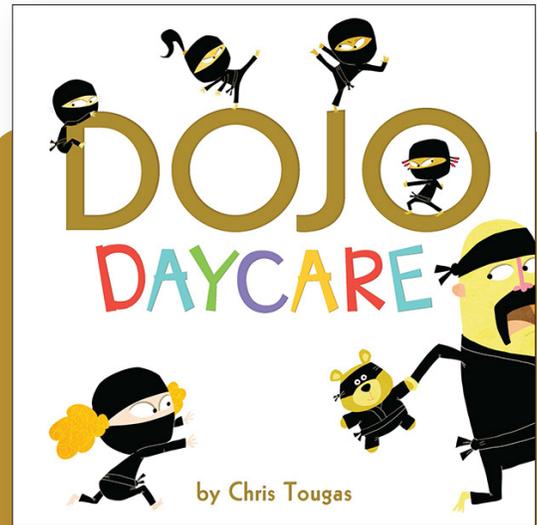


# Dojo Daycare

BY CHRIS TOUGAS

Target grades: Kindergarten, 1, 2  
Reading levels: Fountas & Pinnell: J  
Lexile® Measure: AD 760L  
Reading Recovery: 17  
978-1-77147-057-5 \$16.95 CDN / \$16.95 US



## ABOUT THE BOOK

When the six ninja boys and girls are dropped off at Dojo Daycare, the dojo Master has no idea of the chaos he's in for. All day long, the ninja boys and girls wreak havoc; they fight, tear up books, break furniture, and throw fits. Even though the Master speaks to them of honor, kindness, and respect, the chaos continues. Then, just before the ninja moms and dads arrive to retrieve their little ninjas, one of them yells, "Quiet!" All the ninjas turn to listen as their friend draws their attention to the Master's feelings and the importance of honor, kindness, and respect. All six ninjas heed his words and pitch in to make the dojo look as good as new.

## PRE-READING IDEA: MAKING PREDICTIONS

Encourage students to make predictions based on the cover of the book before reading the story. Show the students the front cover and ask them: "Who are the characters in the story?" and "What is a dojo daycare?" Show students the back cover of the book and ask them the question, "What is a full-blown ninja riot?" Ask students, "What would cause a dojo riot?" Write the students' predictions on an anchor chart and as the class reads the story, have students revisit and revise their predictions.

## THEMES

The dojo Master teaches the students about honor, kindness, and respect, and the students later demonstrate their understanding by working as a team to clean up the mess they made. Ask your students how they can show honor, kindness, and respect to others when they are part of a team—and when they are not.

## DISCUSSION QUESTIONS

1. Define the term "onomatopoeia" and come up with a few examples as a class. How does the author use onomatopoeia to help convey the chaos at the daycare?
2. How does the illustrator convey the feelings of the characters?
3. What does the Master do to try to keep the little ninjas in order? Why don't the little ninjas obey him?

Correlates to Common Core  
Standards (CCSS) Speaking and  
Listening: **SL.K.6, SL.1.6, and SL.2.6.**  
Language: **L.K.1, L.1.1, and L.2.1.**

Correlates to Common Core  
Standards (CCSS) Speaking and Listening:  
**SL.K.1, SL.1.1, and SL.2.1; SL.K.2, SL.1.2,**  
**and SL.2.2; SL.K.3, SL.1.3, and SL.2.3.**  
Reading Literature: **RL.K.1, RL.1.1,**  
**and RL.2.1; RL.K.6, RL.1.6, and RL.2.6.**

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4. What do the little ninjas fight about? Why don't they play together instead of fight?
5. Why might the little ninjas listen to their friend but not the Master?
6. How does the reader know that the little ninjas learned honor, kindness, and respect?

## WRITING ACTIVITIES

1. After reading and discussing the book, ask students to think about what they liked versus what they would like to change in the story. Review the book with students, giving them a "second look" at the events. Then, have them draw a line down the middle of a sheet of paper. On one side, students should draw and/or write about an event they liked in the book and explain why; on the other side, students should draw and/or write about an event they would change and why. Ask students to volunteer to share their thoughts with the class.
2. Give students a white sheet of paper and ask them to write or draw the sequence of the events in the order they occur in the story. Then, ask students to revise and add at least one event before the start of the story and one event at the end of the story. Have students share their prequel and sequel events with the class, in small groups, or with a partner. Post their drawings in the classroom.
3. *Dojo Daycare* tells the story of six boys and girls and their experiences at daycare. Ask students to write a story about a surprising, funny, or scary experience they had in daycare or with a babysitter. Students should also tell any lesson they learned from the experience. Students can illustrate their stories and then take turns reading them aloud to the class. Collect the stories to put in a notebook to make a classroom story collection.
4. In this book, the little ninjas fight, tear up books, break furniture, and throw fits. Though they do *eventually* listen to their friend and clean up the dojo, they have not been listening to the dojo Master all day. After class discussion, have each student write a letter of apology to the dojo Master from the perspective of one of the little ninjas. Have one student act as the dojo Master and ask for volunteers to read their letters of apology to him or her.

Correlates to Common Core Standards (CCSS) Language: **L.K.1, L.1.1,** and **L.2.1; L.K.2, L.1.2,** and **L.2.2.**

Writing: **W.K.1, W.1.1,** and **W.2.1.**

Correlates to Common Core Standards (CCSS) Language: **L.K.1, L.1.1,** and **L.2.1; L.K.2, L.1.2,** and **L.2.2.**

Writing: **W.K.1, W.1.1,** and **W.2.1.**

Correlates to Common Core Standards (CCSS) Language: **L.K.1, L.1.1,** and **L.2.1; L.K.2, L.1.2,** and **L.2.2.**

Writing: **W.K.3, W.1.3,** and **W.2.3.**

Correlates to Common Core Standards (CCSS) Language: **L.K.1, L.1.1,** and **L.2.1; L.K., L.1.2,** and **L.2.2.**

Writing: **W.K.1, W.1.1,** and **W.2.1.**

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