

Reading Roundup

I'm My Own Dog

By David Ezra Stein

Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share I'm My Own Dog, written and illustrated by David Ezra Stein.

Before Reading

- **T/T** - *Do you have a dog for a pet or do you know someone who has a pet dog? Turn and talk to your partner about your pet dog or a dog you know.*
- *David Ezra Stein tells this story from a dog's point of view. How do you think a dog might see the world differently than people? Let's read to find out how a dog sees things.*

During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through page 9.

• **Pages 9 -P** *Look at the pictures of the two dogs. How do the illustrations help you know what the dogs are thinking?* (The first dog loves playing with his owner and wants to please. He is excited to play. “I’m My Own Dog” is furious and doesn’t understand why a dog would act that way. He wonders why a dog would love playing with a human.) Continue reading through page 19.

• **Page 19 - T/T-** *Look at the picture of the man. Turn and talk to your partner about what the illustration tells us about the man’s feelings after he “followed” the dog home.* (The man probably felt sorry for the dog because he didn’t have an owner. The dog probably felt sorry for the man because he thought the man was lonely and sad after being left outside in the rain.)

- Continue reading the rest of the story making sure students have time to “read” the illustrations.

After Reading

- **P -** *When did the dog’s life begin to change? What happened in the story to change the dog’s mind about being his own dog?* Ask students to think about the story before responding. Turn back to the pages described by students as the turning point.
- If students aren’t sure, turn to the page that reads, “One time it got so bad, I let someone scratch it.” – **P -** *What did the dog do that he had never done before?* (The dog allowed a person to take care of him, help him, and love him. In return, he learned to become friends with a person.

Remember to be open to others who may not see things the same as you. Look for ways you can become friends with someone who may be different from you.

Vocabulary

Fetch – run and get something p. 5

Slippers – house shoes p. 5

Command – tell someone to do something p. 24

Yapping – talking or barking quickly p. 25

Attached – close p. 29

