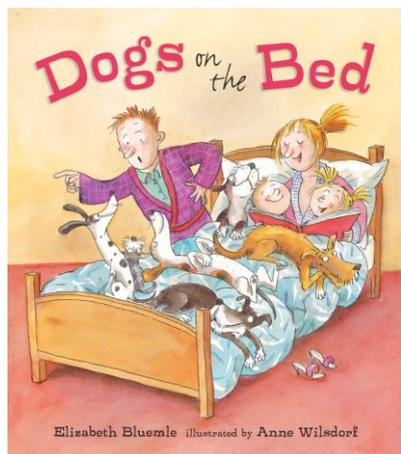


# A Teacher's Guide to **Dogs on the Bed**

Written by Elizabeth Bluemle  
Illustrated by Anne Wilsdorf



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## About the Author

Elizabeth Bluemle's adventures have taken her from Arizona to California, from Europe to Africa, and from New York to Vermont, where she co-owns the Flying Pig Bookstore. Ms. Bluemle worked as a script reader in Hollywood, a small press editor, a book packaging creative director, an elementary school assistant teacher, and a Manhattan school librarian. She holds master's degrees in education and creative writing from, respectively, the Bank Street College of Education and Vermont College. She lives (and sometimes sleeps) with two cocker

spaniels named Theo and Inky. Learn more about Ms. Bluemle and her bed hogs at <http://www.elizabethbluemle.com>.

## About the Illustrator

Anne Wilsdorf was born in Angola. She lives and teaches illustration in Lausanne, Switzerland.

## *Kudos for Dogs on the Bed*

A humorous and affectionate ode to the frustrations and joys of having dogs as pets and part of the family. ~*Booklist*

Anyone who lets their dogs sleep on the bed will find this tale doggone funny. ~*Kirkus Reviews*

The exuberant, rhyming text delights the ear as the hilarious illustrations engage the eye in this kid- and dog-friendly tale. Fun for sharing with a group or one-on-one. ~*School Library Journal*

## Story Summary

A doggie rumpus prevents one family from falling sleep, until they discover the best part about having dogs in the bed—cozy warmth.

## Pre-Reading

1. Ask how many students have pets at home. How, where and when do their pets sleep? To engage students who don't have pets, show photos of animals sleeping in the book *Sweet Dreams: How Animals Sleep* by Kimiko Kajikawa (Henry Holt, 1999). (*activating prior knowledge*)

2. **Take a Book Walk:** Show the front cover of *Dogs on the Bed*, pointing out the title, author and illustrator. What do students predict the story will be about? Now "walk" through the book, showing only the illustrations. Stop before the last two page spreads.

Teacher's Guide Created by Natalie Dias Lorenzi  
[www.nataliediaslorenzi.com](http://www.nataliediaslorenzi.com)

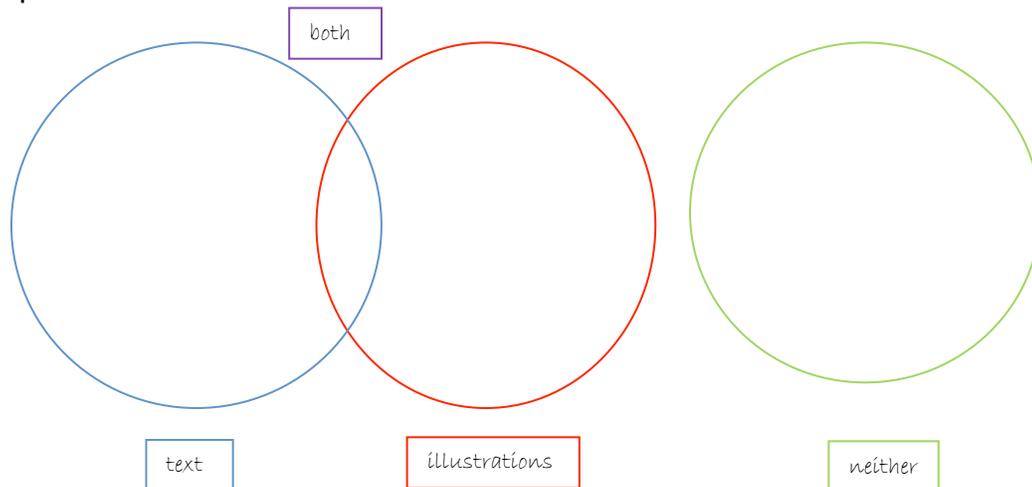
Can students guess what is happening in the story? Can they guess the ending? Have them pay particular attention to the characters' facial expressions.  
(*predicting, identifying key parts of a book, previewing text*)

### Discussion Questions

1. How many dogs are in the story? (*knowledge*)
2. Turn to the page where the mother is the "doorman of the In-Out-Inn." Look at the expression on her face. How do you think she feels? (*comprehension*)
3. What would you do if your dog wanted to sleep with you? (*application*)
4. Who seems to be in charge, the dogs or the people? Why do you think so? (*analysis*)
5. Imagine that the dogs in the story were cats. How would the story be different? (*synthesis*)
6. Do you think it's better if pets sleep alone or with people? Why? (*evaluation*)

### Vocabulary Sort

After you've read the story aloud, have students sit in a circle. Use two hula hoops (or string) to form a Venn diagram in the center of the floor. Put a third hoop next to (but not touching) the Venn diagram. Write each of the following terms on an index card: *text*, *illustrations*, *both* and *neither*. Label one hoop *text*, the other *illustrations*, and the space where they intersect *both*. Label the third hoop *neither*. See example:



Now choose two words from each category in the chart on the following page. Write each word on an index card. Go back to the pages in the story where these words appear, and ask if students can guess what they mean. Depending upon how students figured out the meaning, place each word in the appropriate spot in the Venn Diagram. Explain that sometimes we can't figure out new words even with clues from the story. Ask what other resources students might use in those cases (ask a friend, teacher, etc.).  
(*identifying meaning of unfamiliar words by using context clues, asking questions during read-alouds, and activating prior knowledge; organizing words by category*)

### Meanings that can be inferred from...

...text	...illustrations	...both	...neither
tailywagger	grazing	comforter	maze
howl	heave-ho	heap	basset hound
doggone	banished		clogs
nudge	pout		rodeo
portable	doorman		vying
	drool		Inn
	ottoman		shed

### Sound Sort

Ask students to name rhyming words from the story, and list the words on a chart. Give students the word sorts on pages 6 and 7 of this guide. Have them add their own words that fit each rhyming pattern. They can cut up the words and sort them in pairs or individually. (Note: The words in the sort on page 6 follow regular spelling patterns, while the ones on page 7 have irregular spellings.)

*(recognizing pairs of rhyming words and producing rhymes)*

### Strike Up the Doggie Band!

For the next 3 activities, copy the story onto chart paper, leaving a space after each stanza.

1. Ask students to find all variations of the word *dog* in the story (dogs, doggie, and even tailywagger and basset hound) and highlight them on the chart paper with a yellow marker. Now reread the story; every time a “dog” word appears, have children “bark” instead of saying the word.

2. Hand out simple instruments (triangles, maracas, wood blocks, etc.) and let children keep time to the beat of the rhyme.

3. See if children can hear where the rhythm changes. For example, the rhythm slows on the page that begins: “Now banished, they lie...”. Children can have fun matching their voices to the dogs’ sad expressions on this page, and make the appropriate sounds in place of the words *growl* and *howl*. The rhythm picks back up over the course of the following two pages, beginning with: “Now they’re scratching at the door...”.

*(Improvising with instruments and voices based on poetry, stories, or in response to a variety of media; playing instruments, alone and with others, using developmentally appropriate literature and instruments, in rhythm, maintaining a steady beat)*

### Doggie Attributes

Look through the illustrations (including the front and back covers), and ask students how many dogs are in the story (six). Encourage them to come up with a name for each dog, then make a chart comparing the dogs’ attributes (see example on the following page).

Dogs:	Ears:	Fur type:	Fur color:	Length of fur:	Size:
Maxie	small	wiry	grey, white	medium	small
Jeepers	short	wiry	grey and white	medium	medium
Spot	long	smooth	orange, gray, white	short	short and long
Duke	long	smooth	black, white	short	big
Sammy	medium	smooth	brown, white	short	big
Ginger	medium	wiry	butterscotch	long	big

*(identifying key parts of a book: front and back, print, illustrations; organizing a collection of data into a table or a graph template)*

**Variation for younger children:** Buy a large bag of assorted doggie biscuits. Let children sort the biscuits by size, shape and color. The biscuits can later be donated to a local shelter.

*(sorting objects based upon current observations and justifying grouping)*

#### Invite a Vet

Invite a local veterinarian to come to your classroom. Before the visit, have the class brainstorm a list of questions. Let each child write a question (or dictate it to you) on a sentence strip. If possible, help children organize their questions into categories (questions about: dogs, other animals, how to take care of pets, what happens when pets get sick, etc.).

During the visit, jot down the answers to the children's questions. After the visit, give each child a sheet of paper. Have them write (or dictate to you) their question at the top, and the vet's answer at the bottom. Have them add an illustration. Take a class photo of the children holding their pages to use as a thank you note for the vet. Then assemble the pages into a class book.

**Other guest speaker options:** Brainstorm ways that dogs help people. Some options might include seeing eye dogs, police dogs, guard dogs, rescue dogs, and dogs used for nursing home visits. Invite someone who trains and/or works with these dogs to talk to the children about how dogs help our community.

*(students conduct research by asking questions; students communicate their findings by speaking, using pictures or writing a story or letter by dictating ideas to a teacher)*

#### Who Has Been Sleeping In Our Beds?

Discuss the properties of rectangles and circles. Give each child a piece of 8½"x11" paper. Show students how to draw a rectangle in the center, and four small circles at each corner (this will represent a bird's eye view of a bed). Ask children to draw a pillow and a picture of themselves sleeping on the pillow. Below the pillow, have them draw a pet (or pets) that they sleep with, or would like to sleep with. Staple a rectangular piece of cloth (for a blanket) over the drawing of the pets, leaving only children's faces

showing. Display their art on a bulletin board titled "Who Has Been Sleeping in Our Beds?" Let the children lift the "blankets" to show who's sleeping in their beds!

Variation: Take digital photos of each child's face while he or she pretends to sleep. Cut them out and glue them onto the paper bed pillows.  
*(using attributes and composition to classify rectangles and circles)*

### Dog Tags

Help children to memorize their phone numbers and addresses. Make bone-shaped "dog tags" with their names on the front, and phone number and address on the back. String with yarn for students to wear around their neck at school.  
*(students interpret geography and solve geographic problems by writing their names and addresses)*

### Stuffed Animal Day

1. Invite students to bring in a stuffed animal that they still (or used to) sleep with. Sitting in a circle, have them introduce their animals (name, story behind the name, who gave the animal to them, etc.).

2. Set up a mock veterinarian clinic and/or pet shop center in the classroom. Provide shoe boxes with taped lids and flaps cut out in the front to use for animal carriers. Other items to include in the learning center: fur brush, leash, plastic food and water bowls, cotton balls, and pet toys. Children can make pet beds with plastic bins and small pillows.  
*(students role play; identify jobs people do in the community, and the value these jobs bring to the community)*

3. Help children to measure the length of their stuffed animals with doggie biscuits and record their data on a class chart. Tape a straight line on the floor and have the children line up their animals in order from shortest to longest.  
*(use nonstandard units for linear measurement; organizes and displays data using models)*

### Kid-Friendly Doggie Treats

Show students a ruler, scale, cup and tablespoon. Tell them that you're going to make "doggie treats" that kids can eat, and show them the ingredients (peanut or soy butter, dried milk, honey and graham cracker crumbs). Ask which measuring tools you should use to make the recipe.

Mix 2 cups peanut butter or soy butter, 2 cups dry milk in a large bowl. Add 4 tablespoons honey. Mix well. Give each child a scoop of dough, and have them mold it into a dog bone shape. Sprinkle graham cracker crumbs on both sides. Yum!  
*(selects an appropriate tool with which to measure volume)*

			
dogs	prowl	win	paws
logs	growl	grin	jaws
hogs	howl	in	laws
clogs		Inn	

Cut out the word and picture cards. Have students sort the words into rhyming groups under the appropriate pictures: *dogs, owl, pin, paws*. (Clipart from Microsoft Word)

			
bed	lie	heap	heat
spread	sigh	deep	beat
dead	eye	sleep	sheet

Cut out the word and picture cards. Have students sort the words into rhyming groups under the appropriate pictures: *red, pie, sleep, eat*. (Clipart from Microsoft Word)