

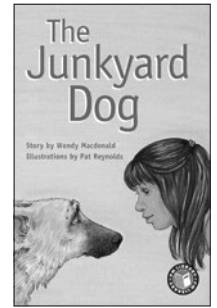
The Junkyard Dog

PM Level 26

Emerald

Text Type Narrative

Running Words 1654



Preparing for Guided Reading

Orientation to the text

- Rachel meets a neglected dog in a junkyard and names him Prince. One day she sees Stewart tormenting Prince. She protests but Stewart doesn't care. When Prince is abandoned, Rachel takes him home. Later they meet Stewart and Rachel suggests that Stewart join the swimming club. He reluctantly begins training. A week before the swimming carnival, Rachel and Prince try to cross a flooded drain. Rachel is swept away by the water. Prince drags her out, and leads Stewart to Rachel. She misses the carnival but Stewart's team wins. Rachel realises that Prince saved her life.

Prior knowledge

- Look at the cover illustration and read the title. Ask students to suggest what they would expect to see at a junkyard.
- Read the chapter titles on the contents page, then flick through the book and draw students' attention to the illustrations. Ask them to predict what the story may be about.

Building the Balanced Reader

Grammatical conventions

- Discuss the difference between literal information and inferred information.
- Locate past tense verbs and relate these to the present tense form of the word, e.g. *push* – *pushed*; *take* – *took*; *think* – *thought*.
- Compare the format of direct and reported speech. Locate examples of each in the text. Discuss relevant punctuation.
- Revise the use of an apostrophe to indicate possession, e.g. *girls' relay*; *last night's roast beef*; *boys' relay*.

Vocabulary

Key vocabulary

apprentice, approached, asthma, blurting, bronchitis, channel, gobbled, machinery, protested, reminded, savagely, selection, smirked, smuggled, soggy, surging, teasing, vicious, wade

Spelling

- Discuss adding *-ly* to words to make adverbs, e.g. *properly, proudly, usually, hungrily*.

Visual Literacy

- Discuss how the illustrator has portrayed the characters' body language throughout the text.
- Ask students to suggest what contributed to Prince's coat becoming thick and shiny.
- Draw students' attention to the illustration on p. 22. How is Stewart's behaviour in front of the coach different to his interaction with the dog at the junkyard?

Focusing on the story – guided reading

- Turn to pp. 4–5 and ask students to read silently to find out what the dog is like. Discuss the concept of inferred meaning and talk about the difference between information that is *right there* on the page and the information that can be gained from reading *between the lines*. Ask them to re-read the last paragraph and find the *between the lines* description of the dog.
- Direct students to read silently to the end of Chapter 2, then say, *Think about all the characters that have been introduced up to p. 10, and work out what you have learnt about them.*
- Encourage students to write about or discuss what they think of Stewart's actions.
- Ask students to skim the text and find sentences that tell what happened in the past. Locate and list verbs written in the past tense and discuss how they are formed.
- Ask students to answer the following questions: *In what ways is Stewart different from Rachel? What information did you find out about Stewart from reading between the lines?*

Comprehension

- Why did Rachel do lots of swimming training? (*Literal*)
- Why did the dog at the junkyard snarl when it first saw Rachel? (*Inferential*)
- Why was Rachel able to befriend the dog at the junkyard? (*Applied Knowledge*)

Follow-up activities

- Locate examples of direct speech in the text and ask students to change them to reported speech. Do a similar activity changing reported speech to direct speech.
- Search for other stories or newspaper reports about animals, particularly dogs, who have helped to save their owners. Make a scrapbook of these incidents.

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Learning Intentions

- We are learning to understand a broader range of themes in the text, that allow us to develop the skills of problem solving.
- 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 themes in the text, and can improve my problem solving skills relating to issues faced by the characters.
- 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