

LESSON PLAN

SEE ME DIG

An I Like to Read® Book, Level D

written and illustrated by Paul Meisel

The dogs need to find a place they can dig without getting anyone angry. Where will that be?

Learning Objectives: Read emergent-reader text with purpose and understanding; problem and solution; changes from beginning to end of the story; sequencing events using temporal words; vocabulary acquisition.

Guided Reading Level: D/Emergent Reader

Grade Level: K

Interest Level: Pre-K–2

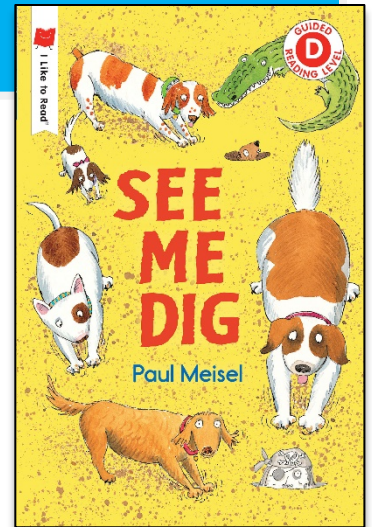
Reading Literature: RL.K.1,2,3,4,5,6,7,9,10/RL.1.1,2,3,4,5,6,7,9

Reading Foundations: RF.K.1,2a,3,4/RF.1.1,1a,3f,4,4a,4b

Writing: W.K–1.3,8

Speaking and Listening: SL.K–1.1,2,4,5,6

Language: L.K.1,1d,1f,22b,2c,4,5,6/L.1.1,1d,1j,2,2b,2e,4,5,6



HC: 9780823427437
PB: 9780823430574/6x9: 9780823440429
Ages 4–8 • E-book available



BEFORE READING

1. Read the title and the name of the author/illustration. Discuss each role.
2. How do the title and cover illustration help us to figure out what the story is going to be about?
3. Discuss the title and cover illustration.
4. Display *See Me Dig* by Paul Meisel. Discuss that Paul Meisel has written other books about Dog.
5. Point out the pirate at the bottom of the cover. Have students compare the color of the pirate to the rest of the characters. Why do you think Paul Meisel drew the pirate in gray and white?
6. Do you think this book is going to tell a story or give us information? Why?

Word Work

1. Write the title on the board. Circle the word **Me**.
2. Write and discuss pronouns: **I, me, we, they, them, he**.
3. Have students come up and circle the pronoun(s) in the sentence.
 - I will dig here.
 - Will you dig with me or will you dig with them?
 - They can dig and run.
 - Stop, he will dig with me!
 - We will dig and dig.
4. Underline the word “Dig” in the title. Write: Who digs? What do you dig? Where do you dig? When do you dig? Why do you dig?
5. Have students answer who, what, where, when, and why in complete sentences.
6. Take a picture walk through the book. Have students predict what the story is going to be about.



7. Discuss why stories have a beginning, middle, and end.
8. Read to find out what happens in the beginning, middle, and end of *See Me Dig*.

DURING READING

1. Where do you start reading? Which way do you go? Show with your finger.
2. Ask students what they do when they come to a word that they do not know. Discuss strategies: Look at the first sound, look at the words around it, get clues from the pictures.
3. Follow along as I read the story aloud (read the story uninterrupted).
4. Where does the story take place (setting)?
5. Who is the main character in the story?
6. Describe the main character in *See Me Dig*. Use words and illustrations to support your answer.
7. Ask students to summarize what happens in the beginning of the story.
8. Summarize the middle of the story.
9. How do the illustrations help us understand what is happening (they show the setting, and the feelings and actions of the characters)?
10. How is the dog brave? What does he do and say to show bravery?
11. Find the word that describes a person who is brave and saves lives (hero)?
12. Summarize the ending.

AFTER READING

1. Create a story map of *See Me Dig* using first, next, then, and last.
 - **First:** The dogs were digging.
 - **Next:** They made the animals mad and ran away.
 - **Next:** They moved to another place to dig and found a treasure chest. They tried to move it.
 - **Then:** The pirate ghosts got angry. They ran away.
 - **Last:** Dog got brave and barked at the ghosts. They found a great place to dig by a backhoe.
2. How did the story change from the beginning to the end?
3. Write a sentence telling what you think will happen next.
4. What was the problem in the story? Solution?
5. Write a sentence and draw a picture telling how Dog was brave.
6. Why do you think the animals were mad at the dogs? Why were the pirates angry?
7. What made this story fiction?
8. Describe a time when you acted brave.
9. What is a hero? Why was Dog a hero?
10. Compare and contrast the dogs with the backhoe. How are they alike and different?
11. Go back to the story and tell who or what the sentence is about.
 - Oh, **they** are mad.

 - See **them** go.

 - I am a hero.

 - Oh, no **they** are mad.

 - Now **we** dig some more!



- **It** is a box.

- **He** likes to dig too.

- **We** run and run.

- Now **we** dig some more.

12. Compare and contrast the settings, plots, and characters in other Paul Meisel books.

Story Elements

Characters:

Setting:

Plot:

What happened?

1.

2.

3.

4.

How are the books alike, and how are they and different?

Guide written by Marla Conn, reading/literacy specialist and educational consultant

8.18

