



# The Great Smelly, Slobbery, Small-Tooth Dog

Retold by Margaret Read MacDonald  
Illustrated by Julie Paschkis

### **Outcome:**

Students will explore a British folktale, investigate the importance of story illustrations, and learn about dogs.

### **About the Book:**

#### Guided Reading:

L

#### Lexile Level:

510L

#### Character Traits:

Citizenship

Caring

Fairness

#### Region:

Europe, UK

#### ISBN:

978-0-8748-3808-4

### **Materials:**

- Paper, crayons or markers
- Scissors
- “Dog Phonics” worksheet
- “Dog Bones Alphabet” worksheet
- Pipe cleaners
- (Optional) *Rooster’s Night Out*, Martha Hamilton & Mitch Weiss

### Cooking Materials:

- Large mixing bowl, large spoon
- Saucepan, 8” baking pan, cooling rack
- Plates, knife, napkins
- 3 cups low-fat granola
- ¼ cup vegetable oil
- 3 egg whites, lightly beaten
- ¾ cup dried fruit of choice, finely chopped
- ½ cup honey
- ¾ teaspoon vanilla

# The Great Smelly, Slobbery, Small-Tooth Dog

Kindergarten



## **Common Core**

### **Standards:**

CCSS.ELA-  
LITERACY.RL.K.7

Relationship between  
illustrations and story

CCSS.ELA-  
LITERACY.SL.K.1

Collaborative  
conversations

CCSS.ELA-  
LITERACY.RL.K.10

Group reading activities

## **Instructional Plan**

### Introduction

#### Directions:

- Ask students what they know about dogs.
- Ask students to share titles of songs, stories and movies that they know about dogs.
- Share the following information with students as appropriate:
  - There are many breeds of dogs. (Ask students to name what they know.) Some dogs are mixtures of breeds.
  - Dogs differ in size, shape, color and appearance of their features. They all have the same basic body structure.
  - Dogs have 42 teeth, including 4 sharp, pointed teeth called canine teeth. Show students that humans also have 4 canine teeth.
  - Dogs have excellent hearing. They can hear sounds from a greater distance than humans. They can also hear high-pitched sounds that humans cannot.
  - A dog's best-developed sense is smell. A dog can smell the faintest smell long after the source of that smell has been removed.
  - Dogs make different sounds to communicate. They may whimper, whine, growl, bark, woof or sometimes howl.
  - Dogs can also communicate with their tails. If a dog wags its tail, it usually means the dog is happy. A frightened dog may hold its tail between its legs.

### Teacher Reads the Story

#### Directions:

- Show students the illustrations so they can see the details in each picture.
- Ask students to predict what will happen in the story.



# The Great Smelly, Slobbery, Small-Tooth Dog

Kindergarten

## **Common Core**

### **Standards:**

CCSS.ELA-

LITERACY.RL.K.1

Ask & answer questions about details in text

CCSS.ELA-

LITERACY.RL.K.3

Identify characters, settings, & major events

CCSS.ELA-

LITERACY.SL.K.3

Ask/answer questions in order to seek help/get information

CCSS.ELA-

LITERACY.SL.K.1

Collaborative conversations

CCSS.ELA-

LITERACY.SL.K.2

Confirm understanding of text read aloud

## **Questions for Assessing Students' Comprehension:**

- Who are the characters in the story?
- In the beginning of the story, what happened to the rich man?
- Who saved the rich man?
- What treasure did the dog want?
- How did the girl get to the dog's house?
- What was the dog's house like?
- 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 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?

## **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?
- The man's daughter was his "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?
- Why do you think the prince took the form of a dog for most of the story?
- Name other stories with similar plots.
- How does this story show that kindness is important?
- How do the illustrations help tell the story?



# The Great Smelly, Slobbery, Small-Tooth Dog

Kindergarten

## **Follow Up Activities:**

### Retelling the Story

#### Directions:

- Show the book's illustrations and students practice retelling the story.

### "Dog Phonics" Worksheet

#### Directions:

- Cut out the dog, the letter strip and the slits in the dog's mouth.
- Feed the letter strip into the slits (from back through to the front and through to the back again) in the dog's picture so that the letters show on the dog's side.
- Practice saying /og/ words created by pulling the letter strip through the dog's mouth.

### Story Drawing

#### Directions:

- Students draw their favorite parts of the story.
- Show drawings to the class and explain why they chose those scenes.

### Kindness Skits

#### Directions:

- Ask students how kindness was important in the story.
- Divide the class into small groups.
- Instruct students to create a skit that shows why kindness is important.
- Present skits to classmates.

### Movement

#### Directions:

- Review the illustrations in the book with students and discuss how the movement in the illustrations increases as the story progresses.
- Read each page and help students identify action words.
- Students demonstrate the actions on each page (ex: speak, sing, jump, climb, run, laugh, throw, weep, leap, etc.)

## **Common Core**

### **Standards:**

CCSS.ELA-  
LITERACY.RL.K.2

Retell familiar stories

CCSS.ELA-  
LITERACY.RL.K.7

Relationship between  
illustrations and story

CCSS.ELA-  
LITERACY.SL.K.5

Add drawings or other  
visual displays to  
descriptions.

CCSS.ELA-  
LITERACY.SL.K.6

Speak audibly and  
express thoughts,  
feelings, and ideas



# The Great Smelly, Slobbery, Small-Tooth Dog

Kindergarten

## **Follow Up Activities:**

### **Shapes and Patterns**

#### **Directions:**

- Review the illustrations with students, highlighting the banners.
- Ask students to name each banner's shape.
- Draw shapes on the board. These will serve as a model.
- Tell students to practice making the different shapes.
- Demonstrate creating a pattern with these shapes (ex: circle, square, circle, square, etc.)
- Ask students which shape comes next in the pattern.
- Ask students to draw shape patterns on their papers.
- Call each student to the board to show one of his/her shape patterns. Students ask classmates to predict which shape comes next in their patterns.

### **Visualization**

#### **Directions:**

- Show students the illustration of the castle and tell them to pretend they are at the castle.
- Ask students what they would see, hear, and feel.
- Ask each student to pick a specific place in the illustration to "hide," but not to tell anyone. Clarify that students may choose any place in the entire picture, not just the castle.
- Tell students to describe what they would see, hear, and feel in their hiding place. Classmates try to guess where the student is hiding in the picture.
- Students brainstorm ways to build a castle out of a shoebox or milk carton.
- Students gather necessary materials and construct a castle.

### **Invite Your Pet to Dinner**

#### **Directions:**

- Ask students what the girl and the dog did while at the dog's castle (slept, read, ate, played, etc.)
- Show students the illustrations of the girl and the dog dining together.
- Ask students what food they would serve if they had dinner with their pet or favorite animal.
- Students draw a picture of themselves eating with their pet.

### **Common Core**

#### **Standards:**

CCSS.ELA-  
LITERACY.RL.K.7

Relationship between  
illustrations and story

CCSS.ELA-  
LITERACY.SL.K.5

Add drawings or other  
visual displays to  
descriptions.

CCSS.ELA-  
LITERACY.SL.K.1

Collaborative  
conversations





# The Great Smelly, Slobbery, Small-Tooth Dog

Kindergarten

## **Follow Up Activities:**

### **Make Honey Granola Squares**

#### **Directions:**

- The girl called the dog, “sweet as a honeycomb.” Ask students what they know about honey and honeycombs.
- Tell students that bees produce honey after they have gathered nectar from flowers. Bees store honey (a food source for bees) in honeycombs inside their hives. Each compartment of the honeycomb has 6 walls. Honey is much sweeter than table sugar.
- Refer to the ingredients and supplies listed on page 1 under “Materials.”
  - Mix granola and dried fruit together in mixing bowl.
  - In a small saucepan, heat honey, oil and vanilla over medium heat. Stir until honey is dissolved.
  - Pour honey mixture over granola. Mix until well coated.
  - Pour egg whites over granola mixture. Mix well.
  - Pack mixture firmly into an 8” square nonstick baking pan.
  - Bake at 325 degrees for 40 minutes or until golden brown.
  - Place pan on cooling rack.
  - Cool completely before cutting into squares, approximately 2 ½” each. Serve.

### **“Dog Bones Alphabet” Worksheet**

#### **Directions:**

- Follow the dog bones form A to Z and fill in the missing letters.

### **Compare and Contrast**

#### **Directions:**

- Read *Rooster’s Night Out* (Martha Hamilton & Mitch Weiss).
- This tale from Cuba tells of Rooster who asked several others for help. They were not kind to Rooster. Finally the sun helped Rooster. All the characters in this chain story discovered how interconnected their actions were.
- Compare and contrast the themes of kindness in this story to that of *The Great Smelly, Slobbery, Small-Tooth Dog*.

## **Common Core**

### **Standards:**

CCSS.ELA-  
LITERACY.RL.K.9

Compare and contrast

CCSS.ELA-  
LITERACY.L.K.1.A

Print many upper and  
lowercase letters

CCSS.ELA-  
LITERACY.L.K.5.A

Sort common objects  
into categories



# The Great Smelly, Slobbery, Small-Tooth Dog

Kindergarten

Name \_\_\_\_\_

Date \_\_\_\_\_

## “Dog” Phonics



d f fr h i j l b



# The Great Smelly, Slobbery, Small-Tooth Dog

Kindergarten

Name \_\_\_\_\_

Date \_\_\_\_\_

## Dog Bones Alphabet

