

Harry the Dirty Dog

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Harry is a loveable family dog who loves to run and play...but there is one thing Harry does not like...BATHS! One day Harry decides to hide the scrub brush and run away from home. After exploring the city and getting **very** dirty, Harry decides to return home, only to realize his family does not know who he is!



Possible strategies for instruction:

Comprehension:

- **Recognize Literacy Elements:**
 - Building comprehension requires the reader to keep track of basic story elements, character, setting, problem and solution.
 - After reading P. 1, ask students to name and describe the character.
 - Explain that fiction stories have a problem, which is usually stated at the beginning of the story. The problem will be solved by the end of the story.
 - P. 1-What is Harry's problem?
 - P. 24 – How is the problem solved?
 - Discuss how settings can change throughout the story.
 - P. 6-Where is the setting?
 - P. 14-Where is the setting now?
- **Recognize and Explain Cause and Effect Relationship:**
 - What causes Harry to get so dirty?
 - What effect does Harry's getting dirty have on his family?
- **Make a Picture or Mental Image:**
 - P. 10-Read the text without showing the page. Have students draw and color a picture of what they think Harry looks like after going down the coal chute. Go back to page one, and show Harry clean; then go to page 10 to show Harry after going down the coal chute.
- **Predict What Will Happen, Use Text to Confirm:**
 - After reading P. 22- What do you think Harry will do with his scrub brush?
 - After reading P. 24- What will happen when Harry goes up the stairs?
 - After reading P. 25 check and confirm predictions: Remind students that good readers always check their predictions and may need to adjust their predictions as they read on to match the author's story.

Accuracy:

- **Flip the Sound:**
 - Demonstrate this by flipping your hands over as you encounter appropriate words in the story:

- (home, slid, white, etc.)
- **Skip the Word, Then Come Back:**
 - Read a sentence, as you come to a tricky word, think aloud while modeling your thinking. “This word is tricky for me. I am going to skip it and read to the period. Then go back to try it again, looking at the first couple of letters and using the picture clue to help me figure out the word”.
 - P. 27 Harry *wagged* his tail and was very, very, happy.

Fluency:

- **Use Punctuation to Enhance Phrasing and Prosody:**
 - Explain to students that your voice changes when you read a sentence with an explanation point as compared to a sentence with a period.
 - P. 23-“He’d found the scrub brush!”
 - P. 26-“This little doggie wants a bath!”
 - P. 27-“Mummy! Daddy! Look, Look! Come quick”!
 - P. 28-“It’s Harry! It’s Harry! It’s Harry!”

Expand Vocabulary:

- **Tune In To Interesting Words and Use New Vocabulary in Speaking and Writing:**
 - Before reading, introduce words that children may not know such as:
 - clever, strange, furiously, dashed
 - Give some examples and non-examples of the meanings of the words. Start by telling the students “If I say something that might be a time you would act *furiously*, give me a thumbs up; if not, shake your head no”. Examples:
 - running as fast as you can to kick a soccer ball
 - going to bed
 - pedaling your bike very quickly
 - walking to the cafeteria
 - Challenge students to use the new words in their writing and speaking. The more children hear and use the words, the better they will learn them.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.