

LESSON PLAN

SEE ME RUN

An I Like to Read® Book, Level D

written and illustrated by Paul Meisel

Happiness is a day in the park for this pack of running, joyful canines. They run, chase one another, jump in mud, go for a swim, and dig, dig, dig!

Until . . . they dig up something that comes to life! RUN!!!

Learning Objectives: Read emergent texts with purpose and understanding; describe the relationship between illustrations and the story, story elements (character, setting), plot development, predicting outcomes, and sequencing events; compare and contrast the experiences of characters in books written by the same author about similar characters.

Guided Reading Level: D/Emergent Reader

Grade Level: K

Interest Level: Pre-K–2

Instructional Standards

Reading Literature: RL.K.1,2,3,4,5,6,7,9,10/RL.1.1,2,3,4,5,6,7,9

Reading Foundation Skills: RF.K.1,2,2a,2d,3,3a,3b,4/RF.1.1,2,2a,2b,2d,3,3a,4,4a

Writing: W.K–1.3,8

Speaking and Listening: SL.K–1.1,2,4,5,6

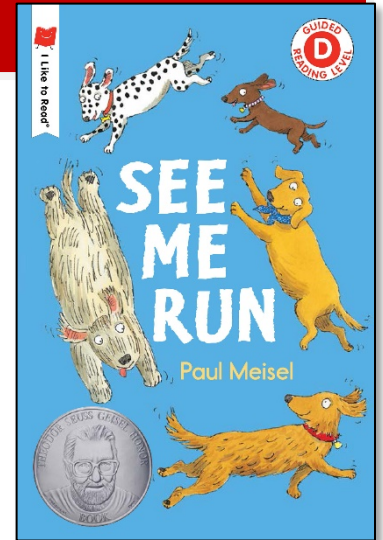
Language: L.K.1,1d,1f,2,2d,4,5,5b,5c,6/L.1.1,1f,1j,2,4,5,5c,6

BEFORE READING

1. Read the title, and look at the cover illustration with the group.
2. Why do dogs run?
3. Who do you think is telling the story? Who is “me” in the title?
4. Read the name of the author/illustrator. Discuss each role. Ask students if they have read other books by the author.
5. Display the books *See Me Dig* and *I See a Cat* by Paul Meisel. Have the students compare and contrast the cover illustrations.
6. What kind of person do you think Paul Meisel is (funny, dog/animal lover, creative)? Why?
7. Do **not** take a book walk through the story. The pictures will give away the surprise ending.

Word Work

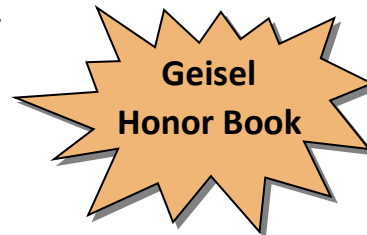
1. Hand out the Holiday House *See Me Run* flash cards to the students. Have them cut along the dotted lines with scissors.
2. Have the students separate the words with the same beginning sound. Put all of the words that begin with “a” together, “b” together, and so on.



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3. Write the beginning letters on the board vertically: **a, b, c, d, f, g, i, m, n, r, s, t, w**. Have the students come up and write the words next to the correct beginning sound.
4. Ask the students to tell how they differentiate the words. Look at beginning sounds, blends (“spl”), vowel, and ending sounds.
5. Have students practice sight words and new vocabulary from the story with a buddy.
6. Read the story to find out why the dogs are running.

DURING READING

1. Open to the title page. Discuss the illustration and other information on the page.
2. Read the dedication on the next page. Explain that the dedication page gives the author an opportunity to dedicate the book to someone special. Not all authors write a dedication.
3. Have the students find the dedication page in *See Me Dig*.
4. What did you learn about the author after reading his dedication?
5. Tell the students to use the words and the pictures to get information about the story.
6. Read the first page. Who is telling this story (the dog)?
7. How do you know the dog is running far?
8. Turn the page and read. Who is “them”? How do you know there are many dogs?
9. Turn the page and read. Have the students use their own words to tell what is happening (the dogs are playing chase).
10. What words on the page rhyme (no, go)?
11. Turn the page and read. Where do the dogs end up? What do you think will happen next (they will clean themselves off)?
12. Turn the page. Read and check predictions.
13. Turn and read the next three pages. What do you think the dogs will find? What do dogs usually dig up (bones)?
14. Turn the page, read, and check predictions. Think out loud: I am sure the dogs did not expect this! What have they dug up?
15. Read to the end of the book. Why do the dogs run, and run, and run?

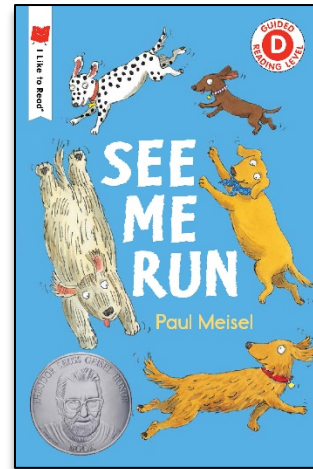
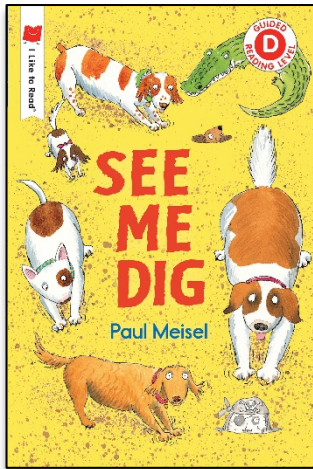
AFTER READING

1. Discuss the text type. Use evidence from the story.
2. Why do you think the author wrote this book?
3. What are some of the surprises in the story?
4. Why is it a “surprise” (it was not expected)?
5. Why is it important to remember the order of events in a story?
6. Retell the story in your own words and add drawings.
7. Use the book to answer the following questions:
 - Where in the book does the author give you a clue about the dinosaur bones (title page illustration)?
 - Who is the dog on the dedication page (Coco)?
 - What sound did the dogs make in the mud?
 - What sound did the dogs make in the water?
 - How do the dogs feel about taking a bath?
 - How does the author use humor in the story?



8. Underline the cause and circle the effect:
 - The dogs ran because they were afraid of the dinosaur skeleton.
 - They took a bath because they were muddy.
 - They dig and chase because they are dogs.
9. Find words in the story that are repeated. Why do you think Paul Meisel uses repeated words and phrases?
10. Write the opposites:

<ul style="list-style-type: none"> • Stop - • Now - • Me - • Run - 	<ul style="list-style-type: none"> • Mad - • Big - • No -
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11. Find the words from the story that describe the dinosaur (adjectives). Add a few of your own. Draw a picture.
12. Write a narrative telling about a time you had to run away from something. Use repeated words to make your point. Draw a picture and share with the group.
13. Compare and contrast the settings, plots, and characters in other Paul Meisel books.
14. Go back to *See Me Dig* and *See Me Run*. Compare and contrast the writing style of both books. What do you notice? (Meisel uses repeated words on many of the pages.)



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8.18

