Dog and Bear: Three to Get Ready

By
Laura Vaccaro Seeger
About JLG Guides

Junior Library Guild selects the best new hardcover children’s and YA books being published in the U.S. and makes them available to libraries and schools, often before the books are available from anyone else. Timeliness and value mark the mission of JLG: to be the librarian’s partner. But how can JLG help librarians be partners with classroom teachers? With JLG Guides.

JLG Guides are activity and reading guides written by people with experience in both children’s and educational publishing—in fact, many of them are former librarians or teachers. The JLG Guides are made up of activity guides for younger readers (grades K–3) and reading guides for older readers (grades 4–12), with some overlap occurring in grades 3 and 4. All guides are written with national and state standards as guidelines. Activity guides focus on providing activities that support specific reading standards; reading guides support various standards (reading, language arts, social studies, science, etc.), depending on the genre and topic of the book itself.

JLG Guides can be used both for whole class instruction and for individual students. Pages are reproducible for classroom use only, and a teacher’s edition accompanies most JLG Guides.

Research indicates that using authentic literature in the classroom helps improve students’ interest level and reading skills. You can trust JLG to provide the very best in new-release books, and now to enhance those selections by giving your school the tools to use those books in the classroom.

And in case you think we forgot the librarians, be sure to check out the Library Applications page, shown on the table of contents in each guide.

From all of us at Junior Library Guild, we wish you and your students good reading and great learning . . . with JLG Selections and JLG Guides.
Dog and Bear:  
Three to get Ready

By
Laura Vaccaro Seeger
JLG Activity Guide by Linda Stanek

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Book Summary

Dog and Bear: Three to Get Ready has three short stories in one book. In the first story, “Uh-Oh,” Bear has a bucket stuck on his head. Though he tries and tries, he cannot pull it off. His friend, Dog, tries to pull it off, but he can’t do it either. Finally, Dog ties a rope from a doorknob to the handle of the bucket. He leaps over Bear and slams the door shut. Bear shouts “Hooray!” as the bucket soars. The next wordless page shows the bucket going up and across the room until it is right over Dog’s head. On the last page of the story, the bucket is on Dog’s head.

The second story in the book is titled “Oops.” Bear walks in to see Dog jumping on a bed, shouting “Look Bear, I can fly!” Bear repeatedly asks Dog to stop jumping, but Dog continues, shouting things like “I am a bird in the sky!” “I’m a plane soaring through the clouds!” On a wordless page, we see Bear gather a pillow and blankets to make a soft place on the floor next to the bed. Dog finally falls off the bed, landing in the blankets, and says, “Oops. Now I am a fish in the sea.”

In the final story, “Alphabetical Order,” Bear decides he will organize Dog’s toys into boxes marked with the letters of the alphabet. When Dog can’t find his sock monkey, they search the “C” box because the sock monkey is cuddly. They check the “A” box because the sock monkey is adorable. They check the “F” box because it is floppy and the “D” box because it is Dog’s favorite toy. Finally they check the “S” box because Dog’s sock monkey is soft—and “super special.”

About the Author/Illustrator

New York Times bestselling author/illustrator Laura Vaccaro Seeger is the recipient of the 2008 Caldecott Honor, the 2008 Geisel Honor, the 2007 New York Times Best Illustrated Book Award, and the 2007 Boston Globe/ Horn Book Award for Best Picture Book. Ms. Seeger grew up on Long Island in a large, multigenerational family and has wanted to write picture books most of her life. After art school, She worked in television where she won an Emmy Award. In 2001 she published her first book. Bear and Dog: Three to Get Ready is her eleventh book. Today Ms. Seeger lives with her husband, two sons, and a dog named Copper (her inspiration for Dog) in Rockville Center, Long Island.
Pre-reading Activities

Using Prior Knowledge
Real and Pretend
Before reading the book, show the students the cover. Say:
- There are three animals on the cover. Which two are toys? Which one is a live animal?
- Do teddy bears walk around?
- Do they talk?
- Do dogs talk?
- In this story Bear walks around and talks, and so does Dog. Do you think this is a real or pretend story? (They should understand this is pretend. Help reinforce this concept for those who struggle with it.)

Friends Help Friends Bulletin Board Connection
Tell students that Dog and Bear: Three to Get Ready is about two friends who help each other. Ask students to think of a time when they helped a friend. Allow them to share their stories. Share a story about a time when you helped a friend.

Hand out a “paper doll pair” (use the guide on this page). Allow students to color the dolls as themselves and a friend, glue it onto writing paper, and write about when they helped that friend. Post the papers on the board with the banner, Friends Help Friends above it.

Instructions:
Accordion-fold 8 1/2 X 14-inch paper (legal size) so that the paper doll pattern fits (you will fold every 1 1/2 inches. Trace the pattern at the right, cut out the paper dolls, and separate them into pairs. Each child will need one pair of dolls, holding hands.
Concepts about Print

I Spy a Spine
Show students the front of the book and ask:
• What do we call this part of the book? (the cover)

Show them the back of the book and ask:
• What do we call this part? (the back cover)

Show them the spine of the book and ask:
• What do we call this part? (the spine)

Point to the title on the cover and ask the students:
• Do you know what we call the name of the book? (the title)

Point to the author’s name and say:
• Under the title is the name of the author. Authors make up the story and write the words.
• This author also did the artwork, so she’s also called an illustrator. Illustrators draw the pictures in books.

Point to the spine and show the students the title and the author/illustrator’s name and ask:
• Why is the title and author’s name on the spine? (so you can read it when the book is on a shelf with other books)

Cereal Box Books
Collect enough empty cereal boxes for each child to have one. Seal the opening shut with glue or tape. Measure the front, side, and back of the box and cut a sheet of drawing paper to fit over the box. (Don’t worry about the top, bottom, or other side.) Fold the paper so the child can see the front cover, spine, and back cover. DO NOT ATTACH TO THE BOX YET.

Allow each child to choose a book or to make up a book for which he or she will create a “cereal box book” cover. They can draw, color, paint, etc. the “book” and add the title and author as shown on Dog and Bear.

Display all of the cereal box books around the room or in the school library.
Three Stories in One Book
Hold up the book and tell students:

- Usually books have one story in them, but this book has three stories in it. All the stories are about two friends named Dog and Bear.

Clues from Titles
Open to the first page of the first story and say:

- The first story is called “Uh-Oh.”
- What does “uh-oh” mean? (that someone is worried about something. That something is wrong.)
- What do you think this story is will be about? (about something being wrong)

Turn to the first page of the second story and say:

- The second story in this book is called “Oops.” What does “oops” mean? (that someone made a mistake or bad choice)
- What do you think this story will be about? (that someone did something he shouldn’t have done)

Turn to the first page of the third story and say:

- The last story is called “Alphabetical Order.”
- What do you think this story will be about? (something about the alphabet)

Library Application
Dog, Bucket, and Bear Bulletin Board

Create a bulletin board display by placing the title, Dog and Bear, at the top of the board. Copy, color, and cut out images from 21, 22, and 23. Staple a cutout of a bear on one side of the board and a cutout of a dog on the other side. Create a door in the center of the bulletin board using a rectangular piece of paper with a circle as a doorknob. Attach a piece of yarn to the door knob, making sure it is long enough to reach the heads of both Bear and Dog. Tape a cutout of a bucket to the end of yarn and place a removable glue-dot on the back of the bucket. (You could also use Velcro.) You and your students can move the bucket from Bear’s head to Dog’s head. Place Laura Vacarro Seeger’s books on a nearby table as part of the display.
Print and Alphabetic Awareness

Letter-Partner Match Up

1. Copy and cut out the picture/word blocks on pages 15–16 of the guide.
2. Tape one block to the front of each student’s shirt.
3. Play music and let the students walk around looking at the picture/word blocks on other students’ shirts.
4. Stop the music and have the students find someone whose word begins with the same letter as theirs.
5. Begin the music again and have them find a different person whose word begins with the same letter as theirs.
6. Finish by having students form groups based on the beginning letter of their words.

Uppercase and Lowercase
Copy the worksheet on page 17 of the guide and give to students. Explain that the letters on the page have both uppercase and lowercase. Then guide them to color the letters as follows:

- Uppercase and lowercase A: orange
- Uppercase and lowercase B: blue
- Uppercase and lowercase D: yellow
- Uppercase and lowercase E: black
- Uppercase and lowercase G: green
- Uppercase and lowercase P: purple
- Uppercase and lowercase R: red
Phonemic Awareness

Talking It Through

Ask students:

• *In the story “Alphabetical Order,” why did Bear put Sock Monkey in the “S” box?* (because he thought Sock Monkey was soft)

• *Why did Dog say he belonged in the “S” box?* (because Sock Monkey was super special)

• *What is another reason you might put Sock Monkey in the “S” box?* (because Sock begins with the sound represented by “S”)

• *What are some other words that start with the /s/ sound?*

• *Why might you put Sock Monkey in the “M” box?* (because Monkey starts with “M”)

“Old Dog” Card Game

For this take-off of the card game “Old Maid,” copy pages 18–19 of the guide as many times as needed to create decks of cards for your students.

You will need 25 cards for 5 students or 15 cards for a group of three students. (Make sure if you are using 15 cards as a deck that there are 7 phonemic matches, plus the Old Dog card.)

Mix the cards and deal them equally. One by one, players turn to the person on their left and draw a card. If the images on 2 of their cards start with the same sound, they can lay down that phonemic match. All cards but one will eventually be laid down. Goal: to get rid of the Old Dog card.
Decoding and Word Recognition
(reproducible)

Word and Picture Match
Have students match the image with the word by drawing a line to connect them.

- bed
- bear
- ball
- dog
- bone
- door
- box
- doll
Vocabulary and Concept Development

Colors!
Show students page 8 in the book. Ask:

- What color is Bear’s face? (yellow)
- What color is one of Bear’s ears? (blue)
- What color is the other ear? (green)
- What color is Bear’s body? (red)
- What color is one of Bear’s arms? (green)
- What color is the other arm? (blue)

Color Your Bear
You will need copies of page 20 of the guide and crayons. Allow students to draw on the bear, color the parts of the bear as they wish, cut it out, and put it on a bulletin board to make a Classroom Bear Collections.

Our Classroom Bear Collection
Reading Comprehension

Story Retelling: Beginning, Middle, and End

Revisit the story “Uh-Oh.” Ask students:

- **What happens first in this story?** (Bear has a bucket stuck on his head)
- **What happens in the middle of this story?** (Dog puts a rope on it and slams the door to make it come off)
- **What happens at the end of this story?** (The bucket lands on Dog)

Revisit the story “Oops.” Ask students:

- **What happens first in this story?** (Dog is jumping on the bed and Bear is worried he will get hurt.)
- **What happens in the middle of this story?** (Dog keeps jumping and Bear gathers blankets and pillows.)
- **What happens at the end of this story?** (Dog falls but lands safely on the soft pile Bear made.)

Revisit the story “Alphabetical Order.” Ask students:

- **What happens first in this story?** (Bear wants to clean up and organize Dog’s toy mess.)
- **What happens in the middle of this story?** (Dog is looking in different boxes for his sock monkey.)
- **What happens at the end of this story?** (Dog finds the sock monkey in the S box, for “soft.”)
Math Connection

Counting Backwards Number Chart and Chant
Ask the students if they have ever jumped on a bed. Ask if they are allowed to do so, and why it might be dangerous. Tell them that you are going to say a rhyme together called “Five Little Doggies, Jumping on the Bed.”

Copy the Five Dogs on page 24, cut them out, and place them on the board, forming a simple chart. Teach students the rhyme (a version of the familiar monkeys chant). Each time you say “one fell off and bumped his head” remove a dog from the board. At the end of each stanza, count the dogs remaining and begin the chant again, until all the dogs are gone. See chant below:

Five little doggies jumping on the bed.  
One fell off and bumped his head.  
Mama called the doctor and the doctor said,  
“No more doggies jumping on the bed!”

Five little doggies jumping on the bed  
One fell off and bumped his head.  
Mama called the doctor and the doctor said,  
“No more doggies jumping on the bed!”

Continue until the last little doggy has fallen off the bed.
A Place For Everything
After reading the story “Alphabetical Order,” ask students to identify where you store the following in the classroom
- crayons
- scissors
- books
- writing paper
- pencils
- backpacks

Ask them:
Why do we put our things away in specific places?
What would happen if we left our things everywhere?

Write All About It: My Special Toy
After the discussion above, say to students, “Think of a toy that is special to you, why you like it, and where you keep it.” Give them a copy of Write All About It on page 25 of the guide. Let them draw a picture of their special toy, write about it, and illustrate it.

My favorite toy is

I like it because

I keep it
Reproducible Pages
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Letter-Partner Match Up 2

sun  sock

map  sad

mitt  mug
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<td>D</td>
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</tbody>
</table>

*Table showing uppercase and lowercase letters.*
Old Dog Cards

- Dog
- Alligator
- Mirror
- Heart
- Fan
- Kite
- Kangaroo
- Lion
- Apple
- Basket
- Fish
- Horseshoe
Color Your Bear
Classroom Bear Collection
Dog
Bucket
Five Dogs
My Name __________________________

Write All About It

My favorite toy is

I like it because

I keep it
### Correlations to National Standards
#### For Grades K–4

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<td>NA.VA.K-4.1</td>
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