

# Books for Young Learners Teacher Resource

## Book Notes



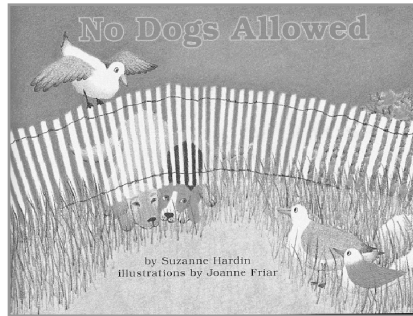
### No Dogs Allowed

Author Suzanne Hardin

Illustrator Joanne Friar

12 pages ■ 73 words

*No se permiten perros* ■ 78 words



Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S	G	I					

S = Shared G = Guided I = Independent

**No Dogs Allowed**

#### SYNOPSIS

Recount of two dogs' mischief at the beach because they cannot read the warning sign.

#### WHAT THE BOOK OFFERS

- Fiction recount
- Third person
- Past tense
- Same characters, author, and illustrator as *Dogs at School* and *Dogs Love to Play Ball*
- Content contrasts with title
- Some syntactic repetition in middle, otherwise range of structures
- Clear text/illustration match
- Ellipsis introduces twist/climax
- Probably some unfamiliar vocabulary

#### POSSIBLE SKILLS EMPHASIS

- Phrasing to gain meaning and aid expression
- Pronouns
- Attending to word and letter details, especially final and medial sounds, blends, and short vowels
- Using what they know about a character to predict action

S = Shared G = Guided I = Independent	Em	Early				Fluent			
		1	2	3	4	1	2	3	4
		S	G	I					

# Books for Young Learners Teacher Resource

## Book Notes



### No Dogs Allowed (continued)

#### INTRODUCING THE BOOK

Discussion of title: *Where aren't the dogs allowed? Do the dogs know that they are not allowed there? How might they know?*

- Contrast the dogs' expressions on the cover with those on the title page. What might have happened in between?

*Can you recall other books we have read about Toby and Max? What kind of dogs were they? What sort of things did they do?*

#### FOCUS OF INSTRUCTION

*Read the page in your head. Which words go together? How will you read those?*

- Ensure that prediction and confirmation is mainly through graphophonic and syntactic elements, with pictures secondary.
- Check understanding of “but” and “so” as sentence beginnings—how they relate directly to previous sentence—“but” giving another view and “so” indicating result.

#### FOLLOWING THE READING

*Where else would you find signs saying dogs are not allowed?*

- Discuss other ways of saying “not allowed.”

*Imagine what the dogs would have said to each other if they could have read the sign.*

*Look for commonalties with the other Max and Toby books. Use that to write your own story about mischievous dogs.*