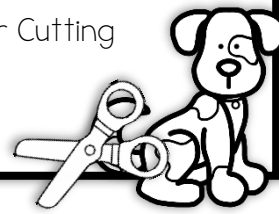


Which picture shows a character from the story?

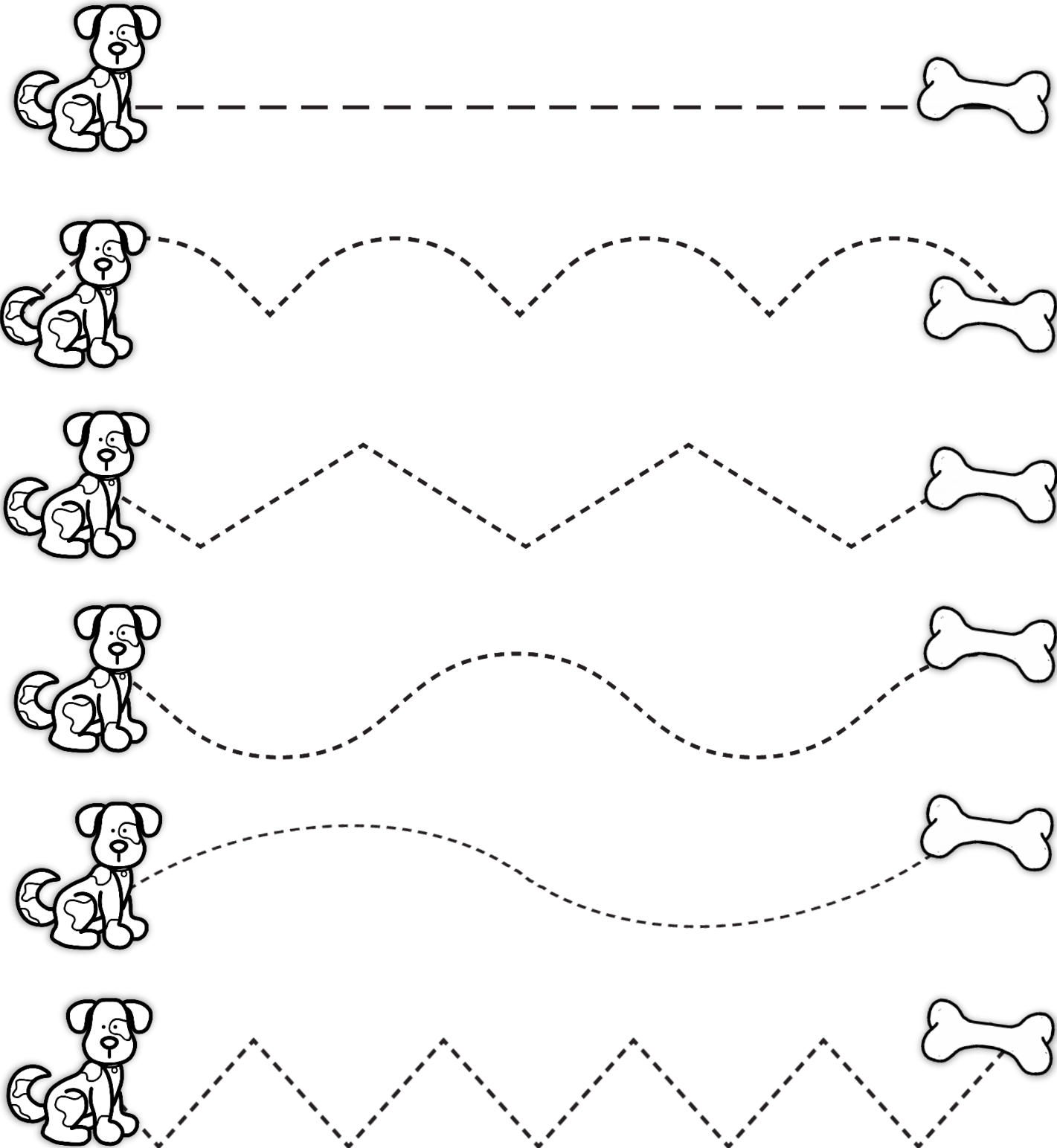


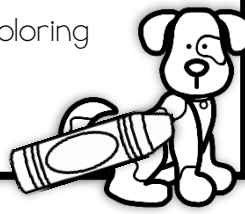
Which picture shows the solution in the story?



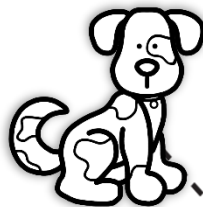
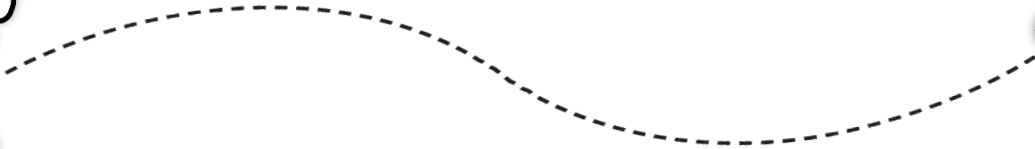
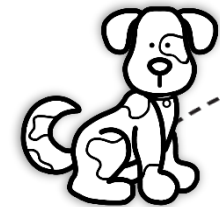
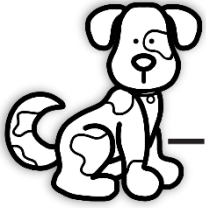


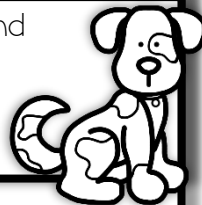
Directions: Cut along the line and stop at the bone.



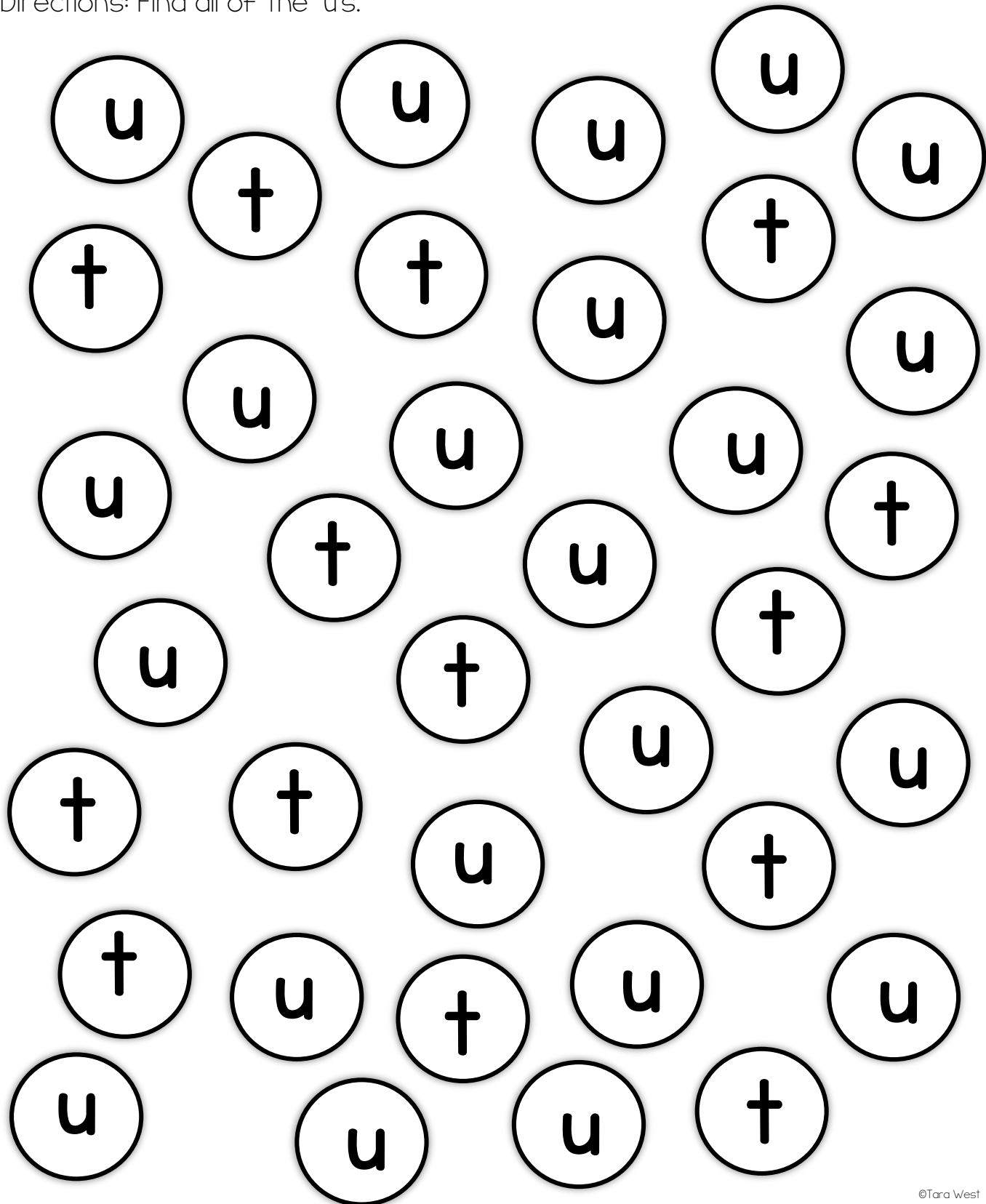


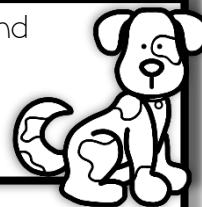
Directions: Color along the line and stop at the bone.



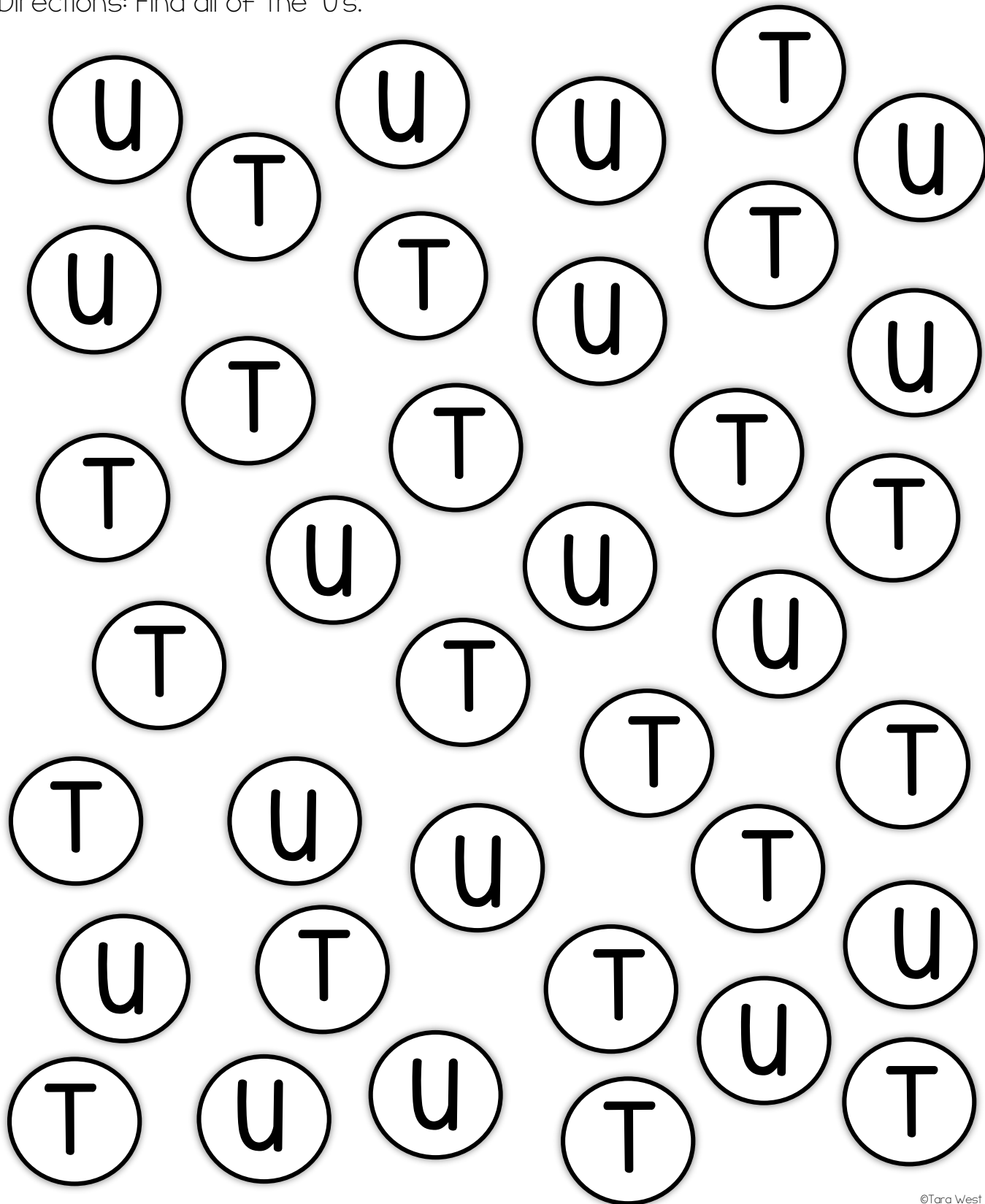


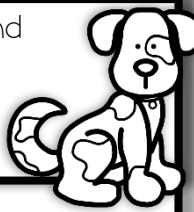
Directions: Find all of the "u's."



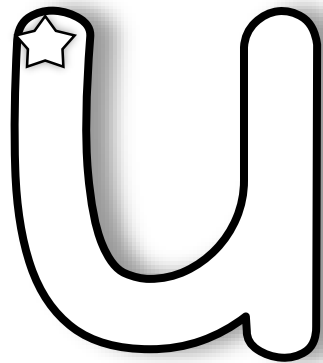
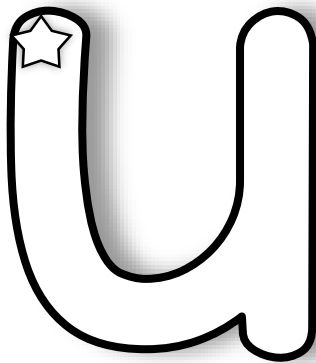
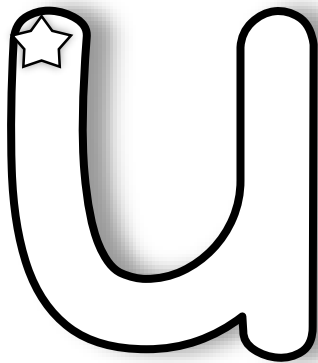
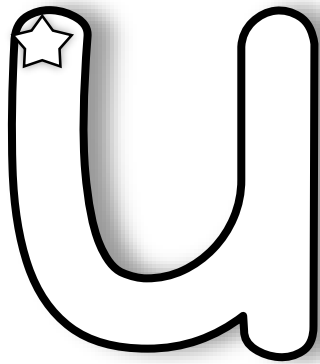
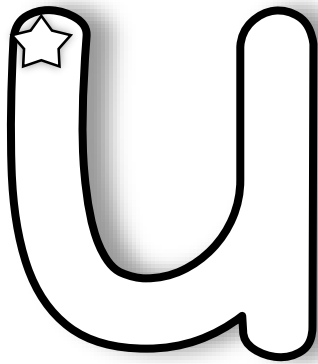
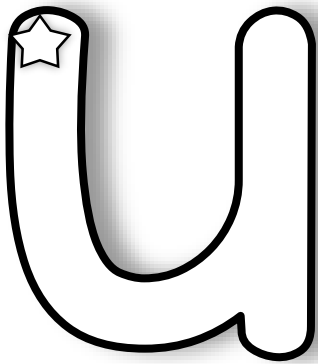


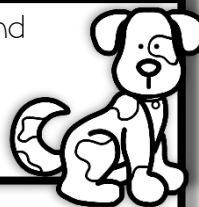
Directions: Find all of the "U's."



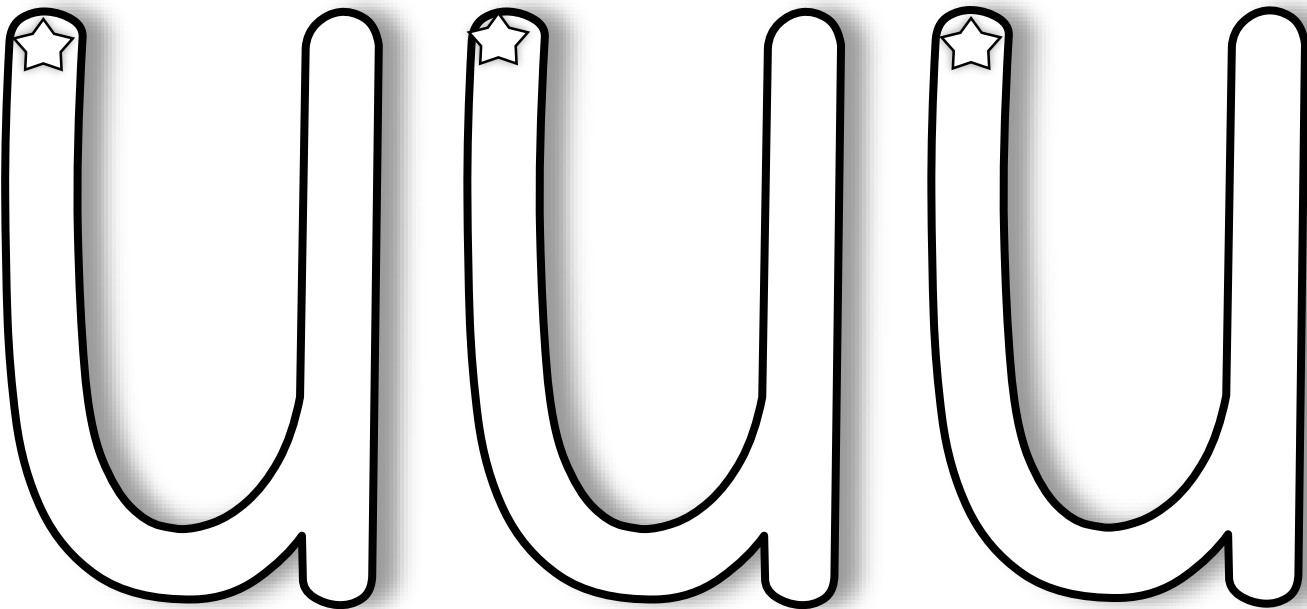
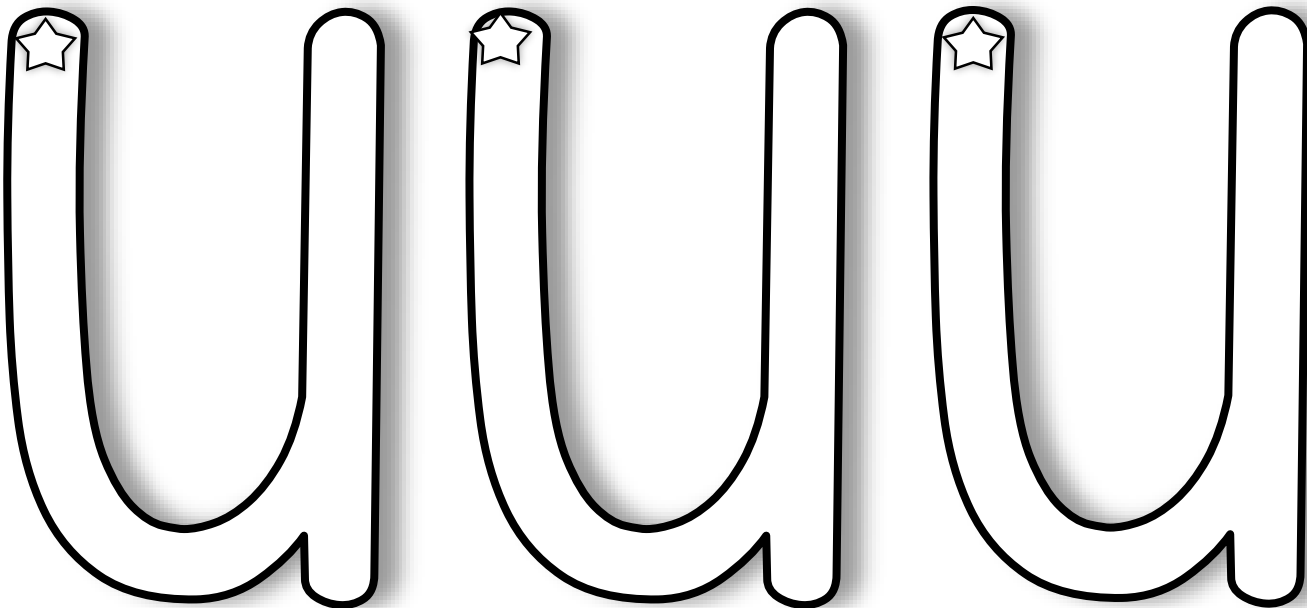


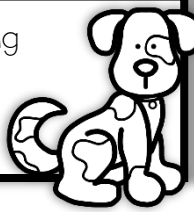
Directions: Trace and write the letter u.



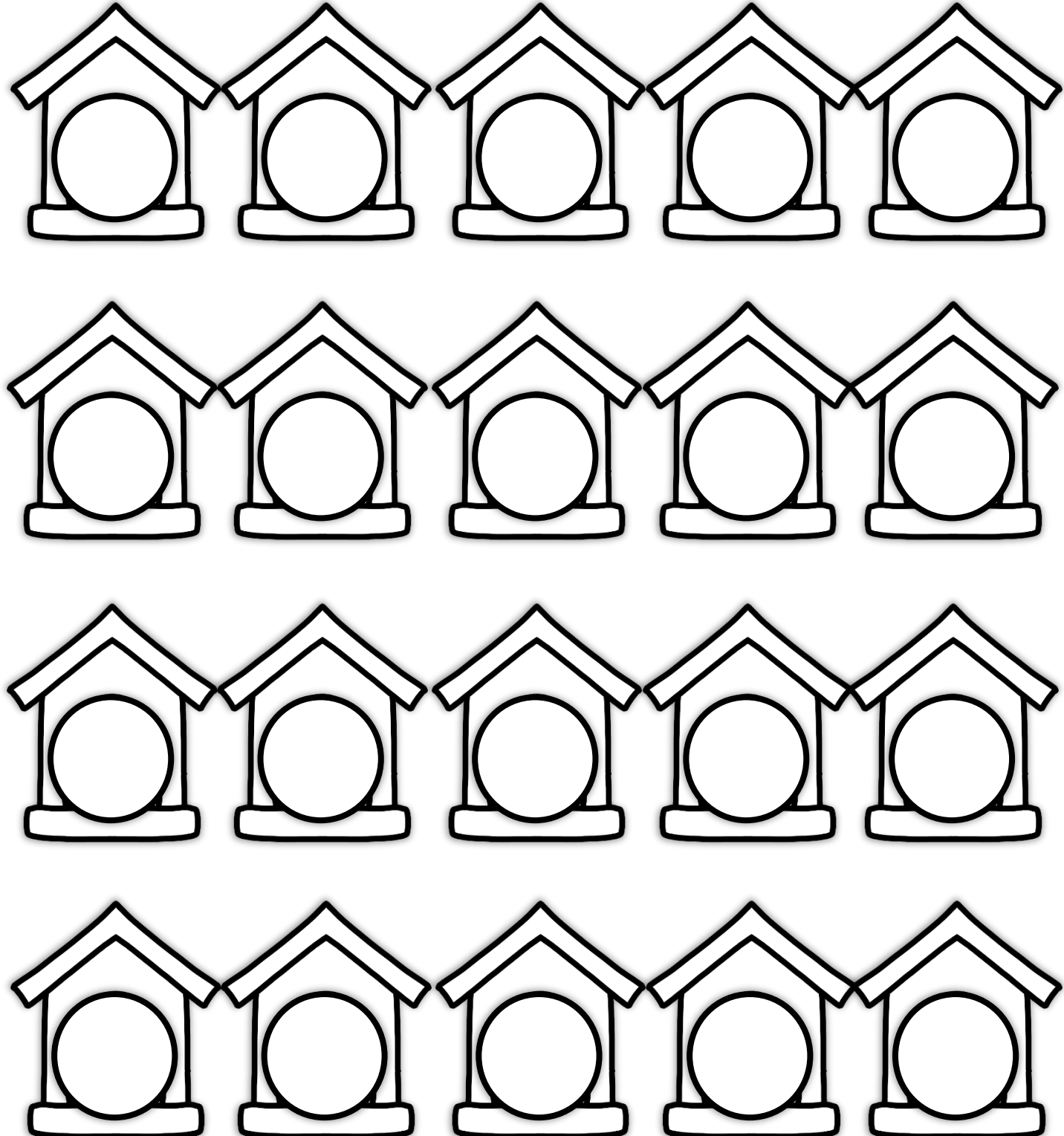


Directions: Trace and write the letter U.

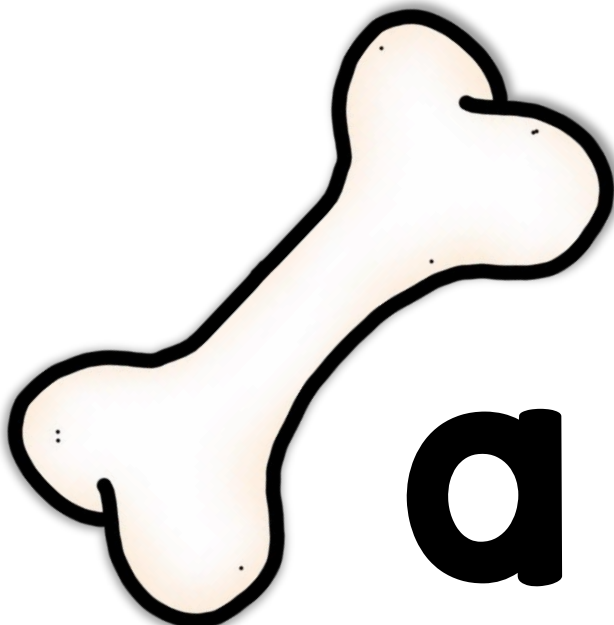




Directions: Use a dabber to place a dog in each house.

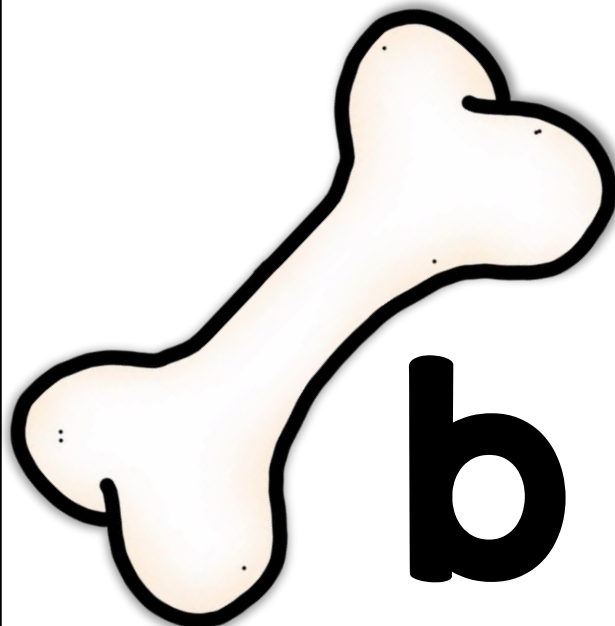
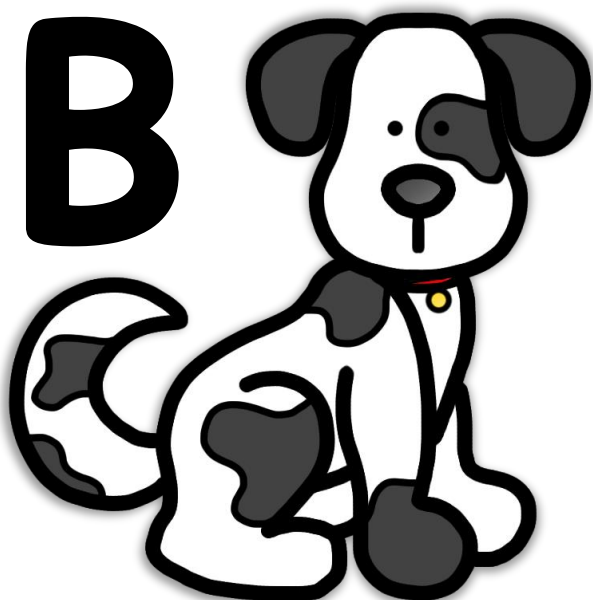


A



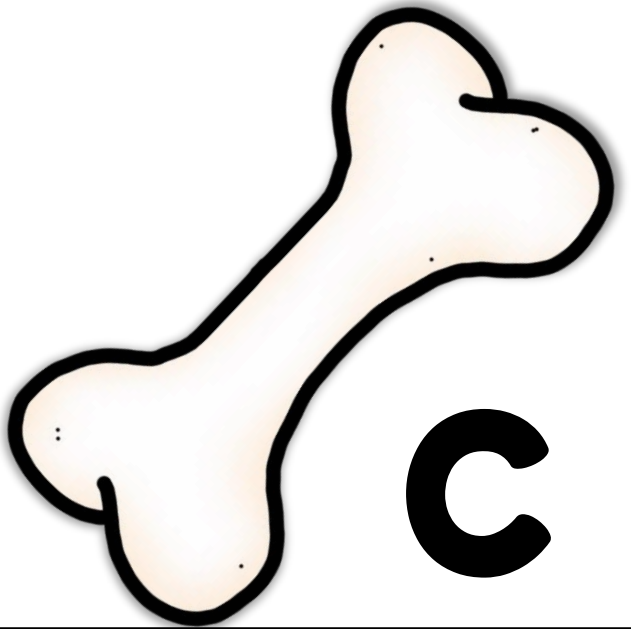
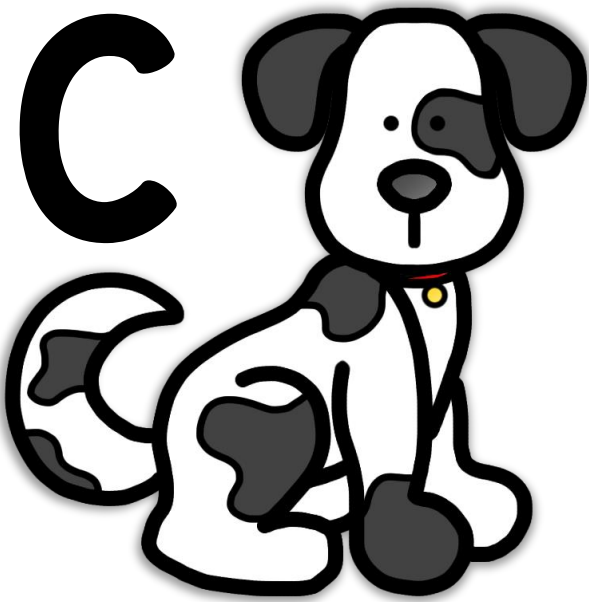
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B



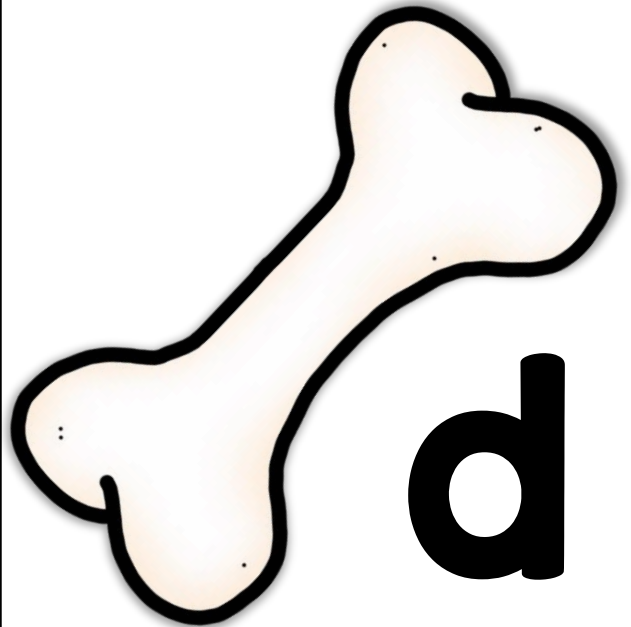
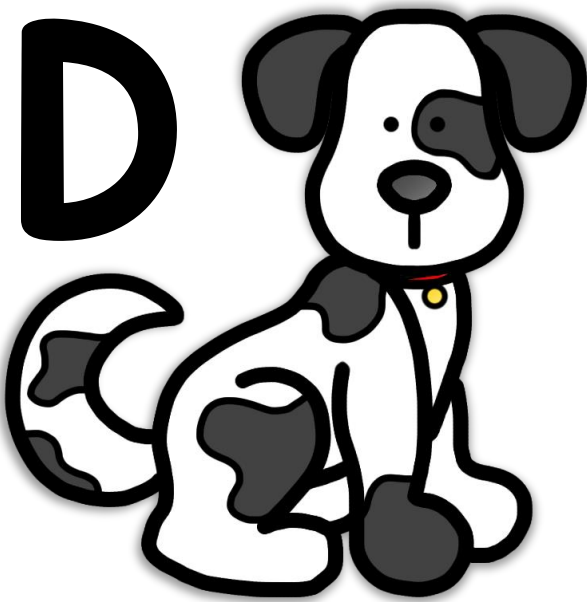
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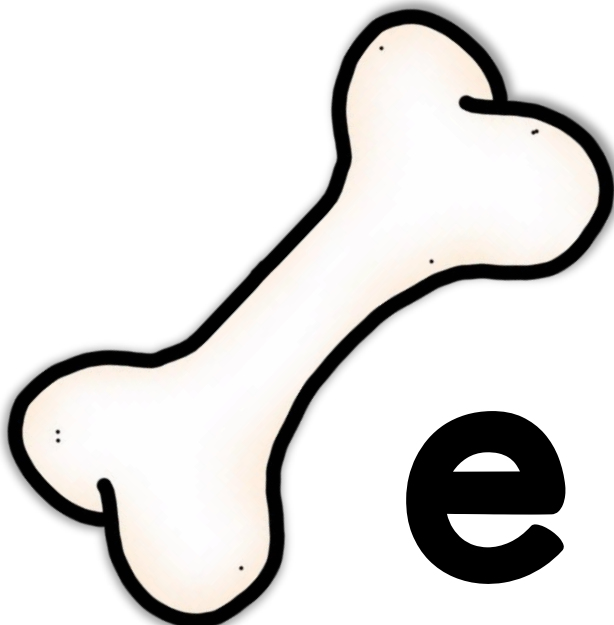
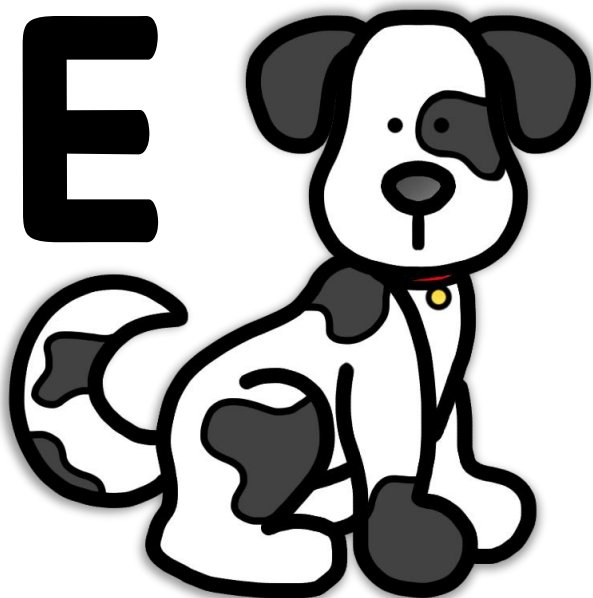
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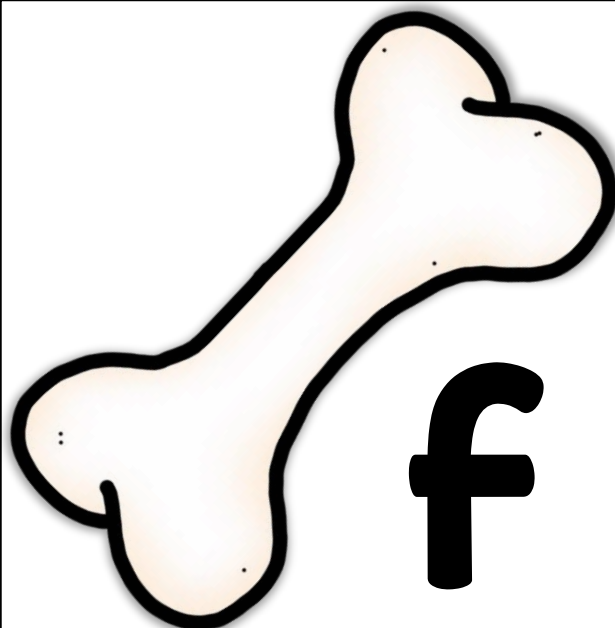
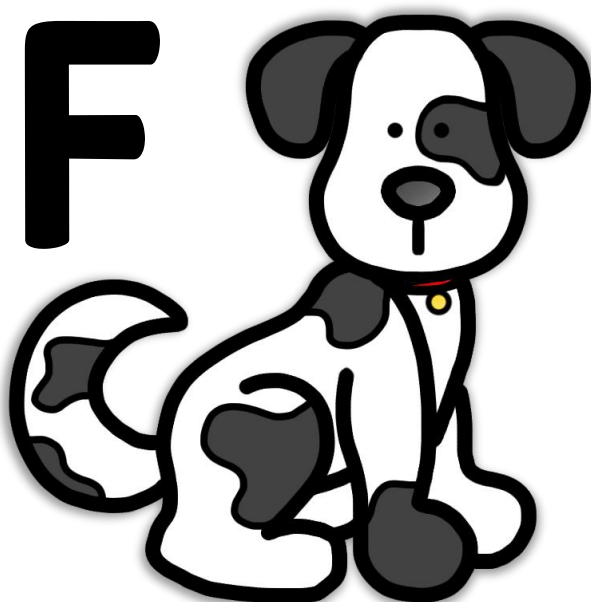
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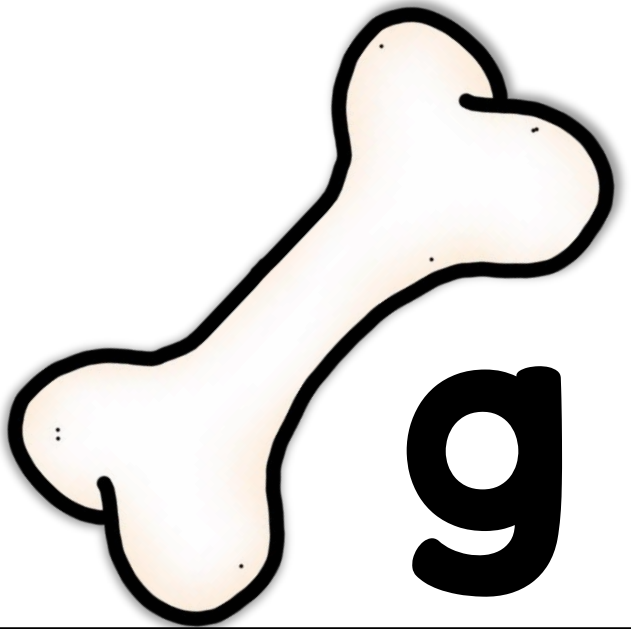
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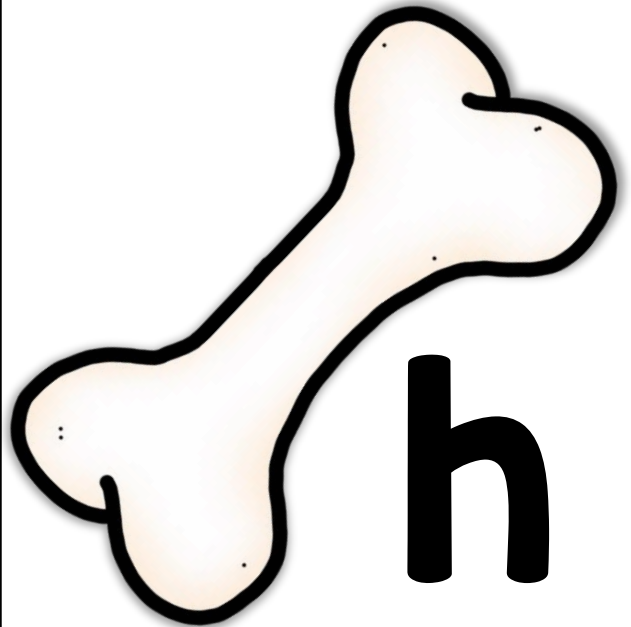
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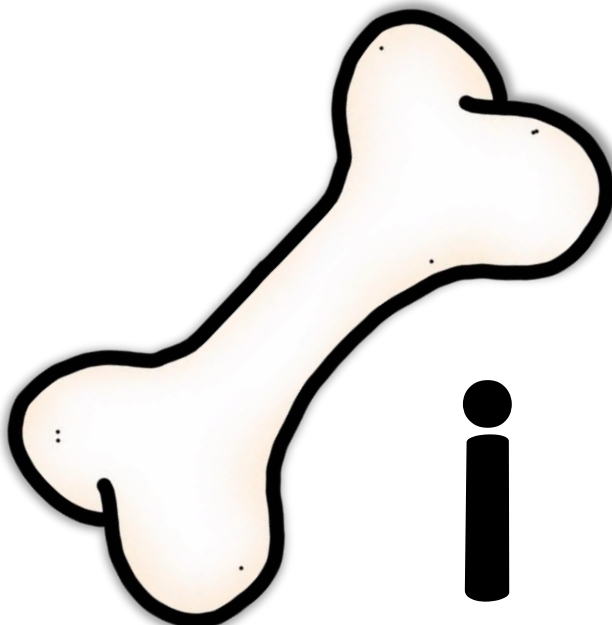
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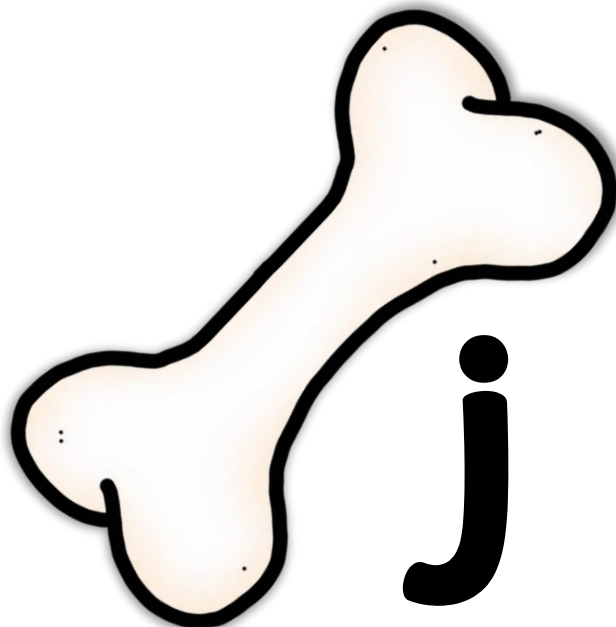
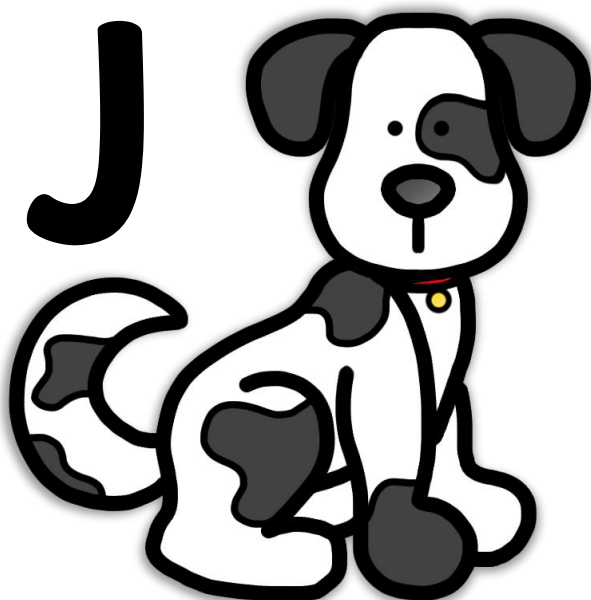
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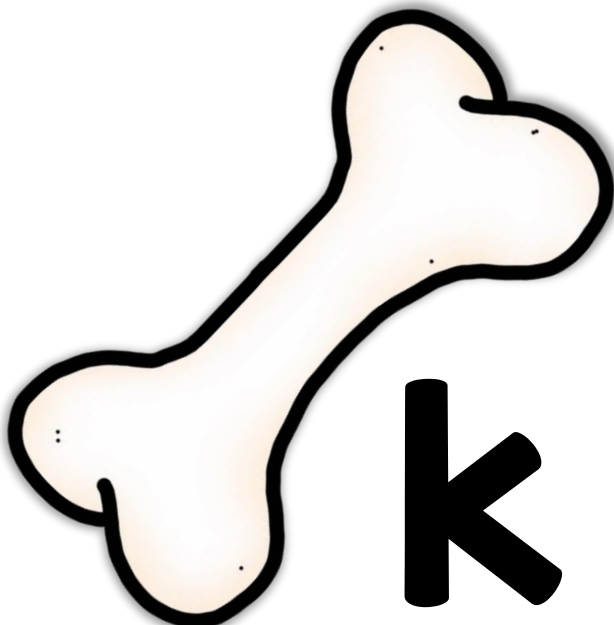
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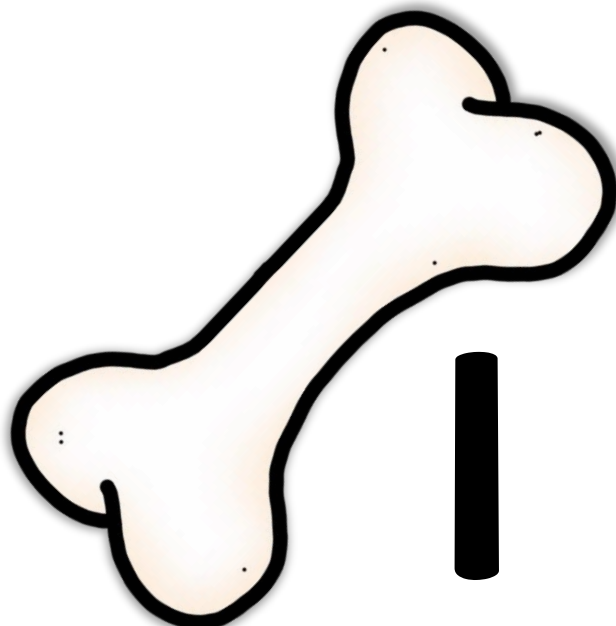
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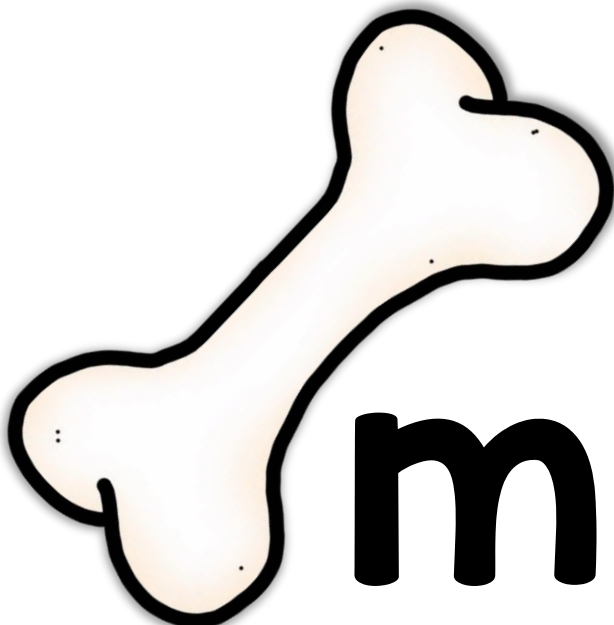
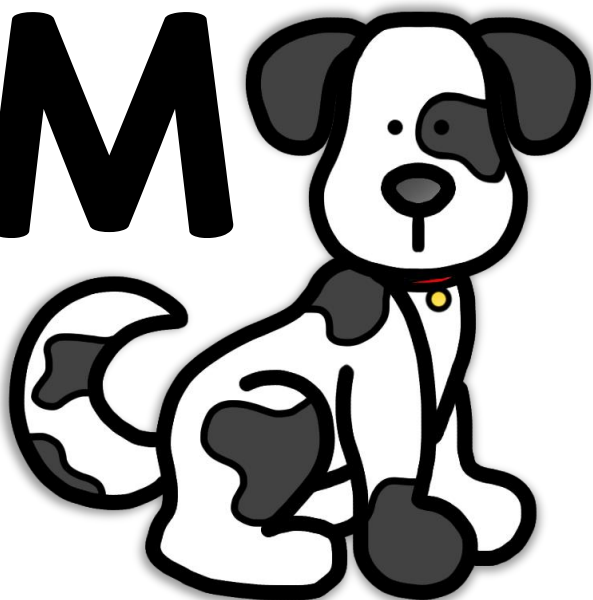
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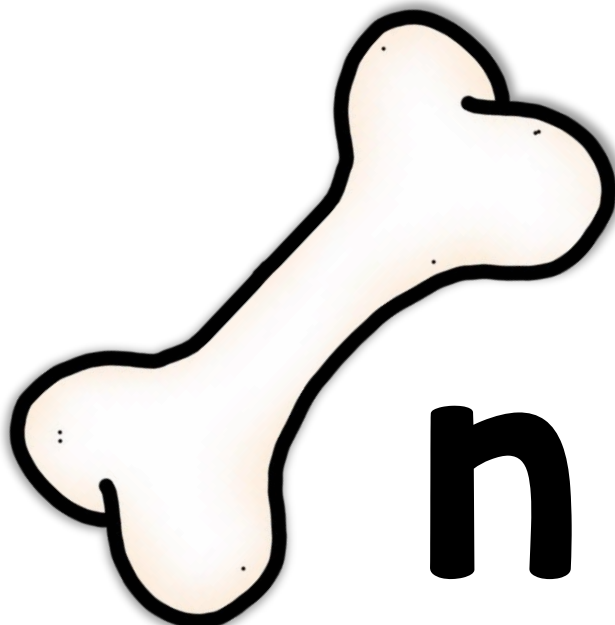
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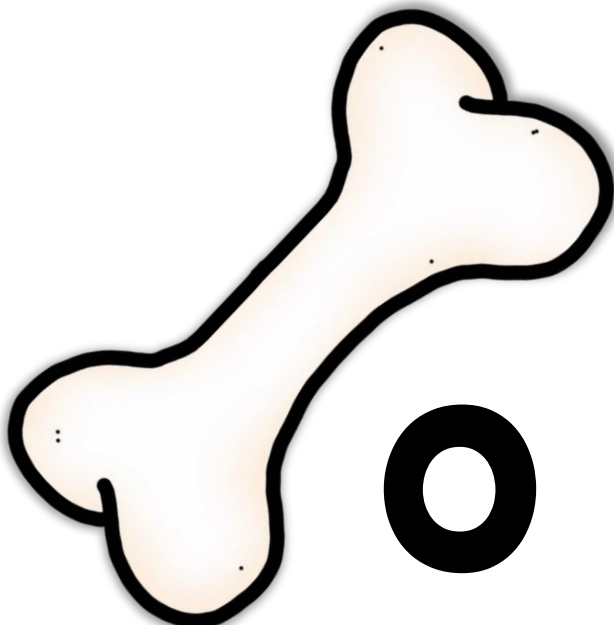
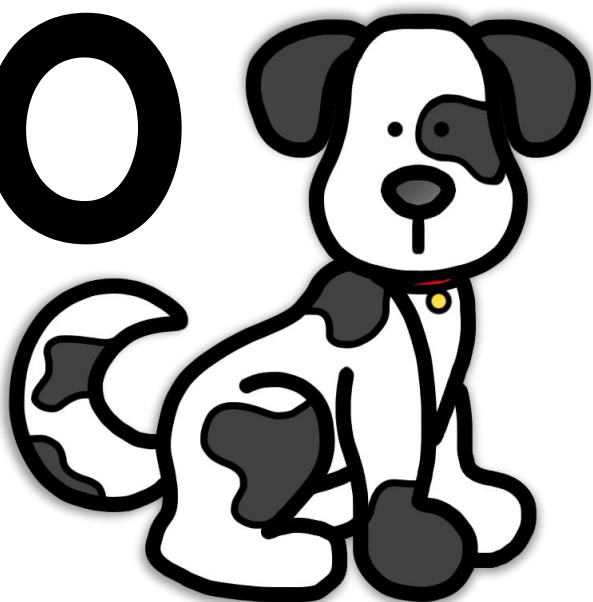
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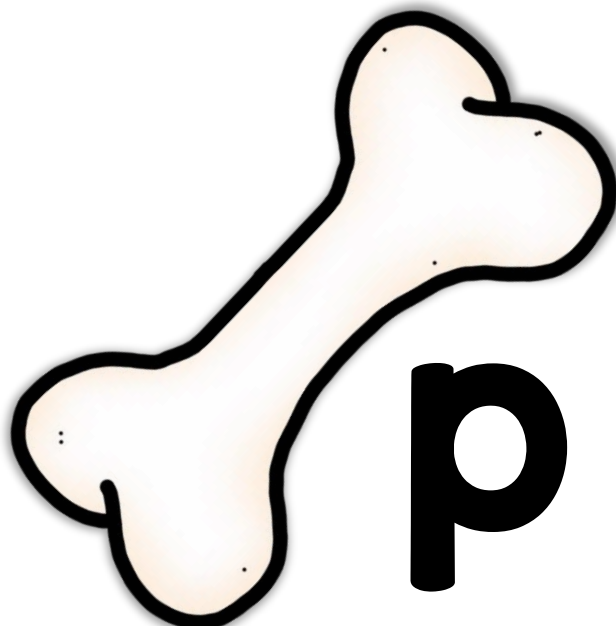
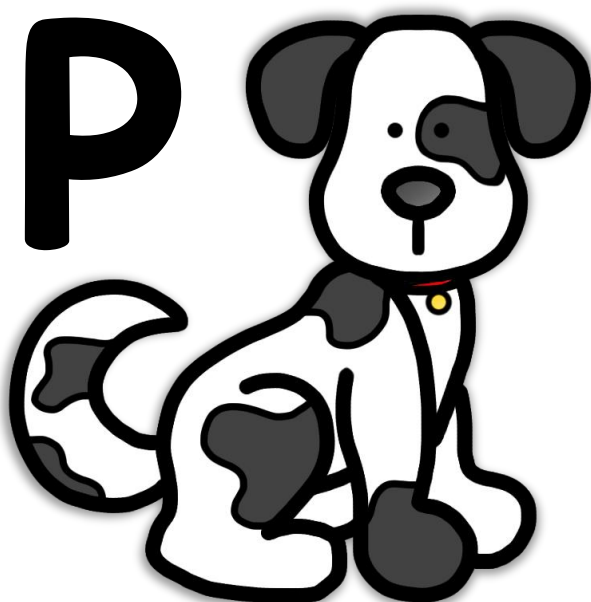
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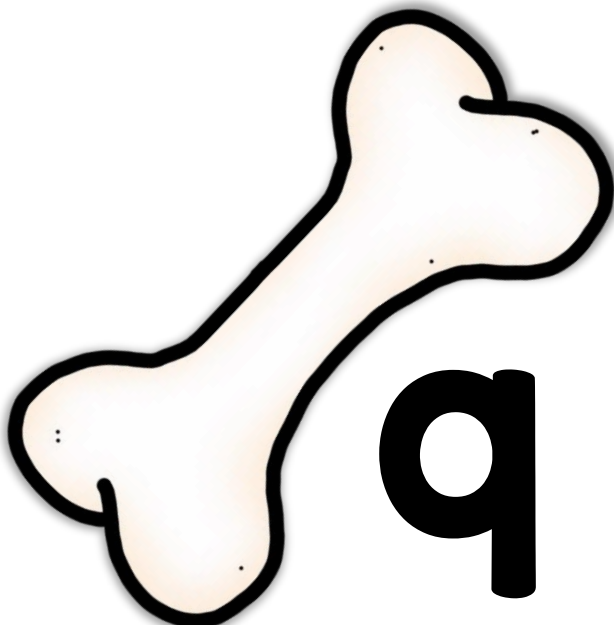
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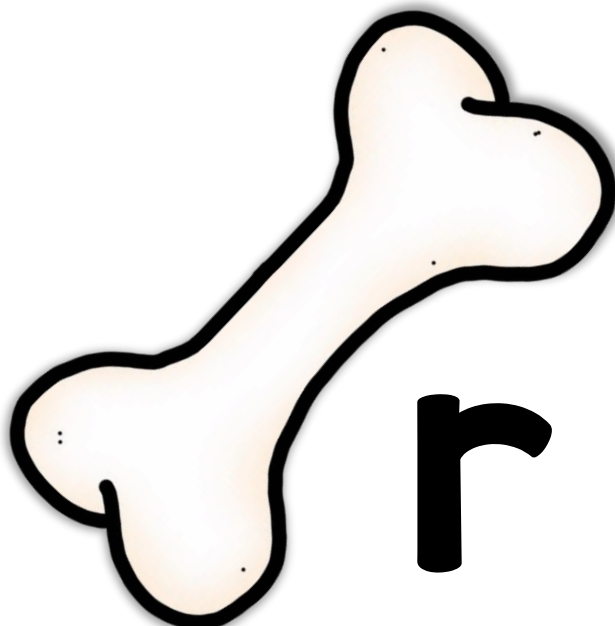
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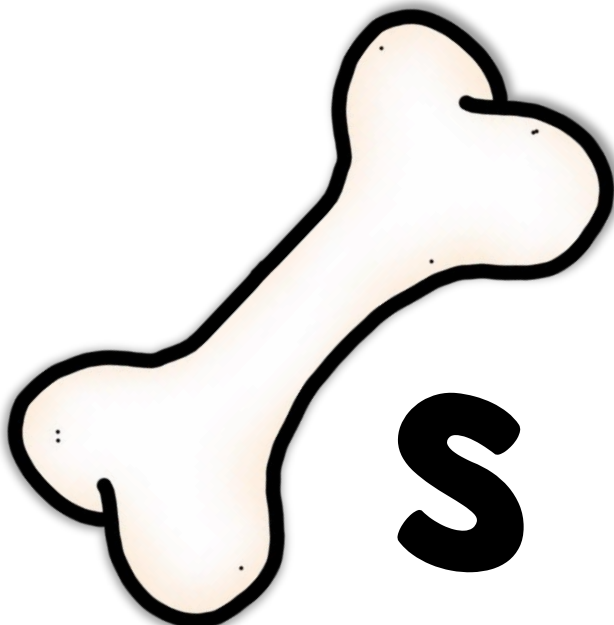
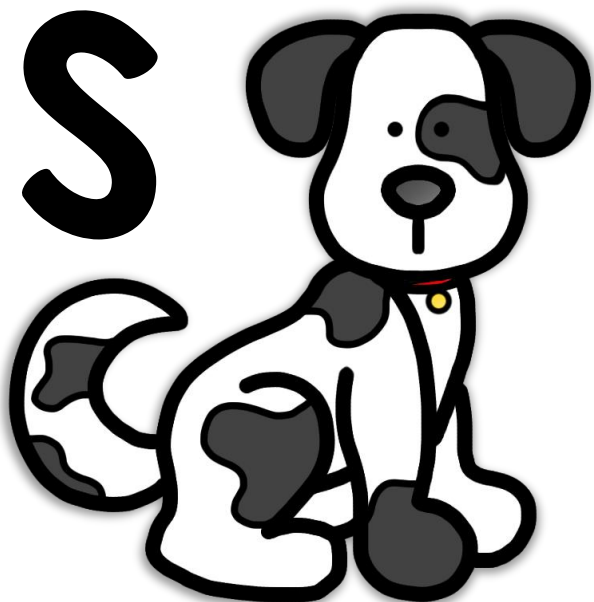
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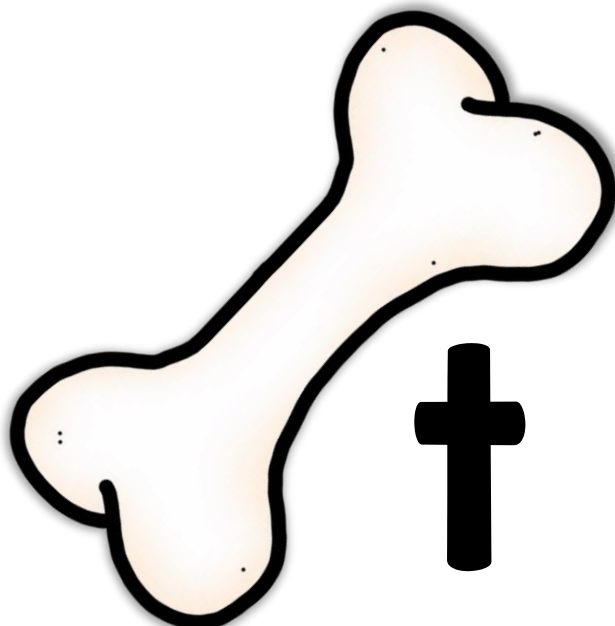
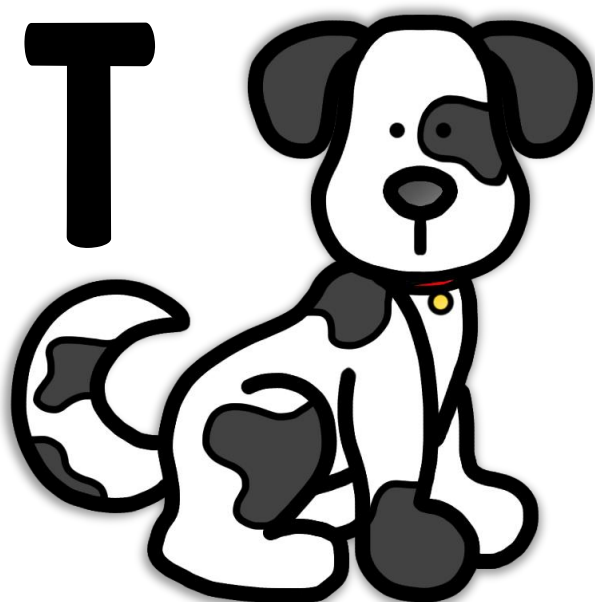
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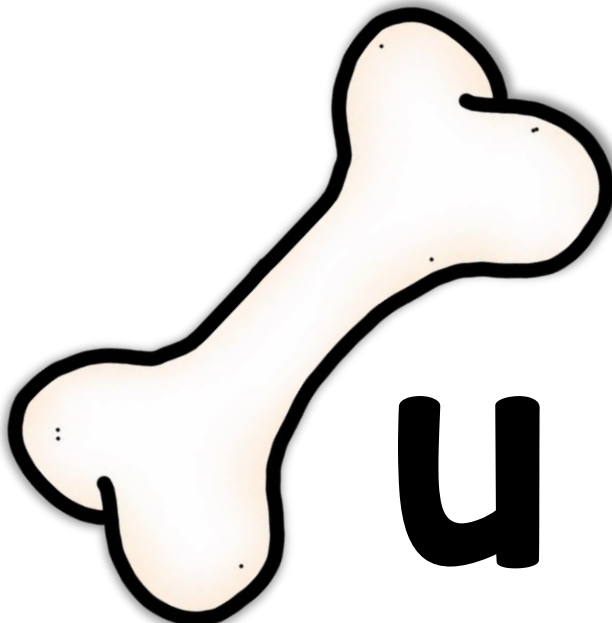
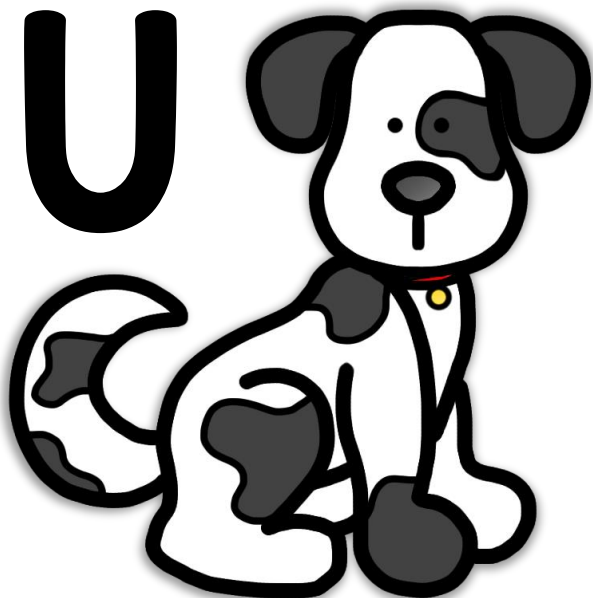
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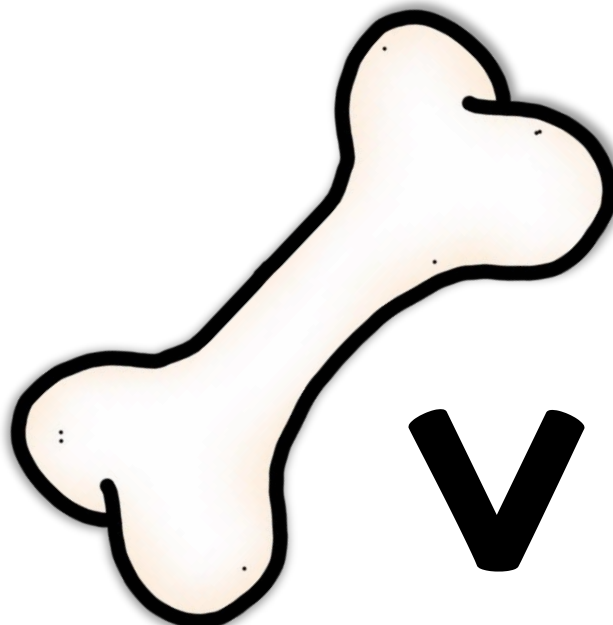
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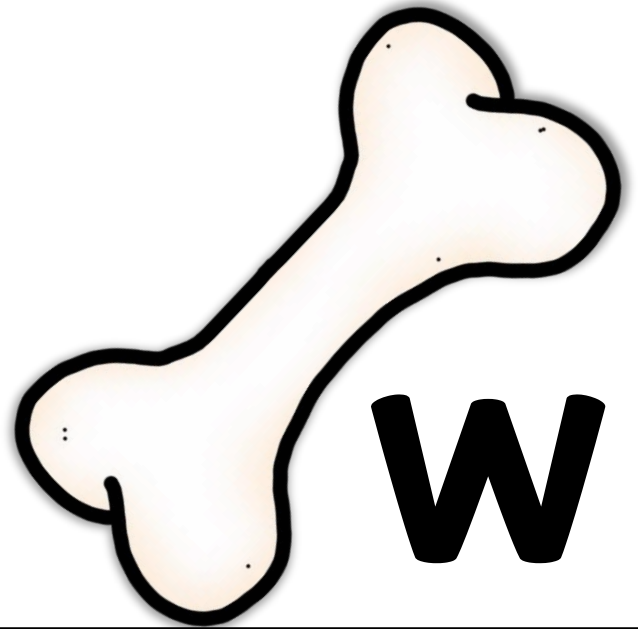
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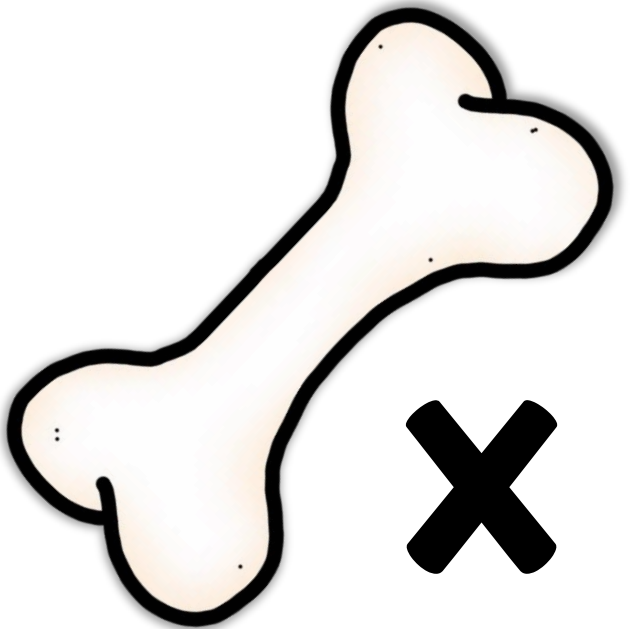
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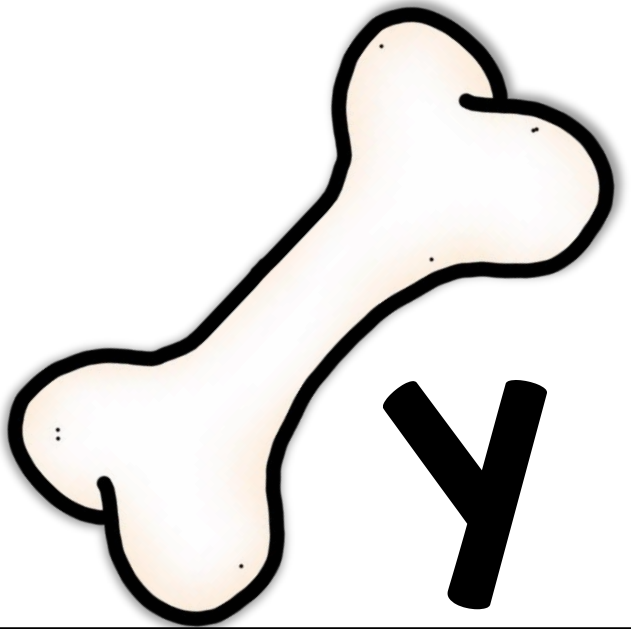
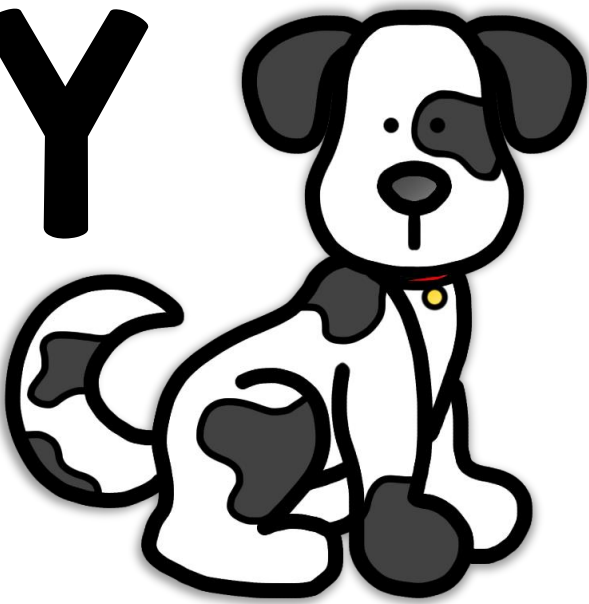
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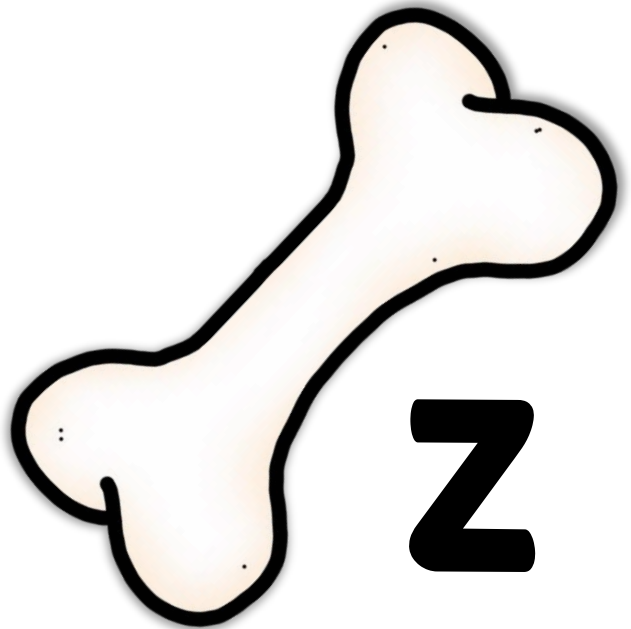
X

Y



y

Z



z



Week Snapshot

Dear Family,

This week we will be reading Harry the Dirty Dog. We will be focusing on different types of story elements, such as characters as well as they problem and solution of the story.

Word List

bury - clever - dash

Poem

The dirty dog likes to dig, dig,
dig. The dirty dog digs and rolls
like a pig.

The dirty dog digs until he is all
muddy. The dirty dog digs until
he hears Dad yell, "Harry!"



Activities

Here are a few activities you
can do at home with your child
this week:

- Have your child share places in their own neighborhood that Harry might have visited.
- Go on a scavenger hunt around the house looking for items that are white and those that are black.