

Love That Dog

Educator Information and Directions

This PDF provides the materials that accompany the lesson “Elements of Poetry and *Love That Dog*.” This PDF contains activities for students to complete before, during, and after they read the poem. Highlighted words within the poem indicate vocabulary words that will be referred to in assessment questions.

Student Reading Guide

Before Reading

- Watch the video.
- Review the anchor chart.
- Complete the Online Practice.
- Read some information about today’s poem.
- Start thinking about the topics in the poem by answering the questions.

During Reading

- Read the **Purpose for Reading**.
- Read the poem.
- Take notes and annotate what you are reading.

After Reading

- Reflect on what you have read by answering the questions.
- Complete the **Online Assessment** questions.

Taking Notes and Annotating

Here are some strategies for annotating and taking notes **in the text itself**:

- **Highlight** or underline important words or words you don’t know.
- **Circle** key concepts and ideas.
- Use abbreviations or symbols. For example:

?	To show confusion or questions
FL	To identify figurative language
★	To identify imagery
SD	To identify sound devices

Here are some strategies for annotating and taking notes **in the notes section** under the text:

- Summarize key points in your own words.
- Write brief comments and questions.



If you would prefer to listen to the poem, click the link to access an audio recording: [Link to Audio Recording of Poem](#)

Elements of Poetry - Anchor Chart

Poetry is writing that uses meaning, sound, and rhythm to create an emotional response and highlight parts of the human experience.

Imagery

Descriptions that paint a picture the reader can visualize



Form

The physical structure of the poem

We should have a land of sun,
Of gorgeous sun,
And a land of fragrant water
Where the twilight is a soft bandanna
Of rose and gold,
And not this land
Where life is cold.

Line:
one row
of a
poem

Repetition:
repeating
the same
word,
phrase, or
line to
emphasize it

Stanza:
lines
divided
up into
a group

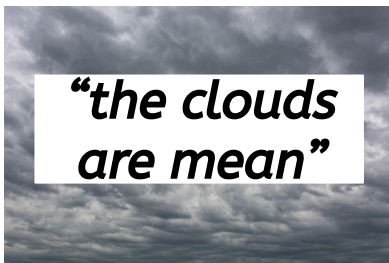
We should have a land of trees,
Of tall thick trees,
Bowed down with chattering parrots
Brilliant as the day,
And not this land where birds are gray

Figurative language

The use of words in a way that develops a deeper meaning than what the text actually says

Personification

When something that's not a person is given human characteristics



Simile

When two different things are compared, using the words "like" or "as"



Metaphor

Says that something IS something else, or treats one thing as another



Sound devices

Elements of poetry that use sound to add meaning

Rhyme

When words have the same ending sound



Rhythm

When sounds of words in a poem are regular and repeated



Alliteration

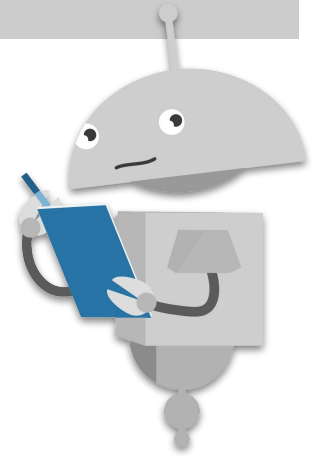
Repetition of the same beginning letter or sound in words that are next to or close to one another



Before Reading

Today's poem is an excerpt from the book *Love That Dog* by Sharon Creech. The writer of the poem describes the street where he lives with vivid details.

Before you read today's poem, think about how words can be used to transport readers to other times and places.



?

Think about the street where you live, or another street you can picture in your mind. Draw or write below to describe the street. Bring the street to life by including as many details as you can.

?

Think about a sound you have heard or a sensation you have felt. How would you spell the sound or feeling as a word? What would this sound or feeling look like if represented visually? Write your word and draw or describe a representation of this sound or feeling below.

During Reading



Purpose for Reading: This passage is an excerpt from *Love That Dog*, a book about a young boy who discovers the wonders of writing poetry amidst the loss of a beloved pet. *Love That Dog* is written as a narrative poem, a type of novel known as a verse novel. Today, you will be reading one chapter from the book, titled “February 15.” As you read, think about how the elements of poetry help the author develop the setting.

While you read, remember to annotate and take notes! You can review strategies for annotation on page 1 of this PDF.

Excerpt from *Love That Dog* by Sharon Creech

February 15

- (1) I like that poem
we read today
about street music
in the city.
- (5) My street is not
in the middle
of the city
so it doesn't have
that LOUD music
- (10) of horns and trucks
clash
flash
screech.

(continued)

Notes

During Reading (continued)



Excerpt from *Love That Dog* by Sharon Creech

(continued)

My street is
(15) on the edge
of a city

and it has
quiet music
most of the time
(20) **whisp**
meow
swish.

My street is a THIN one
with houses on both sides
(25) and my house is
the white one
with the red door.

(continued)

Notes

During Reading (continued)



Excerpt from *Love That Dog* by Sharon Creech

(continued)

There is not too much traffic

on my street—

(30) not like in the

middle

of a city.

We play in the yards

and sometimes

(35) in the street

but only if

a grown-up

or the big kids

are out there, too,

(40) and they will shout

Car!

if they see a car

coming down our street.

(continued)

Notes

During Reading (continued)



Excerpt from *Love That Dog* by Sharon Creech

(continued)

At both ends
(45) of our street
are yellow signs
that say
Caution! Children at Play!
but sometimes
(50) the cars
pay no attention
and speed down
the road
as if
(55) they are in a BIG hurry
with many miles to go
before they sleep.

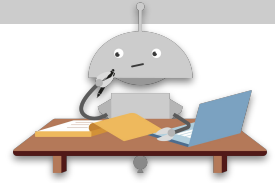
Creech, Sharon. *Love That Dog*. HarperCollins Children's
Books, 2001.

Notes

After Reading



Hunt for details the poem includes to compare the streets in the city to the speaker's street. Add examples from the poem in the chart below.



City Streets	The Speaker's Street



Read lines 44-57 again and predict what happens next. Based upon the details about this street, what do you think could end up happening there? Draw or write to share your prediction below.

After you are done reading and answering these questions, you may want to ask yourself some more questions, like...

- What is the mood of this poem?
- How does the author use words to represent sounds?

You may even want to read the poem a second or third time! When you feel ready, go ahead and take your assessment!