

Teacher Edition

My Dog



Written by Carolyn Cordon

Photography by Michael Curtain



Published edition
© Eleanor Curtain
Publishing 2004

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Elizabeth Golding
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3365 0

1 2 3 4 5 6 7 8 9
04 05 06

How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and 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. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and 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.

Text highlights

- The first and final pages feature a varied sentence.
- The sentence form: 'I taught her to ... and she me'.

Vocabulary

dog, good, jump, jumped, play, played, sat, sit, taught, very, walk, walked

Setting the context

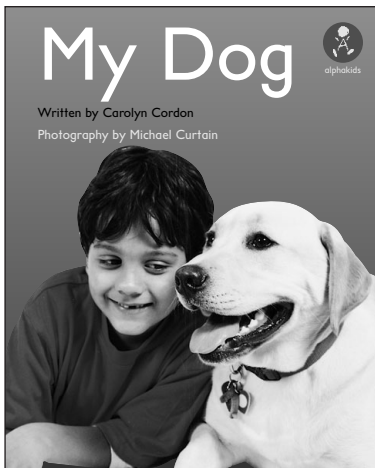
Have you ever tried to teach a dog to do something? How did you do it? What did the dog do at first? Were you successful? Is it easy to teach a dog to do things?

Discuss the children's experiences.

Introducing the book

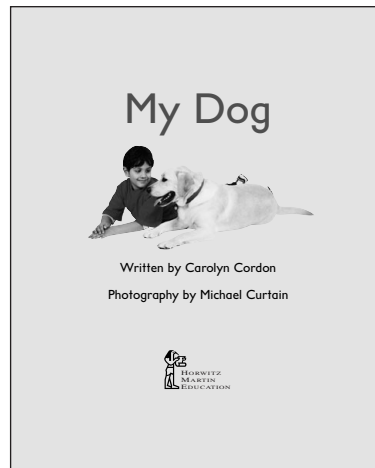
This book is about a boy and his dog. The boy has taught his dog to do things.

Turn through the book, talking about the skills the boy has taught his dog.



Front cover

Show the children the front cover of the book. Discuss how they think the boy and his dog get along together. Point out the names of the author and the photographer.



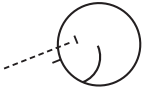
Title page

This is the title page.
Read the title together.



Talkthrough

In this book the boy is telling us the story. On this page, he says that his dog is a very good dog. Why do you think she is a very good dog?



Observe and support

*Do the children know where to start reading and which way to go? Can they make a return sweep?
Can you show me where to start reading? Where do I go next?*

This is my dog.

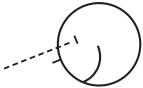
She is
a very good dog.





Talkthrough

*Here the boy has taught her to do something. What is it?
What do you think he might teach her to do next?*



Observe and support

*Can the children read the text fluently?
Can you read this smoothly?*

*Assist the children by modelling fluent reading for
them if necessary.*

I taught her to sit
and she sat
on me.





Talkthrough

Were you right?

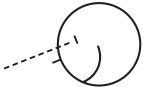
Point to the word 'walk'.

What sound can you hear at the start of the word 'walk'?

Now point to the word 'walked'.

What is the difference between these two words?

Point out the use of the present and past tenses.



Observe and support

Are the children able to infer meaning from the pictures?

What is the lead for?

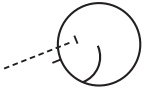
I taught her to walk
and she walked
with me.





Talkthrough

Now the boy has taught his dog something else. What can she do now? Do you think she is hurting the boy? Why or why not?



Observe and support

*Do the children understand the past tense?
What is the difference between the words 'jump' and 'jumped'?*

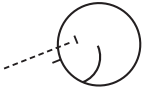
I taught her to jump
and she jumped
on me.





Talkthrough

What are they doing here? How are they playing together? How else could they play together?

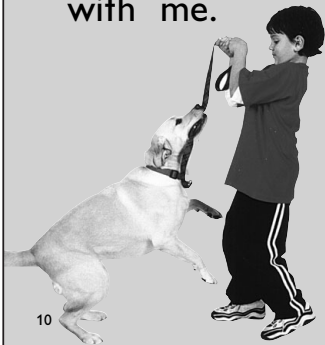


Observe and support

Can the children identify high-frequency words in the text?

Can you show me the words 'with' and 'me'?

I taught her to play
and she played
with me.





Talkthrough

How is she a good dog?

Would she always be a good dog?

Point out the use of the exclamation mark. Explain why the author used it.



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

What things does the boy teach the dog to do?

What does the dog do?

Is the boy good at teaching his dog?

Is the dog a very good dog?

Being a code breaker

Explore the following language features:

- The use of capital letters to begin sentences, full stops to end sentences, and exclamation marks.
- Past and present tenses: sit/sat, walk/walked, jump/jumped, play/played.

Being a text user

Refer to the text when discussing these questions:

Does this book teach you how to teach a dog to do things?

What kind of book is it?

How do you know?

Being a text critic

What does the author think about boys and dogs?

Do you agree with her point of view? Why or why not?

Responding to text



Compare and contrast this book with the book *Sniffs*. As a group, make a list of similarities and differences between the two books. Is there any extra information about dogs the children would like to see added to these books?



Ask the children to write a sentence or two about the trick they liked best in this book. Encourage them to illustrate their sentences. Their work could be collated to make a class book.



Provide the children with the word 'jump'. Ask them what other words they know that rhyme with jump; for example, bump, chump, dump, hump, lump, pump, rump, stump, slump, thump. Encourage the children to make their own list of some of these words.

Writing

Make a comic strip showing what might happen if the boy took the dog on a walk to a place like a shopping centre or beach. Provide paper folded into eighths to make the cells for the comic.

Assessment

Can the children:

- can the children explain why the past tense is used?
- read the text in a phrased or fluent way?



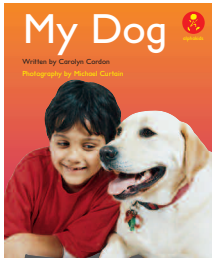
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Pets

Curriculum link: SOSE

Text type: Recount

Reading level: 3

Word count: 52

High-frequency words: a, and, her, I, is, me, my, on, she, this, to

Vocabulary: dog, good, jump, jumped, play, played, sat, sit, taught, very, walk, walked

Possible literacy focus

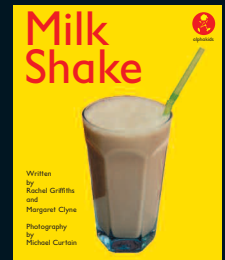
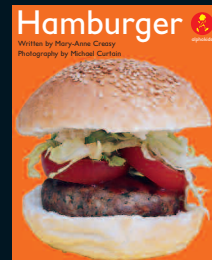
Looking at the past and present tenses.

Developing phrased and fluent reading.

Summary

This book is a recount about a boy who teaches his dog different skills. It highlights the use of the present and past tenses.

Other books at this level



ISBN 0-7253-3365-0



9 780725 333652



alphakids