



**De Pasquale Publications**  
**Primary Grades Lesson Plan - "Jessie's Indigestible Incident"**  
**Speaking, Reading, Writing, Listening**

Discussion Questions for students:

Do you have a pet? (dog, cat, fish, bird, snake, etc.)

Tell about your pet (name, type, breed, describe your pet, indoor, outdoor)

What is your pet's name? Who named your pet?

How did you get your pet?

Have you ever taken your pet to the veterinarian (vet)? Have any of your pets ever had surgery? Do you think they were nervous or anxious? Have you ever had surgery? Was it scary?

Background information about the story:

"Jessie's Indigestible Incident" is a story about a dog who has surgery. She gets sick, and ends up getting surgery to remove an obstruction (a sock) from her intestines.

Discuss the words "vet" and "surgery" to be sure students understand the meanings

Read the story "Jessie's Indigestible Incident"

Give time for student feedback

Review the parts of the story: beginning, middle and end

Have students tell about the parts in their words

Beginning: Jessie was described - her color, size, ears, face and personality. There is background information about her eating habits and her selfish personality.

Middle: she makes 2 trips to the vet's office before she actually has surgery. Then, when she wakes up, she doesn't feel like eating because everything looks like socks to her.

End: her mom (owner) comes to visit and brings her favorite food. Jessie ends up eating the home cooked food and then goes home.

Have students pick a partner or work in small groups and tell another student about their pet's surgery, a family member's surgery or their own surgery. They could actually discuss any event that made them anxious. For example: moving to a new house/city, meeting a new family member, or even starting a new school year. They may also want to talk about some of the feelings they may have had. They were probably anxious or scared because they didn't know what would happen.

Start with a description, then describe the event.

After some sharing time, ask volunteers to share their stories with the whole group.

Discuss setting: Where did Jessie's story take place? Your story needs to have a setting. Have students share possible settings for their stories. Share examples/sentence starters to start off the stories: "It all started when..." "I was so scared when...", or "Once when I was..."

Next, have students share the "middle" of their story. Identify the most exciting part: how they felt after it was all over and everything turned out alright. The ending of their story would be a possible reflection on the event. How have they changed since then?

Next, have students write a story. Depending on skill levels, mention complete sentences, paragraph formation, vivid descriptions (3 short paragraphs) Stories can be bound in a book, shared, and made into a project with illustration(s).



**De Pasquale Publications**  
**Upper Elementary Grades Lesson Plan -**  
**“Jessie’s Indigestible Incident”**  
**Speaking, Reading, Writing, Listening**

Discussion Questions for students:

Do you have a pet? (dog, cat, fish, bird, snake, etc.)

Tell about your pet (name, type, breed, describe your pet, indoor, outdoor)

What is your pet’s name? Who named your pet? How did you get your pet? Have you ever taken your pet to the veterinarian (vet)? Have any of your pets ever had surgery? Do you think they were nervous or anxious? Have you ever had surgery? Was it scary?

Background information about the story:

“Jessie’s Indigestible Incident” is a story about a dog who has surgery. She gets sick, and ends up getting surgery to remove an obstruction (a sock) from her intestines.

Discuss the words “vet” and “surgery” to be sure students understand the meanings

Read the story “Jessie’s Indigestible Incident”. Then give time for student feedback.

Review the parts of the story: beginning, middle and end

Have students tell about the parts in their words

Beginning: Jessie was described - her color, size, ears, face and personality. There is background information about her eating habits and her selfish personality.

Middle: she makes 2 trips to the vet’s office before she actually has surgery. Then, when she wakes up, she doesn’t feel like eating because everything looks like socks to her.

End: her mom (owner) comes to visit and brings her favorite food. Jessie ends up eating the home cooked food and then goes home.

Also discuss: stereotype, discrimination, fair vs. unfair. How do these relate to the story?

Talk about letter format:

What are the main parts of a friendly letter?

Date, greeting, body paragraph(s), closing

Begin with either an interesting story about your pet, a friend’s pet, a family member’s pet or even a story about you or someone you know. Maybe a funny story about something that happened to you, or something you may have in common with Jessie or her story, a book, movie or similar story you want to share. Is there something you ate as a young child or maybe a brother or sister ate something they shouldn’t have?

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**Upper Elementary Grades Lesson Plan -**  
**“Jessie’s Indigestible Incident”**  
**Speaking, Reading, Writing, Listening**

**(Continued)**

Activity: Students can pair up or get into small groups to share out and get their ideas organized in their minds. Then write a letter to Jessie, or to the author, using proper friendly letter format.

The letters can be sent or written online on the website in the comment section of a recent blog post and sent electronically.

Created by: A. De Pasquale, De Pasquale Publications, June 2020



**De Pasquale Publications**  
**Upper Elementary Grades/Middle School Lesson Plan -**  
**“Jessie’s Indigestible Incident”**  
**Speaking, Reading, Writing, Listening**

Discussion Questions for students:

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Tell about your pet (name, type, breed, describe your pet, indoor, outdoor)

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Background information about the story:

“Jessie’s Indigestible Incident” is a story about a dog who has surgery. She gets sick, and ends up getting surgery to remove an obstruction (a sock) from her intestines.

Discuss the words “vet” and “surgery” to be sure students understand the meanings

Read the story “Jessie’s Indigestible Incident”. Then give time for student feedback.

Review the parts of the story: beginning, middle and end

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Beginning: Jessie was described - her color, size, ears, face and personality. There is background information about her eating habits and her selfish personality.

Middle: she makes 2 trips to the vet’s office before she actually has surgery. Then, when she wakes up, she doesn’t feel like eating because everything looks like socks to her.

End: her mom (owner) comes to visit and brings her favorite food. Jessie ends up eating the home cooked food and then goes home.

Discuss the elements of plot, characters, setting, rising action, climax and resolution.

Also discuss: stereotype, discrimination, fair vs. unfair. How do these relate to the story?

Ask students to help identify literary devices in the story

Share these examples of literary devices from “Jessie’s Indigestible Incident”

personification	Jessie (a dog) thinking and talking
humor	Jessie’s sassy attitude / the end of my sock tale
hyperbole	“gorgeous celebrity”
connotation	Some negativity and fear associated with the breed
mood	Optimistic, hopeful, concerned,
tone	Passionate, humorous

alliteration	Smelling all the smells, look like a hippopotamus, extra stinky sock was stuck, special style, small silver lines, tube taped, wiggle in my waggle
assonance	Bad habit, felt better
simile	Our hair is soft and shiny, like velvet
metaphor	Chicken was white socks, beef and rice were striped socks, and cat food was brown socks
stereotype	American pit bull terrier on the paperwork (inference)
suspense	Will they ever figure out what is making Jessie so sick? Why wasn't Jessie eating after her surgery?
foreshadowing	Jessie didn't want to eat or drink water.
symbols	The scale
onomatopoeia	Humph, wiggle, wagging, gobble, flopped, sniffing and scarfed
repetition	Nope, nope, still nope?, no, no, and yes, yes I do
theme	Sometimes we go through difficult times. We can learn from our experiences. It's normal to feel anxious about new situations.
point of view	The story is told from Jessie's perspective to show how anxious and scared she was about having surgery.
conflict	Jessie eats a sock and it gets stuck inside her. She needs surgery to get it removed.

Have students write a story using and identifying/labeling 5 or more literary devices. Have students switch stories and identify each other's literary devices.