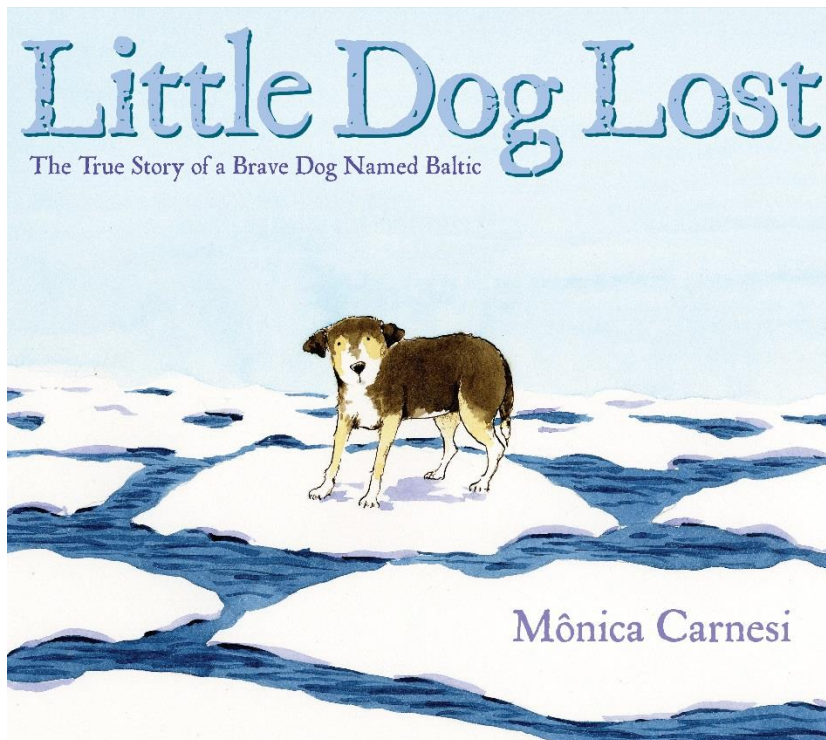

Little Dog Lost

a teacher's guide

Created by marcie colleen



2012 Horn Book Fanfare

2013 Gryphon Award Honor

*Eric Carle Museum 2012
Picture Book of Distinction*

2013 CCBC Choice

*2013 Bank Street Best Children's
Books of the Year*

Mônica Carnesi, Author-Illustrator

Little Dog Lost

Monica Carnesi is an artist and a librarian, which allows her to combine her love for illustration and her passion for children's literature. She was inspired to write *Little Dog Lost*, her first picture book, after hearing the story of the dog nicknamed "Baltic" on NPR. Originally from Rio de Janeiro, Brazil, Mônica now lives in Philadelphia with her husband and her own little dog.

Visit her at www.moniacarnesi.com.

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Marcie is a former teacher with a bachelor's degree in English Education from Oswego State and a master's degree in Educational Theater from New York University. When she was growing up, Marcie's best friend was her dog, Cinder. And although she does not have a dog now, if one happened to float down her Brooklyn, New York Street, she would *definitely* rescue it!

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How To Use This Guide

This classroom guide for *Little Dog Lost* is designed for students in preschool through second grade.

It offers activities to help teachers integrate *Little Dog Lost* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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English Language Arts

Reading Comprehension

Before reading *Little Dog Lost*,

Help students identify the basic parts of a picture book: front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover ~

- Explain that Monica is the Author-Illustrator of *Little Dog Lost*. What does an author do? What does an illustrator do? What does it mean if there is an Author-Illustrator?
- *Little Dog Lost* has a subtitle. What can you learn from the subtitle?
- Look at the dog on the cover. How do you think he is feeling? Describe the cover illustration in your own words. Can you predict what the story might be about?

End Papers ~

- The end papers contain a map. Have students study the map and report what they learn about the story they are about to read. Where does the story take place? When does the story take place (date and season)? What direction did the dog travel in (North, South, East or West)? How long was the dog traveling?
- Does this map/timeline leave you with any questions that you hope to have answered in the story?



Now read or listen to the book.

Help students summarize in their own words what the book was about.

- When was Dog first noticed on the ice?
- Who tries to save him first? Why don't they succeed?
- Who is next to spot Dog on the ice? How do they attempt to save Dog? What finally works at rescuing him?

- How does the crew of the R/V *Baltica* care for Dog? Why do they name him “Baltic?”
- How does Dog say “thank you?”

Start a discussion based on the “Note from the Author.”

- Why do you think the author included this note? Does it teach you anything more about the story?
- Why do you think the author included photographs in the note? Do they add anything to the story? Compare them to the illustrations.

Teaching Adjectives

Often when beloved pets are lost, the owners will place Missing or Lost ads around their neighborhood. But in order to do so, they need to know how best to describe their pet. For this reason, it is important to learn how to describe something using adjectives.

The Adjective Box

This is an excellent activity to teach that adjectives are describing words.

Decorate an empty shoe box and cut a hole in one of the ends.

You can attach a sock (with the toes cut off) to the hole on the end to make it easy to guide little hands in and out of the box. Attach one end of the sock around the hole and the rest of the sock serves as a tube into the box.

Place various items in the box (i.e. A Lego, pinecone, play-doh, feather, etc.) These should be very tactile items. The kids will not be able to see inside the box, but only feel around.

Although they might be able to identify the object, the game is to DESCRIBE the item using adjectives. (i.e. Hard, soft, squishy, bumpy, etc.)

Each child should have a chance to reach inside the box. See how many adjectives the class can come up with and create a list.

The Missing Shoe Game

This is a game to sharpen describing skills.

- Everyone needs to take off their shoes.

- Have each student spend some time studying their shoe and coming up with 4 adjectives to describe it. They may write these adjectives down, if it makes it easier to remember.
- Then place all of the students' shoes in a pile. (Only one shoe in the pair is needed, but if the other is not placed in the pile, it should be hidden from sight.)
- The students should form a circle around the pile.
- The first student to go, says their 1st adjective and sees if anyone can identify their shoe. If not, then they say their 2nd adjective and so on until they have said all 4.
- The objective is to use as few adjectives as possible.
- If the student says all 4 adjectives and no one identifies their shoe, it is the next student's turn.



Looking for Baltic

According to the Author's Note, the members of the crew of the R/V *Baltica* attempted to find Baltic's original owners, but failed.

Create a *Found* ad for Baltic. Students should include a description and draw a picture of Baltic.

Include details such as where he was found and his likes and dislikes.

Examples of *Found* ads can be researched on the Internet.

Finished ads can be hung in the classroom or hallway.

Fiction or Non-Fiction?

Explain the difference between Fiction and Non-Fiction.

Ask each student to draw a picture of what they had for breakfast.

On a separate piece of paper they should draw a picture of something they *wished* they had for breakfast, but did not.

Share both pictures with the class and see if the class can figure out which drawing is the fiction breakfast and which one is the non-fiction breakfast.

This can also be done with "How I Got to School" or "Where I Went on Vacation."

Next, take a look at the classroom library. Create a Fiction and a Non-Fiction shelf and have the students place books on the appropriate shelf.

Writing Activities

Creating a Prequel

Look closely at the illustrations on the title page and the copyright page of *Little Dog Lost*.

These illustrations give the reader a glimpse into *one* theory of how Baltic ended up on the ice floe.

What is a theory?

As a class, discuss the two illustrations. What are some other possibilities of how Dog ended up on the ice floe?

Have students create their own *prequel* story.

Optional Story Starter: "It was a very cold January day in Poland and the little dog knew he shouldn't wander off, but he..."

OR

Create the story as a class and then have each individual student create their own illustration.

A Thank You

Dog finds the man who pulled him out of the water.

Dog puts his nose on his lap.

That's how he says "Thank you."

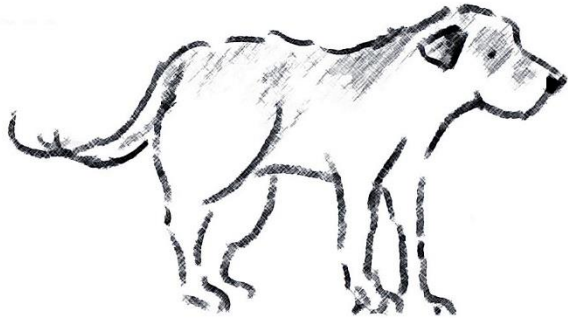
It's only fitting that Baltic's adventure happened in January, which is National Thank You Month.

Write thank you letters to the crew of the R/V *Baltica*.

Be sure to include a salutation, a body and a closing. Artwork can also be included.

Math

Word Problems *For younger students, the use of pictures or props might be needed to figure out word problems.*



- 1) 3 people, playing by the river, spot the little dog on the ice. 2 more people see the dog float by. How many people see the little dog on the ice?
- 2) The firemen unwind 5 feet of rope to try and rescue the dog. When they can't reach him, they unwind 4 more feet. How many feet of rope do the firemen unwind?
- 3) The crew of the R/V *Baltica* place 1 blanket on the dog, but he is still shivering. So, they add 2 more. How many blankets does the crew give the little dog?
- 4) The crew makes breakfast. They make 6 sausages. They eat 5 sausages. How many sausages are left for the little dog?
- 5) Baltic watches 7 seagulls on the deck of the sailing vessel. 3 seagulls fly away. How many are left on the deck?

Rescue Hopscotch

This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.

Materials:

- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons
- Beanbag or dog stuffed animal
- One die

Set Up:

Create the hopscotch boxes.

Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage them to trace over them.

How to Play:

1. Place the beanbag or dog in one of the squares.
2. The first student rolls the dice twice and adds the two numbers together to know how many boxes they must hop to. (ie. $2 + 4 = 6$, hop six spaces).
3. The students hop their way through, counting as they go.
4. If they land on the box with the beanbag/dog, they have rescued him! If they overshoot or fall short they must start all over again.
5. Play continues until the dog is rescued or everyone has been given a chance.

For an extra challenge, change the location of the dog each turn.

Science

In some very cold parts of the world, lakes and rivers freeze.

The water on top is exposed to the colder temperatures so it freezes, while the water underneath does not. This allows fish to survive even when the surface of the lake is frozen over, because the water is still flowing below the ice.

“Ice floes” form, which give Baltic a place to wait for help.

Sink or Float?

Ice floats because it is “less dense” than water.

Dense means parts of something are crowded together; close; thick; containing much matter in a small place.

Have students sharpen their skills of prediction and observation by testing objects to see if they sink or float. Provide a variety of objects and ask students to *predict* what will sink, and what will float. Drop the objects in water and observe what happens.

Once the students *conclude* that the items sinks or floats, categorize it in a chart.

Try pieces of cork, metal and plastic bottle caps, toy boats, seashells, small sponges, feathers, paper, pebbles and empty and full containers.

Ball versus Bowl

Give each student a ball of clay the size of a large marble.

Ask them to drop the clay into a tank or bowl of water. The clay will sink because it is very dense.

Fish the clay out of the water and show how to make a bowl shape from the clay.

Once the students have made their bowls, ask them to place them back in the water. This time they will float because the matter has been redistributed to be less dense.

Further Challenge: ask the students to make a boat shape from the clay that will float. Let the students experiment with different shapes and whether they float or sink.

Float the clay boats in a tank or bowl of water.

Have the students place a marble in their clay boat -- the boat should remain floating.

Ask them to find out how many marbles it takes to sink their boat.

Challenge the students to make a boat shape that will hold four or five marbles before sinking. Guide them into thinking about how to do this; experiment with making the boat bigger, thicker or thinner, or a different shape.

A Scientific Expedition

The R/V *Baltica*, which rescued the little dog, is a scientific research vessel which monitors the Baltic Sea through careful observation of the sea's living things. It also studies weather and its impact on the sea, as well as aids in keeping the sea clean.

As a class, conduct a scientific expedition of the school grounds or a local park.



Assign each student to be a part of either the "living things observation crew" or the "clean-up crew".

The "living things observation crew" is in charge of noting various plants, animals and insects found in this area, as well as food sources and shelter. This crew should record their findings by creating a map, taking photographs and/or drawings.

The "clean-up crew" should conduct a careful search of the area for the purposes of eliminating of garbage. This crew should also note where the source of the garbage seems to be and how to prevent further garbage from gathering. Report findings through drawings, photographs, notes and charts to the class.

Social Studies

Baltic's World

Baltic was found floating in the Vistula River in Poland.

Using a globe or a map, locate the following:

- Poland
- The Vistula River
- Grudziadz
- The Baltic Sea

What continent is Poland on?

What countries border Poland?

What countries border the Baltic Sea?

How long is the Vistula River?

How far is it from your city to Grudziadz?

What language do they speak in Poland? How would you say "hello" to Baltic? How would you say "how are you?"

Our Day timeline

The end papers of *Little Dog Lost* include a map, which also serves as a timeline of Baltic's journey down the Vistula River.

A timeline is a great way to learn how to put events in the order in which they happened.

As a class, create a timeline of a typical day in the classroom. Brainstorm the daily routine. What happens in the morning? What happens in the afternoon? What happens next?

If the teacher can take pictures throughout a typical day, it is very helpful to have students sort them in chronological order. The visual is helpful to some students.

Materials:

- Easel paper roll (or multiple pieces of paper taped together to form 10-12 foot length)
- Markers
- Scissors
- Tape
- Ruler
- Photos

1. Cut a long sheet of paper from a paper roll, or tape a bunch of pieces of paper together to form a long sheet (final paper should be 10-12 feet long).

2. Lay it out on a table horizontally and, using a ruler, draw a line through the middle, dividing it horizontally.

3. Above the line, write the key moments in the classroom's daily routine, left to right, leaving a few inches of space between each. *This is also a great way to introduce the concept of clock time. Consider marking the key moments with a clock face showing the appropriate time.*

4. Below the line, let the class illustrate each event—either with photos, or with drawings.

True Stories of Animal Rescue

Little Dog Lost is a true story about how Baltic was rescued and given a new life on board a ship.

Every day animals are rescued and taken to shelters where they have the opportunity to be adopted by new owners.

Contact the local SPCA or animal shelter and arrange one of the following:

- A tour of the shelter. Learn how rescued animals are cared for and prepared for adoption.
- A Skype interview with an animal shelter employee. Ask him/her about real-life animal rescue stories.

An Internet search can also find stories of animal rescue and adoption to share with the class.

Ask students in the class if they have a rescued pet and if they will share the story.

How are these stories similar to Baltic's story? How are they different? Why do you think Baltic's story was on the radio and in the newspaper?

Non-Verbal Communication

Take a close look at all of the illustrations of Dog, throughout *Little Dog Lost*.

As a class, assign an emotion or thought bubble to each illustration.

How is Dog feeling? What is he thinking?
How do you know?

Ask students that have pets to describe how they know their pet is scared, happy, having to go to the bathroom, etc.



Discuss the ways that animals communicate how they are feeling non-verbally.

Some examples of how animals communicate:

- *Giraffes* press their necks together when they are attracted to each other.
- *Elephants* show affection by entwining their trunks.

- *Gorillas* stick out their tongues to show anger.
- *Kangaroos* thump their hind legs to warn of danger.
- *White-tailed Deer* alert others to danger by flicking their tail.
- *Dogs* wag their tails when they are happy.

Activities Using Non-Verbal Communication

- **Charades**

Play a game of charades using feelings or emotions. For younger students keep the feelings simple, such as: happy, sad, mad or scared. Older students can use more complex feelings such as guilty, anxious, embarrassed, proud, etc.

- **Picture This!**

Focus on reading facial expressions.

Using an empty picture frame, allow each student to *be* the picture.

Choose an emotion and then one by one kids can hold up the picture frame and show their best interpretation of the emotion.

- **Pictionary**

This version of charades is played with drawings instead of bodies.

Variations include:

1. Provide a circle on which students will have to draw a certain emotion. Other students will have to guess what emotion is drawn.
2. Provide an outline of a dog on which students will have to draw a certain emotion. This is a difficult challenge and leads into a deeper discussion of the art of illustration.

- **Lemonade**

1. Make two "safety" lines about 6 or 7 yards apart, marked off with stones or whatever you have handy.
2. The players divide into two equal-sized teams and stand at their team's line.
3. One team must decide on an occupation to pantomime.
4. After choosing how they will act out their trade, the whole team advances slowly toward the second team and starts the following dialogue.

Team 1: Here we come.

Team 2: Where from?

Team 1: New York.

Team 2: What's your trade?

Team 1: Lemonade.

Team 2: Give us some!

5. The first team then sidles as close as it dares to the second team, which is still on its safety line and can't move yet.
6. The first team begins to act out its agreed-upon trade, with no words allowed. The second team shouts out its guesses.
7. When someone gets it right, the first team turns and flees back toward its safety line, and the second team gives chase, trying to tag the other players before they reach safety.
8. All who are tagged become prisoners of war and must join the opposing team. Then the second team chooses a trade among themselves, and the game is repeated. Establish up front a number of turns for each team; at the end of the last "inning," the team with the most players wins.