



# The Dog and His Reflection

11

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “The Dog and His Reflection”
- ✓ Identify the dog as the main character
- ✓ Retell the events of the fable
- ✓ Explain that fables teach a lesson that is stated as the moral of the story
- ✓ Identify the moral of the fable
- ✓ Explain that fables often have animal characters that act like people (personification)

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, retell the fable “The Dog and His Reflection,” including the characters, and beginning, middle, and end events of the story in proper sequence by sequencing three pictures illustrating events in the fable (RL.K.2)
- ✓ Identify real-life connections between words, such as *feast*, and their use (L.K.5c)

- ✓ While listening to “The Dog and His Reflection,” orally predict what will happen in the read-aloud based on the text heard thus far, and then compare the actual outcome to the prediction

## Core Vocabulary

**feast, *n.*** A large meal

*Example:* The king invited one hundred people to the royal feast.

*Variation(s):* feasts

**greedy, *adj.*** Wanting much more of something than is needed

*Example:* The greedy king kept all the gold for himself.

*Variation(s):* greedier, greediest

**reflection, *n.*** An image that is usually seen in a mirror


*Example:* He laughed when he saw his reflection in the mirror.

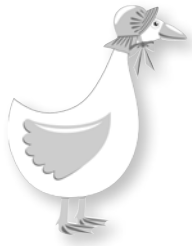
*Variation(s):* reflections

**stream, *n.*** A small body of running, fresh water; a small river

*Example:* We fished in the stream behind our house.

*Variation(s):* streams

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>Essential Background Information or Terms</b>	mirrors; shiny metal pans; other reflective surfaces	10
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Dog and His Reflection</b>		10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Feast</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Sequencing Beginning, Middle, and End Assessment</b>	Instructional Master 11B-1; scissors; glue or tape; Image Cards 5–7 (optional)	15



# The Dog and His Reflection

11A

## Introducing the Read-Aloud

10 minutes

### Essential Background Information or Terms

Tell students that you are going to read another fable titled “The Dog and His Reflection.” Ask students if they know what a reflection is. Explain that when a person looks in a mirror or another shiny object, the image that is seen is called a reflection. Let students use the mirrors you have brought to class, and ask if they see their reflection. Ask students if a reflection is a real person. If students are confused, demonstrate by asking a student to look in a mirror. Then ask the other students to point to which one is the “real person” and which one is the reflection. Encourage them to respond, using the word *reflection*. Now let them try seeing their reflection in the other shiny objects you have brought to class.

### Purpose for Listening

Tell students that they are going to hear a fable about a dog that sees his reflection. Remind students that a fable is a short story with a lesson. Ask students to listen carefully to find out what happens when the dog sees his reflection and what lesson the dog learns.



## The Dog and His Reflection

### ◀ Show image 11A-1: Dog carrying bone

Once upon a time, a big dog was trotting through the streets, feeling very fine because the butcher had just given him a juicy bone. The dog held his head high and his tail very stiff, and he looked neither to the right nor the left. All the little town-dogs ran behind him, barking and saying:

“Please, please. Let us smell your bone.” But the big dog hurried on and would have nothing to do with the hungry, little town-dogs.

The big dog would not think of sitting down to enjoy his bone. If he did that, some of his friends might come along, and then he would have to share his **feast** with them.<sup>1</sup> The big dog did not want to share.

“I will bury my bone,” said the dog. “I will bury it a long way from here, where none of the other dogs can find it, and then someday I will dig it up and eat it.”

### ◀ Show image 11A-2: Dog approaching bridge

So the big dog hurried on until he left the town behind him. Soon he came to a clear, fast-running **stream** with a bridge across it.<sup>2</sup>

“On the other side of this stream will be a good place to bury my bone,” said the big dog.

He started across the bridge with the bone clutched tightly in his teeth.

1 A feast is a big meal. The dog did not want to share his bone, or big meal.



2 A stream is a small river.



← **Show image 11A-3: Dog seeing reflection**

No sooner did he set foot on the bridge than he looked down and saw, running along on the top of the water, another big dog with another bone in his mouth!

The big dog stopped running, and the dog in the water stopped, too.

The big dog started walking again, and the dog in the water started, too.

The big dog put on a fierce look and turned his head to face the dog in the water.

The dog in the water turned to face him in precisely<sup>3</sup> the same way, and with a look every bit as fierce.

“This will never do,” said the big dog. “I am going to take his bone away from him.”<sup>4</sup>

← **Show image 11A-4: Bone splashing in the water**

So the big dog opened his mouth wide to take the other dog’s bone. But there was no dog in the water at all. What the big dog had seen was only his own **reflection**. When he opened his mouth, his bone went *splash* in the stream and the current carried it away forever.

So, the moral of the story is: “If you are **greedy**, you may lose everything.”<sup>5</sup>

3 or exactly

4 What do you think is happening? Are there really two dogs, one on top of the bridge and one in the water? What do you think will happen next?



5 *Greedy* means wanting more than you need.

### Comprehension Questions

10 minutes

1. *Literal* In this fable, is the character a person or animal? (animal) What kind of animal? (a dog)
2. *Literal* What is the dog excited about at the beginning of the fable? (The butcher gives him a bone, and dogs like to chew on bones.) [Explain that a butcher is a person who sells meat.]
3. *Literal* What does the dog decide to do with the bone? Why? (He plans to bury it so that he won't have to share with the other dogs.)
4. *Inferential* In the fable, the dog crosses a stream on a bridge. What happens while he is crossing the bridge? (He sees his reflection and thinks it's another dog with a bone. When he opens his mouth to take that bone, he loses his own.)
5. *Evaluative* How do you think the dog feels when he drops his bone into the stream? Why? (Answers may vary.)
6. *Evaluative* What is a fable? (a story that teaches a lesson) What is the moral, or lesson, of this fable? (If you are greedy, you may lose everything.) Is this story real or make-believe? (make believe) How do you know? (animals don't really talk)
7. *Literal* Who is greedy in the fable? (the dog) What does he lose? (the bone)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative* *Think Pair Share*: Do you think the dog has learned his lesson? Do you think that the next time the dog has something, he will give it up to try to get something else? (Answers may vary.)

9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Feast

5 minutes

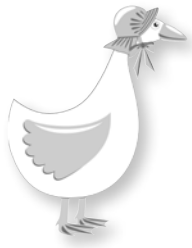
1. In the fable you heard, "The big dog would not think of sitting down to enjoy his bone. If he did that, some of his friends might come along, and then he would have to share his *feast* with them."
2. Say the word *feast* with me.
3. A feast is a large meal
4. When my family gets together, everyone brings food and we have a feast.
5. Are there times when your family gathers and has a feast? Can you think of other examples for the word *feast*? Try to use the word feast when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "We have a feast \_\_\_\_\_ because . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some situations. If any of the situations I describe are considered a feast, say, "That is a feast." If any of the situations I describe are not a feast, say, "That is not a feast."

1. For Thanksgiving dinner we had turkey, rolls, stuffing, potatoes, green beans, apple pie, and pumpkin pie. (That is a feast.)
2. a piece of fruit (That is not a feast.)
3. Everyone brought a dish to share for our neighborhood picnic. (That is a feast.)
4. a bag full of bones for a dog (That is a feast.)
5. a glass of water (That is not a feast.)
6. a can of tuna for a cat (That is a feast.)



**Complete Remainder of the Lesson Later in the Day**



# The Dog and His Reflection

11<sub>B</sub>

## Extensions

15 minutes

### 10 Sequencing Beginning, Middle, and End (Instructional Master 11B-1)

Directions: The worksheet has three pictures. One shows what is happening at the beginning of “The Dog and His Reflection,” one shows what is happening in the middle of the fable, and one shows what is happening at the end of the fable. (Show Image Cards 5–7, out of order, for students to see.) Look at each picture and think about what is happening. Cut out the three pictures, and put them in order to show the beginning, middle, and end of the fable. Retell the fable using the three pictures. When you have made sure that you have them in the correct order, glue them in the correct order onto a piece of paper.

As students complete their worksheets, divide them into pairs to conduct a *Think Pair Share* retelling of the fable, with each student taking a turn.