

An **I Like To Read**® Book

See Me Go

written and illustrated by **Paul Meisel**

Short sentences. Simple words. Lots of dogs. Big fun! From two-time Theodor Seuss Geisel Honoree Paul Meisel, kindergarteners can read this Level C reader on their own.

Book Level

Guided Reading Level: C

Grade Level: K-1

Ages: 4-8

LEARNING OBJECTIVES

Students will read new text; increase sight word vocabulary recognition; develop fluency through reading; recognize and produce rhyming words; demonstrate an understanding of opposites; learn about letters, sounds, and words and apply skills; and extend comprehension through discussion.

INSTRUCTIONAL STANDARDS

Reading Literature: RLK.1,2,3,4,5,7, 8, 10/RL.1.1,2,3,5,7, 10

Reading Foundation Skills: RF.K.1,2,3,4/RF.1.2,3,4

Speaking and Listening: SL.K.1,2,3,4,6/SL.1.1,2,4,6

BEFORE READING

- Discuss the front cover illustrations and the book title. What do you notice? Do you think this book will tell a story (fiction) or give information (nonfiction)? What evidence do you see to support your thinking?
- In this story, the dogs go many places. Let's find out where they go!
- Take a picture walk, using vocabulary from the text to discuss what is happening on each page spread. Take note of the different settings. Adjust how much information you give based on students' prior knowledge of scuba diving in the ocean, traveling in outer space, and Egyptian pyramids.

DURING READING

- When a student struggles to read a word, promote the use of more than one strategy: Will the picture help you? Does it sound right and make sense? What sounds do those letters make? Did you see this word on the previous page?
- If needed, demonstrate how to read with appropriate phrasing and explain that reading should sound like talking.



AFTER READING

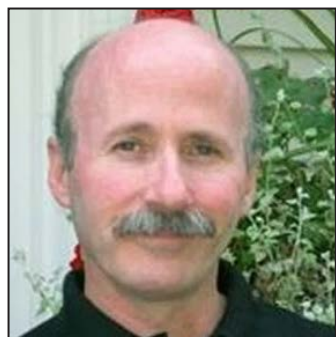
Have students share their responses to the story. Encourage them to listen and respond to each other's thinking. Use some of these questions during the discussion. Encourage students to refer back to the text and illustrations to support their thinking.

- Where does the story take place? Or, what is the setting?
- Who are the main characters in the story?
- What happened at the beginning of the story? Where did the dogs go?
- What happened at the middle of the story? Where did the dogs go?
- What happened at the end of the story? Where did the dogs go?

Word Work

- Find the pairs of opposite words in the text. (come/go, on/off, up/down)
- Brainstorm more pairs of opposites. Make a list on chart paper.
- Let's look for the word _____. (come, we, they, jump, off, on, dog, go, see, out, up, down, big, very, cat, now, me)
- Think of words that rhyme with cat, see, dog. Create a list on chart paper. Underline the letters that make the "at," "ee," and "og" sounds.
- Have students complete the opposites activity sheet.
- Create a class opposites book.
- Give each student a piece of white card stock that has a vertical line drawn to divide the space in half.
- Have each student choose a pair of opposites from the brainstormed list and write one word at the bottom of each side of the paper.
- They should then illustrate their words.
- Staple the pages together and allow your students to make a cover (laminare before stapling for greater durability).

ABOUT THE CREATOR



Paul Meisel, who holds a master's degree in graphic design from Yale University, has received two Theodor Seuss Geisel Honor Awards as well as American Library Association Notable Awards for *See Me Run* and *I See a Cat*, both I Like to Read books. *My Awesome Summer* by P. Mantis was honored by the American Association for the Advancement of Science for Excellence in Science Books, and *The Schmutzy Family*, written by Marilyn Rosenberg and illustrated by Paul Meisel, was a National Jewish Book Award Finalist.



HOLIDAY HOUSE | LESSON PLAN

Reproducible

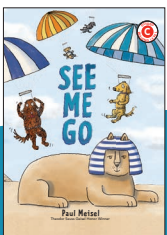
Name: _____

Date: _____

OPPOSITES

Draw a line to match the opposites.

come	off
wet	sad
up	dry
on	in
happy	go
out	small
big	down



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