

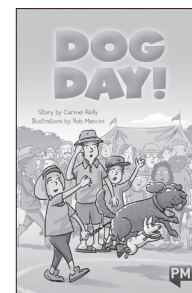
# Dog Day!

PM Level 26

Emerald

**Text Type** Narrative (Imaginative)

**Running Words** 2124



## Preparing for Guided Reading

### Prior knowledge

- Discuss experiences with lost pets, and methods people use to find them again.
- Have students share thoughts about why a dog-walking event would be a better place to lose a dog than most other places.

### Orientation to the text

- In this story, a family takes their dog, Rusty, to the annual Dog Day Walk at a large park. Rusty escapes and goes missing amongst the crowd. The family do all they can to find him, until he eventually appears on the stage where Mum is singing with her band, howling along in his best voice.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the author's use of varied speech tags to keep the dialogue interesting, e.g. *complained*, *said*, *cried*, *replied*, *exclaimed*, *yelled*.

### Vocabulary

#### Key vocabulary

*annoyed, annual, attention, bow, complained, demonstrations, directions, distance, entertainment, everywhere, gathered, meantime, obedience, organisers, panicky, properly, someone, sprinted, terrier, trainer*

### Spelling

- Discuss the use of hyphens to create vivid adjectives, e.g. *red-coloured*, *rust-coloured*, *best-trick*.

### Visual literacy

- Ask students to look at the vignette of Rusty on the Contents page and ask them if they think Rusty looks like the kind of dog who would cause trouble for his family.
- Have students look at the map on pp. 4–5. Have them try to identify where the family is now, and how far Mum will have to walk to get to the entertainment area.

## Focusing on the book – guided reading

- After reading pp. 2–3, discuss the illustration on p. 3 and have students suggest some of the things that could possibly go wrong in a crowded place with so many dogs.
- Ask students how they think Rusty escaped from the table leg on p. 7.
- Have students share thoughts about why the many red- and rusty-coloured dogs and people could add to the challenges the family faces in finding Rusty.
- Ask, *Do you think Dad and Joe are right to be relieved when they see Rusty on p. 13? Do you think he will come straight to them?*
- After reading p. 21, ask, *What effect do you think it will have on Mum's performance if she finds out that Rusty has gone missing?*
- Have students look at the illustration on p. 25, and ask them what the performers' facial expressions tell us about how they feel about Rusty's 'singing'.
- At the end of the book, ask students if they think Mum will want Rusty coming along to her performances in future.

## Comprehension

- Why did people laugh when they saw Rusty on the stage? (*Literal*)
- What type of demonstrations would be held at the Dog Day Walk? (*Inferential*)
- Why do dogs need to be registered at a public event? (*Applied Knowledge*)

## Follow-up activities

- Have students rewrite the ending of the story, but with Rusty surprising everyone by singing beautifully. How would everyone react differently if this happened?
- Ask students to write a story about a different kind of musically gifted pet. Ask, *How did the pet develop its musical skills? How do people react when they see and hear the pet performing?*
- Have students redraw the map on pp. 4–5, and add a line showing where they think Rusty's journey took him and where it ended.

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## Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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## Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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## Guided Reading Notes

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