

Lost Dog: What a Sign Has to Say A Thousand Theos - Grade 1 - One-sitting lesson

TIME

OBJECTIVE

PRODUCT

30 minutes Identify the purpose and useful details of a lost-dog sign. A revised sign that adds at least two useful identifying or contact details. Essential question: What information makes a lost-dog sign useful for recognizing and safely returning the dog?

Materials

- The book
- Sign-review and revision page
- Pencil or crayons Text to mark
- Lost-dog sign - heading, Theo's name, description, and location
- Return scene - the ice-cream driver brings Theo back

Lesson sequence

1 Notice - 5 min Compare the sign with the surrounding story paragraph. Have students name two ways the sign looks or sounds different. 2 Locate - 7 min Find the heading, Theo's name, a describing detail, and the location. Have students state what each part helps a reader know. 3 Judge - 8 min Consider “very soft” and “likes peanut butter.” Ask why neither is as useful for visual identification as colour, size, markings, or a collar. 4 Improve - 6 min Have students revise the sign with two useful details and use a safe contact method rather than a child's full home address. 5 Close - 4 min Complete: “A lost-dog sign needs ____ because ____.”

Teacher key

Useful additions include colour, size, breed, distinctive markings, collar or tag information, last-seen location, and a trusted adult's contact. “Very soft” and “likes peanut butter” are not strong visual identifiers. Support & extension

Support:

Offer pairs of possible additions; have the student choose the more useful one and explain. Extension: Explain why a phone number or trusted adult's contact is safer and more useful than a child's full address.

Assessment

- Identifies the sign's purpose
- Finds useful identifying information already present

- Distinguishes charming facts from useful identifying details
- Adds useful identifying or safe-contact information

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