

YHBA Novel Resource

Dogku

by Andrew Clements

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About the Author



Andrew Clements

<http://www.andrewclements.com>

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Andrew Clements was born in New Jersey in 1949; he currently lives in Massachusetts. Clements credits his love of books and reading to his parents who were avid readers and would spend summer nights reading. Throughout high school and college, he didn't think of himself as a writer. His professors would occasionally give him compliments on his assigned papers but he didn't write for pleasure very often. He learned to play the guitar and started to write songs but only when he felt like. Clements graduated from Northwestern University and then earned his Masters of Arts in Teaching at National Louis University. He then

taught for 7 years in public schools north of Chicago. After being fired a couple times he moved to New York City to pursue a career that he felt would be more stable, singer/song-writer. He then began working for a company called Picture Book Studio, where he started writing his first picture books. In 1990, he began writing his first novel, *Frindle*, which was published in 1996. *Frindle* became more and more popular which lead Clements to be a full time writer. Now Clements spends his time writing in a shed, in his back yard.

Additional Websites

Wikipedia http://en.wikipedia.org/wiki/Andrew_Clements

Kids Reads <http://www.kidsreads.com/authors/au-clements-andrew.asp>

Andrew Clements Infosite <http://www.andrewclements.net/>

Bibliography

Andrew Clements has written over 100 books ranging from novels to chapter books to picture books. Below are just a few of his books.

Frindle 1996

School Story 2001

Lunch Money 2005

No Talking 2007

Noah & the Ark & the Animals 1987

A Million Dot 2007

Jake Drake, Bully Buster 2001

About the Illustrator



Tim Bowers

<http://www.timbowers.com/>

Tim Bowers was born and currently lives in Ohio. He began drawing at an early age and continued all the way through college where he majored in art at the Columbus College of Art & Design. Tim was inspired by many great artist like Maxfield Parrish and Norman Rockwell and children's books illustrators like Maurice Sendak and Tomi DePaola. After graduating from college he worked for various corporations and his illustrations were used to promote different products. His desire to illustrate children's book led him to Hallmark Cards where he helped launch the Shoebox Greeting cards. He has since illustrated many children's books and had many of his drawings published in newspapers.

Additional Websites

<http://authors.simonandschuster.com/Tim-Bowers/1316165>

Bibliography

Sometimes I Wonder if Poodles Likes Noodles

Princess Pig

First Dog

Annotation

Sitting outside on the porch is the hungry dog. Will she let him in or call the pound. The dog in the story *Dogku* by Andrew Clements is a stray that gets taken in by a family. First he gets a bath and food then as the children wake up he begins to play with them. Everything is going good until the children leave for school and that's when it gets boring for Mooch. While writing the book in haiku format, Andrew Clements takes the stray through a day of what his life could be like if he lived with this family. Tim Bowers uses oil paint on canvas to create illustrations that make the story come to life. First Mooch meets the next door neighbor's dog, and then he goes on a car ride with the mom. While no one is looking he sleeps in the chair, gets into the laundry and trash and sits by the window waiting for the children to come home. At last everyone in the family is home and they have a meeting to determine what to do with Mooch; keep him or send him to the pound? They decide to keep him and make him a part of their family.

Genre

Poetry

Realistic Fiction

Point of View

The book is written in the third person point of view.

Theme

Responsibility is a theme that could be found in *Dogku*. As the family finds the dog and brings them into their home they soon learn what all is needed to care for a dog. The family has to feed him, give him baths, play with him and clean up after his mess. In the end the family sits down together to decide what to do with the dog. As the reader you can imagine what this conversation sounded like and I'm sure the parents explained to the children what kind of responsibility the dog would be.

Conflict

Mooch is a stray dog that wants a loving family to live with. When a family takes him in he doesn't know if it will be a permanent move or if he will be taken to the pound.

Conflict Resolution

After staying with the family for the day they have a family meeting and decided to keep Mooch and make him part of their family.

Characters

Mooch- Carefree puppy, he acts like a puppy and plays with the children in the family. He is also mischievous, he likes to explore his surroundings and get into things.

Family-No names are given but there seems to be a mom, dad and 3 children. The mom seems to be sympathetic and is the one to bring him into the house. The children seem to be excited to have the dog and enjoy playing with him.

Setting

The book is set in the present time. Most of the story happens in the family's house. The story takes place within the time span of one day.

Interest/Reading Level

Dogku has a lexile of 210 and a reading grade level of 2.6. Students in grades K-3 or ages 4-8 might find the book interesting to them.

Booktalk

“Woof! Woof, woof!” Translation... “Please keep me and let me be apart of your family.” Could this be what Mooch is saying to the family in Andrew Clements’ book Dogku? Outside the back door, the eyes of the adorable dog stare in on the family pleading for some food, attention, and love. The dog is let inside and given food, a bath and a name. Everyone seems happy to have him as they pet and play with him but as the day goes on Mooch begins to get into some trouble. With no one around he starts to get bored and makes a mess in the laundry and trash! When everyone is home they have a family meeting to decide of the fate of

Mooch, will he be taken to the pound...or will the family take him in and keep him as their pet?

Discussion Questions

Pre-reading questions: Do you know what a haiku is? It is a type of poetry that is only 3 lines and 17 syllables long. The first line is 5 syllables, the second line is 7 syllables and the third line is 5 syllables. Now that you know about haiku, what do you think Dogku is going to be about?

Page 1-2 questions: Have you ever had a dog look at you with their big puppy eyes and you want to help them? What did you do in that situation?

Page 3-4 questions: What does the illustrator do to show that the dog is shaking while in the bath?

Page 5-6 questions: Looking at the pictures what do you think the kids are feeling about the dog? The mom? The dad?

Page 7-8 questions: Why do you think they decided to name him Mooch? What is a mooch?

Page 9-10 questions: Why does Mooch hate the school bus?

Page 11-12 questions: Do you think dogs can really communicate with each other when they are barking?

Page 13-14 questions: What does the illustrator do to show that Mooch has his head out of the car while it is moving?

Page 15-16 questions: Based on the pictures what do you think Mooch is feeling? What do you do when you are bored?

Page 17-18 questions: Have you ever had a puppy make a huge mess in your house? How did you feel when they did it?

Page 19-20 questions: Listen as I reread these 2 pages and let's count the syllables to see if Andrew Clements really does stick to the haiku format.

Page 21-22 questions: Before Mooch hated the bus, why does he love the school bus now?

Page 23-24 questions: What is a pound? Do you think Mooch will be taken to the pound or will they decide to keep him?

Page 25-26 questions: What do you think the little boy is thinking? He looks sad.

Page 27-28 questions: What do you think Mooch is thinking? He looks sad.

Page 28-29 questions: What are all of the family members feeling as the dad brings home a bed, bowl and toy for Mooch?

Post Reading Questions: What are some things you noticed about how Andrew Clements wrote the book and haiku? Do you think it would be hard to write a haiku? Does all poetry have to rhyme?

Vocabulary

haiku pg 31: (hai-ku) A Japanese lyric verse form having three unrhymed lines of five, seven, and five syllables

mooch pg 8: (mooch) One who begs.

patience pg 19 (pa-tience) The capacity, quality, or fact of being patient

pound pg 23 (pound) A public enclosure for the confinement of stray dogs

Indiana Academic Standards

Kindergarten: Social Studies K.2.4

Science: K.4.2

First Grade: Social Studies: 1.2.4

Science: 1.4.4

Second Grade: Social Studies 2.2.5

Science: 2.4.3

Third Grade: Social Studies 3.2.5

Anticipation Statements

Before		Dogku by Andrew Clements	After		Reflection
Agree	Disagree		Agree	Disagree	
		Taking care of a dog is easy work.			
		You should always take in a stray dog.			
		Dogs need to be watched all the time.			
		Dogs need a lot of supplies to be happy.			
		Dogs can make a family complete.			

Art Medium Used

The illustrations in *Dogku* were created with oil paints on a canvas. Oil paint is made from mixing color pigments with oil and when it dries it become very hard

preserving the rich color pigments. I think that Tim Bowers used oil paints to give the illustrations a sense of happiness. The bright colors bring the book to life and make it more realistic.

If you liked *Dogku* by Andrew Clements then you love...

One Leaf Rides the Wind By Celeste Davidson Mannis

Like *Dogku*, this book is also written in haiku. It is a counting book that follows a young girl as she explores a Japanese garden.

If Not for the Cat by Jack Prelutsky

Jack Prelutsky is a famous children's poetry writer. In this book he writes 17 haiku about animals. Each poem follows the simple 17 syllable format of a haiku like *Dogku* does.

Cool Melons Turn to Frogs: The Life and Poems of Issa by Matthew Gollub

This book is a small collection of one of Japan's most beloved haiku masters, Issa. Matthew Gollub has created a biography that displays Issa's life story in between beautiful pictures and a few of Issa's haiku.

Slippers at Home, Naptime for Slippers, Slippers at School and Slippers Loves to Run by Andrew Clements

These four books are all written by Andrew Clements and tell of the adventures a little dog named Slippers encounters with his human family. Unlike *Dogku*, the Slippers stories are told from the perspective of the dog.

Across the Curriculum Connections

Social Studies: Responsibility

With the whole class create a list of jobs that students might have to do at home or school. Talk about being responsible for those jobs and what it means to be responsible. Read *Dogku* and have a discussion about the responsibility that comes with having a dog. Working with a group of 3-4 students are going to pick a job they often have to do and create a poster describing the steps involved in doing the job responsibly. An example would be taking care of a dog, the steps you have to do while taking care of a dog responsibly would be feeding it, giving it baths, taking it for walks, and playing with. Students can draw pictures, use pictures from magazines or newspapers and markers to create their poster. After

creating their poster they will share with the class their job and how you do the job responsibly.

Supplies: Poster board, markers, magazines, newspaper

Standards: K.2.4, K.4.2, K.4.4, 1.2.4, 1.2.5, 1.4.2, 1.4.3, 2.2.4, 2.2.5, 2.4.6, 3.2.5

Social Studies/Music: Japanese culture

Dogku is written in haiku format which originated from Japan so students will learn about the Japanese music, art, and history and gain more information about haiku. A background of haiku can be found at <http://web-japan.org/kidsweb/Explore/language/q2.html> Information and examples of Japanese music can be found at <http://www.twodragonflies.com/music.html> Worksheets that contain various information about Japanese culture can be found at <http://homeschooling.about.com/od/unitssubjgeog/ss/japanprint.htm> We will spend some time as a class exploring Kids Web Japan <http://web-japan.org/kidsweb/> using the smartboard. Students will then create Japanese instruments using objects found at home. (paper towel roll, Kleenex boxes, coffee cans, ect.) Information about Japanese instruments can be found at <http://web-japan.org/kidsweb/explore/culture/q3.html>

Supplies: smartboard, worksheets, paper towel rolls, Kleenex boxes, coffee cans and other household items

Standards:

Music: K.2.1, K.2.2, K.3.1, K.9.2, 1.2.2, 1.4.1, 1.9.2, 2.1.3, 2.2.2, 2.2.3, 2.2.4, 2.4.3, 2.9.3, 3.1.3, 3.2.3, 3.2.4, 2.4.1, 3.9.2

Book Activities

Activity 1: Haiku Writing

Andrew Clements wrote the book *Dogku* as a series of haiku. Explain what a haiku is and that it is created using 15 syllables. Review with the students syllables and how to determine how many syllables a word has. Read *Dogku* and other haiku to the students. On a piece of chart paper make a list of single syllable words, 2 syllable words, and 3 syllable words that they would like to use while creating their poems. With the whole class have the students work together to create a couple haiku using the words from the list. After modeling how to create a haiku, have students work with a partner to create their own haiku. Students should then write out their haiku on a clean piece of paper and

draw illustrations for it. When finished, students can work individually on syllables paper <http://www.superteacherworksheets.com/syllables/syllables5.pdf>

Standards:

Kindergarten: Language Arts K.1.8, K.1.11, K.1.13, K.4.3, K.5.1

First Grade: Language Arts 1.1.4, 1.1.5, 1.4.2, 1.5.3

Second Grade: Language Arts 2.1.3, 2.5.4

Third Grade: Language Arts 3.1.2, 3.3.1, 3.5.5

Activity 2: Identifying Plot, Setting and Characters

To begin, the teacher dons an apron and produces the cook pot and spoon and tells the students they are going to make story stew. Explain that a good story is like stew -- it has lots of ingredients. Reach into the pot and pull out an index card on which you have written "characters." Explain that characters are "Who is the story about?" Mention familiar stories and ask students to tell you who the characters are. Reach into the pot and pull out another index card on which you have written "setting." Explain to students that the setting is "When and where the story happens." Mention familiar stories and ask students to identify the setting. Reach into the pot and produce a final index card on which you have written "plot." Explain that plot is "What happens in the story." Mention familiar stories and ask students to briefly explain the plot. After this introduction, read *Dogku* by Andrew Clements. After reading the story, ask the students to identify the characters. Write them on an index or recipe card and drop it into the cooking pot. Stir it up. Then ask students to identify the setting and the plot in the same manner. After stirring up the "ingredients," reach into the pot and produce a photocopy of the cover of the story you just read. Follow-up ideas: Ask students to create their own "story stew" by having them make up characters, a setting, and a brief plot description and writing it on a recipe card. Then have them develop a story using their elements. Or, for a center idea, provide recipe cards with story elements written on them and let students choose one to write a story about. (lesson taken from teachers.net, Lesson #1353)

Standards:

Kindergarten: LA K.2.3, K.3.3, K.4.1, K.4.2

First Grade: LA 1.2.3, 1.3.1, 1.5.1, 1.4.3

Second Grade: LA 2.2.4, 2.3.1, 2.5.1,

Third Grade: LA 3.3.2, 3.3.3, 3.5.1

Bibliography

Andrew Clements <http://www.andrewclements.com>

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Tim Bowers <http://www.timbowers.com>

Tim Bowers <http://authors.simonandschuster.com/Tim-Bowers/1316165>

Yahoo! Kids Dictionary <http://kids.yahoo.com/reference/dictionary/english>

Haiku Picture Books for Kids <http://www.haikubytwo.com/haiku-picture-books-for-kids/>

Indiana Academic Standards
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Super Teacher Worksheets
<http://www.superteacherworksheets.com/syllables/syllables5.pdf>

Story Stew <http://teachers.net/gazette/MAR03/lessons.html>

Kids Web Japan <http://web-japan.org/kidsweb/index.html>

Japan Printable
<http://homeschooling.about.com/od/unitssubjgeog/ss/japanprint.htm>

Two Dragonflies <http://www.twodragonflies.com/>