

Good Dog

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>am, as, at, but, can, cat, dog, get, if, it, not, sit</p>
	<p>Tricky words</p> <p>a, I, I'm, ball, call, good, look, me, say, see, stay, that, that's, the, very, you</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Look at the cover and read the title. Ask: *What do you think a good dog would do? What do you know about Floppy? Is he good? What might happen in the story?*
- W** Point out the words 'Good Dog' in the title. Turn to page 1. Ask the children to find the words in the text.
 - Use some of the words in the chart above as you discuss the story.
- C** (*Clarifying*) Read the story so that the children can hear it as a rhyme. Ask: *What do you notice about the story? Which words rhyme?*
 - Read it again and wait for the children to supply the rhyming words. Look at all the pictures together and talk about which ones show Floppy being good and not being good.

Strategy check

Remind the children to read from left to right.

Independent reading

- Ask the children to read the story aloud. Praise accurate reading and the use of phonics to read new words. Prompt them, if necessary.

Assessment Check that children:

- notice and talk about the words that rhyme
- always start reading from left to right
- recognise that 'Good' on the cover and 'good' in the text are the same words.

Returning to the text

- C** (*Questioning, Clarifying*) Ask the children: *Who is the story about?*
- W** Find 'ball' on page 5 and read the whole sentence together. Ask the children to tell you how they could read 'ball'. Was it because it rhymed with 'call', because it began with 'b', or did they look in the picture? Segment the phonemes: b-a-ll.
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

Objective Link sounds to letters, naming and sounding the letters of the alphabet.

W Choose any page and ask: *Can you find a word that begins with...?* For example, on page 1: *Can you find a word that begins with a 'd' sound?* Use the sound, not the letter name to begin with. After doing this with three or four words, explain that you are now going to use the letter names, not the sound. Ask the children to find the same words, for example: *Can you find a word that begins with the letter 'd'?*

Assessment Did the children recognise sounds as print? Can they find letters in print using letter names? Can they discriminate between the beginnings and ends of words?

Objective Read simple words by sounding out and blending the phonemes from left to right.

W Ask the children if they can remember any rhyming words from the story. Write 'cat' and 'that' on a board. Ask: *Which two letters are the same in both words?* Segment 'cat' into phonemes: c-a-t. Ask the children to segment 'that' into phonemes: th-a-t.

Assessment Can the children recognise words that rhyme? Can they hear and say the phonemes in the order in which they occur?

Objective Retell narratives in the correct sequence, drawing on the language patterns of stories.

C (*Questioning, Clarifying*) Ask the children if they can remember something that Floppy did that was good.

W When they say 'he can sit' or 'he can fetch a ball' ask them to find 'sit' or 'ball' in the text.

C (*Questioning, Clarifying*) Ask the children what Floppy did at the end of the story. Ask them to say if they think Floppy was a good dog then, and to say why or why not.

Assessment Can the children suggest why Floppy was not being good when he chased the cat?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

- Ask one child to be Floppy and another to be Biff. A third child can be a cat. 'Biff' chooses whether to say 'Sit!', 'Stay!' or 'Fetch!'. 'Floppy' does as he is told until 'the cat' appears, then 'he' chases it. Choose other children to be Floppy, Biff and the cat, and play the game again.

Writing activities

Objective Write captions.

You will need a piece of paper for each child.

- C** (*Imagining*) Give children their piece of paper. On one side, ask them to draw Floppy being good, and on the other side, being naughty. Ask them to talk about what is happening in their pictures.
- Demonstrate how to write 'I am a good dog'. Talk about the letter formation and the need for spaces between words. Do the same with 'I am a bad dog'.
- Ask the children to write a caption for each of their drawings using the words 'good' and 'bad'.

Assessment Have they labelled their pictures using the correct word?

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