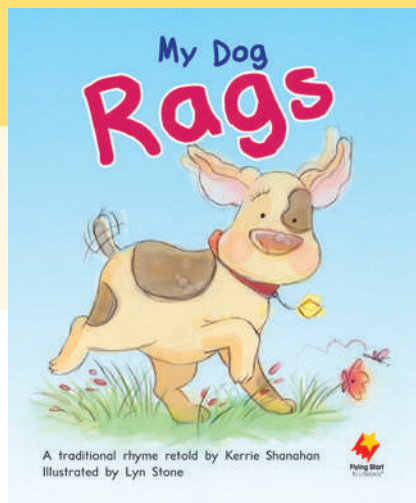


Lesson Plan



Shared Book



Vocabulary Starter

My Dog Rags innovates on the traditional rhyme with the same name. Using rhyming verse, this story introduces rich, descriptive verbs. Rags really is the funniest dog you'll ever meet!

Vocabulary

Oral vocabulary

dig eat flip flop gobbles gulps pants puffs run sleep slops slurps sniff swim wig wags zig zag

High-frequency words

a and at have he his I in is of that the to

Phonemic awareness

- Rhyming words as in *eat/meat, slops/stops, run/fun, trees/bees*

Phonics

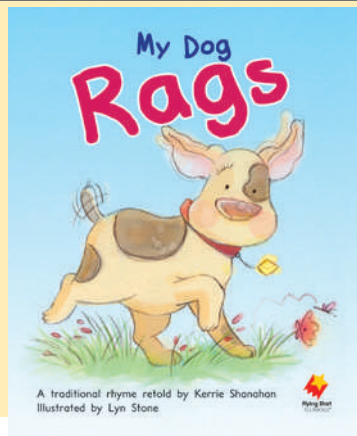
- Identifying the /l/ sound as in *love*

Print concepts

- Understanding that a word is made up of a group of letters

Key concepts	Curriculum link
• Animals use different actions to do things. • Dogs are pets that need food, water, exercise and sleep.	• Science: Biological Sciences – Living things

My Dog Rags



Introducing the book

Ask: *Who has a dog? Can you tell me about your dog?* Provide time for students to share their stories about their pet dogs.

Hold the shared book upside down in front of the students.

Say: *I am going to read this book to you.* Wait for the students to alert you that it is upside down. Have a student put the book up the right way.

Ask: *How do we know which way a book needs to go?* Draw out that the words and the picture must be up the right way.

Say: *This book is called My Dog Rags. What might it be about?*

First reading of the book

Read the book to the students with very few stops along the way. Read with rhythm putting emphasis on the rhyming words at the end of each line, e.g.

I have a dog. His name is Rags.

He eats so much that his tummy sags.

As you turn each page, pause before you begin to read. This will allow time for the students to absorb the information in the illustrations before they listen to the words.

Second reading of the book

Reread the book. This time encourage the students to join in with you as you read. Say: *Let's read the book again. This time I am going to leave out some words and I want you to say them for me.*

As you turn to each new double-page spread, ask: *What is Rags doing on these pages?* Reply to the students' answers using the structure of the text. For example, say: *Yes, that's right. My dog Rags, he loves to eat. Let's read that together.*

As you read, leave out words at the end of the verse. Pause and indicate to the students to say the left-out word, e.g.

My dog Rags, he loves to eat.

He gulps and gobbles all his (pause) _____.

Talking about the book

Invite students to respond to the book and to talk about their thinking.

Ask: *What sort of dog is Rags? How would you describe him?*

Would you like to have a dog like Rags? Why or why not?

Do all dogs do the things that Rags did in this book?

What would be good about looking after a dog? What might be difficult?

Doing Things



ELL support

Encourage the students to name and talk about the things dogs do. Say: *Dogs like to do lots of things such as eat, run, sniff, swim, dig and sleep.* Use the *Flying Start to Literacy Vocabulary Starter Doing Things* to discuss some of the things dogs can do. Show and talk about the labelled photographs.

Returning to the book

Return to the book on multiple occasions, inviting the students to join in. Encourage them to take increasing responsibility for reading the text to themselves. Select the focus for subsequent lessons based on your students' strengths and needs.

Phonemic awareness

Say: *This book is written as a rhyme. That means that some of the words in the book rhyme – they have the same sound at the end of them. Two words that rhyme are fun and run. Does anyone know any other words that rhyme?* Discuss students' responses.

Say: *This time I am going to read a verse and then I will ask you if you heard the words that rhyme.*

Read a verse at a time and then discuss the rhyming words that the students can hear, e.g. eat/meat, slops/stops, run/fun, trees/bees.

Phonics

Write the sentence *My dog Rags, he loves to eat* onto a chart. Read the sentence to the students, pointing to each word as you say it. Put a circle around the word *loves*. Say: *This word is loves. What sound can you hear at the beginning of this word? Let's say the /l/ sound together.*

Point to the letter "l". Say: *The word loves begins with the letter "l" and it makes the /l/ sound. Let's think of some other words that begin with the letter "l" and make the /l/ sound.*

Write the students' suggestions on the chart.

Extending oral language

Turn to pages 4 and 5. Say: *These pages are about how Rags eats. I am going to read them to you again. The author has used lots of words to describe how Rags eats. I want you to listen for these words as I read.*

Read the text. Ask: *What words describe how Rags eats?* Make a list of these words on a chart as students offer them as suggestions (gulps, gobbles, dribbles, drips, slurps, slops). Talk about the meaning of the words.

Fluency

Read one of the pages again to the students with fluency and expression. Say: *We know that this story has rhyming words in it. How is my voice different when I am reading a book with rhyming words?* Discuss students' responses.

Print concepts

Show the front cover to the students. Invite a student to come to the front and point to the title. Use the title to discuss the concept of a word and that letters make up words. Ask: *How many words are in the title of this book? Which is the first word in the title? Who can point to the word My? How many letters in this word? How many letters in the word Rags? How many letters in the word Dog? Which is the biggest word – the word with the most letters?*

Writing – Modelled

Ask: *What is something else that Rags might like to do?* Listen and talk about the students' ideas. Say: *I am going to finish writing a sentence about Rags using one of your ideas.*

Read a sentence starter: *My dog Rags, he loves to _____.*

Talk aloud as you write a word in the blank. Say: *I am going to write that Rags loves to jump. I need to write the word jump. I know it starts with the letter "j" so I will write that letter first. The next letter is "u", then "m" and it ends with the letter "p".*

Reread the sentence using a pointer pointing to each word. Invite individual students to come to the front and use the pointer to read the sentence with one-to-one correspondence between the written and spoken word.

Optional retelling activity

There is an optional retelling activity on the inside back cover of each shared book in the *Flying Start to Literacy* Shared Reading Collection. It is designed to help students remember what they have read. It helps them to focus on the main ideas, events, settings and characters to reinforce the students' comprehension.

Activity card

Rags likes to ...

You will need: a pencil

Write the initial letter of each word.

___ niff



___ wim



___ ig



___ leep



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Text: Kerrie Shanahan
Consultants: Susan Hill & Lyn Reggett
Designed by Derek Schneider
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Distributed in Australia & New Zealand by Lioncrest Education
Phone: +61 2 4991 2874 email: info@lioncrest.com.au
www.lioncrest.com.au
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Phone: +353 1 413 7230 email: info@folens.ie
www.folens.ie
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