



# Oh, No, Sherman!

By Betty Erickson  
12 pages/66words



## Synopsis

Sherman learns the trick of getting the paper too well when he deposits all the neighborhood newspapers on his own front porch.

## Before the First Page

Have the students share tricks dogs can do. Discuss how dogs are taught tricks. Record the commands the students would give to the dogs.

## Set-Up for Success

Reinforce the language of the text as students survey the book, particularly the command to **“Get the paper, Sherman.”** On page 8, prompt the children to predict what the boy is looking for. Ask: **“Where’s Sherman?”** The teacher may choose to have the children survey the complete book or stop at page 8 leaving the ending as a surprise.

*Independent Reading* – Students may need support with **Where’s, anywhere**, page 8.

*Guided Reading* – Review the suggestions for *Independent Reading*. Include support for **That’s**, pages 4 and 6; **Good**, pages 7 and 12.

## Learning about Print

- Directionality on multiple lines of text.
- Punctuation marks – period, comma, question mark, quotation marks, exclamation point, apostrophe used in contractions.
- Capitalization of proper nouns – **Sherman, Mom, Dad.**
- Conversation.

## Key Words and Phrases

That’s	That’s not the
Oh, no, Sherman.	Get the paper.

## Learning about Words

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

- Contractions – **that’s, where’s, can’t.**
- Digraphs – **Sherman, That’s, the.**
- Word family – **get, Sherman.**
- **Er** in final position (**paper**) and medial position (**Sherman**).
- Compound words – **anywhere.**
- Word building – **here, where(’s), anywhere.**

## Assessment Opportunities

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

- 1-1 correspondence on multiple lines of text.
- Using pictures as a source of information.
- Using beginning letters and sounds to solve unfamiliar words.
- Using word segments to solve unfamiliar words.
- Using punctuation as a guide while reading.
- Reading with appropriate phrasing for dialogue.
- Reading for meaning.
- Retelling the story.

## After the Last Page

- Write a class newspaper. Include interviews, cartoons and want ads. Use a computer for the layout of the newspaper, if possible.

- Invite a pet trainer to visit. Learn how to teach a dog to fetch.
- \* Write thank-you notes to people who help animals.
- Create a pet care handbook.
- Create a collar for a pet including name and address.

### Throughout the Day

- Use the **newspaper** for:  
Social studies – Current Events  
Science – Weather page  
Physical Education – Sports  
Math – Want ads

#### Math

- Estimate how many dog bones are in a jar.
- \* Write story problems using animal crackers.
- Chart the weights and heights of pets.

#### Problem-Solving

- Play “Five Questions” to guess different animals.
- Make a list of ways to apologize to your neighbors for Sherman’s behavior.
- Learn how to fold a newspaper.

#### Social Studies

- Map out a paper route in your neighborhood.
- Invite a paperboy or girl to visit. Discuss job responsibilities.



#### Science

- Bring a pet to school for class observation.
- Classify wild animals vs. tame animals (pets).
- Make a mural of pets.
- Choose a pet to research.

### The Home Connection

- Share a paper route with an older brother or sister.
- Read the newspaper together.
- Teach your pet a new trick.

### \* Show What You Know – a document to keep

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

### Read on...

- Barton, Miles. *Animal Rights*.
- Bonsall, Cosby. *And I Mean It, Stanley*.
- Carle, Eric. *Animals, Animals*.
- Gibbons, Gail. *Deadline!*
- Give a Dog a Bone: Stories, Poems, Jokes and Riddles about Dogs*. Comp. Joanna Cole and Stephanie Calmenson.
- Khaka, Dayal Kaur. *I Want a Dog*.
- Livingston, Myra Cohn. *Dog Poems*.
- Pilkey, Dav. *The Paperboy*.
- Simon, Seymour. *Animal Facts/Animal Fable*.
- Wilhelm, Hans. *A New Home, A New Friend*.