

<b>Title</b>	<i>Bad Dog, Marley</i> by John Grogan
<b>Theme</b>	Imagery
<b>Subject</b>	Language Arts
<b>Grade Range</b>	3.-5
<b>Duration</b>	30-40 minutes
<b>Standards and Goals</b>	Florida State Standards  The student uses the reading process effectively. LA.A.1.1 The student uses writing processes effectively. LA.B.1.1 The student writes to communicate ideas and information effectively. LA.B.2.1
<b>Objectives</b>	Student will: <ul style="list-style-type: none"> <li>• Listen to the story without looking at the pictures</li> <li>• Draw two scenes to depict what they imagined when the story was read aloud</li> <li>• Display their artwork to show how different each person's imagination can be when imagery is used</li> <li>• Write two to three sentences about the picture they chose to represent</li> </ul>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>Bad Dog, Marley</i> by John Grogan</li> <li>• Art materials such as drawing paper, pencils, crayons, tissue paper, glue, cotton balls, q-tips, colored pencils, rulers, etc.</li> </ul>
<b>Procedure: Introduction</b>	<ol style="list-style-type: none"> <li>1. Tell students that they are going to listen to a story but they will not be viewing the illustrations or the front cover.</li> <li>2. Explain that imagery is when you use one or all of your five senses to "see" what is happening when you read a book.</li> </ol>
<b>Procedure: Instruction</b>	<ol style="list-style-type: none"> <li>1. Read the story to the students. Don't forget not to show the pictures!</li> <li>2. Tell students they will be listening to the author's descriptions of a family, their pets and the difficulties Marley seems to be having.</li> <li>3. When the story is over, ask students how they "see" Marley, what the family looks like, how the house looks after Marley chewed up the sofa, and so on.</li> <li>4. Reread the story so students can use imagery to "see" the story.</li> </ol>
<b>Procedure: Practice</b>	<ol style="list-style-type: none"> <li>1. Allow students to sketch out one scene from the book. Each picture must contain a sketch of Marley. Students may draw any scene that they would like.</li> <li>2. Ask students to draw another picture of the family photo.</li> </ol>
<b>Wrap-up</b>	<ol style="list-style-type: none"> <li>1. When students are done with their drawings, reread and show the pictures so the students can see what the author envisioned Marley to look like, the family to look like and the scenes of the house as Marley got into mischief.</li> </ol>

	2. Ask students if they have ever had a pet that seemed to make bad choices but was kind at heart. Open this topic up for discussion.
<b>Assessment</b>	Check student's drawings to ensure that they were listening to the story and that their visions of Marley and family are in line with the author's descriptions.