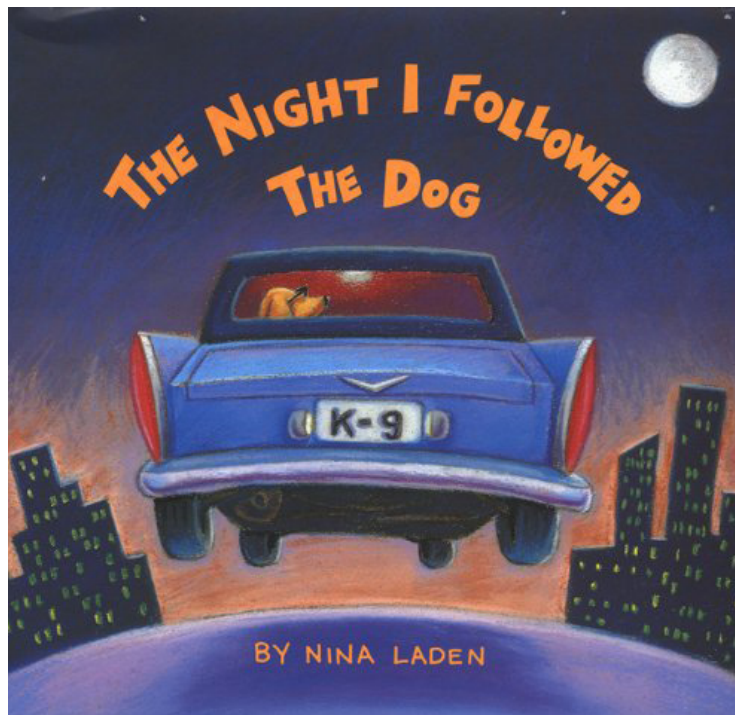




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 1ST - 2ND



THE NIGHT I FOLLOWED THE DOG

WRITTEN AND ILLUSTRATED BY NINA LADEN

Watch the video of actor
Amanda Bynes
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

It's 10:00pm. Do you know where your dog is? Have you ever wondered where dogs go at night and what they do? Well the little boy in this story has reason to believe that there is something funny going on, and he's ready to find out what it is.

THEMES IN THE STORY

Imagination, Humor, Dogs, Night, Mystery

READING AND WRITING

SUGGESTED GRADE LEVEL: 1ST - 2ND

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 1st and 2nd grades, but can be adapted to kindergarten standards.*

BEFORE VIEWING

Standards: CCSS.SL.1.1, CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Teacher Prep:  **Google It!:** Images for *The Night I Followed the Dog* book cover. Save to computer to project on screen.

Procedure:

- Step 1:** Build background by discussing the following with students:
- How do you care for a pet dog?
 - What do you think dogs do when they are home alone?
 - What do you think dogs do when they are out roaming the neighborhood?
- Step 2:** Introduce the book: Project the picture of the book cover and ask students to decide if the story is fiction or non-fiction. Explain.
- Step 3:** Make predictions about the story based on the title and cover.

DURING VIEWING

Focus: Asking Questions/Making Predictions


Standards: CCSS.SL.1.2, CCSS.SL.2.2, CCSS.RL.1.1, CCSS.RL.2.1

Objective: Students will ask and answer questions during the read aloud; students will make predictions based on story clues and prior knowledge.

Procedure:

- Step 1:** Tell students that during the reading of the story, they should be thinking about the events and making predictions about what will happen next.
- Step 2:** Choose a signal for students to use when they have an “I wonder” question. Stop the video to discuss.
- Step 3:** Stop the video at various points to ask students to predict what will happen next (pair-share).

AFTER VIEWING

- Standards:** CCSS.RL.1.5, CCSS.RL.2.5
- Objective:** Students will identify the plot of the story using a story map.
- Materials:** Story Map Graphic Organizer ( [Google It!](#))
Teacher Prep: create a large version of selected Story Map (chart paper or electronic version)

Procedure:

- Step 1: Explain that every story has a beginning, middle, and end – this is called the plot. Good readers look at the plot to help them understand what’s happening in the story.
- Step 2: Display a large version of the Story Map graphic organizer chosen for your class. Discuss how to use the organizer.
- Step 3: Partner students. Have partners use the Story Map to retell the story to each other.
- Step 4: Distribute Story Map to students. Have them complete the story map.
- Step 5: Exchange story maps with a partner. Have students retell the story using their partner’s map as a retelling guide.

READING RESPONSE

- Standards:** CCSS.RL.1.1, CCSS.RL.2.1
- Objective:** Students will answer the prompt using details from text to support the response.

Reading Prompt: Do you think the little boy had fun the night he followed the dog? Why or why not? Use details from the story to support your answer.

WRITING - NARRATIVE

- Standards:** CCSS.W.1.3, CCSS.W.2.3
- Objective:** Students will write a narrative piece using grade appropriate sentence structure and spelling.
- Prompt:** Pretend you are a pet. If you had a secret life what would it be? Describe a day in your secret life as a pet.
- Materials:** Writing paper
Writing tools
Crayons

Procedure:

- Step 1: Read and discuss the prompt with students.
- Step 2: Allow time for students to discuss ideas with a partner or group.
- Step 3: Have students fold a blank piece of paper into quarters.
- Step 4: Have them label each quarter: First, Next, Then, Finally
- Step 5: Have students draw/write an event in each quarter. (First, I would, Next, ...,etc). This can be used as a prewriting organizer or a finished product, depending on the ability of your class (keep for puppet show activity).

ACROSS THE CURRICULUM ACTIVITIES

TECHNOLOGY - INTERNET SAFETY

Students learn rules for traveling safely on the internet.

MATERIALS —

Teacher Prep:

Website for virtual field trip, such as San Diego Zoo

Rules for Safety poster:

Always ask a parent or teacher first before going places

Only talk to people you know.

Only go to places you know are safe or just right for your age group.

Computer(s) with internet access

Venn Diagram (large or student copies)

PROCEDURE —

- Step 1:** Remind students that in the story, the little boy leaves his house at night and travels his neighborhood alone. Discuss the safety of his actions. What should he have done?
- Step 2:** Allow students to share some neighborhood safety rules they follow (crossing streets, talking to people, going into places, etc).
- Step 3:** Display Rules for Safety poster and discuss.
- Step 4:** Explain how the internet is similar to a neighborhood (we can visit lots of places and talk to lots of people).
- Step 5:** Ask: What are some things you use the internet for? List student responses.
- Step 6:** Point out to students that just as they follow these three rules for travel in our real neighborhood, they should follow the same safety rules when they use the internet.
- Step 7:** Go over each rule and explain how this applies to internet use.
- Step 8:** Explain to students that the internet makes it possible for us to visit places we may not be able to visit because they are so far away. Show students the website you have chosen.
- Step 9:** Ask a student to role play the first rule – how would you ask a parent or teacher for permission to visit the site? Emphasize to students that this should always be the first safety rule for going online.
- Step 10:** Allow students to explore the website choosing places that are most interesting to them. As you navigate the site, point out how students should use the other two safety rules: Only talk to people you know; only go to places you know are safe or just right for your age group.
- Step 11:** Use the Venn Diagram to compare and contrast the online field trip with a real world field trip (whole class or partners).
- Step 12:** Have students practice the rules during technology time.

ART - PAPER BAG DOG PUPPET

Students make a dog puppet from a paper bag. The puppet can be used to perform a puppet show as detailed below.

MATERIALS —

Teacher Prep: 🔍 Google It!: Dog craft puppet template

Brown lunch bags (1 per student)

Googly eyes (2 per student)

Glue

Scissors

Construction paper (brown, black, tan, various colors for dog collar and tag)

PROCEDURE —

- Step 1:** Print the dog template and copy on stock paper for student use.
- Step 2:** Have the students use the template to trace pieces onto construction paper.
- Step 3:** Cut out pieces.
- Step 4:** Place the folded paper bag on the table with the bottom flap facing up towards you. This will be the head of the dog.
- Step 5:** Glue any face pieces from template on flap: googly eyes, nose, and mouth.
- Step 6:** Glue an ear on each side.
- Step 7:** Glue the collar directly underneath the dog's head. Glue the name tag onto the collar. (Students can write a name on the tag if desired)
- Step 8:** Glue the paws and tail on bag.
- Step 9:** Open the bag to use as a puppet.

PERFORMING ARTS - PUPPET SHOW

Students use the Art and Writing activities to perform a puppet show.

MATERIALS —

Teacher Prep: Puppet stage (if desired)

Paper bag dog puppet

Prewriting activity paper (see Writing)

Published story (see Writing)

PROCEDURE —

- Step 1:** Tap knowledge and build background about puppet show.
- Step 2:** Explain to students that they will be creating a puppet show from their writing assignment.
- Step 3:** Have students take out their prewriting activity (paper folded into quarters: First, Next, Then, Finally)

- Step 4:** Tell students that they need to write dialogue for their dog puppet’s adventure. For each quarter, have them think of something their dog character might say during this event. Write it in sentence form (you can use this to explain quotation marks, if appropriate).
- Step 5:** Students can work with a partner to put on show: Student A is narrator for his/her story while student B moves the puppet, reverse roles.

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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