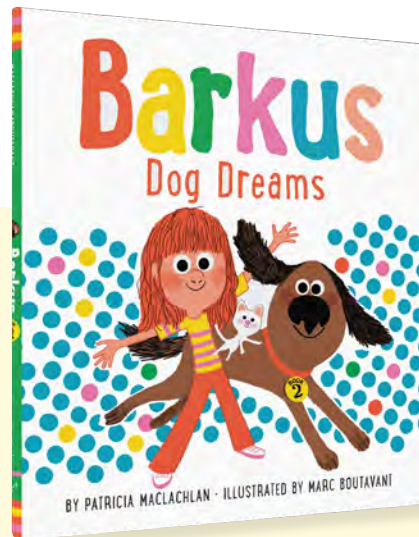


# Barkus

BY PATRICIA MACLACHLAN · ILLUSTRATED BY MARC BOUTAVANT



978-1-4521-1182-7 • \$14.99 HC  
978-1-4521-7262-0 • \$6.99 Paperback  
978-1-4521-4346-0 • \$9.99 E-book  
F&P Text Level Gradient: L  
Lexile® Measure: 260L



978-1-4521-1676-1 • \$14.99 HC  
978-1-4521-1676-1 • \$9.99 E-book  
F&P Text Level Gradient: L  
Lexile® Measure: 490L

## About the Series

Meet Barkus. Barkus is loyal. Barkus is generous. Barkus is sometimes a little too energetic! But in the end, Barkus is family. The exuberant Barkus and his lucky young owner jump, whirl, and twirl across this delightful early chapter book series from two award-winning book creators.

## About This Guide

This guide consists of discussion opportunities and classroom extension activities designed for use by Pre-K through second grade students in classroom, small group, or individual assignments.



## About the Author

**PATRICIA MACLACHLAN'S** timeless and celebrated books range from picture books to chapter books and novels. She won the Newbery Medal for her book *Sarah, Plain and Tall*, and, more recently, wrote a picture book biography of Henri Matisse, *The Iridescence of Birds*, illustrated by Hadley Hooper. She based *Barkus* on the imagined adventures of her too-friendly neighbor's dog. She lives in Massachusetts.



## About the Illustrator

**MARC BOUTAVANT** is a prolific author and illustrator. His works include *Around the World with Mouk*; *For Just One Day*; the *All Aboard Train Puzzle*, which was featured on the Today Show; the *All Aboard Train Matching Game*; *The Night Before Christmas Pop-Up Advent Calendar*; and the *Sky High Building Puzzle*. He lives in Paris.



This guide was created by Kellee Moye, a middle school reading coach and teacher from Orlando, Florida. Kellee is the co-author of the blog *Unleashing Readers*, the author of various teaching guides, the chair of the 2014 Amelia Elizabeth Walden Book Award committee, a member of the 2016–2018 ALAN Board of Directors, and a member of NCTE, ALAN, ALA, and YALSA.





## INTRODUCTION

*Barkus* allows children to exercise a variety of reading comprehension strategies, from inference and visualization to comparing and contrasting. Additionally, *Barkus* provides opportunities for narrative writing and helps develop foundational reading skills such as phonological awareness and phonics.

The Kindergarten through Grade 2 Common Core Standards that can be addressed using the discussion questions and activities in this guide are:

### READING: LITERATURE

#### Kindergarten

CCSS.ELA-LITERACY.RL.K.1-3

#### Grade 1

CCSS.ELA-LITERACY.RL.1.1, 2, 3, 6, 7, 9

#### Grade 2

CCSS.ELA-LITERACY.RL.2.1, 7

### READING: FOUNDATIONAL SKILLS

#### Kindergarten

CCSS.ELA-LITERACY.RF.K.2.A, 3.C

#### Grade 1

CCSS.ELA-LITERACY.RF.1.3.B

### WRITING

#### Grade 1 & 2

CCSS.ELA-LITERACY.W.1.3



## Vocabulary

Research shows discussing vocabulary within the context of reading is one of the most effective ways to learn vocabulary. The following vocabulary words can be found throughout the book *Barkus*. Use these words as a starting point for a vocabulary study:

- plaid
- overcoat
- wool
- patted
- whirl (whirled)
- rushed
- sneak
- tug
- yipped
- sofa
- pounced
- lapped
- twirled
- beanstalk





## Sight Words

50-75% of all words used in writing are found on the Dolch Sight Words Lists. Here are the sight words on each list that can be found in *Barkus*. Have students go on a sight word scavenger hunt for the list they are currently studying (and any past lists they've completed).

LIST 1	LIST 2 <sup>1</sup>	LIST 3	LIST 4 <sup>2</sup>	LIST 5 <sup>3</sup>	LIST 6	LIST 7 <sup>4</sup>	LIST 8	LIST 9 <sup>5</sup>	LIST 10 <sup>6</sup>	LIST 11
the	at	do	big	from	by	walk	tell	soon	light	live
to	him	can	went	good	their	two	keep	made	sit	upon
and	with	when	are	any	here	eat	first	open	small	together
he	up	did	come	about	saw	again	new	has	under	thank
a	look	what	if	around	call	play	black	find	read	many
I	is	see	now	want	after	who	does	only	why	
you	her	not	long	how	well	may	once	us	found	
it	there	were	no	know	think	off		three		
of	some	get	came	right	ran	today		our		
in	out	them	ask	put	let	round		better		
was	be	like	very	too	help			hold		
said	have	one	over	got	sleep			warm		
his	we	this	your	where	brown			ate		
that	then	my	into	every						
she	little	would	just	jump						
for	down	me	red	green						
on		will		four						
they		yes								
but										
had										

<sup>1</sup> looked, not look; something/someone, not some

<sup>2</sup> asked, not ask; overcoat, not over

<sup>3</sup> anything/anyone, not any; everything, not every

<sup>4</sup> walking/walks, not walk; maybe, not may; around, not round

<sup>5</sup> opened, not open; holding, not hold

<sup>6</sup> flashlight, not light





## Activities

Use these activities to extend student learning with *Barkus*.

### SEASONS

There are clues throughout *Barkus* that indicate what season it is. Some are explicit (“Spring had come and it was vacation”) while others are implied (“I put on my sweater and coat and boots”). Have students look for clues within each chapter to identify the seasons.

Discuss the changing of seasons with students, and instruct them to look for clues that indicate different seasons in the illustrations (like snowflakes and falling leaves) as well as in the text (as described above).

### FAMILIES

Nicky’s family had only three members at the beginning of the book, but by the end, it had grown to five ( $3+2=5$ ). Have students create addition problems that show how their own families have grown since they were born (including pets!). Then as a class, determine how big your classroom family is by adding all of the numbers up together.

Alternately, have students draw a picture of their family with their addition problem at the top. Then display all the pictures along with a banner stating the size of the classroom family.

### NARRATIVE

*Barkus* is the story of how Nicky got both of her pets. She retells this story as a bedtime story to Barkus and Baby on page 42. Instruct students to tell the story of when they got their pet(s), including a couple of fun adventures they have had with those pet(s). Use Nicky’s retelling as a mentor text; direct students to follow along and even add their own small illustrations. If a student does not have, and never has had, a pet, have them retell a story they have read about an animal.

#### Extension Activity:

*Barkus* is told from Nicky’s first-person point of view. Instruct students to write a summary of the story using a different character’s point of view.

### FAIRY TALES

Barkus does not want Nicky to tell the story of *Hansel & Gretel* or *Jack and the Beanstalk* when they are camping. Read these stories with your class. After each reading, ask students to write a one-sentence summary like Nicky did for Barkus. As a class, look at Nicky’s summaries and ask students to share if they would have added anything to them. Then, brainstorm with your students all the reasons why Barkus wouldn’t want to hear these fairy tales when camping.

### COMPARE/CONTRAST

On Barkus’s birthday, Nicky and her family throw Barkus a very nice birthday party, but Nicky knows he wants a different kind of birthday party. When his dog friends show up, the real fun begins. Ask students to answer the following questions:

- What are the similarities between the two birthday parties Barkus had?
- What are the difference between the two birthday parties Barkus had?

Complete a compare/contrast graphic organizer (like a Venn diagram or a double bubble map) to compare and contrast the two parties.



## FEELINGS

Even though the author doesn't tell the reader exactly what each character is feeling, inference skills can be used to figure it out. Discuss inference with the students, and explain how they can use background knowledge along with information provided in the book to infer what characters are feeling. Go through the book as a class and discuss the feelings of different characters. Lead students in a discussion of the following questions:

- How do Nicky's parents feel when Barkus first runs in?
- How does Nicky feel when Barkus first runs in?
- How does Mrs. Gregolian feel when Barkus ends up at school?
- How do Nicky's classmates feel when Barkus comes into their classroom?
- How do Nicky's classmates feel after they find out Barkus is Nicky's, and that he is friendly?



## ADVERBS

To help the reader better visualize the story, the author uses adverbs to describe exactly how someone is doing something. Use *Barkus* as an opportunity to introduce the concept of adverbs and how they change the meaning of a story. Some examples of adverbs found in the story include: happily (1), quietly (13), very (throughout), carefully (26), and certainly (29).

Give students a simple sentence without any adverbs. Consider pulling one from the book and removing the adverb, for example: "You, Nicky!" roared Uncle Everton \_\_\_\_\_" (page 1). Tell students to visualize what they think is happening when they hear that sentence. Without the adverb, each student may picture Uncle Everton differently. Repeat the sentence again, this time with the adverb "happily" added in, and ask students to once again picture what they think is happening. This time, students should have a similar idea of exactly what happened.

## EXTENSION ACTIVITY:

Include a discussion of adjectives and description. Give your students the sentence: The child played outside. Once again ask what each of them pictures in their head. Explain that if the sentence had more description and descriptive words, the reader would be able to picture the sentence more accurately. First, have students change child to something more specific. Then have them add in what the child was played. (Ex. The boy played soccer outside on his street.) Now they can add adverbs and adjectives. (Ex. The angry boy aggressively played soccer outside on his street.) When students have finished their new descriptive sentences, have them trade with a partner who will attempt to draw their sentence. Finally, have students reflect on if their sentence had enough description in it to allow another student to draw their sentence.

## Discussion Questions

Use these questions during class discussions, reading check-ins, or as writing prompts with *Barkus*:

- Barkus becomes Nicky's best friend, so Uncle Everton's present is probably one of Nicky's favorite presents ever. What is the best present you ever received? Who gave it to you?
- How could the teacher have reacted when Barkus came into her classroom on page 12? How do you think your teacher would react if a dog ran into your classroom?
- What would you name a kitten if you got one?
- What would you bring if you were going camping in your backyard? How would your camping experience be different than Nicky's?
- What if you were going camping in the wilderness? What else would you need to bring?
- What fairy tale would you want to read if you were camping?
- Rhyming is when one word ends with the same sound as another. What rhyming words did you hear when reading *Barkus*? How can you hear that those words rhyme? Examples from the book include: small/ball/call/all, for/more/door, came/name, his/is, and night/right/flashlight.



## About this Guide

*Barkus: Dog Dreams* allows children to exercise a variety of reading comprehension strategies, from inference and cause/effect to comparing and contrasting. Additionally, *Barkus: Dog Dreams* helps develop foundational reading skills such as phonological awareness. It also provides opportunities for learning about meteorology and math.

The Kindergarten through Grade 2 Common Core Standards and Next Generation Science Standards that can be addressed using the discussion questions and activities in this guide are:

### READING: LITERATURE

#### Kindergarten

CCSS.ELA-LITERACY.RL.K.1-3

#### Grade 1

CCSS.ELA-LITERACY.RL.1.1-3, 6, 7, 9

#### Grade 2

CCSS.ELA-LITERACY.RL.2.1, 7

### READING: FOUNDATIONAL SKILLS

#### Kindergarten

CCSS.ELA-LITERACY.RF.K.3.C, 1.3.B

### MATH

#### Kindergarten

CCSS.MATH.CONTENT.K.OA.A.2, 5

#### Grade 1

CCSS.MATH.CONTENT.1.OA.A.1

### SCIENCE

#### Kindergarten

K-EES2-1, 2



## Vocabulary

Research shows discussing vocabulary within the context of reading is one of the most effective ways to learn vocabulary. The following vocabulary words can be found throughout the book *Barkus: Dog Dreams*. Use these words as a starting point for a vocabulary study:

- smudges (4)
- whirled (10)
- peppy (14)
- conductor (18)
- pounded (22)
- padded (22)
- screeched (27)
- shingles (42)



## Sight Words

50-75% of all words used in writing are found on the Dolch Sight Words Lists. Here are the sight words on each list that can be found in *Barkus: Dog Dreams*. Have students go on a sight word scavenger hunt for the list they are currently studying (and any past lists they've completed).

LIST 1	LIST 2	LIST 3	LIST 4 <sup>1</sup>	LIST 5 <sup>2</sup>	LIST 6 <sup>3</sup>	LIST 7 <sup>4</sup>	LIST 8 <sup>5</sup>	LIST 9 <sup>6</sup>	LIST 10 <sup>7</sup>	LIST 11 <sup>8</sup>
ALL!	ALL except look	ALL except yes	big went are come if now long no came ask very an over your just	from good any about around want know right put too got take where every jump four	away old by their call after think ran help make going sleep	walk to or before eat again play who been may stop off never seven around	tell much give work first try new start white does bring always	soon made run gave open has find only us out better ate fall	say light both sit fall small under why found	because best together thank many laugh

<sup>1</sup> asked, not ask

<sup>2</sup> anyways/anywhere, not any; wants, not want; jumped, not jump

<sup>3</sup> called, not call

<sup>4</sup> walked, not walk; may on copyright page

<sup>5</sup> worked, not work; started, not start

<sup>6</sup> running, not run; opened, not open; falling, not fall

<sup>7</sup> says, not say; lights, not light; falling, not fall

<sup>8</sup> laughed, not laugh







## Activities

Use these activities to extend student learning with *Barkus: Dog Dreams*.

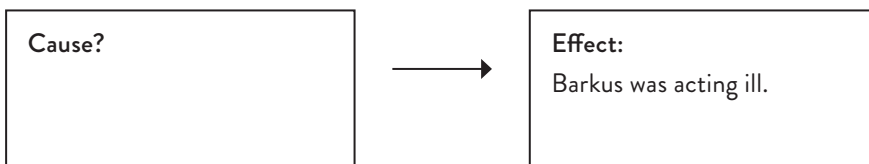
### PREDICTION

At the beginning of each chapter, read the very first page with your students and ask them to make predictions based on the first page and chapter title. Have them explain why they are making their predictions. After finishing each chapter, go through each prediction for that chapter and analyze if it was correct or incorrect.

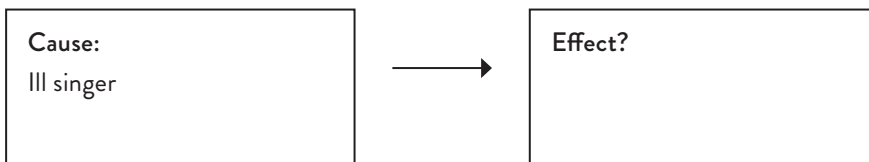
What do we predict is going to happen in this chapter?	What clues do we see that helped us make this prediction?	Was my prediction correct?	Why or why not?
Ex. Chapter 1: We predict that Barkus is sick.	Ex. Barkus wasn't eating.	Ex. Yes.	Ex. It did not end up being what the vet thought.
Ex. Chapter 1: We predict that Baby will find out what's wrong with Barkus.	Ex. The title is "What Baby Found" and Barkus is acting weird.	Ex. No.	Ex. Baby found out that Barkus wasn't taking his medicine, but she didn't figure out what was wrong with him.

### CAUSE AND EFFECT

Barkus's family and Robin, the vet, believed Barkus was acting ill because he had an ear infection, but it ended up being because of something else. Also, Barkus gained weight while he was sick. Both of these situations can be analyzed by looking at cause and effect. Ask your students to look at these graphic organizers and answer the question "What caused these effects to happen?"



Chapter 2 lends itself to another example. What was the effect of the singer's sneezing and coughing?



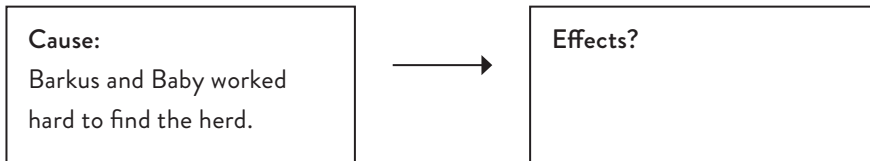


**Extension Activity:**

The effect of the above graphic organizer also serves to cause another effect within the story. Ask students to add another effect.

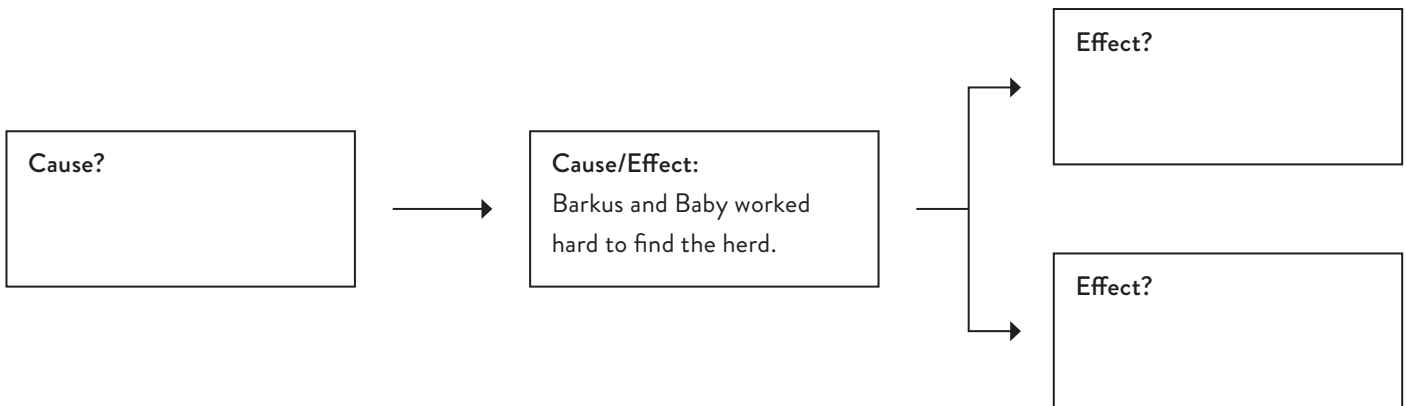
**Extension Activity:**

In Chapter 3, we see a cause that has more than one effect! Have students figure out as many as they can.



**Extension Activity:**

One event causes Barkus and Baby to go find the herd. Turn the basic cause and effect graphic organizer into a multi-cause/effect graphic organizer. Have students complete the following:



## COMPARE AND CONTRAST WITH RESEARCH EXTENSION

At the beginning of Chapter 2, we meet a handful of different dogs who are all very different. Have students complete a compare/contrast graphic organizer (like a double bubble map or Venn diagram) looking at the similarities and differences between the different dogs.

**Extension Activity:**

Have students compare and contrast three of the dogs instead of just two.

**Extension Activity:**

Have students compare and contrast Millie with the dogs being compared/contrasted.



**Extension Activity:**

Have students complete a small research project to determine which breed Millie, Barkus, Ben, and Ollie are. Have students compare the physical features shown in the book's illustrations with images they find while researching.

**Extension Activity:**

Ask students to conduct a research project to learn more about each of the dog breeds. Find a short passage about each species online and have students close read the text. First, have them just read it. On the second read, have them highlight the physical information in one color. On the third read, have them highlight behavioral information in a different color. Then have students use this information to add to their original graphic organizer.



## MISSING ANIMALS!

In Chapter 3, Nicky's neighbor Jen who has a farm comes to ask Nicky's dad for help finding her lost herd.

How many animals did she have missing? Ask students to determine the number missing for each of the following scenarios:

- If seven cows, two goats, and Bibi were missing?
  - If only the cows and the donkey were missing?
  - If only the goats and the cows were missing?
  - If only the donkey and the goats were missing?
  - If Barkus and Baby went missing, how many animals are missing now?
- If Barkus and Baby found all of the missing animals and a white chicken, how many animals are there all together?  
How many animals did Barkus and Baby find?

## CHAPTER TITLES

Each chapter title offers a clue to what will happen in the chapter. Break your students up into five groups. Assign them each a chapter title. Direct them to use evidence from the story to analyze, as a group, why they believe the author chose the chapter title. Ask each group to come up with another title that they believe would fit just as well or better. Have them support their chosen title with evidence. Finally, have each group share their discussions about the original title and their new title with their classmates. Ask the class to vote on which chapter title they like better: the original title or the new title.

## ADJECTIVES

Throughout the text, the author uses descriptive words called adjectives to describe people, places, things, and ideas (nouns).

### Activity:

Have students go on an adjective scavenger hunt looking for adjectives in the book.

### Activity:

Give students a sentence without the adjective. For example, from page 18: "A lady in a dress came onto the stage." Now ask them to describe the dress. They all will have different answers since the sentence had no adjectives. Next, read the sentence with the original adjective and see if the students' answers are similar. Finally, use the illustrations to have students brainstorm more adjectives for the sentence to allow for even more imagery.

### Extension Activity:

Discuss why an author would limit adjectives, specifically in a picture book.

### Extension Activity:

Give students a sentence without the adjective. For example, from page 18: "A lady in a dress came onto the stage." Ask students to draw a picture of what they think the noun looks like. Then have them rewrite the sentence with three specific adjective choices. Finally, ask students to read their sentence to another student, and ask that student to draw the noun. Compare the two drawings and explore whether or not a more specific word choice could have been made.

### Extension Activity:

Looking at the illustrations versus the words in the text, have students identify any liberties the illustrator took when creating the illustrations for the book. For example, a sentence may read "fancy dress" while the illustrator chose to make the dress green, long, sparkly, sleeveless, etc.



## STORMS (SCIENCE EXTENSION)

With your students, look at the science behind storms. Why does the wind pick up? Why does it rain?

You can also discuss storm safety. Nicky's mom had candles and ice, and they cleaned up their lawn furniture. What else could be done to keep people, animals, and houses safe during storms?

Weather Wiz Kids has a section on thunderstorms including lots of resources with information answering the questions above, plus a look at safety, math extensions, and science vocabulary: <http://www.weatherwizkids.com/weather-thunderstorms.htm>.

## Discussion Questions

Use these questions during class discussions, reading check-ins, or as writing prompts with *Barkus: Dog Dreams*:

- What are all the clues that Barkus is sick in Chapter 1? At the end of the chapter, what opposite clues are there to show that Barkus is doing better?
- What word choice did the author use to show that Robin, the vet, wasn't sure what was wrong with Barkus?
- When Baby found Barkus's medicine behind the couch, are there any clues to what Barkus was doing? What are they?
- In Chapter 2, Nicky's father had very low expectations about what Barkus could or couldn't do. How did Barkus show him that you shouldn't set low expectations for someone because you never know what they can do?
- In Chapter 3, Nicky and her mom point out that Jen is in her pajamas. What does this tell you about Jen's day so far?
- In Chapter 4, why is Barkus getting Millie's sock a sign that Millie and Barkus were true friends?
- Have you ever heard of a trade about before? Using the clues in Chapter 4, describe what you think a trade about is? How does it work?
- A story's underlying message to a reader is the theme of the story. Each chapter in *Barkus: Dog Dreams*, specifically the final chapter, has a theme. Discuss with students what the theme(s) may be and why.

