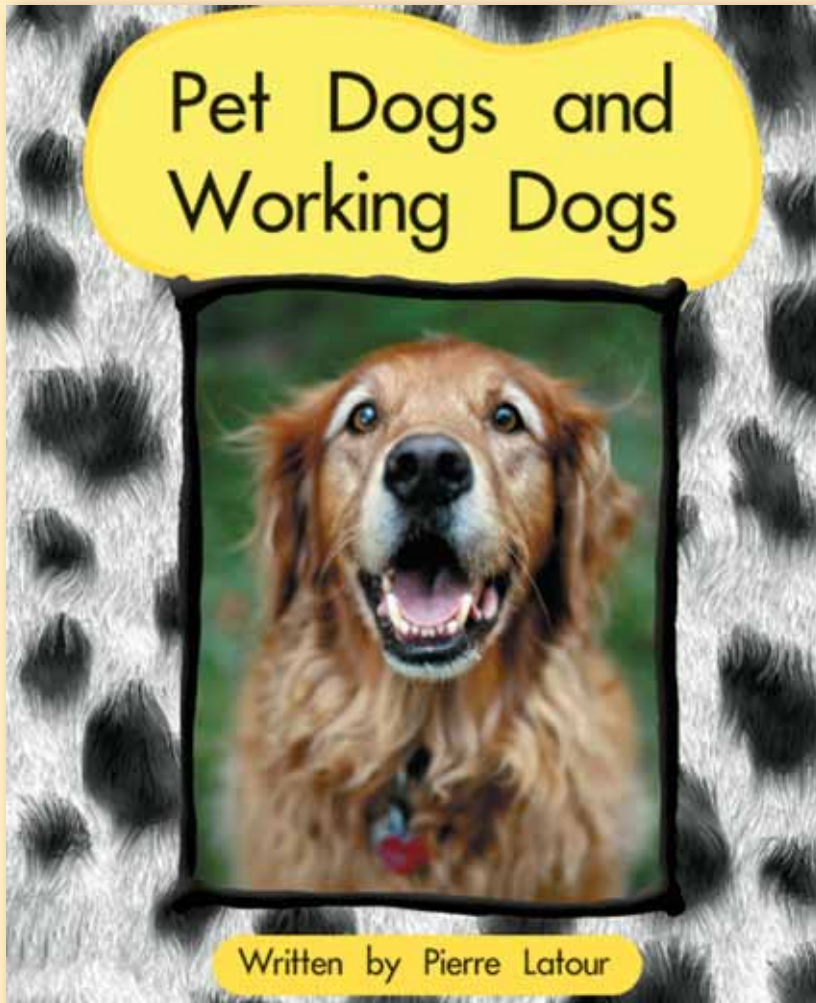




Level 5 Book 6



Level	5
Word Count	99
Text Type	Factual description
High Frequency	some
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 discussions that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. 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)

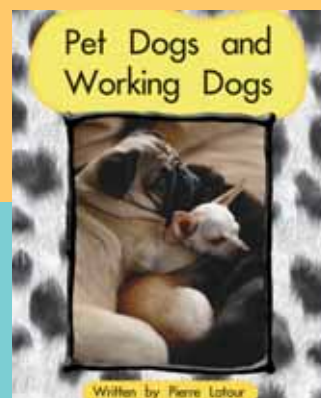
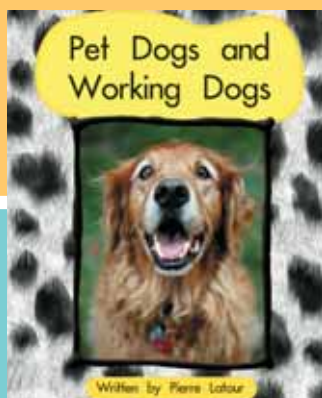


This symbol relates to use (text user)

Cover & Title Page



Read the title to the children and have them discuss pet and working dogs. List the types of working dogs that they know on the board.



Ask the children to respond to the book. What new information did they learn about working dogs. Refer to the list they made before they started reading. Compare what they now know to the list.



Discuss the children's reading strategies. Praise any appropriate use of strategies you observed as they read.

BEFORE READING

2/3

Invite the children to discuss this page. What can they say about the size and colour of the dogs? Can they name any breeds?



Look at these dogs.
Some of the dogs are big.
Some of the dogs are little.

AFTER READING

Ask the children to look ahead through the photos again. Ask them to see if they can see any dogs in future photos that are in this photo. Discuss the breed and what it is used for.

Ask the children to locate *some* on this page.

BEFORE READING

4/5

Ask the children to discuss this picture and suggest whether these are pet or working dogs. Have them justify their response.



Some dogs are pets.
Pet dogs can live inside.

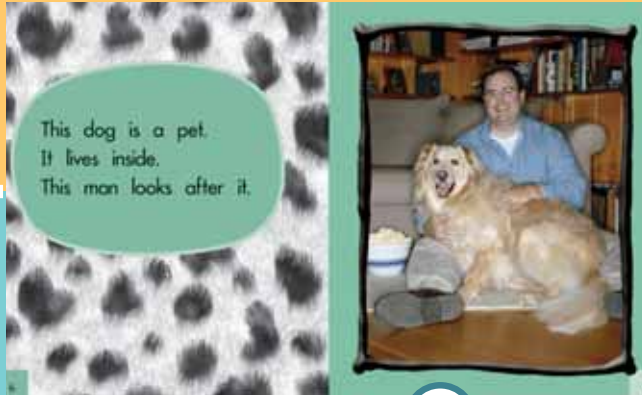
AFTER READING

Discuss pet dogs such as these poodles with the children. What do they think would be involved in looking after pet dogs like these? What sorts of things would the owner have to do?

Ask the children to locate *some* on this page.



Invite the children to talk about this dog. Is it a pet or a working dog? Where does it live? Who looks after it?



This dog is a pet.
It lives inside.
This man looks after it.



Ask the children if they were right in what they said about this dog before they read the book. Did they say it was a pet? Did they say that the man would look after it?



Invite the children to apply what they said about caring for the poodles to this man and this dog. What would be the same? What would be different?



Discuss this photo with the children. Are these pet dogs or working dogs? How do they know? Where would working dogs live?



Some dogs
are working dogs.
Working dogs
can live outside.



Discuss the photo more fully with the children. What can they see? What are the people doing? Why have the dogs got coats on? What does the red cross stand for? What does this photo tell them about these working dogs?



Ask the children to find *some* on this page.

BEFORE READING 10/11

Have the children talk about these dogs. Are they working dogs? What work do they do? Where do they live? Who do they help?



These dogs live outside.
They help this man.
This man is a farmer.



AFTER READING

Revisit this photo with the children. Did they predict that these were farm dogs? Did they know that farm dogs are usually outside dogs rather than pets that live inside? Can they say why this would be so?

BEFORE READING 12/13

Invite the children to discuss this dog. Where does it live? What does it do? Is it a pet or a working dog?



This dog is a working dog
and a pet.
It lives inside.
It looks after this man.



AFTER READING

Discuss with the children if they predicted that dogs could be both pets and working dogs. Talk with them about seeing-eye dogs. Why would this dog have to be a pet as well as a working dog? Why would it have to live inside?

The Thirsty Cats

Pet Dogs and Working Dogs

This Little Critter

To the Space Station

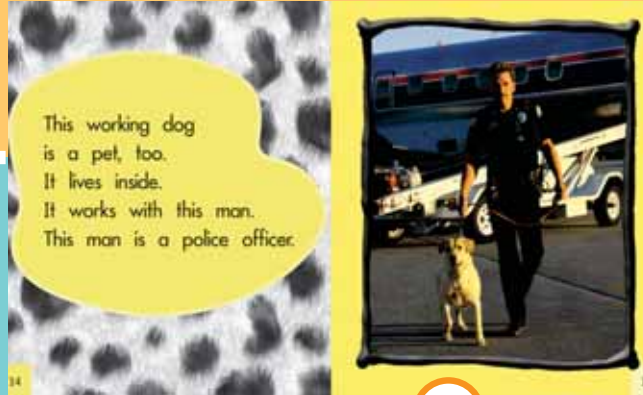
Big Greg, the Firefighter

Trent and Grace Make a Home

Wally Wombat Goes to the City

Look in the Tree

Discuss with the children what they know about police dogs. What sort of work do they do? Where do they live? Who do they help?



Ask the children to use the information that they got from the previous page to say why a police dog would have to be a pet like a seeing-eye dog.

Discuss with the children why they think police dogs would live inside but farm dogs would live outside.

Discuss the index with the children. Ask them to find *pet(s)*. Have them say on which pages they would find information about pets.

Remind the children that they are now going to read the book independently. Discuss with them the strategies they will use to help them as they read.

Index	
farmer	10
pet(s)	4, 6, 12, 14
police officer	14
working dog(s)	8, 12, 14

Discuss with the children what other information the author could have included about either pet dogs or working dogs.

Invite the children to discuss how they can use the information that they have learned from reading this book.

**5 b Pet Dogs and
Working Dogs**

Name _____

Use these words to complete the sentences:

working big inside little outside

Some dogs are _____.

Some dogs are _____.

Pet dogs can live _____.

Working dogs can live _____.

This _____ dog is a pet.

**5 b Pet Dogs and
Working Dogs**

Name _____

Read the sentences. Answer **Yes** or **No**.

Some dogs are working dogs. _____

Some dogs are working dogs and
pets. _____

Farm dogs live inside. _____

Police dogs live outside. _____

A man looks after a dog. _____

A dog looks after a man. _____