



# Level 11

## Book g



Level	11
Word Count	240
Text Type	Information report
High Frequency Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



What is this book about? Is it a story book or an information book? Do any of the children have dogs at home?



Tell the children this page is called the contents page. It shows the smaller parts of the main topic. It tells where to find the smaller parts.



Ask the children to tell you what topics they will learn about in this book. Have them refer to the contents page in their answers.



Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

AFTER READING

Have the children notice the text in boxes next to the photos. Tell the children that this text tells about each photo. Explain that these text boxes are called captions. How might captions be helpful?



Ask the children what information is on these pages.

Ask the children to point to the word *girl*. Ask them to spell the word without looking at the text. How does the letter *r* change the sound of the vowel? What two words here mean the opposite of each other?

Have the children point to the heading. Tell the children that a heading shows what a part of the book is about.



Ask the children to list all the parts of big and little dogs. Did they refer to the labels or the text?

Identify the word *whiskers*. How does the letter *r* change the sound of the vowel? What word here has the double *e* sound? What word here has the double *o* sound?

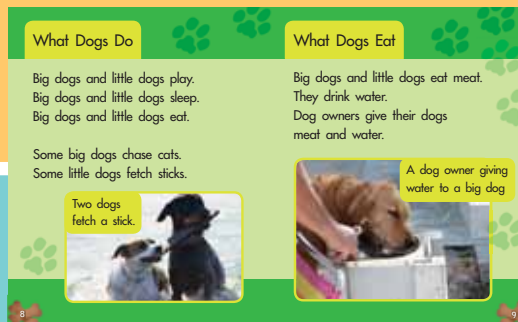
Ask the children to describe the dogs on this page. How are they different from one another? How many captions are there?



What is the topic of these pages?

Have the children point to the words *short* and *fur*. How does the letter *r* change the sound of the vowels? What words here mean the opposite of each other?

Ask the children to identify the headings and captions. What are these pages about? What information does the caption on page 8 give?



What do big and little dogs do? What do they eat? What do they drink? What food do the children give their dogs?

Have the children find the word *play*. Identify the *ay* sound. What other words have the *ay* ending? Ask the children to find the word *giving*. Tell them that we remove the letter *e* when we add the *ing* ending. How would we change the word *move*?



Ask the children to describe what the dogs in the photos are doing. What makes the dogs the same? What makes them different?



What do wild dogs eat? Have the children list the appropriate items. Can the children name the wild dog in the photo?



Ask the children to find the word *birds*. How does the letter *r* change the sound of the word? Have the children identify the word with the *le* ending.



Have the children look at the heading, photos, and captions. What are these pages about?



Is a greyhound quick or slow? Is a basset hound quick or slow? What photo shows the greyhound?



What words here mean the opposite of each other? What two words describe how some big and little dogs run? How is the word *quick* different from the word *quickest*?



Ask the children what these pages are about. Praise them for referring to the heading.



Have the children tell you what they think of the book so far. Why do they think this? Has the author come up with a good idea for a book?



What are baby dogs called? Ask the children how adult dogs look after their puppies.



Ask the children to point to the word *after*. How does the letter *r* change the sound of the vowel? What word in the caption describes the dog? What word describes her puppies? Remind the children that we change *y* to *i* when we add *es*. How would we change *baby*?



Tell the children this page is called the index page. Explain how an index works. How might an index page be helpful? How is an index different from a contents page?

Index	
fur.....	6, 7
legs.....	4, 5, 12, 13
meat.....	9-11
puppies.....	14, 15
tail.....	4, 5
water.....	9, 13

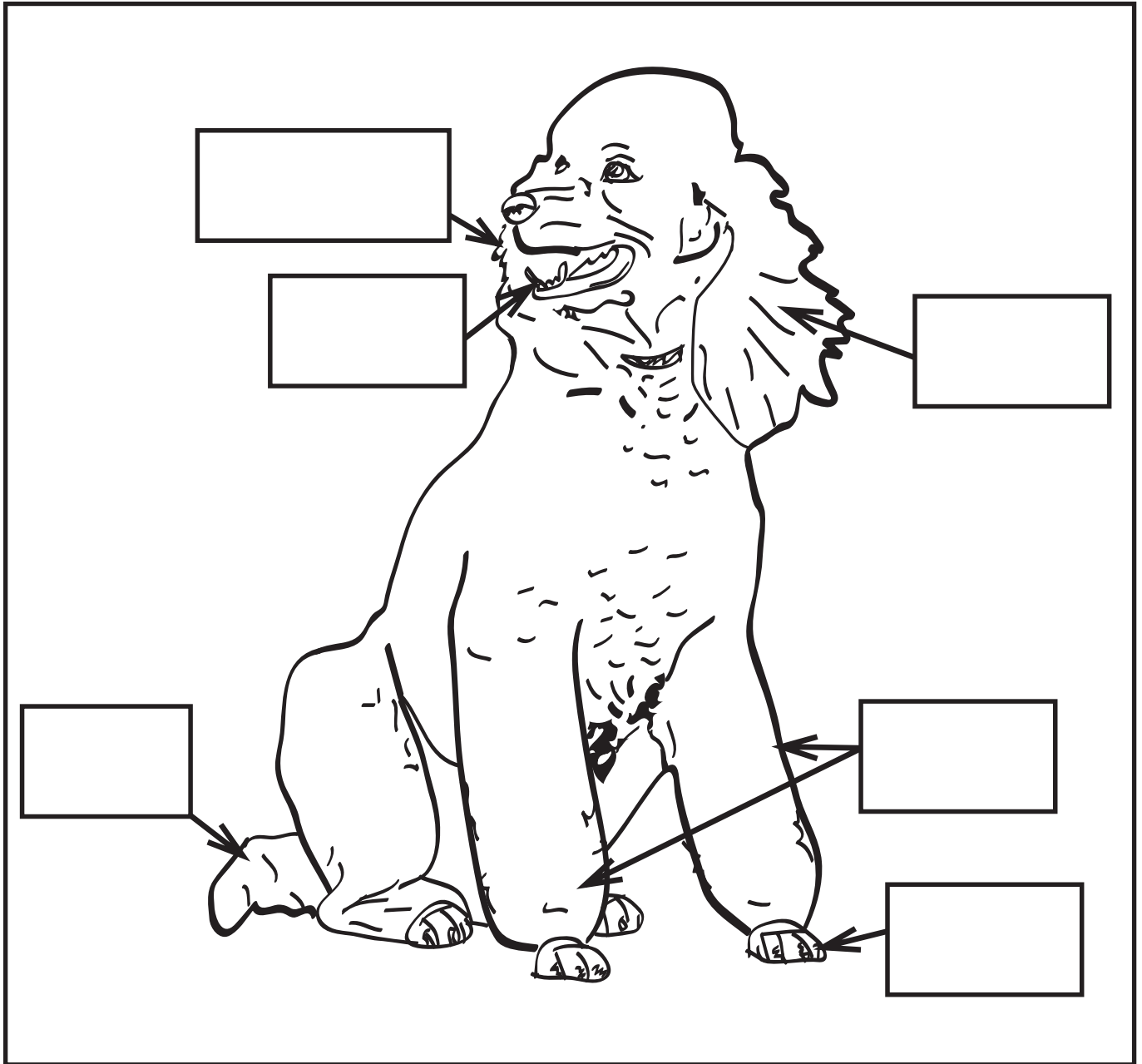


Ask the children to think about how the contents page, headings, captions, and index page help them use this book.



Have the children reread the book. Ask them to find two facts to share with the group. Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.

Label the parts of the dog. Colour the picture.



# 11 g Big Dogs Little Dogs

Name \_\_\_\_\_

Write the words that mean the opposite.

The first one has been done for you.

big	<u>little</u>
long	_____
quick	_____
tall	_____

Write two words and their opposites.

_____	_____
_____	_____