



The Great Smelly, Slobbery, Small-Tooth Dog

Retold by Margaret Read MacDonald
Illustrated by Julie Paschke

Outcome:

Students will explore a British folktale with an emphasis on examining the detailed illustrations. Students will learn about kindness and why it's never wise to "judge a book by its cover."

Materials:

- Paper, crayons or markers
- Scissors
- Large sheets of paper or poster board
- Construction paper
- Glue
- "Short /o/" worksheet
- 2 bandannas or scarves
- 42 chips, pennies, or tokens for each student
- (Optional) *The Drum* by Rob Cleveland

About the Book:

Guided Reading:

L

Lexile Level:

510L

Character Traits:

Citizenship

Caring

Fairness

Region:

Europe, UK

ISBN:

978-0-8748-3808-4

Instructional Plan

Introduction

Directions:

- Ask students what a proverb is. (A short well-known saying containing a wise thought.)
- Ask students the meaning of the proverb, "Don't judge a book by its cover."
- Ask students to name any movies or stories with which they are familiar that contain the message, "Don't judge a book by its cover."



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Instructional Plan Continued

Teacher Reads the Story

Directions:

- Tell students to listen carefully to determine why the proverb, “Don’t judge a book by its cover,” is important to the story.
- Read the story aloud to students and show the illustrations in order to see the detail in each picture.
- Ask students to predict what will happen next.

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.1.1

Ask and answer
questions about details

CCSS.ELA-
LITERACY.RL.1.3

Describe characters,
settings, and events

Questions for Assessing Students’ Comprehension:

- Who are the characters in the story?
- What happened to the rich man at the start of the story?
- Who saved the rich man?
- What treasure did the dog want?
- The girl told her father, “You gave your word. I will go with the Great Smelly, Slobbery, Small-Tooth Dog.” What does it mean to ‘give your word?’
- How did the girl get to the dog’s house?
- Describe the dog’s house.
- What did the girl and the dog do at the dog’s house?
- Did the girl enjoy being with the dog during the day? How do you know?
- How did the girl feel at night?
- The dog saw the girl weeping. What does “weeping” mean?
- What nice name did the girl call the dog? What is a honeycomb?
- What mean name did the girl call the dog?
- The dog was taking the girl home but changed his mind. Why?
- What happened to the dog when they got back to the girl’s house?
- How did the story end?



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Questions for Interpretation:

- How did the man feel when the dog saved him?
- Why do you think the dog chose the girl when offered a treasure? What would you have chosen?
- Why did the man think that his daughter was the greatest treasure?
- What is your greatest treasure?
- How did the man feel when the dog took his daughter away?
- How did the girl feel when she left with the dog?
- How did the dog treat the girl while she was at his castle?
- Why did the dog offer to take the girl back to her home?
- The girl would murmur, "Dear dog, you are as Sweet as a Honeycomb!" What does "murmur" mean? Why did she murmur this?
- Why do you think the prince took the form of a dog for most of the story?
- Name other stories with similar plots (*The Frog Prince*, *Beauty and the Beast*, *Shrek*, etc.) How are the stories similar and different?
- How does this story show that kindness is important?
- How do the illustrations help tell the story?
- How does the proverb, "Don't judge a book by its cover," relate to the story?

Common Core

Standards:

**CCSS.ELA-
LITERACY.RL.1.1**

Ask and answer
questions about details

**CCSS.ELA-
LITERACY.RL.1.3**

Describe characters,
settings, and events

**CCSS.ELA-
LITERACY.RL.1.4**

Identify words/phrases
that suggest feeling or
appeal to senses



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Common Core

Standards:

CCSS.ELA-
LITERACY.L.1.2.D

Use conventional spelling
for words with common
spelling patterns

CCSS.ELA-
LITERACY.SL.1.5

Add visual displays to
descriptions

CCSS.ELA-
LITERACY.SL.1.6

Produce complete
sentences

CCSS.ELA-
LITERACY.RL.1.9

Compare and contrast

Follow Up Activities:

Anagrams

Directions:

- Write the word “kindness” on the board.
- Tell students to look at the word “kindness” and create as many words as they can, using only the letters: K-I-N-D-(N)-E-S-(S)
 - Kid, kin, kiss, send, dine, den, Ken, Ned, kind, sin, desk, ink, sink, side, in, is, sides, desks, sends, etc.
- Students share the words they created with the class.
- Ask how kindness relates to the story.

Draw a Poster

Directions:

- Create posters promoting kindness to display in the classroom.

Kindness Skits

Directions:

- Ask students why the proverb, “You can’t judge a book by its cover,” is important to the story’s plot.
- Ask students why kindness is an important part of the story.
- Divide the class into small groups.
- Tell each group to create a skit that demonstrates both the word ‘kindness’ and that it isn’t wise to judge someone by the way he/she looks.
- Perform skits for the class.
- Students discuss how kindness is shown in each skit.

“Short /o/” Worksheet

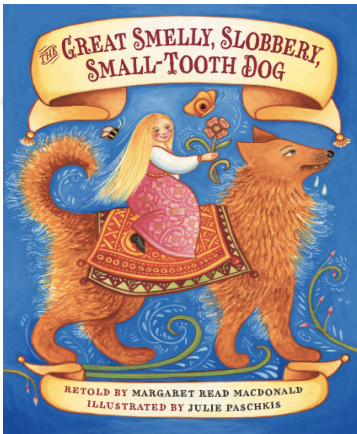
Directions:

- Students circle the picture in each row that has a short /o/ sound as in the word “dog.”

Compare and Contrast

Directions:

- Read *The Drum* (Rob Cleveland). This tale from India tells of a poor boy who is kind to everyone he meets. Compare and contrast the theme of kindness in this book and *The Great Smelly, Slobbery, Small-Tooth Dog*.



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Follow Up Activities:

Picture Exploration

Directions:

- Tell students: the illustrator, Julie Paschke, created the beautiful pictures for the story. She used gouache, similar to watercolor, but contains chalk.
- Artists use diagonal lines to show action. Draw diagonal lines on the board. These lines keep the viewer's eyes moving across the page and through the illustration.
- Show students the illustrations; ask them to point out all of the diagonal lines and tell what action they show.
- Artists repeat shapes and colors to keep the viewer's eyes moving across the page. Ask students to point out the repetition of colors in the illustrations
- Show students the picture of the castle and ask students to show the repetition of shapes in the illustration.
- Instruct students to use markers and cut pieces of construction paper to create a picture that shows repetition of lines, shapes, and colors.
- Share the pictures with the class. Students tell how the repetition of lines, shapes, and colors keeps a viewer's eyes moving across the picture.

What's in a Name?

Directions:

- Tell students: part of the fun of being an author is choosing a book title. Share the following story about how author, Margaret Read MacDonald chose the title for her book:
 - The author read this story in a collection of British folktales. Originally, the story was called "The Great Foul Small-Tooth Dog." She changed the word "foul" to smelly because she liked the way it sounded. One day she met a large dog named Ben who greeted her by licking her glasses. All she could see was slobber! Later, Ben shook his head back and forth. A 4-inch string of slobber broke free from his jaws and hurled itself across the room at her. As she looked at the dog and the slobber all down her front, she decided to change the name of the book to "Great Smelly, SLOBBERY, Small-Tooth Dog!"
- Ask students to think of other names that the author could've chosen for the book's title.

Common Core

Standards:

CCSS.ELA-LITERACY.RL.1.7

Use illustrations/details in a story to describe characters, setting, or events

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and events

CCSS.ELA-LITERACY.W.1.8

Recall/gather information from experiences or sources

CCSS.ELA-LITERACY.SL.1.5

Add visual displays to descriptions



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Common Core

Standards:

CCSS.ELA-
LITERACY.SL.1.1

Participate in
collaborative
conversations

CCSS.ELA-
LITERACY.SL.1.1.A

Follow agreed-upon rules
for discussions

Follow Up Activities:

Chase the Dog's Tail

Directions:

- Divide the class into 2 groups.
- Each group forms a straight line and each student holds on to the waist of the person in front of them.
- The last player in line tucks a bandanna into his/her back pocket. Each line represents a dog and the bandanna is the dog's tail.
- The two "dogs" chase each other, trying to pull the bandanna out of the last person's pocket.
- If a line breaks apart or a team loses its bandanna, that team loses the game.

Counting

Directions:

- Tell students that dogs have 42 permanent teeth.
- Give each student 42 tokens.
- Students count their tokens together out loud.
- Teacher uses tokens to demonstrate that $41+1$ is 42
- Teacher writes $41+1=42$ on the board.
- Ask students to find another way to make 42.
- Students work in pairs using the tokens to discover different ways to make 42.
- Students write their number solutions on the paper.
- Students share their solutions with the class.



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Follow Up Activities:

Similes

Directions:

- Tell students:
 - The girl told the dog, “You are Sweet as a Honeycomb!”
 - “Sweet as a Honeycomb” is a simile.
 - When writing, authors try to create a picture in the reader’s mind. This is called imagery. Similes are a great way to create imagery.
 - A simile can compare a word to something that is already known using the words “like” or “as.”
- Write the following animal and food similes on the board.
Possible answers listed in parenthesis:
 - Warm as (toast)
 - Cool as a (cucumber)
 - Slow as (molasses)
 - Flat as a (pancake)
 - Sweet as (honey or sugar)
 - Wise as an (owl)
 - Quiet as a (mouse)
 - Strong as an (ox)
 - Sly as a (fox)
 - Playful as a (kitten)
 - Sick as a (dog)
 - Gentle as a (lamb)
 - Busy as a (bee)
 - Brave as a (lion)
 - Free as a (bird)
 - Hungry as a (wolf, horse, or bear)
- Students offer suggestions for how to complete the similes.
- Students illustrate one simile.

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.1.6

Produce complete
sentences

CCSS.ELA-
LITERACY.L.1.2.D

Use conventional spelling
for words with common
spelling patterns

CCSS.ELA-
LITERACY.L.1.1.A

Print all upper and
lowercase letters

CCSS.ELA-
LITERACY.L.1.1.I

Use frequently occurring
prepositions



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Name _____

Date _____

Short /o/

Directions: Circle the picture in each row that has a short /o/ sound, as in the word 'dog.'

1.



2.



3.



4.



5.

