

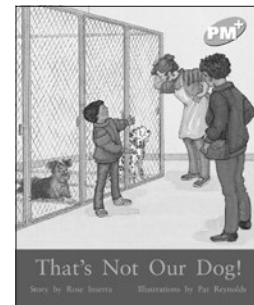
That's Not Our Dog!

PM Level 17

Turquoise

Text Type Narrative

Running Words 382



Preparing for Guided Reading

Orientation to the text

- Show and discuss examples of 'pet grooming' advertisements or pamphlets. Talk about the types of services that are available for pet owners.

Prior knowledge

- This story focuses on the reactions of Jacob and his mum when they are unable to recognise their dog after he has been groomed. This is a humorous story that children will enjoy.

Building the Balanced Reader

Vocabulary

Key vocabulary

coat, know, somewhere, thin, tired, trim, wash, which

Content Words

barks, bathtub, blow-dryer, corner, dirty, doesn't, stood

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations, attending to print details.

Focusing on the story – guided reading

- Read the title together. Discuss the cover and title page illustrations. Introduce Rex, an old English sheepdog. Some children may need a further explanation about this breed of dog in order to understand the story.
- Point out the setting of the dog kennel and the apron the woman is wearing. Discuss the body language of the characters.
- Observe Rex's dirty paws and long coat. Discuss the meaning of *trim*. Point out that quality care is a pet owner's responsibility.

- Study the illustrations on pp. 4–7. Notice the special clippers used to cut off Rex's hair. Encourage students who take their dogs to be groomed to share their experiences.
- Observe that there is a new attendant non duty and this is one of the reasons for the confusion. Ensure that students understand how bewildered Jacob is! Help them to understand that Rex's changed appearance guides the theme of this story.
- Enjoy the humour of this situation and the satisfactory conclusion.
- Discuss adjectives that add meaning to a noun: *dirty paws*; *long coat*; *big black dog*; *sleepy dogs*, etc.
- Revisit and expand contractions, e.g. *doesn't*, *don't*, *didn't*, *hasn't*, *can't*, *isn't*, *couldn't*.
- Discuss -er endings: *blow-dryer*, *better*, *another*, *remember*.

Comprehension

- What did the man at Pets' Corner do to Rex? (*Literal*)
- Why didn't Jacob know which dog was Rex? (*Literal*)
- Why did Jacob's mum want to take Rex to Pets' Corner? (*Inferential*)
- What type of dogs were in the cages? (*Inferential*)

Follow-up activities

- Talk about people that students know who have changed their appearance by cutting, colouring or curling their hair; changing their clothing style, etc. Have students draw 'before and after' pictures, and write about the differences.
- Observe the visual and graphic messages featured on a variety of pamphlets. Notice ways in which essential information is presented so that it attracts attention. Provide students with A4 sheets of coloured paper. Ask them to make pamphlets that advertise pet services.
- Model how to make an illustrated sequence story of important details.
- Provide students with a variety of books and pictures about different breeds of dogs. Ask them to each choose one breed, and write a report about it that includes diagrams and pictures. Display the reports for others to read.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up