

The Saddest Dog

PM Level 26

Emerald

Text Type Narrative

Running Words 1739



Preparing for Guided Reading

Orientation to the Text

- Kim and her mother find a very sad dog in their backyard. Kim would like to keep the dog, but Mum says they must try to find his owner. They put up notices at the local shops, but Kim is secretly pleased when nobody contacts them about the dog. Then she hears an announcement on the radio about a lost dog that sounds like the one in their backyard, but she doesn't tell Mum. However, the dog gets sadder and sadder, and Kim realises he needs to be returned to his owners.

Prior Knowledge

- Make a list of the responsibilities of owning a pet. Focus on particular needs of dogs, e.g. exercise, council registration, heartworm tablets, and tag with name and contact details.

Building the Balanced Reader

Grammatical Conventions

- Highlight the author's extensive use of words that convey a degree of certainty, e.g. *must*, *should*, *could*, *might*, *probably*. Have students search for these words and discuss the degree of certainty for each.
- Draw students' attention to use of positive and negative language. For example: *Mum says: I hope that dog is gone by the time we get home today. Kim hears: The dog might stay here tonight.*
- Draw students' attention to the author's use of adverbs. Have students search for adverbs in the text and make generalisations about the *ly* pattern ending.
- Highlight the use of comparative language – comparatives and superlatives. Find base words in the text that can be turned into comparatives and superlatives, e.g. *sad*, *sadder* and *saddest*.

Vocabulary

Key vocabulary

approached, *certainly*, *daydreaming*, *doubtfully*, *frankly*, *judgement*, *losing*, *mentioned*, *responsibility*

Spelling

- Identify words from the text that contain silent letters. Groups the words according to the silent letter, e.g. *know*, *wrote*, *fetch*, *scratched*

Visual Literacy

- Discuss the dog's body language that indicates he is not feeling happy. Compare this with how people appear when they are sad.
- Find illustrations that show the kindness between Kim and the dog, or Mum and the dog. How does the illustrator portray this?

Focusing on the story – guided reading

- Ask students to read to the end of p. 17 after setting the focus questions:
Kim's mother approached the stray dog cautiously. How did she do this?
What evidence is there that the cat doesn't get along with the dog?
What strategies did Kim's mother think of to solve the problem of the stray dog?
- Have students rephrase some comments. For example: (p. 12) *We don't want him to stay here. We would like him to return home.*
- Ask students to silently read to the end of p. 28 after setting the focus questions:
Does Mum give in completely to Kim's wishes?
Is Kim being dishonest by not telling her mother what she hears on the radio? Explain.
When does Kim realise that the dog really is Samson?
- Ask students to write down what Kim should say to her mother about what she heard on the radio two days ago.
- The expression *standing in someone else's shoes* reminds us to see things from someone else's point of view. How might Kim feel if it was her dog that was missing?
- Discuss whether it is right to keep stray animals. Discuss why it was important that Mum suggested buying an ice cream, not a puppy.

Comprehension

Why did Kim burn the meat in the stirfry? (*Literal*)
What mixed feelings does Kim have about Samson? (*Inferential*)
Are the stray dog's owners responsible dog owners? Why? (*Applied Knowledge*)

Follow-up activities

- Discuss how the story might have ended if Samson had been a happy, bouncing dog.

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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