



## 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 dogs as themes related to the story.

### **Materials:**

- 30- 3"x5" index cards
- Pen and pencils
- 1- 6"x30" strip of paper for every 2 students
- Markers or crayons
- Rulers
- "Word Search" worksheet
- Photograph of dog or other pet as model
- (Optional) *The Magic Apple* 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:

- Write one of the following words on each of the 30 index cards: rich, man, thieves, great, smelly, slobbery, small-tooth, dog, treasures, fish, bird, goose, daughter, castle, books, dresses, dinner, tree, ball, honeycomb, girl, father, prisoner, visit, sweet, prince, fur, sorrow, leaped, weeping
- Mix up the cards.
- Divide the class into 2 groups and give each student a card.
- Tell students that each card has a word on it from the story.
- Students in each group read their words aloud and create a story using the words. Share stories with the class.
- Students create a new story with their words, incorporating the lesson, "Compassion is powerful." Explain that compassion is feeling sympathy for others. Share stories with the class.



# The Great Smelly, Slobbery, Small-Tooth Dog

Second Grade

## Instructional Plan Continued

### Read the Story

#### Directions:

- Ask each student to read a page aloud.
- Teacher and student readers show illustrations so that students can appreciate the detailed illustrations.
- Student readers ask classmates to predict what will happen next after each page is read.

## Common Core

### Standards:

CCSS.ELA-  
LITERACY.RL.2.10

Read and comprehend  
literature

CCSS.ELA-  
LITERACY.RL.2.1

Ask and answer  
questions to  
demonstrate  
understanding

CCSS.ELA-  
LITERACY.RL.2.2

Recount stories and  
determine their lesson or  
moral

CCSS.ELA-  
LITERACY.RL.2.3

Describe how characters  
respond to events and  
challenges

## Questions for Assessing Students' Comprehension:

- Who are the characters in the story?
- Describe the dog, the man and the girl.
- What happened to the rich man at the start of the story?
- Who saved the rich man?
- What treasures did the man offer the dog?
- 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 did the girl feel at night?
- What nice name did the girl call the dog?
- What mean name did the girl call the dog?
- The dog was taking the girl home but changed his mind. Why?
- Why did the girl call the dog "a great smelly, slobbery, small-tooth dog?"
- The girl vowed to say only sweet things to the dog. What does "vow" mean? (A promise, pledge, or swear)
- What surprise did the dog have for the girl?
- Why did the prince rip off the smelly fur?
- How did the story end?



# The Great Smelly, Slobbery, Small-Tooth Dog

Second Grade

## 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 was the man's greatest treasure his daughter?
- 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?
- The dog asked the girl, "Don't I give you everything to make you happy?" The girl said, "Every **thing**, yes, but I miss my father!" What do you think she meant?
- Why did the dog offer to take the girl back to her home?
- Why do you think the prince took the form of a dog?
- What do you think the dog would have done if the girl had not been kind to him?
- Name other stories with similar plots (*The Frog Prince*, *Beauty and the Beast*, *Shrek*, etc.)
- How do the illustrations help tell the story?
- How does saying, "Compassion is powerful," reflect the story's meaning?
- How does the story you created in the introductory activity compare to this story? How is it similar and different?

## Common Core

### Standards:

CCSS.ELA-  
LITERACY.RL.2.1

Ask and answer questions to demonstrate understanding

CCSS.ELA-  
LITERACY.RL.2.2

Recount stories and determine their lesson or moral

CCSS.ELA-  
LITERACY.RL.2.3

Describe how characters respond to events and challenges

CCSS.ELA-  
LITERACY.W.2.8

Recall information from experience or from sources

CCSS.ELA-  
LITERACY.SL.2.1

Participate in collaborative conversations



# The Great Smelly, Slobbery, Small-Tooth Dog

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## Follow Up Activities:

### Timeline

#### Directions:

- Divide class into pairs
- Using 1- 6"x30" strip of paper (per every 2 students), students create and illustrate a timeline of story events.

### Write a Letter

#### Directions:

- Tell students that the girl missed her father, so she decided to write a letter to him.
- Ask students to think about what the girl might include in her letter (ex: describe the castle, how the dog is treating her, etc.)
- Students write a letter to the girl's father from the girl's point of view. Share with the class.

### Anagrams

#### Directions:

- Write the word "benevolent" on the board and ask students what it means. (Kind and helpful, doing good deeds, generous)
- Ask students how the word relates to the story.
- Tell students to look at the letters in the word and create as many words as they can using only the letters: B-E-N-E-V-O-L-E-N-T. Write their words on a piece of paper.
- Students take turns writing one of their words on the board until all of the words have been recorded.
- Possible: bet, net, let, vet, tent, vent, toe, tone, belt, note, etc.

### Flower Illustrations

#### Directions:

- Review the illustrations and point out the plants on each page.
- Tell students that the illustrator, Julie Paschkis, used the plants and flowers to reflect the emotion of each scene.
- Show students the book's end papers. These show all the flowers and their meanings.
- Review the story with students and ask what emotion is evoked on each page. Use the end papers as a reference.
- Students create and draw new flowers on a sheet of paper.
- Present flowers to the class and explain their meaning.

## **Common Core**

### **Standards:**

CCSS.ELA-  
LITERACY.SL.2.2

Describe key details from a text

CCSS.ELA-  
LITERACY.W.2.1

Write opinion pieces

CCSS.ELA-  
LITERACY.L.2.2.B

Use commas in greetings and closings

CCSS.ELA-  
LITERACY.L.2.2.D

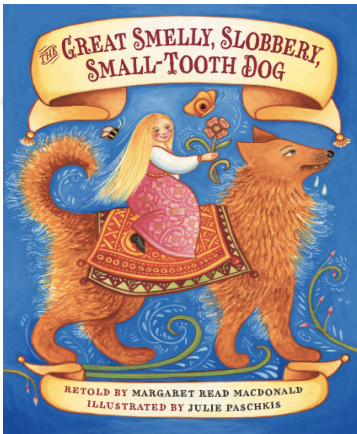
Generalize learned spelling patterns

CCSS.ELA-  
LITERACY.L.2.3.A

Compare formal and informal uses of English

CCSS.ELA-  
LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings



# The Great Smelly, Slobbery, Small-Tooth Dog

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## Follow Up Activities:

### Flower Drama

#### Directions:

- Divide the class into small groups.
- Each group chooses a flower from the book's end papers and creates a skit about the emotion attributed to that flower.
- Present skits to the class.

### Draw a Banner

#### Directions:

- Review the illustrations with students and point out:
  - The artist thought of the paintings on each page as a banner, which vary in shape and size.
  - Each illustration is bordered with a gold cord.
  - The movement in the banners continues to become larger.
  - The banners show the change from day to night and the change of seasons.
- Students create banners in the artist's style. Students can create scenes that show their favorite seasons, their favorite pets, or their names written in detailed styles.
- Share banners with the class and tell how they are similar to the artist's illustrations.

### Make a Cinquain

#### Directions:

- Review several parts of speech with student and have students name examples of each (nouns, verbs, adjectives, etc.)
- Tell students they will write a cinquain. Share the following:
  - This is a French form of poetry.
  - "Cinq" means "five" in French; this type of poem always has 5 lines.
  - The first line is a one-word title, a noun or naming word.
  - The second line has 2 adjectives about the subject.
  - The third line has 3 verbs to describe what the subject does.
  - The fourth line is a phrase indicating a feeling related to the subject.
  - The fifth line is a one-word summary, a noun.
- Each student writes a cinquain about his/her pet or favorite animal.

## Common Core

### Standards:

#### CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts

#### CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation

#### CCSS.ELA-LITERACY.RL.2.7

Use information via illustrations and text

#### CCSS.ELA-LITERACY.W.2.1

Write opinion pieces





# The Great Smelly, Slobbery, Small-Tooth Dog

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## Follow Up Activities:

### Alliteration

#### Directions:

- Explain alliteration to the class (repetition of an initial sound in two or more words in a phrase).
- Ask students how the author used alliteration in the title.
- Students brainstorm alliterative phrases for the number two through ten (ex: two turtles, three thistles, four fries, etc.)
- Share the following information about the author, Margaret Read MacDonald, and how she chose the title:
  - 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, the name of the book changed. She decided the dog should be a “Great Smelly, SLOBBERY, Small-Tooth Dog!”

### “Word Search” Worksheet

#### Directions:

- Tell students there are various breeds and mixtures of dogs.
- Ask students to name different dog breeds. Write on board.
- Add the following breeds if not already mentioned: Beagle, Collie, Greyhound, Rottweiler, Husky, Terrier, Retriever, Chihuahua, Dalmatian, Poodle, Pug, Dachshund, Bloodhound, Corgi, Boxer and Whippet.
- Tell students to create a word search with the worksheet provided using dog breeds, including a word bank. Words in the search can be written diagonally, vertically, or horizontally. Remaining squares in the grid should be filled in with random letters.
- Students exchange papers with a partner and complete their partner’s word search.

### Common Core

#### Standards:

CCSS.ELA-  
LITERACY.L.2.2.D

Generalize learned  
spelling patterns

CCSS.ELA-  
LITERACY.W.2.7

Participate in shared  
research and writing  
projects



# The Great Smelly, Slobbery, Small-Tooth Dog

Second Grade

## **Follow Up Activities:**

### **Compare and Contrast**

#### **Directions:**

- Read *The Magic Apple* (Rob Cleveland). This Middle Eastern folktale tells of three kind brothers who rescue a princess. The youngest brother gives his special treasure to the princess to cure her, and in doing so, wins her heart.
- Compare and contrast the themes of kindness and benevolence to that of *The Great Smelly, Slobbery, Small-Tooth Dog*.

### **Draw a Dog**

#### **Directions:**

- Tell students that the illustrator, Julie Paschkis, modeled the dog in the book on her dog Lily. She photographed Lily sitting, standing, sleeping, running and fetching. She used the photos as a reference.
- Distribute drawing materials.
- Distribute photographs of an animal.
- Students observe the photographs and share their observations with the class.
- Students draw the animals.

### **Common Core**

#### **Standards:**

CCSS.ELA-

LITERACY.RL.2.9

Compare/contrast two or more versions of the same story

CCSS.ELA-

LITERACY.RL.2.10

Read and comprehend literature

CCSS.ELA-

LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings



# The Great Smelly, Slobbery, Small-Tooth Dog

Second Grade

Name \_\_\_\_\_

Date \_\_\_\_\_

## Word Search


Word Bank: