

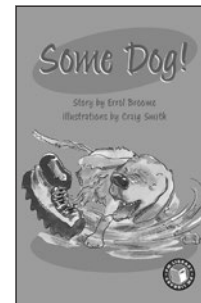
Some Dog!

PM Level 27

Ruby

Text Type Narrative

Running Words 1798



Preparing for Guided Reading

Orientation to the text

- It's been six months since the family dog Jimpy died. When cousin Pete arrives for a visit, some unpleasant memories come up for Josh. Pete asks all sorts of questions, and Josh feels uncomfortable talking about Jimpy. But Emmie, Josh's sister, starts talking about Jimpy, recalling how cute he was and how much he used to make them laugh. Then they remember how Jimpy once caught a burglar! Remembering what a special dog Jimpy had been makes Josh realise that talking about him isn't so bad after all.

Prior knowledge

- Look at the cover and discuss the reasons why dogs like chewing shoes. Have students discuss their own experiences with dogs and other family pets. Create a class chart to record or graph the most popular breed of dog within the class.

Building the Balanced Reader

Grammatical conventions

- Discuss different fonts used to distinguish between different time periods in the text.
- Locate similes used to liken one object with another, e.g. *like wild dogs bury bones*; *like a circus dog*; *as though she had x-ray eyes*.
- Note that similes often begin with *as* or *like*.
- Identify and discuss the range of adjectives used in the text, e.g. *punk*, *x-ray*, *pale*, *tumbling*, *round*, *soft*.
- Locate exclamation marks used in the text to indicate surprise, appreciation or surprise.

Vocabulary

Key vocabulary

burglar, cough, croaked, especially, existed, glanced, hero, huddled, insisted, interrupted, memories, mentioned, moping, noticed, picket, restaurant, velvet

Spelling

- Identify words that contain the sound *ew* and locate the letters that make the sound, e.g. *shoe, stool, chewed, food, too, screwed*.

Visual Literacy

- Discuss how the illustrator depicts emotion by highlighting the facial expressions and body language of the characters.

- Look at the illustration on p. 16. Discuss why people brought so many shoes to the house, and which shoes they would have left there.

Focusing on the story – guided reading

- Read aloud the text on pp. 4 and 5 and ask students if they can tell what has happened. Who are the main characters in the story?
- Turn to Chapter 2 – *Six Months Ago*. Ask students what is happening here? Introduce the ideas of *flashback* and *recount*. How does the font differentiate between the present and the past?
- Direct students to read independently up to p. 16, then ask,
Why did Josh have trouble talking about Jimpy?
What was Jimpy's puppy diet? What should it have been?
Jimpy caused chaos both inside and outside. How?
- Turn to p. 16 and ask students to skim the text to locate the words and phrases that describe Jimpy. Talk about the importance of strong, clear descriptions within the text. Locate the adjectives.
- Discuss the following: 'What was the sequence of events that showed that there was something wrong inside the house?'
- Draw students' attention to the use of italics. What is their purpose in this story?
- Turn to p. 23 and highlight the use of three exclamation marks. Discuss how exclamation marks express strong feelings such as shock, appreciation or surprise.

Comprehension

- Why didn't Josh want to talk about Jimpy? (*Literal*)
- Why would Mum have been cross when Jimpy learned how to open her closet? (*Inferential*)
- How do you think the police officer heard about 'the shoe dog'? (*Applied Knowledge*)

Follow-up activities

- In small groups, ask students to discuss how a new dog can and can't replace a dog that has died. Make notes about the discussion and share with other groups.
- Ask students to recommend a different breed of dog for Josh and Emmie. Have them justify their opinions.

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Learning Intentions

- We are learning to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

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