

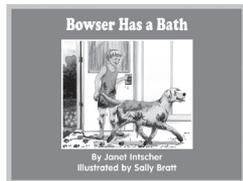
BOWSER HAS A BATH

Written by - Janet Intscher
 Illustrated by – Tamara Toledo
 Set 10 - 176 words

Building Anticipation – Setting the Context

Encourage the children to talk about pets.

Ask: *Do you have any pets? What do you have to do to care for your pet? If you have a dog or cat, do they like having a bath?*



Introduction

Introduce the book by saying: *Today we are going to read a book about a dog. It is called 'Bowser Has a Bath'. Bowser gets all muddy and needs a bath. Nick tries to give him a bath by spraying him with the hose.*

Give each child a book and ask them to look at the illustration on page 5 to ensure they are familiar with the words *spraying* and *hose*.

Have the children predict letters or letter clusters for *spray*, locate the word on page 10 and confirm their predictions.

Give the children a few moments to complete their own book walk. Then have the children read independently to find out if Bowser got clean and how he got clean.

Discussion – Book Talk

Ask: *Did Bowser get clean? Why didn't he like getting sprayed with the hose? Support your response using the book. Who really solved the problem for Nick?* Have the children support their response by reading the section of text that tells us that. Have them find the illustration that tells us how Bowser finally got bathed.

Responding Creatively – Independent Practice

Children can:

- make a labeled story map, using the reproducible master, that records all the highlights in the story.
- draw or paint a picture showing how Bowser got so muddy and write a sentence strip to tell about the picture.
- write a string poem about dogs, i.e.,

*Dogs. Dogs. Dogs.
 Black, brown, white.
 Small, medium, large
 Dogs. Dogs. Dogs.*

Read Aloud Connections

Clifford the Big Red Dog by Norman Bridwell, Scholastic, 1994.
Pippen Takes a Bath, by K.V. Johansen, Kids Can Press, 1999.

Learning About Language - Focused Teaching		
High Frequency Words	then, I'll, called, of	Children look in their personal writing for these high frequency words. Place the words on the word wall. Children can edit their own writing.
Letters and Letter Clusters	<i>Oo</i> - over, of, on, outside <i>th</i> - then <i>st</i> - story <i>cr</i> - cried	Develop a list of words that begin with <i>o</i> . Clap the syllables in each of the recorded words. Post the chart for reference by the children.
Onset and Rimes and Word Families	tub, rub, grub, hub, cub cold, old, fold need, feed, seed, weed, reed, greed back, sack, black, tack, track	Use movable letters to put together and take apart words featuring the rime <i>eed</i> . Record the words you make.
Word Endings	<i>y</i> - muddy <i>th</i> - bath	Make a list of the words you know or can find around the room that end in <i>th</i> . Can you alphabetize the list?
Compound Words	outside, inside, away	Look for other compound words around the room. Can you find three more?
Contractions	I'll, it's, won't	Practice writing these words on an erasable board. Encourage the children to use these in their writing.
Text Features	Bold font and capitals – WHOOSH, not Exclamation marks	Discuss why an author uses exclamation marks and what it means to the reader. Read the book to a friend, being sure to read the punctuation.
Poetry Links	<i>then – Meeting a Bear</i> <i>of – Up and Down</i>	Feature these poems in shared reading. The high frequency word shown is found in the book and the poem. Children enjoy the rhythm and rhyme of the English language.

Story Map

