**What a Day!**

**SUMMARY** Dana likes to help her mom, a veterinarian at an animal shelter. On this snowy day, Dana spends her time with the dogs. Her favorite part is showing the dogs to people who want to adopt them. Dana also finds a lost dog in the snow—just in time.

**LESSON VOCABULARY**
- anxiously
- bay
- blizzards
- channel
- chipped
- melody
- supplies
- surrounded
- symphony

**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR** Discuss with students the title and the author of *What a Day!* Based on the title, discuss with students how this book might be related to the concept of helping animals in danger. Ask if students can tell by the title and cover illustration if it is a fiction or nonfiction book.

**BUILD BACKGROUND** Discuss what students know about animal shelters, and ask if any of them have adopted animals from one. Encourage students to describe their experiences at shelters and how people helped the animals there.

**PREVIEW/USE ILLUSTRATIONS** Suggest that students look at the illustrations to predict how the story will tell about a day with dogs. By looking at the pictures, can they describe how the girl helps the dogs?

**READ THE BOOK**

**SET PURPOSE** If necessary, go back to the material presented in Build Background to generate ideas from students as to why they may want to read this book. Most children like animals and may be interested in reading about other children helping them. Suggest that students may want to make up their own animal story after reading this one.

**STRATEGY SUPPORT: STORY STRUCTURE** Tell students that story structure is the way a story is organized and that this story tells the events in the order in which they happened, or in sequence. Ask students to make a story map, labeled *Beginning, Middle, and End,* and have them fill in the story details for each section. Discuss with students how the story would be changed if any of the events were put into a different order.

**COMPREHENSION QUESTIONS**

**PAGE 7** Why does Maria say that the dogs were wailing? *(They don't like the weather.)*

**PAGE 9** What was difficult for Dana when she helped at the shelter? *(when dogs she loved were adopted)*

**PAGE 13** Why did Dr. Tran wrap the lost dog in a blanket? *(The dog needed warmth.)*

**PAGE 14** Even though the dog did not have a collar, why didn’t Dana think he was a stray? *(Dana was careful to observe how the puppy looked and acted, and that made her wonder if the owner missed the dog.)*
**REVISIT THE BOOK**

**READER RESPONSE**

1. Responses will vary but should show understanding of the text.
2. Possible response: First, Dana volunteered at the animal shelter. Then, Dana helped with the dogs and supplies. Finally, Dana rescued and returned Inky to his owners.
3. Possible response: Dana was worried about the dog getting back to its owners.
4. Possible response: The chip identified the dog’s owners; without it, the dog would have had to stay at the shelter.

**EXTEND UNDERSTANDING** Students may want to think about themselves as if they were in the character’s place. Help students see that authors often write characters so that the reader can identify with them or want to be like them. Ask students what made the character of Dana believable. Their responses may help them in their writing the *Response Option*.

**RESPONSE OPTIONS**

**WRITING** Suggest that students use the questions they had from reading and research some aspect of caring for dogs or other animals in rescue situations. Divide the class into two groups—one group to write a story about children helping animals and another group to illustrate it.

**SOCIAL STUDIES CONNECTION**

Students may want to research shelters or seeing eye dogs. If possible, have stories available of dogs helping humans.

---

**Skill Work**

**TEACH/REVIEW VOCABULARY**

Talk with students about how some words in a story create mood. Ask: How does the use of *blizzard* bring urgency to the story? Why might the sounds of a *symphony* help dogs in a shelter? Suggest that volunteers find the vocabulary words used in the story and make up their own sentences using these words.

Ask students to work in pairs, each writing a different word and its definition on either side of an index card. Less-proficient English speakers can gain more facility with the vocabulary words by saying the word and its definition with help from more-proficient speakers.

**TARGET SKILL AND STRATEGY**

**GENERALIZE** As students read the book, have them look for the specific ways Dana, her mother, and Dr. Tran help the dogs. Suggest that students track this information by putting it in a cluster diagram around a central idea of *humans helping animals*. Then ask students to *generalize* about how people help animals.

**STORY STRUCTURE** Share with students that stories are arranged in a sequence. Discuss how stories usually have a problem that needs to be solved. Suggest that as students read, they fill in their story map and write down what the problem is, how it is solved, and what happens at the end of the story. Explain to students that understanding the story structure can also help them understand the characters and setting.

**ADDITIONAL SKILL INSTRUCTION**

**CHARACTER** Help students begin to make inferences about Dana’s *character* by listing their ideas of what kind of person she is.
Generalize

- When authors present one statement about many ideas or people, they are making a **generalization**.
- A generalization is a kind of conclusion.

**Directions**  Use the graphic organizer to make a generalization based on *A Day With the Dogs*. Choose three details from the list below that go together. Write them in the Supporting Details boxes. Then write a generalization in the top box.

**Story Details**
- Dana introduces people to dogs waiting to be adopted.
- Dana is put in charge of dogs.
- The dogs cry in bad weather.
- Dana helps Maria all morning.
- identification chip
- Many dogs race to greet Dana.
- blizzard coming
- Dana spends time with each dog.
- Dana saves a puppy in the snow.
- Shy Elvis sits on Dana’s lap.
- Dogs become quiet when Dana comes.

**Generalization**

**Supporting Details**

**Detail #1**

**Detail #2**

**Detail #3**
Vocabulary

Directions Read the sentences. Write the word from the box that means the same as the underlined word or phrase.

Check the Words You Know

| ___ anxiously | ___ bay | ___ blizzards   |
| ___ channel  | ___ chipped | ___ melody   |
| ___ supplies | ___ surrounded | ___ symphony |

1. __________________ Dana wanted to play a simple tune on a flute.
2. __________________ Dana did not see any boats in the narrow water passage.
3. __________________ All the dogs encircled Dana, begging for her attention.
4. __________________ Dana’s mother had to scrape the ice off her car windows.
5. __________________ “This is scary,” said Dana as she looked at the snowstorm outside.
6. __________________ Dana felt sad to see that the dogs waited nervously in their cages for food and water.
7. __________________ The whistling wind seemed to create a whole concert of sounds from nature.
8. __________________ Marie made sure the veterinarians had the necessary goods to care for the sick animals.
9. __________________ Dana’s house was set off the inlet and down the road from the river.

Directions Write one sentence about A Day With the Dogs using as many vocabulary words as possible.

10. ____________________________