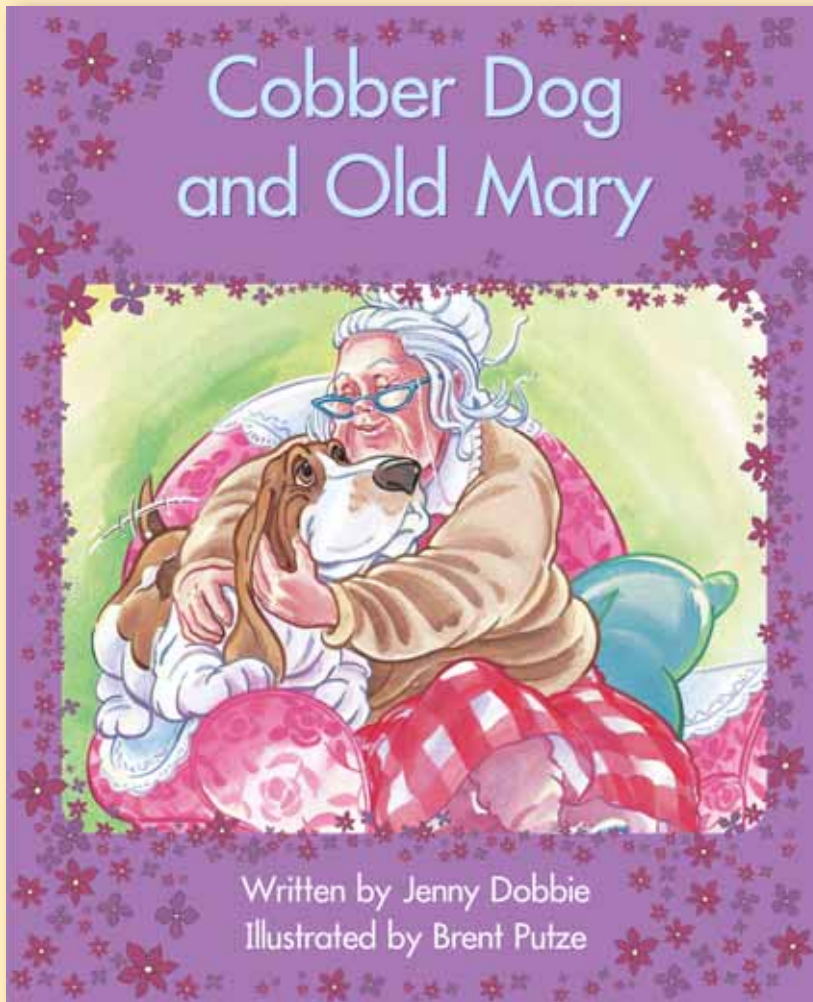




Level 20

Book e



Level	20
Word Count	509
Text Type	Narrative (adventure)
High-Frequency	don't, morning,
Word/s Introduced	never



MACMILLAN

Jamila Joins
the Team

Common Wombats

The Secret
Fishing Gear

The Tree of Life

Cobber Dog and
Old Mary

Sea Turtles

Shooting the Sun

Consats and
Phone Calls

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



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

BEFORE READING

Ask students to read the title and the names of the author and illustrator. Ask students to match the title with the illustration, and make a prediction about the relationship of the two main characters.

Tell students the story is a narrative in the form of an adventure. Ask students about the characteristics adventures usually have. Write their responses on the board to check with, after reading the story.

Read the title page. Discuss Old Mary's lounge. Ask students why Old Mary has four pictures of Cobber Dog on the wall. Where is Cobber Dog?

DURING READING

Set students a purpose to read for, with a focus question for each page or several pages. Explain to students that you will be asking a question before they read samples of text, and that they should read silently. They should be ready to answer when they have finished reading the page.

Ask, before students read each page –

Pages 2–3 Ask students to read the story's introduction and identify the main problem of the story.

Pages 4–7 Why is a guard dog's job not for Cobber Dog?

Pages 8–11 Why didn't he like being a sheep dog? What did Old Mary say?

Pages 12–17 Why didn't he like being a sniffer dog?

Pages 18–21 Why didn't he like being a police dog? How was Cobber Dog feeling?

Pages 22–24 Ask students if they can predict the ending of the story.

AFTER READING

Ask students to work with a partner to revisit the book, and count how many jobs Cobber Dog tried.

Have students reread the story as a play with their partner, each reading one of the two roles.

**Developing Specific Skills**

Prefixes – *ex* – exciting; *im* – important

Segmentation of vocabulary – different, important, perfect, chocolate, listening, exciting

Two adjectives – long, cold night (page 4)



Practise the story as a play to perform to the rest of the class. Choose two students for the characters, and the rest of the group together as narrators.

Refer to the genre and the characteristics checklist written on the board prior to reading the story, e.g. course of events initiated from the introduction, setting (location, time, atmosphere), characters, sequence of action, resolution, excitement, suspense, problems that challenge the characters, characters who perform beyond what they think they are capable of, and settings that present difficulties for the characters to overcome. With students, tick off the characteristics that apply to the story.

MEANING MAKER



Ask students to compare the two characters, making references to the text to support their comments.

Talk about Cobber Dog's behaviour throughout the story and how it changed at the conclusion of the story.

Discuss the repetitive pattern of the events in the plot.

TEXT CRITIC



Have students comment on how the pictures have been used and if they helped them understand the events.

Ask students to express an opinion on whether this adventure was slow, lively, funny, exciting, etc.

20e Cobber Dog and Old Mary **Name** _____

1. Count the syllables in the words. Write the number of syllables.

perfect _____

important _____

chocolate _____

different _____

exciting _____

long _____

2. Write the prefixes for these words.

ex

im

____citing

____portant

____ercise

____possible

3. Write two adjectives for these nouns. Remember the comma.

_____ night

_____ day

_____ car

_____ hat

_____ clown

_____ dog

_____ hen

_____ house

20e Cobber Dog and Old Mary **Name** _____

Compare the two characters.

Cobber Dog	Old Mary

20e Cobber Dog and Old Mary Name _____

I. Write the jobs Cobber Dog tried and why he didn't like them, in the order he did them.

Job	Why he didn't like it
a. _____	_____ _____
b. _____	_____ _____
c. _____	_____ _____
d. _____	_____ _____

2. Draw Cobber Dog doing one of the jobs.

