



Here's Skipper

By Lynn Salem and Josie Stewart

8 pages/28 words

Available in Spanish



Synopsis

An energetic dog emerges from a tent to play with his owner, a young girl.

Before the First Page

Sing the song “Head, Shoulders, Knees and Toes” with the children.

Set-Up for Success

Predict what would be seen as a friend crawls out of a tent. As students survey the illustrations, discuss what they would see as a dog comes out of the tent. For a highly supportive introduction, use the vocabulary of the book during the discussion, particularly the word **here**.

Independent Reading – Students may need support with **are**, page 3.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **ears**, page 3; **paws**, page 5; **body**, page 6. Point to the parts of the dog in the illustrations.

Learning about Print

- 1-1 correspondence.
- Directionality.
- Using pictures.
- Punctuation marks – period, exclamation point.
- Capitalization of proper nouns – **Skipper**.
- Capital (**H**) and lower case (**h**) letters on the same page – **Here**, **his**.

Key Words and Phrases

Here are his

Here is his

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Contractions – **here's**.
- Proper nouns and pronouns – **his**, **Skipper**.
- **H** sound – **here**, **his**.
- Demonstrate changing **is** to **his** using magnetic letters.
- Using **is** for singular and **are** for plural.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using 1-1 correspondence.
- Using pictures as a source of information.
- Recognizing high frequency words – **here**, **is**, **are**, **my**.
- Noticing the transition between **is** and **are**.
- Using beginning letters and sounds to solve unfamiliar words.
- Retelling the story.

After the Last Page

- Write the song “Head, Shoulders, Knees and Toes” on sentence strips. Illustrate with small pictures. Sing or read while pointing to the words of the song.
- Rewrite *Here's Skipper* as *Here's* _____.
- * Write a story entitled “If I Had a Pet....”

- Write about a dog or pet, include details of naming and caring for the pet.
- Compare the heads, tails and feet of different dogs and/or other animals.

Throughout the Day

Math

- Graph favorite kinds of dogs and/or pets.
- * Sequence the story.
- Survey how many children have a dog. Tally the results.
- Make patterns with animal footprints.
- Put black and white fabric on a ruler and measure objects in “dog tail” units.
- Chart animals according to size from smallest to largest.
- Use blocks to build a dog house.

Problem-Solving

- Estimate how many dog bones are in a jar.
- Create story problems using animal crackers or dog bones.

Social Studies

- Discuss pet care responsibility.

Science

- Learn about the five senses. Compare to a dog’s five senses. Discuss how a dog’s senses (such as Seeing Eye dogs) aid humans.
- Compare how fast different animals move.
- Discuss specific characteristics of animals – turtle/shell, elephant/trunk, dog/paws, etc.

The Home Connection

- Take a dog for a walk.
- Make a tent with a blanket.
- Parents share childhood stories about family pets.



* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Campbell, Rod. *Dear Zoo*.

Carle, Eric. *From Head to Toe*.

Give a Dog a Bone: Stories, Poems, Jokes and Riddles about Dogs. Comp. Cole, Joanna and Stephanie Calmenson.

Goennel, Heidi. *My Dog*.

Hains, Harriet. *My New Puppy*.

Hill, Eric. *Where’s Spot?*

Keats, Ezra Jack. *Pet Show*.

Martin, Bill and J. Archambault. *Here Are My Hands*.

Smyth, Gwenda. *A Pet for Mrs. Arbuckle*.

Wildsmith, Brian. *Give a Dog a Bone*.