

# Good Dog

## **Group and independent reading activities**

### **Introducing the story**

Look at the picture and talk about Floppy. Remind the children/child about Biff, Chip, Kipper, Mum and Dad.

- Read the title together. Ask:
  - ⑨ *What do you think a good dog would do?*
  - ⑨ *What do you know about Floppy?*
  - ⑨ *Is he good?*
- Read the story so that the child can hear it as a rhyme. Ask:
  - ⑨ *What do you notice about the story?*
  - ⑨ *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 Floppy being good.

### **During reading**

- Ask the child or one of the children to read the story aloud. Praise him/her for accurate reading and for using phonics to read new words. Note whether he/she uses the following skills and strategies. Prompt if necessary.

#### **Observing**

*Check that the children:*

- start reading at the left hand side of the page
- use a finger to make one-to-one correspondences between written and spoken words
- reread a sentence if it doesn't seem to make sense
- use phonics and/or other cues to decode new words

### **Practising phonics**

#### **Objective**

Knowledge of grapheme/phoneme correspondence through hearing and identifying initial sounds in words

- Play a game with a child or children. Choose any page. Ask “*Can you find a word that begins with ....*” For example, on page 79-①

Ask: "Can you find a word that begins with 'd'?" (Use the sound, not the letter name.) When the child finds 'dog' say, "Yes, 'dog' begins with 'd', well done!"

- Ask the child to choose another page and ask you to find a word beginning with a sound.

### **Observing**

While playing this game did the children recognise sounds as print? Can they discriminate between the beginnings and ends of words?

## **Practising rhyme**

### **Objectives**

Understand and be able to rhyme through: recognising, exploring and working with rhyming patterns; extending these patterns by analogy, generating new and invented words in speech and spelling.

- Read the story again, listening for words that rhyme. Write them on a separate piece of paper in pairs: me, see; sit, it; call, ball; that, cat.
- Choose any pair of words and add more rhymes to the list, e.g. me, see, tea, flea, tree, bee, knee, etc. Use the new words to make up more rhyming lines to follow. For example: "I'm a good dog. Look at me. I would never hurt a flea!"
- Play with changing other lines of the story in the same way.

## **Speaking and listening activities**

### **Objectives:**

Speak clearly  
Sustain concentration  
Take turns in speaking  
Use actions to convey situations

### **Cross-curricular links**

Knowledge and understanding of the world: dogs and other pets

## Responding to the story

- In a group, read the story, then ask the children:
  - ⑨ *What did Floppy do that showed he was a good dog?*
  - ⑨ *When was he not a good dog?*
  - ⑨ *Can you remember two words from the story that rhyme?*
  - ⑨ *Who is "I" in this story?*
- Give everyone a folded piece of paper. Ask them to draw Floppy being good on one side, and Floppy being naughty on the other side. Ask each child in turn to talk about what is happening in the pictures.

## Personal experiences/Cross-curricular links

- Ask children to talk about their pets or pets they know.
  - ⑨ *Do they do as they are told?*
  - ⑨ *What can they do?*
  - ⑨ *Do you know any pets that have been naughty? What happened?*

## Role-play

- Ask one child to be Floppy and another to be Biff (or Chip). A third child can be a cat. Biff can choose 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 or Chip and a cat and play the game again.

## Writing

### Objective

Understand how writing is formed directionally, one word at a time

- Show children how to write "I am a good dog". Talk about the letter formation and the need for spaces between words. Ask them to draw a picture of Floppy being good.