

**About the Book**

Text Type: Fictional/Humorous Page Count: 18 Word Count: 430

**Book Summary**

*Smelly Clyde* is about a dog named Clyde who loves the smell of manure. One day he runs to Farmer Brown’s place and rolls in the manure of different animals. When Clyde goes home he sniffs another odor, one he doesn’t like. It’s soap!

**About the Lesson**

**Targeted Reading Strategy**

- Retell


**Objectives**

- Retell to understand and remember story events
- Identify and explain cause-and-effect relationships
- Identify initial consonant *c*-blends
- Recognize and form sentences with compound predicates
- Identify and use synonyms

**Materials**

Green text indicates resources available on the website

- Book—*Smelly Clyde* (copy for each student)
- Sticky notes
- Chalkboard or dry erase board
- Cause and effect, initial consonant *c*-blends, compound predicates, synonyms worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

**Vocabulary**

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **Content words:**  
 Story critical: *awful* (adj.), *content* (adj.), *habit* (n.), *manure* (n.), *odor* (n.), *refreshed* (adj.)

**Before Reading**

**Build Background**

- Introduce the content word *manure* to students and ask whether anyone knows what it is. Explain to students that manure is waste matter of animals. When manure is put in the ground, it fertilizes the soil and helps plants to grow.
- Ask students whether they have ever smelled manure when someone was fertilizing their yard, when they went to a county fair, or when they visited a farm. Ask what they thought of the smell.

**Preview the Book**

**Introduce the Book**

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what kind of book this is and what it might be about. (Accept any answers students can justify.)

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

**Introduce the Reading Strategy: Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *The Three Little Pigs*.  
**Think-aloud:** *In The Three Little Pigs, three pigs each decide to build a house. The first pig decides to make his house out of straw. He gathers all of the materials and builds his house. The second pig decides to build his house out of sticks. He gathers all of the materials and builds his house. The third pig gathers the materials to build his house out of bricks. One day a big bad wolf comes to the house of the first little pig. He wants the little pig to let him inside and he says: I'll huff and I'll puff, and I'll blow your house down.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 7, 12, and 18. Explain that as they read, they should stop on these pages to think about what has happened in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

**Introduce the Vocabulary:**

- Review with students decoding the difficult content words to ensure a successful reading experience.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Have students find the word *habit* on page 5. Tell students they can look at the letter the word begins with and then use what they know about syllables and vowels (one vowel sound per syllable) to sound out the rest of the word. Practice sounding out the word *habit* aloud. Reread the sentence and ask students whether *habit* makes sense in the sentence. Remind them that good readers always reread to make sure the new word makes sense in the sentence.


**Set the Purpose**

- Have students read the book to find out how Clyde gets so smelly. Remind them to stop reading at the end of each page with a sticky note to quickly retell in their mind the details of the events so far in the story. Have students think about the events that happened first, next, and last.

**During Reading**
**Student Reading**

- **Guide the reading:** Have students read to the end of page 7. Encourage those who finish early to go back and reread.
- Cut out the pages from an extra copy of the book. Place pages 3 through 7 in a pocket chart or along the chalkboard ledge.

- Model retelling the events of the story using the illustrations as a guide.  
*Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. First I read about Clyde and his owner, Mr. Mora. Clyde is smart and loyal, and he knows lots of tricks. Then I learned about Clyde's bad habit. He loves the smell of manure. Clyde goes to Farmer Brown's chicken yard at the farm and rolls in the dirt and manure.*
- Remind students that a retelling includes detail and description about the events of a story.
- **Check for understanding:** Have students read to the end of page 9. Place pages 8 and 9 next to the pages from the beginning of the story. Ask students to use the illustrations as a guide to retell the details to a partner about the events after Clyde rolls around in the chicken yard. Listen to students' retellings for correct order and description of the story events. Discuss the retelling of these pages as a class.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Retell in detail with students the events of the story from page 10 through the end of the book, using the illustrations as a guide.  
*Think-aloud: After Clyde rolled around in the cow manure, he smelled another favorite odor—horse manure. Clyde went to the stable and rolled in the manure. Then he ran to the pigpens and rolled around in pig manure. He was very happy. Finally, Clyde went home. When Mr. Mora smells Clyde, he gets out the soap to wash Clyde. Clyde looks for a place to hide because the smell of soap is something he dreads.*
- Have students retell the story to a partner, starting at the beginning. Listen for whether students include the following: main characters, setting, and correct events in order.
- Ask students how retelling the events of the story in their mind as they read helped them understand the story.

### Teach the Comprehension Skill Cause and effect

- **Discussion:** Discuss cause-and-effect relationships. Explain to students that a *cause* is an action that makes something happen and the *effect* is what happens because of, or as the result of, the action. For example, if you are walking down the sidewalk and you trip on a skateboard and fall, you can say that the skateboard caused you to fall and the fall was the effect (or the result) of the skateboard being left on the sidewalk.
- **Introduce and model:** To illustrate a cause-and-effect-relationship from the text, have students turn to page 3. Point out the big smile on Mr. Mora's face. Ask them to identify the cause of his smile (*Clyde bringing Mr. Mora his slippers*). Ask students to identify the effect of Clyde's trick (*Mr. Mora's smile*).
- Have students turn to page 6. Ask them to identify the cause of Clyde's happiness (*he smells manure in the air*). Ask students to identify what the effect of smelling the manure is for Clyde (*it makes him happy, he smiles, he wags his tail*).
- **Check for understanding:** Have students review the text to find the causes of Clyde feeling so content at the end of the day (*he found pig manure and rolled in it, he jumped and rolled in mud, he rolled in horse manure, he thought he smelled great, and so on*). Allow time for students to share their findings. Ask them to identify what the effect of all of these actions (*Clyde felt content, or satisfied, at the end of the day*).

- **Independent practice:** Introduce, explain, and have students complete the [cause-and-effect worksheet](#). If time allows, discuss their answers.
- **Extend the discussion:** Ask students what they thought of the book. Ask whether anyone has a pet that likes to roll around and get messy and, if so, to share a story about their pet.

### Build Skills

#### Phonics: Initial consonant *cl*-blends

- Write the word *clever* on the board and say it aloud with students.
- Have students say the /cl/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /cl/ sound in the word *clever*.
- Circle the *cl* letter combination. Explain to students that the letters *c* and *l* together represent the /cl/ sound at the beginning of the word *clever*. Have students practice writing the *cl* letter combination on a separate piece of paper as they say the sound the letters represent.
- **Check for understanding:** Write the following words on the board that begin with the /cl/ sound, leaving off the initial blend: *clap*, *clash*, *class*. Have students complete and write each word on a separate piece of paper. Then have them read each word aloud to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant \*cl\*-blends worksheet](#). If time allows, discuss their responses.

#### Grammar and Mechanics: Compound predicates

- Review or explain to students that two short sentences can be combined to form a new sentence if the subject in each sentence is the same. Tell them that writers often combine sentences in order to make their writing easier to read and understand.
- Write the following sentence from page 3 on the board: *He was smart, and he was loyal*. Tell students that this is an example of a sentence formed from two shorter sentences that have the same subject. Have them identify the subject of the sentence (*He*). Ask volunteers to write each sentence separately on the board. (*He was smart. He was loyal.*) Point out that each predicate begins with its own verb (*was, was*). Sometimes the verb is the same in each predicate.
- **Check for understanding:** Have students turn to page 18. Read the following sentence aloud: *Clyde put his tail between his legs and looked for a place to hide*. Explain to students that this is an example of a sentence with a compound predicate. Ask volunteers to write each sentence separately on the board. (*Clyde put his tail between his legs. Clyde looked for a place to hide.*) Have students name the subject (*Clyde*) and the predicates (*put his tail between his legs, looked for a place to hide*). Point out that each predicate begins with a different verb (*put, looked*).
- **Independent practice:** Introduce, explain, and have students complete the [compound predicates worksheet](#). If time allows, discuss their answers.

#### Word Work: Synonyms

- Review or explain to students that a *synonym* is a word that means the same or nearly the same as another word.
- Have students turn to page 5 in the book and locate the word *bad*. Ask them to share other words that mean the same or nearly the same as the word *bad* (*horrible, terrible*). Ask a volunteer to read the first sentence on page 5, replacing *bad* with a synonym of his or her choice.
- Have students turn to page 6. Tell them to look for a word used on this page that means nearly the same thing as the verb *to smell*. Point out the word *sniff*. Explain to students that this is an example of a synonym for the word *smell* when it is used as a verb (showing action). Have students turn to page 12 and find the word *odor*. Explain that this is an example of a synonym for the word *smell* when it is used as a noun.
- **Check for understanding:** Have students turn to page 9 and find the word *jumped*. Ask them to name at least two other words that mean the same or almost the same as *jumped* (*leaped, bounded*). Ask volunteers to share their synonyms aloud.

- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss their answers.

### **Build Fluency**

#### **Independent Reading**

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

#### **Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

### **Extend the Reading**

#### **Writing Connection**

Discuss the word *habit*, explaining that a habit is something a person has done so often without thinking about it that it becomes difficult to stop. Brainstorm with students to come up with a list of bad habits (twisting your hair) and good habits (always saying “please”). Tell them to choose a habit from the list and write a story about it with a character like the dog in *Smelly Clyde*.

#### **Art Connection**

Use the illustrations in the book as a model to show students how illustrators show action in their drawings. Have them draw a picture related to the habit from the story they’ve written. Have them use action lines to show what is happening.

#### **Skill Review**

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

### **Assessment**

#### **Monitor students to determine if they can:**

- accurately and consistently demonstrate retelling the story during discussion
- accurately recognize and explain cause-and-effect relationships during discussion and on a worksheet
- correctly identify initial consonant *c*-blends in words during discussion and on a worksheet
- accurately recognize compound predicates during discussion and on a worksheet
- correctly recognize and use synonyms during discussion and on a worksheet

#### **Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)