Science K-2: Harry the Dirty Dog

Intended Audience: Students with significant cognitive disabilities

# **Standards:**

SC.K.L.14.2 Recognize that some books and other media portray animals and plans with characteristics and behaviors that they do not have in real life.

SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.

SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.

# **Learning Objectives:**

1. Students will identify basic care needs for dogs.
2. Students will recognize the similarities of care needs for dogs and people.
3. Students will connect the needs of Harry to the needs of pets at home or other animals.

# **Vocabulary:**

No new vocabulary

**Materials:**

* Book: Harry the Dirty Dog by Gene Zion, illustrated by Margaret Bloy Graham
* Video from Storyline online: [Harry the Dirty Dog read by Betty White](https://www.youtube.com/watch?v=7j0OY3236jw)
* Chart paper and markers
* Prepare prior to instruction: visual supports for basic needs (i.e. food, water, shelter, bath/cleanliness)
* Sequencing cards and sentence strips for “Beginning Middle and End” for Harry the Dirty Dog
* Sequencing cards and sentence strips detailing the “End” of Harry the Dirty Dog (for small group ideas)

# **Essential/Guiding Questions:**

1. What are the basic care needs for dogs?
2. What happens if basic care needs for dogs and people are not met?
3. How are the basic care needs for dogs and people similar?

**Lesson Presentation:**

**Activating Prior Knowledge:**

1. Ask students: “Who has a pet?” “What are some things that you and your family do to take care of your pet?” (Answers will vary.) Make a list of things that students do for their pets.

2. Tell students that they are going to learn about the care that a dog needs from his family when he gets very dirty.

**Modeled instruction:**

1. Introduce the book, Harry the Dirty Dog by Gene Zion, illustrated by Margaret Bloy Graham. Show the title, author and illustrator. Tell students that Harry, a dog, is the main character in the story.

2. Take a picture walk/sneak peek through the book; allow students to comment on what they see in the book as you move through the pages.

3. Read the book making some pointed comments, i.e. “Harry needs to get clean and find his way home.”, “It seems like Harry’s family might be worried about him.”

4. After reading the book, identify one of the things that Harry’s family does to take care of him. (Answers will vary: bath, brushed, dog bed, loved him, happy to see him). Use words and visual supports to show what he needs.

**Supported/Guided instruction:**

1. Re-read Harry the Dirty Dog and tell students that they are going to pay attention to what happens at the Beginning, Middle and End of the story.

2. Use picture cards/visual supports to identify Harry’s basic needs at the Beginning, Middle, and End. Beginning: shelter, “family want to give him a bath”, Middle: he’s hungry, lost, End: “get a bath and a nice warm bed”.

3. Sequence the events in the story using sentence strips or picture cards.

4. Ask students: “How are the things that Harry needs similar to the things that we need at home to feel comfortable, loved and safe?”

5. Create a two-column chart with “Harry/pets” at the top of one column and “people” at the top of the other. List needs for both Harry/pets and people using both words and visual supports.

**Independent Work:**

1. Students work to match pictures of basic needs of pets and basic needs of people.

**Suggestions for Small Group:**

1. Students can dig deeper into the end of the story and identify the details that show that Harry was missed by his family.

2. Students can use sentence strips to sequence and retell the events in the story.

3. Students can write using one of the following writing prompts: 1. Where would Harry go if he couldn’t find his way home?, 2. How did you know that Harry’s family missed him?, or 3. Imagine that Harry found a dog friend to go on adventures with. How could the end of the story possibly change?

**Assessment:**

1. Students will identify the basic needs of dogs/pets and people by matching pictures and sharing out during group discussion.

2. Teachers should utilize district created rubrics to score student work.

**UDL:**

**Multiple means of representation:**

1. Students can point to pictures to show the needs of pets and people.

2. Students can match fewer pictures.

3. Students can match words instead of picture supports.

4. Students can point to evidence in Harry the Dirty Dog to show what they know from the story.

5. Students can work individually, in pairs, or in a small group.

6. Students can work independently with peer or adult supports.

7. Students can write with a pencil, alternative pencil, on the Smartboard or with visual supports.

**Multiple means of expression:**

1. All students should have access to expressive language/technology that is appropriate for their specific need.

2. Expression may come in the form of verbal responses, signed responses, pointing/gestures, eye gaze, or through the use of a low or high tech device.

3. Text to speech options are available for computers on the Word app, iPads and other hand held devices. Google Chrome offers free extensions, such as Selection Reader and Select and Speak-Text to Speech, and apps, such as Text to Speech, Text to Speech with Google Drive, and TTS Reader- Unlimited Text-to-Speech.

4. Speech to text options are also available from Google. Extensions include Voice Note II-Speech to Text, Online speech recognition, and Co: Writer Universal. Voice Note II is also available as an app; Speech notes-Speech to Text Notepad is available as well. Microsoft Word also has speech to text options.

5. Additional information about text to speech and speech to text options are available through your district Assistive Technology Department.

**Multiple means of engagement:**

1. Provide students different ways to manipulate visuals (i.e. images on paper, computer images).
2. Students can use the book or an online version of the book for additional reference.

3. Encourage collaboration with peers in partners or small groups.

4. Allow students to work independently.

5. Allow students to be positioned for maximum learning engagement.

**Assistive Technology Recommendations:**

1. All students should have a means of expressive communication and a way to be actively engaged in learning.

2. Response modes may include, but are not limited to: eye gaze, gesturing or pointing to pictures/words/phrases, signing, low tech devices (GoTalks, etc.), or dynamic devices (iPad, etc.)

3. Lesson vocabulary, photos/pictures and graphic representations should be created and/or printed prior to the lesson to provide all students with an opportunity to be engaged in discussion.

4. When possible, provide students with text to speech options. Articles and passages from Readworks.org have this option.

5. If students are writing in response to text or writing as a means of sharing information, provide students with alternates to pencils. Speech to text and alternative pencils should be considered. Find more information about alternative pencils here: [Alternative Pencils](http://alternativepencils.weebly.com/)

**Technology Needed:**

* Smartboard

**Additional Resources:**

* From rif.org: [Harry the Dirty Dog resources](https://www.rif.org/literacy-central/book/harry-dirty-dog)
* From primaryesol.blogspot.com: [Harry the Dirty Dog sequencing activities](http://primaryesol.blogspot.com/2012/10/harry-dirty-dog-sequencing-skill.html)
* For the Smartboard: [Harry the Dirty Dog Smartboard activities](http://exchange.smarttech.com/details.html?id=eec921a6-dbea-4041-b1c9-563c1c57ff9a)