

Sled Dogs Run by Jonathan London

Illustrations by Jon Van Zyle

Developed by: Cathy Walters

Discipline / Subject: Reading

Topic: Phonological Awareness

Grade Level: PK-Kindergarten as a read aloud, with first- and second-grade readers, or with older students with reading and learning differences

Resources / References / Materials Teacher Needs:

- *Sled Dogs Run* by Jonathan London
- Teachers Guide for *Sled Dogs Run*

Lesson Summary: The accompanying guide to the book *Sled Dogs Run* can be used in a variety of ways by classroom teachers, special education teachers, and reading specialists. The vocabulary from this book is divided into four categories to work on phonological awareness: 1. Word Awareness, 2. Syllable Awareness, 3. Rhyming, and 4. Sound Awareness. The activities can be incorporated in whole class instruction, in small groups, or with individual students. There are a variety of questions provided at each level so you can easily address individual needs in a group by posing different types of questions to different students. For example, one student in a group could respond to a sound-blending task as another student claps the syllables in a word. These activities can be integrated into a directed reading lesson and are short enough to be used as reinforcement at other times throughout the day. For example, you might present stimulus items to students as they transition from an activity on the floor to working at their desks, while waiting in line, or before packing up at the end of the day (e.g., "Before you line up, tell me a word that rhymes with _____").

Standards Addressed: (Local, State, or National)

Alaska state standards

The student uses strategies to decode or comprehend meaning of words in text by [K] 1.1.1 Given spoken words or sounds (phonological awareness):

- identifying whether words are the same or different;
- identifying whether words rhyme or not;
- producing words that rhyme;
- orally blending syllables or onset-rimes;
- orally blending separate phonemes;
- identifying the first sound in a 1-syllable word;
- identifying different speech sounds;
- segmenting individual sounds in words with support

[1] 1.1.1 Given spoken words or sounds:

- identifying initial, middle, and final sound in 1-syllable words;
- blending 3-4 phonemes into a whole word;
- segmenting 3 and 4 phonemes in 1-syllable words;
- distinguishing, reproducing, and manipulating sounds for common letter

combinations (i.e., word families, consonant blends, and digraphs)	
Learning Objectives: The student will work on <ol style="list-style-type: none"> 1. Word Awareness 2. Syllable Awareness 3. Rhyming 4. Sound Awareness using the vocabulary from the book, <i>Sled Dogs Run</i> .	Method of Assessment for Learning: Individual teacher assessment
Procedural Activities: The procedures for each section are given in the four-page guide.	
Materials Students Need: <ul style="list-style-type: none"> • <i>Sled Dogs Run</i> by Jonathan London when students are pointing to individual words and/or counting the number of words in a sentence. • Tokens (chips, blocks, cubes, etc.) to represent syllables. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. 	
Technology Utilized to Enhance Learning: www.iditarod.com , www.jonvanzyle.com	
Other Information: I borrowed this framework from a book you might want to add to your library, <i>Sounds Abounds: Storybooks Activities</i> . The author Sandy Lachance teaches phonological awareness skills to young children using the rich vocabulary from 43 children's literature books. Phonological awareness training and knowledge of the alphabetic principle are considered to be the best predictors of success in early reading and spelling.	
Modifications for Special Learners/ Enrichment Opportunities The activities provided allows the teacher to meet the needs of all students – high, low, and those that fall in between.	