

Books for Young Learners Teacher Resource

Book Notes



No Dogs Allowed / No se permiten perros

Author Suzanne Hardin

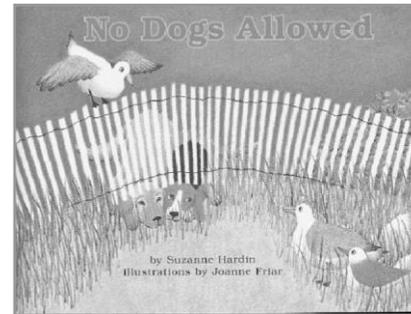
Illustrator Joanne Friar

12 pages ■ 73 Eng. words ■ 78 Spn. words

Fountas and Pinnell Level F

Reading Recovery Level 10

Descubriendo la Lectura Level n/a



No Dogs Allowed

SYNOPSIS

Recount of two dogs' mischief at the beach because they cannot read the warning sign.

WHAT THE BOOK OFFERS

- Fiction recount
- Third person
- Past tense
- Same characters, author, and illustrator as *Dogs at School* and *Dogs Love to Play Ball*
- Content contrasts with title
- Some syntactic repetition in middle, otherwise range of structures
- Clear text/illustration match
- Ellipsis introduces twist/climax
- Probably some unfamiliar vocabulary

POSSIBLE SKILLS EMPHASIS

- Phrasing to gain meaning and aid expression
- Pronouns
- Attending to word and letter details, especially final and medial sounds, blends, and short vowels
- Using what they know about a character to predict action

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INTRODUCING THE BOOK

Discussion of title: *Where aren't the dogs allowed? Do the dogs know that they are not allowed there? How might they know?*

- Contrast the dogs' expressions on the cover with those on the title page. What might have happened in between?

Can you recall other books we have read about Toby and Max? What kind of dogs were they? What sort of things did they do?

FOCUS OF INSTRUCTION

Read the page in your head. Which words go together? How will you read those?

- Ensure that prediction and confirmation is mainly through graphophonic and syntactic elements, with pictures secondary.
- Check understanding of “but” and “so” as sentence beginnings—how they relate directly to previous sentence—“but” giving another view and “so” indicating result.

FOLLOWING THE READING

Where else would you find signs saying dogs are not allowed?

- Discuss other ways of saying “not allowed.”

Imagine what the dogs would have said to each other if they could have read the sign.

Look for commonalities with the other Max and Toby books. Use that to write your own story about mischievous dogs.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Signs are important because they . . . A lifeguard needs a whistle because it . . .</i>
USE YOUR MEMORY	<i>What did Max and Toby do in the water? Frame the word on page 5 that tells you if you're right. What did Max and Toby do with to the seagulls? Frame the word on page 6 that tells you're if you right. What did Max and Toby do in the sand? Frame the word on page 7 that tells you if you're right.</i>
WHAT'S YOUR OPINION?	<i>Why do you think there is a sign that says, "No Dogs Allowed," on this beach? Do you agree with it or not? Why do people sell cold things in ice cream trucks at a beach? Why do you think the ice cream truck drivers always play a loud bell or a loud song instead of just tooting their horn?</i>
BE CREATIVE	<i>Study the picture on page 12. Then tell or write four QUESTIONS about the following things that appear on that page: *seagulls *a chocolate ice cream cone *dogs *bell</i>
VOCABULARY AGENT	<i>Use the following word pairs in sentences: *see . . . saw *say . . . said *allow . . . allowed *play . . . played *jump . . . jumped *chase . . . chased *dig . . . dug *blow . . . blew *point . . . pointed *run . . . ran *hear . . . heard</i>