

# Top Dog

**G** = Language comprehension    **W** = Word recognition

## Group or guided reading

### Introducing the story

- G** (*Clarifying, Prediction*) Read the title, look at the picture , and ask: *What do you think 'Top Dog' means? Who do you think will be top dog?*
- G** (*Clarifying*) Ask: *Have you been to a dog show, or seen one on television? What happens?*
- W** Find the word list: Read the words together.
- G** (*Questioning*) Ask the children to name any characters they recognise in the picture on the cover.

### Strategy check

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

### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- Help the children to use sounds and the sense of the sentence to work out new words.
- G** (*Summarising*) Ask: *What was Top Dog?*

**Assessment** Check that children:

- hear and say sounds in words in the order in which they occur
- read some high frequency words

- know that print carries meaning and, in English, is read from left to right and top to bottom.

## **Returning to the text**

- C** (*Summarising*) Ask the children to explain why all the dogs are in a line on page 124-①.
- W** Ask the children to find 'like' each time it occurs in the story. Ask: *What letter sound does 'like' begin with?*
- C** (*Imagining, Questioning*) On pages 125-④, ask: *How do you think Floppy feels? How do you think the children feel? Who is looking pleased?*
- C** (*Questioning*) Look at page 126-⑤. Ask: *What did the children make for Floppy?*

## **Group and independent reading activities**

**Objective** Know that print carries meaning and, in English, is read from left to right.

- W** (*Questioning*) Ask the children to find the words 'this dog' on pages 124 and 125. Ask them to find the dog that the words refer to in the picture each time. Read the story from the beginning. Before reading each page ask one of the children to show you where to begin reading. Remind the children to point at each word as they read. After reading, play a quick game, asking the children to point to the first word, or the last word in a sentence. Do this several times. Praise the children for pointing at the correct word.

**Assessment** Did the children understand that 'this dog' referred to a particular dog in the picture? Could they find the first and last word in any given sentence?


**Objective** Hear and say sounds in words in the order in which they occur.

- W** Ask the children to find these words in the story: 'dog', 'big', 'top'. When you find each word, ask the children to say the letter sounds in order slowly, then blend them to read the word.

Write the words on the board, with the children using letter sounds to tell you how to spell these words. Change the initial letter of each word to create new words, e.g. 'fog', 'dig', 'pop'. Ask the children to read the new words by saying the letter sounds in order, then blending the sounds to make words. If the children find this easy, ask them to think of letters that will change these words to new words.

**Assessment** Did the children understand that changing a letter in the word changes the word? Could they read the new words?


**Objective** Extend their vocabulary, exploring the meanings and sounds of new words.

 *(Questioning, Clarifying)* Ask the children to find the rosettes on pages 124 and 125. Ask them to explain what a rosette is, or explain that it is like a prize for coming first, second or third in a competition. Look at the numbers and read the positions: third, second, first. Ask them to explain which was Top Dog, which was next, and which came after that one. Ask six children to make a queue in front of the group. Say which one is first, second, third, fourth, fifth and sixth. Ask the children if they can guess which word would come next. Extend this to tenth or twentieth if the children are able to.

**Assessment** Did the children understand what a rosette is? Did they understand the words for ordinal numbers?

## **Speaking, listening and drama activities**

**Objective** Extend their vocabulary, exploring the meanings and sounds of new words.

 *(Imagining)* Collect about six toys or pictures from the classroom. Place them in a line in front of the children. Ask one child to say which toy or picture she/he likes most. Begin a new line with this one first.

Say: *In our line of toys/pictures, this one is first.* Ask a different child to decide which one should come second. Ask the child to place their choice second in the line. Continue until all the toys or pictures have been put in order. Ask children to find the third, fifth, first, etc in random order.

## **Writing activities**

**Objective** Write captions and begin to form simple sentences .

- G** (*Clarifying*) Ask the children to look at all the dogs in the story and decide which one they like best. Ask them to draw the dog and write 'I like this one.'

**Assessment** Could the children choose a dog and attempt to write the sentence?