

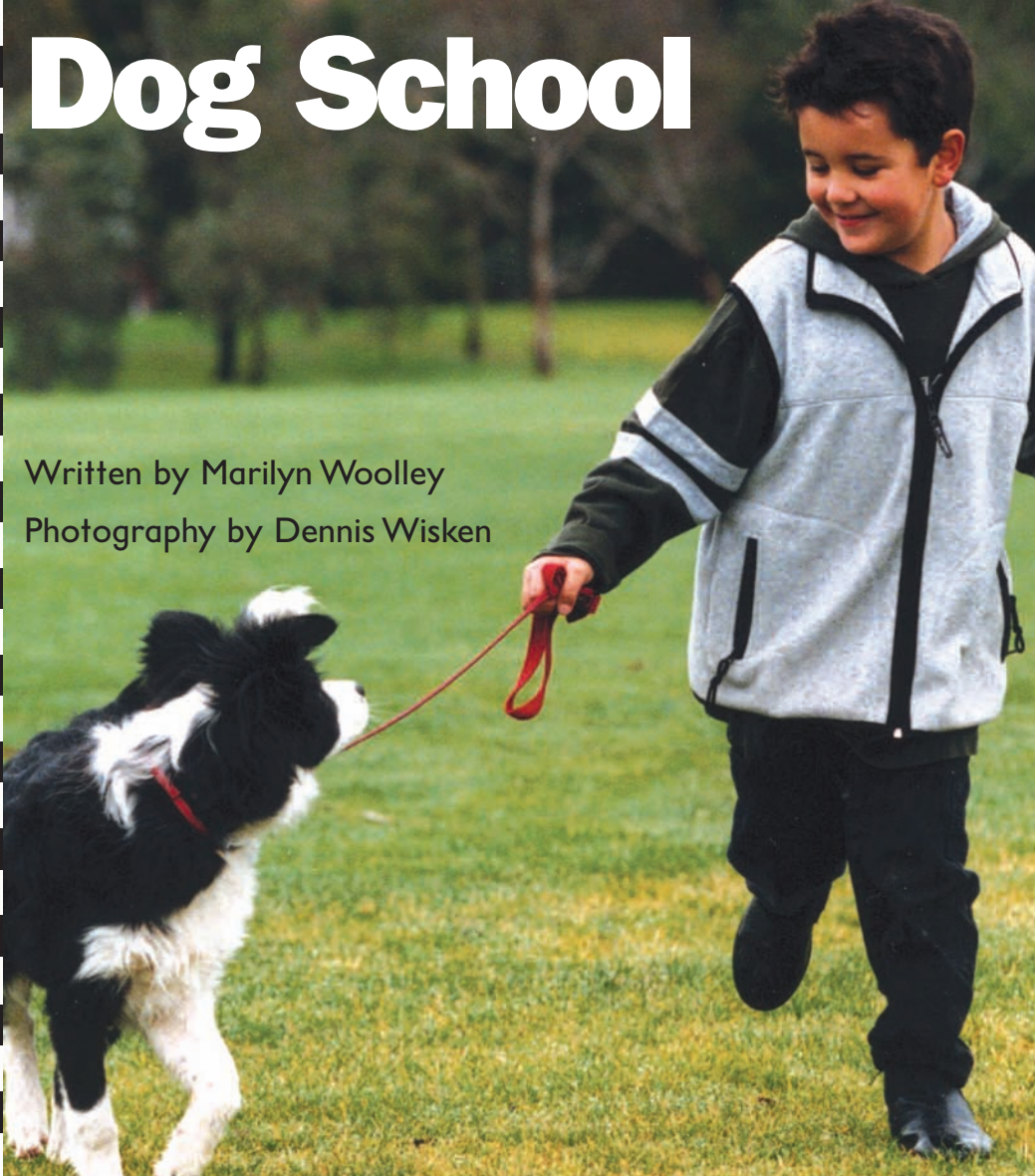


Teacher Edition

AlphaWorld

# Dog School

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Photography by Dennis Wisken



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## How to use this book

### **Before reading:** Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



### **During reading:** Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



### **After reading:** Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Setting the context

Ask: *Who has a dog at home?*

*Is your dog trained? What does it know?*

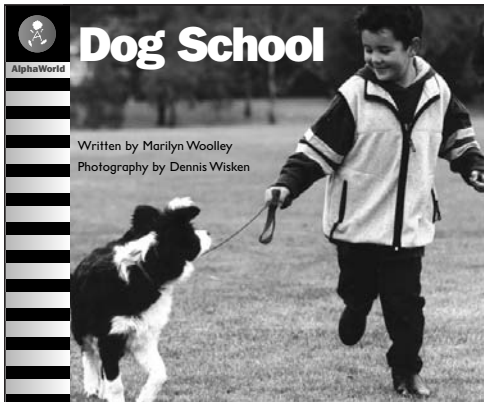
*How did it learn this?*

*What do dogs learn when they go to dog school? Why do people take their dogs to dog school?*

## Introducing the book

*This book is called 'Dog School'. It is about a boy who has a new dog. The boy is teaching his dog to do what she is told. The boy takes the dog to dog school to*

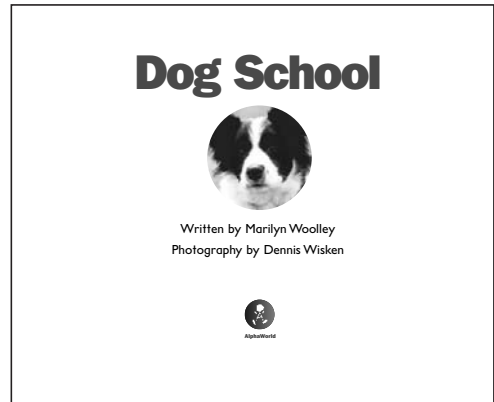
*learn to walk on a lead, come when called, sit, stay and not to move when the boy walks away.*



## Front cover

Read the title to the children.

*What do you think the boy is teaching his dog here? What might he say to the dog?*



## Title page

Read the title page together.

I have a new dog.  
We go to dog school.

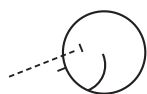


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### **Talkthrough**

*On this page the boy introduces the story to us. He says that he has a new dog and that they go to dog school.*



## **Observe and support**

Can the child recognise the sight words: I, have, a, go, to?  
*Can you see these words on the page?*



## **Talkthrough**

*At dog school the first lesson the boy and his dog practise is learning to come when called. When the boy wants the dog to come he says “come.” Can you see the word ‘come’ on the page? What did you look for? What did you see at the start of ‘come’?*

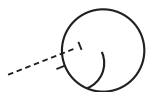


My dog is learning to come to me.

“Come!” I say  
and my dog comes to me.



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## Observe and support

Can the child explain the literal meaning of the text?  
*What does the boy say when he wants the dog to come to him? How do you know?*

Discuss the use of speech marks.

My dog is learning to walk on a lead.

“Walk!” I say  
and my dog walks on the lead.



### **Talkthrough**

*The next thing they practise is learning to walk on a lead. What do you think the boy will say to the dog to get her to walk?*





## **Observe and support**

Can the child explain the literal meaning of the text?  
*What does the boy say when he wants the dog to go with him? How do you know?*

Discuss the use of speech marks.

My dog is learning to sit.

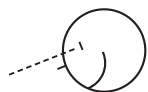
“Sit!” I say  
and my dog sits on her back legs.



## **Talkthrough**

*The next thing they practise is learning to sit. What do you think the boy will say to the dog to get her to sit on her back legs?*

Discuss the use of the exclamation mark when reading.



## **Observe and support**

Does the child integrate a range of information as they read?

*You said, "My dog sits on her back legs". What did you look at to know that you were right?*

My dog is learning to stay in one place.

“Stay!” I say.

My dog does not move.

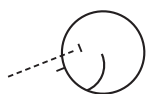


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## **Talkthrough**

*Now the boy is teaching his dog to stay. What will he say to the dog? Does the dog stay and not move?*



## **Observe and support**

Does the child read the text taking into account the use of direct speech?

*What would the boy's voice sound like when he was telling the dog to stay? Can you make your voice sound like that when you read it?*

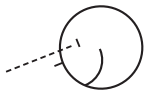
I walk away from my dog.  
My dog does not move.



### **Talkthrough**

*Now the boy tests the dog to see if she will stay even if he walks away. Has the dog learned to stay? How does the boy tell his dog he is pleased with her for staying?*

I walk back to my dog and pat her.



## **Observe and support**

Does the child monitor their own reading?

When a child reads a passage again:

*What did you notice? What made you read it again?*

My dog is learning lots of things.  
I take off her lead.

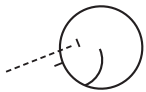


### **Talkthrough**

*Now the lesson is over. The boy tells us that his dog is learning lots of things. He takes off her lead and she runs off to play. What do you think will happen next?*



My dog runs off to play.



### **Observe and support**

Does the child infer meaning from the text?  
*Why does the boy take off the dog's lead? How do you know?*



## **Talkthrough**

*The dog runs off to play with the other dogs. The boy says, "Come back!" Do you think the dog will obey him?*




"Come back!" I say  
but my dog runs off to play  
with the other dogs.





## **Comprehension check**

*What did the dog learn at dog school?  
Why do you think the dog disobeyed the boy at the  
end of the book?  
Why do people take their dogs to dog school?*

## Responding to text

 Have the children make stick puppets using icy-pole sticks, coloured card, wool and cloth. When finished they can make a play about going to dog school and perform it to the class.

 Provide the children with some comics to see how they are presented. Have children make a comic strip of the book 'Dog School'. Encourage children to include speech bubbles to show the boy's commands: come, walk, sit, stay, come back.

 Children could make an illustrated dictionary of the command words in the book.

**For further literacy activities** see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

## Assessment

Can the child:

- read the text fluently and expressively?
- use visual cues to support their reading?

- explain their understanding of the text?
- recognise a range of sight words?

# Dog School

**Topic:** Animals around us

**Curriculum link:** Living Things; Society and Environment

**Text type:** Recount

**Reading level:** 6

**Word count:** 133

**High-frequency words:** come, take, her, lots, off, my, I, have, a, go, to, is, me, and, on, the, not, in, one, from, of, with

**Vocabulary:** dog, school, learning, new, walk, lead, back, legs, place, move, things

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## Possible literacy focus

Using punctuation to support fluency and expression.

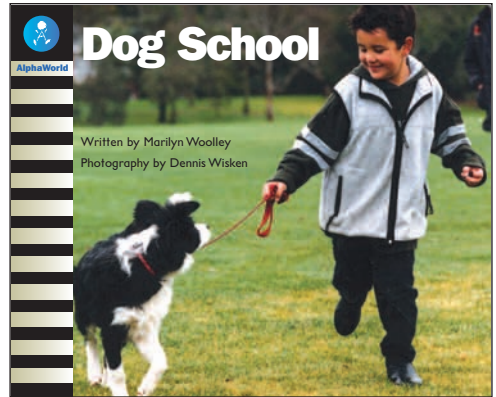
Integrating a range of information to solve problems while reading.

Understanding commands: come, sit, stay, walk.

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## Summary

This book is a recount of a child's experience of taking his dog to dog school, what the dog is learning, the responsibilities of the dog owner when training a young dog and the quality of the relationship between the child and his pet.



**AlphaWorld**



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