



# Read Aloud: *Dog's Colorful Day*

Standard Connection:  
 ELA.RL.PK4.1-7,9-10  
 ELA.SL.PK4.1-4,6  
 ELA.L.PK4.1,1c,4,6

**Enduring Understanding(s):**

- Color can carry information.
- There is an infinite variety of colors.

**Essential Question(s):**

- How are colors used to communicate ideas, thoughts, and feelings?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Dog's Colorful Day</i></li> <li>• vocabulary word picture cards</li> </ul>	<p><b>as usual:</b> the way things are most of the time</p> <p><b>colorful:</b> with lots of different colors</p> <p><b>coat:</b> a covering for the body</p> <p><b>drip:</b> water falling</p> <p><b>jam:</b> fruit boiled with sugar</p> <p><b>pollen:</b> a yellow powder found in flowers</p> <p><b>smudge:</b> a dirty mark</p> <p><b>spot:</b> a mark different in color from the area around it</p> <p><b>stain:</b> a mark that is difficult to remove</p> <p><b>trot:</b> walk quickly</p>	

## First Read

**Preparation:** *Set up materials*

**Children will:**

- listen to a story read aloud
- demonstrate increasing levels of sustained and focused engagement
- show a steady increase in the number of words in listening vocabulary
- develop understanding of main events

"The title of this book is *Dog's Colorful Day*. Emma Dodd is the author and illustrator - she wrote the words and created the pictures."

Show cover.

"Here is Dog. Dog has white fur and a black **spot** on his ear. He has a colorful bone."

pp. 1-2

"Now, Dog has a red **spot** on his fur. **Jam** dripped on his back."

pp. 3-4

"When the boy patted Dog, the melted chocolate on his fingers made a brown **spot** on his **coat**."

pp. 9-10

"**Pollen** is a yellow powder that bees carry from flower to flower."

pp. 11-12

"Dog **trotted** - walked quickly - through the park."

pp. 13-14  
Close read.

**Discussion Question(s):**

- Why did Emma Dodd, the author, write "What a colorful day you've had?"
- What did Vicky do when Dog's fur got stained?

## Second Read

**Children will:**

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

"We read this story once before, so you know the title of the book is... *Dog's Colorful Day*, by Emma Dodd."

Pause before you read the title so that children can chime in. Underline the title as you read it.

"Dog is sitting under the table at breakfast **as usual**."

pp. 4-5  
Point to jam. Continue to point to relevant illustrations and define vocabulary. Guide children through events in the story and how Dog acquires the spots.

"What happened to Dog at the park?"

pp. 7-8  
**Children respond.**

"What happened on Dog's walk?"

pp. 9-14  
**Children respond.**

"What happened when Dog returned home?"

p. 15-16  
**Children respond.**

"What did Vicky do when she saw Dog's **colorful spots**?"

pp. 17-22  
Close read. **Children respond.**

**Discussion Question(s):**

- How did Dog/Vicky feel when Dog's fur got stained? How do you know?
- Why does the author use the words *splish*, *splat*, *squash*, etc. when Dog's fur got stained?

## Third Read

### Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

### Discussion Question(s):

- How is what happened to Dog on his walk similar to or different from what happened to the rabbits in *Rabbits and Raindrops*?
- Dog didn't lick the grass or mud off his fur. Why didn't Dog lick the food stains (red jam, chocolate, pink ice cream)?

## Fourth Read

### Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

### Discussion Question(s):

- How is *splat* (*Dog's Colorful Day*) similar to or different from *plop* (*The Snowy Day*)?