



What if... your 1st grade students came back to school in January to find a large gift bag in their classroom, addressed just to them. When they open it, they find an adorable stuffed dog named Dozer and a shiny red mailbox labeled *The Doggone Awesome Puppy Postal Service*, with a letter inside addressed to them. They also find a map of the world, a class set of magnifying glasses, and a *Doggy Detective Folder* for each child.

The students soon learn that although dogs are super cute, they have a really, really hard time with reading and writing. As the class reads the letter from Dozer, they discover that there are all sorts of mistakes in his writing. So like real detectives working to solve a mystery, they use their *Doggy Detective Folders* to record and decode what their new dog friend is telling them.

As they read his letter, the children learn that Dozer has lost his family. He is wondering if maybe they would be willing to help him and go on an adventure around the world to try to find his mom, dad, and little sister Lucy (right). He tells them that his friends, Buddy and Daisy, will be writing to them using the exclusive *Doggone Awesome Puppy Postal Service* and helping them solve this mystery. He is wondering if they would be willing to take care of him until they are able to find his family together. Will they help and be a good and kind friend to little Dozer? After reading the letter, students engage in a related, meaningful writing project (for example, creating “Missing!” posters for Dozer’s family members)!



Two weeks later, the class gets mail again. The students gather around to read the letter from one of Dozer’s friends (Buddy and Daisy, pictured to the left), but quickly learn that each of Dozer’s dog friends have problems all of their own that the children can help with and learn alongside. So the students work together to help these dogs make corrections to their writing, and are then able to “unlock” the secret letters to spell the name of the country this dog is writing from. Using the map of the world (and special *Doggy Detective* magnifying glasses, of course), once the children discover which country this dog is writing from, they gain access to a video on *Dozer’s Doggy Detective*

Video Blog of this dog in the secret country. In each video, Buddy and Daisy, with the help of the international C.A.R.E. (Compassionate, Appreciative, Responsible, Encouraging) Animal Team, teach the students cool and fun facts about each amazing country, and then give them three clues as to where Dozer’s family might be. Students record these facts and clues using graphic organizers in their *Doggy Detective Folders* – and continue to make predictions about where in the world Dozer’s family could be based on newly discovered evidence.

At the end of the year, the class finally solves the mystery of which country Dozer’s family is in, and they learn that his family is in a shelter with other dogs that all need homes. Would they be willing to help save these animals by fostering and then adopting one dog each next school year in 2nd grade?

The 1st grade curriculum consists of 10 reading and writing adventures in 10 different countries, all designed to satisfy 18 Common Core Standards in English Language Arts and with a special focus on supporting and inspiring children as readers and writers. Each adventure is designed to span from one to two weeks, with 60-90 minutes of instructional time required per week. Teachers will likely not have time to do all of the writing projects, so are encouraged to only select those that are best suited for their individual schedules and student needs. In addition, weekly at-home *Doggy Detective Challenges* empower parents to help their children as they learn to read and write. Each weekly *Doggy Detective Challenge* asks parents to do two things: 1) Read daily with their child, with easy and practical tips provided each week for how parents can become involved and support their children as developing readers, and 2) Focus on learning 5 new sight words (all aligned with Units 4, 5, and 6 in *Treasures*) by playing a new, easy and fun game each week. In addition to an over 150 page teacher manual including all of the lessons, templates, rubrics for assessing student understanding of Common Core Standards, and at-home *Doggy Detective Challenges*, teachers will have access to exciting, inspirational videos from Dr. Lori, Buddy, and Daisy in various countries for each learning adventure on *Dozer’s Doggy Detective Video Blog*. Now that’s how to inspire children to become readers and writers – all while learning compassion for animals all around the world!

Overview of Each Adventure

At the beginning of each adventure, students receive instruction and practice for 60-90 minutes in the following Common Core Standards as they engage in the following activities:

1. Receive and read a letter from Dozer or one of his friends through the *Puppy Postal Service*.
2. Re-write the letter, making capitalization, punctuation, and spelling corrections.
3. Each letter reveals 5-6 missing mystery letters, which when unscrambled, name a secret country that dog is writing to them from.
4. Students then find this country on a world map (provided) in small groups, using special Doggy Detective magnifying glasses (of course).
5. Once they discover where the country is, they watch a 5-7 minute video from Buddy or Daisy and Dr. Lori in that country and use a graphic organizer to record facts and information about that country, and
6. Complete a short cloze activity that gives three new clues about Dozer's family from C.A.R.E. Animal Team secret agents before making a prediction about where in the world they think Dozer's family could be.

English Language Arts Common Core Standards	Language Arts Skill	Performance Description
Reading Standards for Informational Text K-5	Range of Reading and Level of Text Complexity	With prompting and support, read informational texts appropriately complex for grade 1.
Language Standards K-5	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.
Speaking and Listening Standards K-5	Presentation of Knowledge and Ideas	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Speaking and Listening Standards K-5	Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Writing Standards K-5	Research to Build and Present Knowledge	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Following the first lesson of each adventure, students engage in related writing projects as outlined on the following pages.

Adventure #1: Meeting Dozer and His Family

Literacy Focus: Writing informative/explanatory texts

Writing Project: Missing! Posters of Dozer’s Family

Writing Standards K-5	Text Types and Purposes	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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Lesson Overview:

In this first lesson, students meet Dozer and see a picture of his family for the very first time, and read and re-write his letter with appropriate capitalization, spelling, and punctuation. They then create a mind map representing items related to each of Dozer’s family to help chart and clarify their thinking (pre-writing), before choosing one of Dozer’s family members to write about and create a “Missing!” poster for.

Adventure #2: Canada with Buddy

Literacy Focus: Recalling information from experiences/gather info. from sources to answer questions.

Writing Project: What are examples of “Compassion, Appreciation, Responsibility, and Encouragement?”

Writing Standards K-5	Research to Build and Present Knowledge	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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Lesson Overview: There is some challenging vocabulary in Dozer’s theme song for the C.A.R.E. Animal Team, specifically the words: *compassionate*, *appreciative*, *responsible*, and *encouraging*. Each week, we will be talking more about what these words mean in our videos to the students and through extended writing projects. However, it may help to solidify student understanding to print these words at the top of four large sheets of paper and each time you see or hear about an example of each of these words over the next several months, list it below. For example, Buddy showed that he was *compassionate* and *responsible* in this week’s video when he realized that he should respect other animals’ homes by not leaving trash on hiking trails.

Adventure #3: Mexico with Daisy

Literacy Focus: Participating in shared research and writing projects and adding drawings to writing

Writing Project: Planning for My Trip to Mexico!

Writing Standards K-5	Research to Build and Present Knowledge	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
Writing Standards K-5	Presentation of Knowledge and Ideas	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Lesson Overview: This project gives students an opportunity to imagine that they are going on a trip to Mexico themselves, and to write about and plan what they would see, do, and pack in their suitcase for this trip. Your students have already done much of the pre-writing for this activity and generated related vocabulary by participating in the graphic organizer about what they can see and do, what language they speak and what they eat in Mexico. For this project, students will practice using commas appropriately as they write about what they will see, do, and pack for their trip.

Literacy Focus: Writing a sequenced narrative

Writing Project: Making Home-Made Maracas!

Writing Standards K-5	Text Types and Purposes	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
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Lesson Overview: This project gives students an opportunity to do a fun writing and art project focused on writing narratives in which they recount four appropriately sequenced events, include some details, use temporal words to signal event order, and provide a sense of closure. It also gives students a real purpose for writing because after students have completed their work, they trade papers with another student to read and review the steps they need to take to create this project. This provides an opportunity for students to understand why printing neatly and using correct spelling are important skills to be mastered.

Adventure #4: Egypt with Buddy

Literacy Focus: Writing informative/explanatory text

Writing Project: Creating an Egyptian Fact Pyramid

Writing Standards K-5	Text Types and Purposes	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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Lesson Overview: Now that your students have learned some information and facts about Egypt, help them to plan an informational writing project that they will love! Drawing from the information they've gathered from the video featuring Buddy in Egypt, students create 3-dimensional pyramids that hold secret information about Egypt. What a fun way to publish writing, and to combine literacy and art!

Literacy Focus: Writing informative/explanatory text

Writing Project: Showing Compassion for Animals Around the World

Writing Standards K-5	Text Types and Purposes	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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Lesson Overview: The first letter in the C.A.R.E. Animal Team mission stands for "Compassion." In each country your students have visited with Buddy and Daisy, they have been exposed to important lessons about compassion for animals. This combination writing and art project helps students share with others the many ways they can show kindness and respect to animals around the world by creating a visual and written display of three ways they can show compassion for animals literally, "around the world!"

Adventure #5: Australia with Daisy

Literacy Focus: Writing an opinion piece

Writing Project: If I Were In Charge of Our Family Vacation...

Writing Standards K-5	Text Types and Purposes	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
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Lesson Overview: In this fun and imaginative writing project, we invite students to think about where they would like to go if THEY were in charge of their family’s vacation. Drawing from the information students have already learned about the four countries they’ve studied (Canada, Mexico, Egypt, and Australia), students write an opinion piece about why one country would be the very best place to go on vacation and why.

Adventure #6: Japan with Buddy

Literacy Focus: Writing opinion pieces with peer editing and revision

Writing Project: I Think Japan would be a _____ Place to Visit!

Writing Standards K-5	Production and Distribution of Writing	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Writing Standards K-5	Text Types and Purposes	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Lesson Overview: In this opinion-piece writing project, after learning some information about Japan, students interview each other to find out if their classmates would want to visit Japan and why or why not. After they’ve heard the opinions of several of their classmates and discussed some of the pros and cons of visiting this country, they will write their own opinion piece to support their perspective. Finally, students will share their writing as a class and then in small groups to get feedback and add more detail to their writing before publishing their writing in “pop-up” fashion!

Adventure #7: Greece with Daisy

Literacy Focus: Peer editing and revision when publishing collaborative writing with digital tools

Writing Project: How the World would be Different for Animals if WE Were In Charge

Writing Standards K-5	Production and Distribution of Writing	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Writing Standards K-5	Production and Distribution of Writing	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Lesson Overview: In this collaborative writing project, students incorporate all that they have learned from Buddy and Daisy about animals around the world to work in pairs or small groups and create a digital list of three ways the world would be different if they were in charge. These lists can then be printed and illustrations added to create a wonderful class book.

Adventure #8: Thailand with Buddy

Literacy Focus:

1. Participate in a shared research and writing project;
2. Describe people, places, things, and events with relevant detail, expressing ideas clearly, and
3. Add drawings or other visual displays to descriptions to clarify ideas.

Writing Project: Designing a Collaborative Poster Project (About a Country We Love!)

Writing Standards K-5	Research to Build and	Participate in shared research and writing projects.
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	Present Knowledge	
Speaking and Listening Standards K-5	Presentation of Knowledge and Ideas	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Lesson Overview: In this collaborative writing project, students work in pairs or small groups to create a tri-fold poster project featuring facts and images or illustrations about a country they are especially interested in that features 1) What to Do, 2) Animals You Can See, 3) Cool Facts.

Adventure #9: Brazil with Daisy

Literacy Focus: Gathering information to answer a question and adding drawings to descriptions

Writing Project: Help Dozer Pack his Suitcase!

Writing Standards K-5	Research to Build and Present Knowledge	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening Standards K-5	Presentation of Knowledge and Ideas	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Lesson Overview: Send Dozer off to be reunited with his family with this fun and meaningful activity – and which also allows students to say farewell to their special friend. In this activity, students brainstorm, list, and then write about and illustrate items they think Dozer might need to stay happy and busy on his plane ride, and items they think he will need once he arrives at his destination. Students work to answer the question: “What will Dozer need on his big adventure?”

Adventure #10: Dozer is Reunited with His Family!

Literacy Focus: Read informational text appropriately complex for 1st grade and write

Writing Project: Writing a Letter to Dozer

Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	With prompting and support, read informational texts appropriately complex for grade 1.
Reading Standards: Foundational Skills	Fluency	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards	Research to Build and Present Knowledge	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Lesson Overview: In this culminating lesson, students receive an Urgent Report from the C.A.R.E. Animal Team, asking them if they would each be willing to foster and then adopt one of the little dogs they say in the shelter where they found Dozer’s family when they come back to school in 2nd grade. Students are also given a special

certificate from the C.A.R.E. Animal Team for being kind to all animals, and naming them as honorary C.A.R.E. Animal Team members. The students receive a mystery letter from Dozer (presented to them “jigsaw style”) through the Doggone Awesome Puppy Postal Service that thanks them for being such good friends to him and which serves as a summary of much of the students’ learning over the past five months. In this letter, Dozer explains what really happened with his family on their adventure around the world! Finally, students are invited to write a letter back to Dozer to say good-bye and to wish him luck on his next big adventure.

Overview of At-Home Doggy Detective Challenges

In addition to this robust classroom curriculum, at-home parent involvement empowers care-givers to help their children learn to read and write while spending valuable time with their kids.

Sixteen *Doggy Detective Challenges* are provided as part of this program, which ask parents to:

- 1) Read for 30 minutes at home with their children each week (children color in 3 ten-minute dog bones)
- 2) Practice and learn 5 new sight words each week (all aligned with *Treasures*)

In each *Doggy Detective Challenge*, we send home fun and practical ideas for parents to support their children and get involved as they learn to read, and share creative, simple games parents can play to help memorize sight words. When students bring back their completed *Doggy Detective Challenges* each week, they earn a “paw stamp” towards a “Dozer Special Surprise,” which arrives via the *Doggone Awesome Puppy Postal Service*.

When teachers send home these weekly *Doggy Detective Challenges*, they are providing valuable reinforcement of the following ten Common Core Standards:

- ✓ Ask and answer questions about key details in a text
- ✓ Retell stories, including key details, and demonstrate understanding of their central message or lesson
- ✓ Use illustrations and details in a story to describe its characters, setting, or events
- ✓ Know and use various text structures and text features in informational text
- ✓ Use the illustrations and details in a text to describe its key ideas
- ✓ Activate prior knowledge related to the information and events in a text
- ✓ Confirm predictions about what will happen next in a text
- ✓ Read with sufficient accuracy and fluency to support comprehension
- ✓ Read-on level text with purpose and understanding
- ✓ Use context to confirm or self-correct word recognition and understanding

Dozer’s Doggy Detective Challenge #8

1. Read for 30 minutes

2. Memorize 5 sight words

Dozer's Sight Words

grew

would

great

their

sure

Island Jumping with Sight Words!

Your child will love this game! Simply print this week’s sight words onto index cards (and add in a few other words to further challenge your child if you’d like) and stick them to pillows using packing tape. Place the pillows in a circle, with one “base pillow” in the center for your child to stand on. Your child must jump to the pillow with the word you call out on it. After each round, re-arrange the pillows - and watch your child become a sight word master. ©

Making Connections when Reading with Your Child

This week, help your child make connections with what they are learning in other books, with their own lives, and with the world with this simple activity. Make three index cards and put them into a pillow case: 1) This reminds me of the book (name of book) because _____. 2) This story reminds me of when _____, and 3) This is like real life because _____. Every few pages, invite your child to pull a card out of the pillow case and talk about what they are reading! This is a great way to ensure your child is comprehending what they are reading.

Make sure you complete this challenge to earn a Dozer Special Surprise!