



## Analyzing The Text: The Lost Dog by McLaine Dixon

**Grade Level:** Grade 6

**Subject Area:** English Language Arts

**Lesson Length:** 2 hours

**Lesson Keywords:** English Language Arts, Writing, Main Idea and Supporting Arguments

**Lesson Description:** In this lesson, students will apply their existing knowledge of context clues and syntax to determine the main idea of the passage - what message is the author trying to convey to their audience? After reading the passage "The Lost Dog" as a class and re-reading the text independently, students will answer questions about the various vocabulary words used. The exercise is designed so that they pay specific attention to tone inflection within the story. Students will then participate in group discussions debating key supporting details of the passage, analyzing how they help convey the overall main idea of the text. To show mastery, students must present their opinions and support their point of view on what the moral of the story is, why it is important, and how it relates to their own lives.

### Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1b: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.2f: Provide a concluding statement or section that follows from the information or explanation presented.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.L.6.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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## Lesson Content: Book/Story/Reading Passage

**Instructions:** Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

### The Lost Dog

by

**Content:** One particularly cold Saturday in January, I was supposed to take our dog out for a walk, but it was so cold that I didn't want to go outside. Instead, I just opened the door and let the dog out by himself. I kept an eye on him to make sure he would come back inside.

However, another neighborhood dog quickly ran past our house, and our dog sped after it to catch him. I hurriedly went to grab my coat so I could follow my dog, and then I rushed outside. Unfortunately, I was already too late, and my dog was nowhere in sight. I walked a few blocks, but I was unable to find him.

Distressed, I returned home. My mother was standing at the door waiting, and she asked me what had happened. I know I was supposed to walk our dog, I confessed, but I thought he would be able to go outside and come back by himself. Now he's gone and I can't find him anywhere.

My mother was very angry with me; she said I should have been more responsible. She decided to help by making some signs. The signs read, Lost: A big black dog. Please call us right away and she printed our phone number on the bottom. Okay, Darrell, she said, as she handed over the stack of signs, now go post these fliers on all the street posts.

My sister and I grabbed the signs and we posted them along our street as well as along the surrounding streets. The whole time, I was incredibly sad and worried about our dog. All I could think about was how cold it was and how cold our dog must be. My sister wanted to go home, so I told her I'd walk her home, but then keep looking for the dog myself. I took her home and resumed search.

I continued circling the neighborhood, looking for our dog, but I didn't see him anywhere. I called out his name, and I looked in all the alleys. I got more and more upset. I had made such a huge mistake. All I wanted was to stay warm, but now I was extremely cold and so was my dog.

Finally, I gave up and sulked home. When I returned, my mother was waiting for me and smiling broadly. She told me, Our dog came back home all by himself. So, you were right he did come back but you were wrong, too. You should have done your job this morning.

You're right, mom. I was wrong, and, as a result, I have learned a very important lesson today. What seems easy initially may turn out to be difficult in the end. This was a very difficult morning for everyone.

Ever since that morning, I have remembered that important lesson I learned.

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## Task 1: Vocabulary

**Instructions:** Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

**Q: 1 WordPhrase:** Sulked **WordPhraseTier:** 2

**Question:** In the passage the author writes, "Finally, I gave up and sulked home..." What does the word "sulked" mean in this sentence?

- A:** Stomped angrily
- B:** Ran quickly
- C:** Silently acting sad/gloomy
- D:** Walked slowly

**Question:** Which of the below sentences uses the word "sulked" correctly?

- A:** The excited girl sulked into her parents room to tell them her good news.
  - B:** The baseball team sulked home after loosing the championship game.
  - C:** I grabbed my spoon and sulked my soup, it was delicious!
  - D:** A can of soda spilled onto the floor and sulked into the carpet.
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**Q: 2 WordPhrase:** Hurriedly **WordPhraseTier:** 2

**Question:** The author writes, "However, another neighborhood dog quickly ran past our house, and our dog sped after to catch him. I hurriedly went to grab my coat..." What does the word "hurriedly" most closely mean in the passage?

- A:** Rapidly
- B:** Reluctantly
- C:** Easily
- D:** Lazily

**Question:** Which of the sentence choices below uses the word "hurriedly" correctly?

- A:** The happy dog hurriedly chased his tail.
  - B:** Everyone knows turtles are slow, they hurriedly make their way around.
  - C:** Red is such a hurriedly color!
  - D:** The chocolate cake tasted hurriedly.
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**Q: 3 WordPhrase:** Fliers **WordPhraseTier:** 3

**Question:** In the passage the author writes, "...now go post these fliers on all the street posts..." What does the word "fliers" mean in this sentence?

- A:** Paper airplanes
- B:** Stickers
- C:** Articles
- D:** Signs

**Question:** Which of the sentences below uses the word "fliers" correctly?

- A:** At the restaurant, they gave us nice fliers to eat with at dinner.
  - B:** Birds are excellent fliers.
  - C:** Kim started a babysitting service and hung fliers around her town.
  - D:** Fliers are my favorite kind of fruit.
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**Q: 4 WordPhrase:** Alleys **WordPhraseTier:** 3

**Question:** In the passage the author writes, "I called out his name, and I looked in all the alleys." What does the word "alleys" mean in this sentence?

- A:** A large field of grass
- B:** A long tunnel
- C:** A space between two buildings
- D:** A place you go bowling

**Question:** Which of the sentences below uses the word "alleys" correctly?

- A:** Alleys are big enough for cars to drive through them.
  - B:** The raccoon scurried back to his dumpster in the alleys.
  - C:** You can expect to see green rolling hills in alleys
  - D:** The alleys tasted wonderful at Disney World.
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## Task 2: Forum Discussion

**Instructions:** This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

### 1 - Why does Darrell keep looking for his dog?

When talking about he and his little sister looking for their dog the author writes, ??I took her?home and resumed search. Why do you think Darrell kept looking for his dog even though he brought his sister home? Cite details from the passage to prove your answer.

### 2 - Why does Darrell's mom make him post the fliers instead of her doing it?

In the text Darrell's mom tells him, Okay, Darrell, she said, as she?handed over the stack of signs, now go post these fliers on all the street posts.??Why do you think she asked Darrell do this instead of her doing it herself? Cite details from the text to support your answer.

### 3 - Why did Darrell choose to stay inside instead of walking out with his dog? Do you think he expected things to go wrong?

In the beginning of the passage, Darrell did not walk outside with his dog, why? Do you think he expected things to go wrong? Explain why in 2-3 sentences and cite details from the text to support your claim.

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Task 3: Writing Activity

**Instructions:** After reading the passage, write a minimum of 250 words explaining which lesson the author was trying to teach us. Cite supporting details from the text to support why you think this was the lesson the author wanted to convey to the reader, how this lesson could apply to your own life, and why it is important.

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