

Books for Young Learners Teacher Resource

Book Notes

**My Dog Fuzzy / Mi perro Fuzzy**

Author Janice Boland

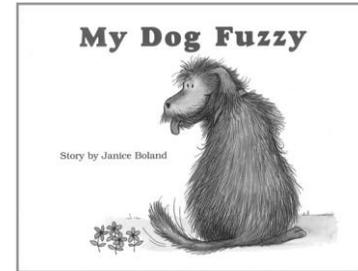
Illustrator Philip Smith

8 pages ■ 29 Eng. words ■ Spn. words 37

Fountas and Pinnell Level B

Reading Recovery Level 3

Descubriendo la Lectura Level 3



My Dog Fuzzy

SYNOPSIS

A dog ignores everyone in his dash to be with the narrator.

WHAT THE BOOK OFFERS

- Realistic fiction
- First person
- Past tense
- Repeated pattern
- Noun changes at end of sentences
- Last sentence carried over two pages
- Basic vocabulary other than dog's name
- Narrator unseen until final page—reader does not know who “my” is

POSSIBLE SKILLS EMPHASIS

- Understanding constancy of text
- Understanding noun change—“change tells who”
- Using letter sounds to predict and other cues including pictures to confirm
- Understanding first person text—“my” is unseen until last page

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INTRODUCING THE BOOK

What does the title tell us about this story?

How does the cover illustration match the title?

And what does the illustration on the title page tell us about what Fuzzy can do?

Fuzzy can run. I wonder where he ran or who he ran to.

- Write “run” and “ran” on a chart and draw attention to the medial change.

We already know how to look at the beginning/first letter. We can also look at the middle letter and think about that sound.

FOCUS OF INSTRUCTION

- Page 2: Use the picture to set the pattern; thereafter, encourage students to go to the text first and use the picture as confirmation.

What did Fuzzy do on this page?

Who saw him as he ran?

Now read the words to see how the author told you who saw him as he ran past.

Look at page 3. What do you notice about the words?

Which word changed? What did the last word tell you on page 2? So what kind of word are you looking for here? What will this word tell you?

Look at the word that says “Dad.” And now look again at the word that says, “ran.” What do you notice? They are the same letter, but do they have the same sound in these words?

Page 7 means there is only one more page to go. Look at the words. I wonder why there is not just one period. When you see three periods, it is the author telling you to think hard about what is going to happen next or who you might meet. Three periods tell you to stop and think: What next? So what word or words do you think you will find on the next page?

I wonder why Fuzzy was so eager to get to the boy. Perhaps he thought he was missing out on. . .?

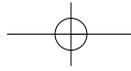
FOLLOWING THE READING

- Link raising voice—inviting response to the three dots in written text.

Who or what did you go past on your way to school this morning?

How could you tell that in a sentence?

- Write one or two sentences on the chart as a model for students to record their own “Coming to School” stories.



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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Fuzzy was running fast because he . . .</i> <i>When Fuzzy ran past Mom, she . . .</i>
USE YOUR MEMORY	<i>How many people did Fuzzy run past?</i> <i>Name each one in the order Fuzzy ran past them.</i>
WHAT'S YOUR OPINION?	<i>How do you think Fuzzy felt when he reached the boy?</i> <i>How do you think the boy felt when Fuzzy reached him?</i>
BE CREATIVE	<i>Think of 2 different kinds of dogs and put them together to make a new kind of dog.</i> <i>What would his face, ears, legs, paws, tail, and body look like? Draw your new dog and name him.</i>
VOCABULARY AGENT	<i>Use the word, RUN, in 3 sentences.</i> <i>Use the word, RAN, in 3 sentences.</i> <i>Use the phrase, RAN PAST, in 3 sentences.</i>