

Lesson Plans

Early
reading stage

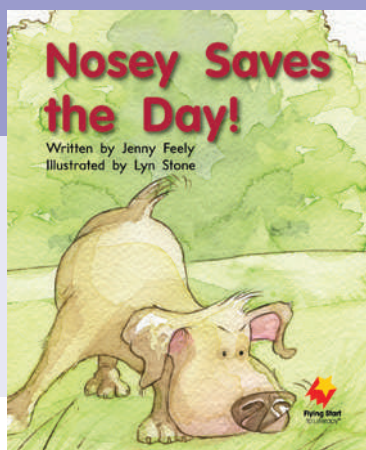
Level 7



Super Dogs explains how some dogs save people's lives by using skills such as sniffing, running, swimming and digging.

Running words: 84

Text type: Explanation



Nosey Saves the Day! is about a boy who gets lost. Luckily, Nosey sniffs and runs to find him.

Running words: 113

Text type: Narrative

High-frequency words

New: boy good one out very who

Key vocabulary

digging dogs lives lost ran smelling sniffed sniffs swimming

Phonics

- Identifying consonant blends – /sn/ as in *sniffing*, /sw/ as in *swimming*, /sm/ as in *smelling*
- Identifying the short vowel sound /o/ as in *lost*, *got*, *dog*; comparing this with the long /o/ sound as in *Nosey*

Text features

Super Dogs

Nosey Saves the Day!

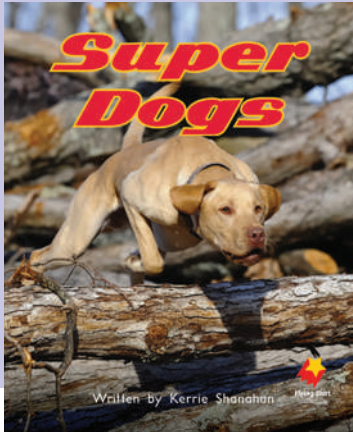
- Contents page, introduction, headings, visual summary
- First-person narrative; simple sentences

Reading strategies

- Reading with phrasing and fluency
- Attending to punctuation

ELL support	Key concepts	Curriculum links
- The introduction states the main concept. - Photographs support and extend text. - The concept map restates the main concept. - Illustrations are clear and support the story line.	- Dogs use skills such as sniffing, running and swimming to save people's lives. - Dogs use their sense of smell to find people who are lost.	- Health: Safety - Health: Relationships

Lesson 1 Super Dogs



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask them to talk with a partner about amazing things that dogs can do. Ask: *Can dogs save people's lives? How?* Give students the opportunity to share personal stories. Ask: *What things can all dogs do?* Brainstorm a list. Ask: *Why can some dogs save lives?* Elicit that they use skills such as smelling and running.

★ Have students turn and talk to a partner about the things that dogs can do. Have them share their ideas and record these on a chart.

Vocabulary building

★ Write *dig*, *smell*, *run*, *swim* and *sniff* on the board. Say: *These are all things that dogs can do.* Ask a student to choose a word to act out. The other students guess what word the student is acting out.

Introducing the book

Give each student a copy of the book. Say: *This book is called Super Dogs. It explains how different dogs use their skills to save people's lives.* Ask students to browse through the book. Ask: *What did you see the dogs doing?* Discuss students' responses. Read through the table of contents. Talk through the book. For example, on page 6, say: *What is this dog doing?* Respond using the structure of the sentences in the text: *Yes, this dog is very good at smelling.*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Say: *I am going to read this page fluently.* Read a page aloud with fluency. Say: *Now, can you read that? Try to make your voice sound smooth – like you are speaking.* Point out the full stops to the student. Say: *When you come to a full stop, you pause before reading again.*

After reading

Talking about the book

Ask the students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *How does the dog get people out of the snow?* (Literal)
How did sniffing help the dogs to find people? (Inferential)
How do the dogs know what to do when they are saving people's lives? (Synthesising)
Why did the author choose these dogs to write about? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I liked the way you read that fluently. I could hear each word you read. It was clear and your voice sounded smooth.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have pairs of students take turns to read a page aloud. Encourage them to focus on reading fluently. Students could record their reading on an audio recording device. After listening to the recording, students could rate their reading on a scale one to ten.

Word work

Phonemic awareness and phonics

Write *sniffing*, *swimming* and *smelling* on the board. Circle the first two letters of each word. Have students say each blend out loud (/sn/, /sw/ and /sm/). Ask students to list other words that begin with these blends.

Exploring words

Refer students to the graphic summary on page 16. Ask students to choose one word and write inflections for that word, e.g. *run*, *runs*, *running*. Have students share their ideas and create a group chart.

Writing

Modelled writing

★ Ask: *What else do dogs do to help people?* Discuss students' responses and make a list, e.g. guide dogs, dogs that visit sick people in hospital. Use the structure of the text to model writing about one of these dogs. Point out that in your writing you are explaining how the dog helps people.

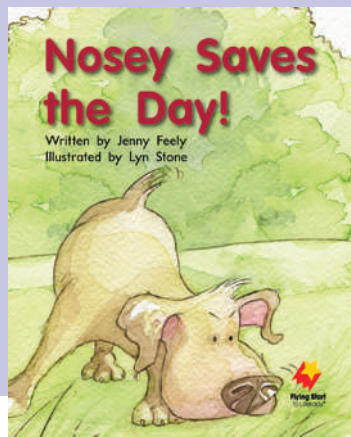
Independent writing

Have students refer to the list of dogs that help people and choose one of the dogs to write about. Encourage students to refer to the text to check the spelling of high-frequency words. Students can illustrate their writing.

Sharing and presenting

Compile students' writing into a class book. Read each page to the group. Give positive feedback on students' writing.

Lesson 2 Nosey Saves the Day!



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *When you have a pet, you need to look after it.* Ask students to talk to a partner about looking after pets. Say: *Did you know that sometimes pets look after their owners, too? Some dogs have helped to find their owners when the owner has been lost.* Encourage students to share personal stories about this topic.

★ Show students the front cover of the book. Say: *This is a dog named Nosey. What is he doing? Yes, he is sniffing.* Tell students that dogs have a good sense of smell. They can use this to find things.

Vocabulary building

★ Write *park*, *lost*, *dog*, *looked*, *sniffed* and *ran* on the board. Read through the list. Ask pairs of students to take turns saying one or more of the words in a sentence.

Introducing the book

Give each student a copy of the book. Say: *This book is called Nosey Saves the Day! It is a story about a boy who gets lost at the park. Why might it be called Nosey Saves the Day!?* Give students time to browse through the book. Talk through the book. Encourage students to look at the pictures and make predictions about the plot and the characters. For example, on pages 2 and 3, say: *Where is this family? Who is Nosey? What might happen next?*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could work in small groups to act out the story. Each student takes a part (Mum, the sister, Sam and Nosey). A narrator reads the text as the others act out the parts. Students can change roles.

Word work

Phonemic awareness and phonics

Write *lost* and *dog* on the board. Ask: *What sound do both of these words have?* Ask a student to circle the letter in each word that makes the short /o/ sound. List other words with this sound. Write *Nosey* on the board. Ask: *What sound does the letter “o” make in this word?*

Exploring words

Ask students to choose five high-frequency words from the book and write them on cards – each word is to be written on a separate card so there are two cards for each word. Students can join with a partner and use their cards to play Memory.

Writing

Modelled writing

★ Ask: *What other adventures could Nosey be involved in?* List students’ ideas. Model writing a narrative about one of these ideas.

Independent writing

Students write their own story about Nosey. Encourage them to explain their story idea to a partner before they begin to write. Remind students to use a capital letter for names of characters in their story.

Sharing and presenting

Students could take turns talking about their writing in a small group.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Ask individual students to read aloud. Encourage them to attend to the punctuation as they read. Point out the question mark on page 4. Say: *This means the sentence is a question. Make your voice sound like you are asking a question.* Point out the exclamation mark on page 16. Say: *This means you read the words strongly and loudly.*

After reading

Talking about the book

Ask the students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

Who found Sam? (Literal)

How did Sam get lost? How did Nosey find him? (Inferential)

Can all dogs do what Nosey did? Explain. (Synthesising)

Could this story be true? Why do you think this? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *Well done. I liked the way you paused at each full stop. You also read the question like you were really asking something.*

Talk about the pair

When the students have read both books, ask: *How did the dogs in these books help people?* List students’ ideas. Ask: *What have you learnt about dogs by reading these books?*

Students can work further with these books by completing the Activity card.

Blackline master

How dogs can save people

Use information from *Super Dogs* to fill in the chart below.
Draw your own picture in the last box.

Dog	How this dog saves people
	
	
	

Assessment

- Can the student find information in the text?
- Can the student record information appropriately in a chart?

Activity card

Top dog



Play this game with a friend.

What to do:

1. Cut out the cards.
2. Place the cards in a pile with your partner's cards.
3. Take turns picking a card, reading it and placing it on the bottom of the pile.
4. Keep a tally of the points you score for each turn.
5. The first person to reach 20 points is the winner.



This dog digs
a person out
of the snow.



This dog finds
a lost boy.



This dog
swims to land.



This dog jumps
into the water.



This dog runs
to get to a
lost person.



This dog
sniffs and runs.



This dog
plays with you.



This dog saves
a man in
the water.



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