

A New 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 a, at, big, dog, home, it, Kipper, strong, the, they, this, took, was, went</p> <p>Tricky words everyone, like(d), little, look(ed), too, wanted</p> <p>C = Language comprehension W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Read the title, pointing to each word. Look at the picture. Ask the children to say what they think the story will be about.
- C** (**Clarifying**) Ask: *Which dog would you choose? Why?*
- C** (**Questioning**) Look through the book, talking about the dog that each character wanted. Ask: *Who wanted the big dog? Who wanted the little dog? Which dog did they choose in the end?*

Strategy check

Remind the children to point to each word as they read it.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (**Summarising**) Ask children to explain why the family visited the dogs' home.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words (see chart above)
- use the pictures and the context to work out what is happening in the story.

Returning to the text

- C** (**Questioning**) Ask the children: *What did the family want? Did they all want the same kind of dog? Why did they have to agree about the sort of dog they wanted?*
- C** (**Questioning**) Ask: *What was the problem with the dog on page 8? On page 10? On page 12?*
- C** (**Summarising**) Ask: *What happened at the end of the story?*

Group and independent reading activities

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

- W** On pages 8–9, find the words 'dog' and 'big'. Ask the children to say all the sounds in each word, then blend them. Find 'strong' on page 13. Ask the children to say each phoneme with you, then blend them to say the word.

Assessment Ask individuals if they can say the phonemes, then blend all the sounds to read 'strong'. Write 'string' on the board and ask them to read it in the same way.

Objective Read some high frequency words.

W Write the words 'to' and 'too' on a board. Ask the children to find both words in the story. Count the number of times that each word appears. Say the words clearly, exaggerating the difference between them. Think of more sentences that use these words and ask the children to say which 'to' word is needed, e.g. 'I am going to play on the swings'. 'Lucy is coming too'. Praise children for hearing the difference and knowing which word to use.

Assessment Read the sentence from page 4, then the one from page 9. Ask: *Which 'to' word was it?* Ask them to point to 'to' or 'too'.

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

C (*Summarising, Clarifying*) Retell the story together from memory, prompting the children with questions if necessary. Ask them to explain why the family went to the dogs' home. *Why didn't they choose the first dogs that they met?* When the children have retold a clear outline of the story, return to the book together, and check their retelling against what happened. Ask the children to explain how Floppy was chosen. Ask them to explain whether they would have chosen Floppy, or one of the other dogs.

Assessment Could the children retell the main parts of the story in their own words from memory? Could they explain why Floppy was chosen?

Speaking, listening and drama activities

Objective Speak clearly and audibly with confidence and control, and show awareness of the listener.

- Talk about the dogs that the children know. Ask them to describe the dogs for the rest of the class. Ask: *Do they know some names of breeds of dogs?* Encourage them to use comparisons to describe size, e.g. as small as a cat, nearly as tall as me. Look back at the pictures and find the words in the story that described the dogs (big, little, strong). Look at the pictures and describe the dogs illustrated. Think of some more words and make a list, e.g. spotty, hairy, fierce, friendly etc.
- Ask them all to use the sentence: 'I went to the dogs' home and I got a dog.' They choose their own adjective, then say the sentence to the class.

Writing activities

Objective Write captions, etc., begin to form simple sentences using some punctuation. Use phonic knowledge to make phonetically plausible attempts at more complex words.

C (*Imagining*) Ask the children to imagine and draw the dog they would like to have as a pet. Ask them to make up a name for him or her, then write a sentence about the dog under the picture. Remind them that a sentence starts with a capital letter and ends with a full stop.

Assessment Can children write a relevant sentence? Did they make phonetically plausible attempts to spell words?

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