

Dogs

Written by Nicki Saltis

Photography by Michael Curtain

Level 1

This book explores opposite attributes of a variety of dogs. It is a simple repetitive text supported by colour photographs. The text is placed consistently on the page with one line of text to a page with no return sweep.

Getting ready for reading

Talk about any dogs that children own. What kind are they? What characteristics do they have?

List pairs of opposites that could describe dogs:

big	little
fat	thin
happy	sad
white	black

Talking through the book

Say: This is a book about dogs. On each set of double pages we see two dogs that are the opposite of each other in some way. Talk through the book modelling the form of the sentences on each page. You might say: What kind of dog do you see on this page. Yes. This is a black dog.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

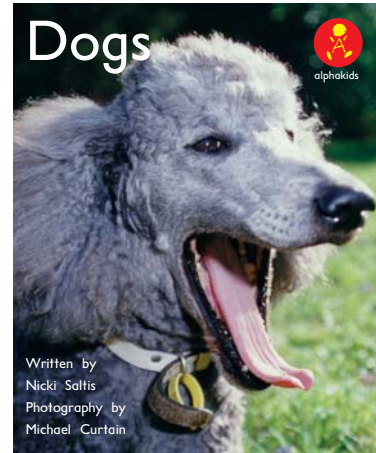
BEING A MEANING MAKER

Discuss:

Are all dogs the same?

How are they different?

How could you describe the boy's dog?



Check this

Teachers can observe children's emergent reading behaviours for evidence of their ability to read fluently. This can be promoted by rereading the text to demonstrate fluent reading.

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *this, is, a, big, little, my*
- Word families: *dog – bog, fog, jog, log; this/is*
- Opposites: *big/little, black/white, sad/happy*

Sounds and letters

- Hearing sounds: /d/ – *dog*

Writing conventions

- Punctuation: upper case letters and full stops
- Grammar: placement of adjectives before noun – *big dog, black dog*

BEING A TEXT USER

Discuss:

What does this book help you to learn about dogs?

What does it help you to learn about opposite words?

BEING A TEXT CRITIC

Discuss:

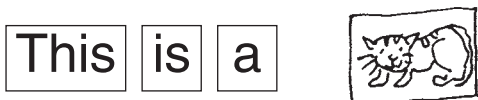
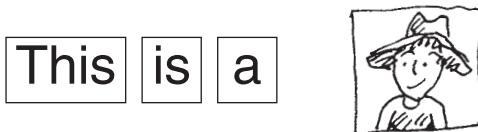
What does the author want us to know about dogs?

Are there other dogs that the author has left out of the book?

Literacy learning centres – follow-up activities

😊 WORD CENTRE

Children form sentences using words from the book and pictures of objects, and then copy them into their writing books.



You will need to provide word cards and a variety of labelled pictures. 

Are children looking at the print when they read? Can they point to the words as they say them?

📖 BOOK-BROWSING CENTRE

Provide books about dogs (fiction and non-fiction).

ABC ALPHABET CENTRE

Make a set of word dominoes (using Blackline Master 2) for children to match initial sounds.

