Teaching with *Helper Hounds:*
King Tut Helps Ming Stay Weird

PREVIEW THE BOOK

Introduction: Read the title of the book and display the cover. Ask students to guess who King Tut and Ming are and to consider what the story will be about.

Engage Prior Knowledge: Ask students if they have ever experienced a lockdown drill at school. Have students share the emotions they felt during the experience, such as fear and confusion, and how those emotions made them feel physically. Encourage students to share what they talked about afterwards with their teacher and classmates, and how that discussion helped them cope with the experience.

Have students share what they know about dogs. Ask them to describe how dogs make them feel, and whether they can think of a time a dog helped them. Students can also consider whether they know of dogs that have helped other people in real life or in books, television, or film.

HELPER HOUNDS
King Tut
Helps Ming Stay Weird

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Lexile: 590 GRL: TK
Words: 7,762

BEFORE EACH CHAPTER

Vocabulary: Preview the following vocabulary words. Have students define the words in their own terms. Then, provide them with the actual definition. As you come across each word in the text, pause to reflect on the context clues that help explain the term's meaning. Challenge students to use each term in a new sentence.

Chapter 1: *swayed, glimpse, vented, violence, lockdown*

Chapter 2: *kibble, curio, centipedes*

Chapter 3: *gnawed, venture, snout*

Chapter 4: *wander, nooks, tinkered, pharaoh, humble*

Chapter 5: *heel, scarabs, herder, trample, survived*

Chapter 6: *graduated, wonky, custom, identical, threatening*

Chapter 7: *shuffled, nudged, cluster, squirmed, snickered*

Chapter 8: *scrambled, obey, sobbed*

Chapter 9: *gasped, criminals, blushed*

Predict: Ask students to explore the illustrations and predict what the chapter will be about. Have students support their predictions with evidence from the illustrations and what they read in previous chapters.

DURING READING

Making Connections: Ask students the following questions while reading:

Chapter 1: Who is narrating the story? Why are people cheering for King Tut and her fellow dogs? If you were at the airport, what would you do if you saw the dogs?

Chapter 2: Kids tease Ming for being "weird." What are some things about you, such as interests or hobbies, that other kids might find "weird?" Would you change those things about yourself if you could? Why or why not?

Chapter 3: What do you think it was like for King Tut to live under the bridge? How do you think she felt when Eloise rescued her? In what ways might her experience have helped her to become a better Helper Hound?

Chapter 4: What was the author's purpose for writing this chapter? What do we learn about Eloise's grandparents, and how does that help us understand Eloise better?

Chapter 5: What words would you use to describe Ming? What words would you use to describe Eva? What makes Ming believe that King Tut would make a good Helper Hound?

Chapter 6: Eloise wants to help Ming learn that being different is good. Do you agree? Why or why not?

Chapter 7: How is Ming feeling when the lockdown drill begins? What details from the chapter tell you that? How does King Tut help Ming feel better?

Chapter 8: What happens in this chapter? What do we learn about Eva? How might this new information explain Eva's behavior towards Ming in the previous chapters?

Chapter 9: Which character changes the most in this chapter? In what way? How do Ming and King Tut help bring about that change?

AFTER EACH CHAPTER

Summarizing: Ask students to summarize each chapter after reading. Encourage students to use the Somebody-Wanted-But-So method:

- Somebody: Who is the chapter mostly about?
- Wanted: What does this character want?
- But: What problem does the character have?
- So: How does the character solve the problem?

Characterization: After each chapter, have students identify any new characters that were introduced. Have them list any details about the characters that make them "weird" or unique.

REFLECTION

Theme: Explain that one theme of the book is *differences*. Work with students to brainstorm a list of ways in which people can be different, including physical traits, personalities, hobbies, etc. Have a class discussion about why it's good that everyone is different.

Have students read "King Tut's Tips on Including Everyone" (pp. 68-69). Review each tip and have students find evidence in the text that Eva has followed it. Point out that the final tip is to "let your weird show." Ask students to draw a picture of how they "let their weird show."

Persuasive Writing: Have students read "Fun Facts About Mutts" (pp. 70-72). Based on what they've read, have students raise their hands to contribute to a master list of positive traits about mutts. Have students read the list over and write a paragraph explaining why a mutt would make a good pet.

Name_____

Make Your Own "Weird" Invention

Directions: Just like dog vests, think of your own invention that would be useful—the weirder, the better! Draw a picture of it in the space below. Then fill in the blanks to describe your invention.

Invention name: _____

What it does: _____

Why we need it: _____

What it should cost: _____