



MY DOG



SHAG

Online Edition By
Marguerite & Dr. Len

Illustrated By

My Dog Shag*

*He calls himself "Woof"

Original story, 1979, designed with **CRAYONS**

First edition, 1998, edited by Kathleen Hayes, Reading Consultant,
John Brown Francis School, Warwick, Rhode Island
Printed at Rhode Island College, Providence, Rhode Island,
United States of America

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A PDF digital copy of *My Dog Shag* for you or your friends to illustrate
is available free by e-mail request from: Marguerite.DrLen@yahoo.com

INTRODUCTION

My Dog Shag is the interactive educational focus of a multicultural interdisciplinary curriculum unit for elementary students in the *primary* grades of school or learning at home. A student illustrates the book and then can put her/his first name on the cover in the tinted area surrounding the words 'Illustrated By' just like Marguerite & Dr. Len have their first names above on the cover. Then, in the outlined box on the title page the student can include his/her full name, grade, school, favorite library, or anything else. For *intermediate* elementary, middle school, and high school students, the book is an exhibition opportunity for their developing artistic skills whereby they can illustrate a story for younger 'reading partners'.

This book is also an example of desktop publishing using a school or home personal computer with a printer. In addition, a punch and spreader for plastic comb binding makes books that will lie flat while open to each page during picture drawing.

Most of *Shag's* activities take place in the present; however, the dream sequence leads a young reader into the future. While descriptive words such as: "big and fluffy", "bushes in the pouring rain", "dig in the sand at the beach", stimulate children's imaginations, the absence of certain specific details (the color of Shag's fur, the kinds of flowers and vegetables) encourages individual creativity. The book is completed as the characters, activities, and environments are personally illustrated from each child's unique perspective, experiences and cultural heritage.

In process, our story is considered as a whole, first, and may be used as a 'read-aloud' for a teacher or parent to share with one child or a group. Follow-up discussion helps further identify a range of possibilities for enhancing the described story with personal illustrations. Finally, 'show-and-tell' sharing of completed pictures offers opportunities to develop understanding of children's diverse interpretations of similar stimuli. Bilingual or ESL students can consider re-telling this story in another of the world's many languages (including sign language), for our further learning together.

TEACHER/PARENT SUGGESTIONS

Each page of text is designed to be printed on one side only of 8 ½ x 11 inch sheets of paper (or card stock), leaving the blank side for a student's illustrations of each event in our story. A child can prepare one illustration at a time until she/he has hand 'illuminated' a complete volume of her/his own, over a sequence of twenty-eight story experiences. Individual children, working in a group, could create single-page illustrations to be included in a class, family, or library copy of the book. Students working cooperatively on the same picture might each prepare a portion of a shared illustration. Everyone is welcome to write and illustrate their own sequels involving our dog in future adventures. Possible past events from 'puppyhood' could even be imagined, written about and illustrated. *Shag* may encourage others to write and illustrate their own completely original stories. The book *Shag* can be used by itself or as part of a larger study unit about pets or families.

Illustration media possibilities include crayons, colored pencils, graphite pencils, and pastels. If you print a copy of the book on heavier stock, you can also apply watercolor markers and watercolor paints, or anything else that should not soak through whatever type of pages you select.

SHAG'S STORY

My dog Shag is big and fluffy with long ears and wide feet.
Shag likes to run across fields and chase birds, but he does *not* catch them.
He even runs through gardens and chases rabbits! He doesn't catch *them*, either.
Shag also likes to lie in the cool shade of trees near a pond.
On rainy days, he has to stay in the house and look out the window.
One dark stormy afternoon when I went to bring in the mail,
Shag pushed by me and hurried down the stairs.
He chased a cat around the yard and through some bushes in the pouring rain.
The cat jumped up and over a tall fence to get away.
Shag splashed into puddles and rolled around in a garden.
Flowers and vegetables went everywhere! His fur got all wet and muddy.
Later, when I opened the door to get the newspaper, he dashed back inside.
My family was not happy because Shag left dirty paw prints all over the floors.
He climbed into a large soft chair to take a nap and made it a mess.
"Shag needs a bath" said our parents. "Fill your small pool with lots of soapy water."
My brother and sister helped me lift Shag into all those bubbles.
Together, we scrubbed and washed him until he was clean.
I sprayed the suds off Shag with cold water from the hose.
Then Shag sprayed all of us as he shook the water off his fur.
Finally, we dried him (*and ourselves*) with brightly colored towels.
Soon Shag was fluffy again. He was also hungry, from all the activity and that *cold* water,
so we served him dinner in a deep round dish.
After eating, he went to sleep in his own bed; the one with his name on the side.
Shag dreamed about chasing cats and rabbits and birds and playing in the garden.
Then he dreamed of what he'd like to do tomorrow.
Let's see, would he dig in the sand at the beach by the sea?
Maybe he could join the boys and girls who play ball in the empty lot down the street.
Perhaps he might just keep warm in the sunshine.
But, Shag knew one thing for sure; if it rained tomorrow, he would have to stay in the house.

My dog Shag
is **BIG** and *fluffy*
with long ears
and **w i d e** feet.

**Shag likes to
run across fields
and chase birds,
but
he does *not* catch them.**

**He even
runs through gardens
and chases
RABBITS!**

He doesn't catch *them*, either.

**Shag also likes
to lie in the
cool shade
of trees
near a pond.**

**On rainy days
he has to
stay in the house
and
look out the window.**

**One dark stormy
afternoon
when I went
to bring in the mail,
Shag pushed by me and...**

**hurried
down
the
stairs.**

**He chased a cat
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and
through some bushes
in the pouring rain.**



**The cat
jumped
up and over
a tall fence
to get away.**

**Shag
splashed into puddles
and rolled around
in a garden.**

**Flowers and vegetables
WENT
EVERYWHERE!**

**His fur
got all wet and muddy.**

Later,
when I opened the door
to get the newspaper,
he *DASHED*
back inside.

My family  was not happy because Shag left dirty  paw prints all over the floors.

**He climbed into
a large soft chair
to take a nap
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made it a mess.**

“Shag needs a bath”
said our parents.

*“Fill your small pool
with lots of
soapy water.”*

**My brother and sister
helped me lift Shag
into all those
bubbles.**

**Together,
we scrubbed
and washed him
until
he was clean.**

**I sprayed the suds
off Shag
with cold water
from the hose.**

**Then Shag sprayed
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Finally,
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Soon Shag was

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**He was also hungry
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so we served him
dinner
in a deep round dish.**

**After eating,
he went to sleep
in his own bed;
the one with
his name on the side.**

**Shag dreamed about
chasing
cats and rabbits and birds
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**Then he dreamed of
what he'd like to do
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**Let's see, would he
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at the beach by the sea?**

**Maybe he could join
the boys and girls
who play ball
in the empty lot
down the street.**

**Perhaps he might
just keep warm
in the sunshine.**

**But, Shag knew one
thing for sure;
if it rained tomorrow,
*he would have to
stay in the house.***

THE END

"WOOF" 

CAST OF CHARACTERS

MARGUERITE HARDISTY graduated from Rhode Island College with a B.S. in Elementary Education followed by graduate study in Education at the University of Rhode Island. She taught for thirty-one years in the Warwick, Rhode Island public schools and the federal Project Head Start. After retiring, she returned to URI and earned her Master Gardener certification. She's been the Team Leader of volunteers in the greenhouse and two dozen gardens on the grounds of the Rhode Island Veterans Home for over a decade.

LEN WEST earned his Ph.D. in Educational Studies at the University of Connecticut, plus master's and bachelor's degrees in Art Education and English from Rhode Island College, but he 'learned how to learn' during an A.A. Liberal Arts program in the Community College of Rhode Island's old factory building (where his grandfather had been a machinist) beside the river in Providence. He has over twenty years experience in higher education as an Adjunct Professor, Student Teaching Supervisor, Cooperating Teacher, Program Director, and Faculty Advisor working with undergraduate and graduate students in Rhode Island, Connecticut and Wyoming state teacher certification programs. In public schools and libraries, his community service work with elementary and secondary students has included, "Dr. Len Reads Aloud" and "Can You Picture This?" workshops, in addition to science education with NASA Moon Rocks, NASA Space-Exposed Seeds, meteorites (astronomy that falls from the sky), and the Starshine 1, 2, and 3 space satellites.

KATHLEEN HAYES is a graduate of the University of Rhode Island and earned her master's degree in Reading from Rhode Island College. She is an elementary school Reading Consultant in the Warwick School Department.

WOOF graduated *magna cum loudly* from the Dogspaws School.

The nicest experiences, in developing this book, involved working with the students, teachers, and families that are the life of our public schools, free for all boys and girls in the United States of America.

*Marguerite & Dr. Len are available for
reading out loud children's workshops
in schools and public libraries of America
by e-mailing: Marguerite.DrLen@yahoo.com*



TELL ME ABOUT MY FIRST PLANE TRIP

An innovative, enjoyable way for children to learn the significance of each step on their journey, from airport arrival to landing. Created by experienced teachers to answer children's questions.

Cloth book has a pocket which includes a printed parent's guide by Marguerite Hardisty, B.S. and Len West, Ph.D. Recommended Ages: 2 years and up.



TELL ME ABOUT MY SCHOOL

Written by Marguerite Hardisty, B.S. and Len West, Ph.D.

Lively, interactive, reassuring answers to a child's questions, created by experienced teachers. "How will I get there?" "Who will be there?" "What about a snack?" Even, "Where is the toilet?"

Cloth book has a pocket which includes a printed parent's forward. Recommended Ages: 2 years and up.



SPELLING BEE

An interactive play-and-learn set to help children begin spelling one and two syllable words. Spelling Bee is self-contained in a soft-cornered carrying case with zippered closure for convenience during travel. It features 32 Velcro® movable fabric letters for long and short vowels plus all the consonants.

Picture pockets, for the entire alphabet, store the letters for continued press-and-play learning with a parent, older sibling, or friend. Includes a printed parent's primer by teachers Marguerite Hardisty, B.S. and Len West, Ph.D. Recommended Ages: 4 years and up.



MARGUERITE & DR. LEN
EARLY CHILDHOOD LEARNING CLOTH BOOKS
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WARREN, RHODE ISLAND

