

The Big Dog

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Level 14

Getting ready for reading

Talk about any big dogs the children know. Ask questions such as: *Were they friendly? How do you know if a dog is friendly? How do little dogs usually get on with big dogs?* Discuss any times children have thought a dog was fierce, only to find out it just wanted to play.

Talking through the book

Introduce the book and ask each child to predict what it will be about. Direct their reading and thinking by asking them to read a couple of pages and then to stop and discuss their predictions and to make further predictions. Such discussion should encourage children to support their ideas with the text. You might say: *What did you think was going to happen? What did happen? What do you now think will happen? Why?*

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

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

Why did Jane go into the spooky old garden?

How did Jane get out of the garden shed?

Were Spike and Jane ever in any real danger? Why? Why not?

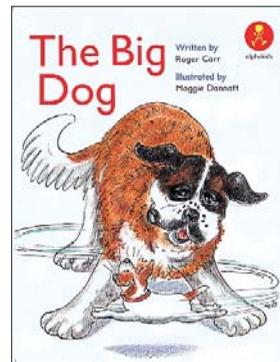
Are big dogs dangerous?

Being a code breaker

Children can engage in analogy work with onset and rime using words from the text:

Spike – bike, hike, like, Mike, strike, trike

shed – bed, fed, led, red



TEXT FEATURES

- **This book is a narrative about the adventures of a small dog that wanders into the garden next door and is chased by a big dog.**
- **Direct speech is used.**
- **Some of the story is carried within the illustrations.**
- **Up to eight lines of text to a page.**

Being a text user

Discuss:

Did you like this book? Why?

Would you recommend it to someone else to read? Why? Why not?

Being a text critic

Discuss:

Could this story really happen? Why? Why not?

Whose fault was it that Jane and Spike got stuck in the shed?

Literacy learning centres – follow-up activities

INTERACTIVE LITERACY CENTRE 1

Provide materials for children to work in groups to make stick puppets for a puppet-play retelling of the story of *The Big Dog*. (Blackline Master 7 provides instructions for making simple stick puppets.)

INTERACTIVE LITERACY CENTRE 2

Children could work in pairs to make an oral recording of the story. This could then be made available for other children to listen to in the literacy centre.

WRITING CENTRE

Children can write and draw about things that scare them:

Things I that make me scared	Early warning signs: heart thumping, shaking...	What do you do about it?
		

They could use their lists as the basis for a real or imaginary story about a scary event.

BOOK BROWSING CENTRE

Children can read books about different dog characters, for example: *Hairy Maclary from Donaldson's Dairy* by Lynley Dodd – the story of Hairy Maclary, Schnitzel Von Krumm, Bitzer Rayner – about a very naughty dog who, thanks to mud and mess, is thought to be someone else's dog; *My Dog Rosie* by Isabelle Harper – the story of a little girl and a very big friendly dog.

Keeping track

Video recordings of children's oral reading can provide useful records of development. By comparing a child's performance over time, their progress can be observed.