

## What Dogs Like

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>dogs, run</p>
	<p><b>Tricky words</b></p> <p>Floppy, hates, like, likes, play, sleep, They, this, to, walk, what</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- W** Read the title, asking the children to use phonics if necessary to read the word 'Dogs'.
- W** Find the title of the book Biff is holding and read the words.
- C** (*Prediction*) Ask: *What do you think the book is about?*
- W** Find the word list on the back cover. Read the words together.

#### Strategy check

Ask the children to show you where to begin reading on each page.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- Help the children to use sounds and the sense of the sentence to work out new words.
- C** (*Summarising*) Ask: *Was there anything that Floppy didn't like?*

**Assessment** Check that children:

- hear and say sounds in words in the order in which they occur
- read some high frequency words
- know that print carries meaning and, in English, is read from left to right and top to bottom.

#### Returning to the text

- W** Look at pages 1, 2, 4 and 6 again and find the writing in Biff's book. Notice that it says the same as the story.
- C** (*Questioning*) Ask the children: *What happened at the end of the story?*
- C** (*Summarising*) Ask: *Can you tell me all the things that dogs like to do?*
- C** (*Imagining*) Ask: *What else do dogs like? Can you think of another page for the book?* (e.g. swimming, going in the car)

## Group and independent reading activities

**Objective** Know that print carries meaning.

**C (Questioning)** Ask: *What do you think a book called 'What Dogs Like' will be about? What does the book say dogs like?* On pages 1, 2, 4 and 6, read the sentences again, and ask the children to point to the word that tells us what dogs like to do (i.e. play, walk, sleep, run). Find each word again in Biff's book.

**Assessment** Do the children understand that the print tells us what dogs like?

**Objective** Link sounds to letters.

**W** Ask the children to find a word that begins with the phoneme you say, e.g. look at page 1 and say: 'p'. Repeat on other pages with words such as walk, sleep, like. On page 6, remind the children how to say all the sounds in the word 'run' and blend them to read the word.

**Assessment** Could the children recognise the sounds and link them to the letters on the page?

**Objective** Show an understanding of the elements of stories such as main characters.

**C (Questioning, Clarifying)** Ask the children to use the story to make up some questions about Floppy, e.g. *Does Floppy like to run?* Any child who makes up a question may choose someone in the group to answer it.

That person makes up the next question. Make up some more questions to encourage children to use knowledge they have from other stories, e.g. *Do you think Floppy likes getting muddy? Is Floppy a happy dog, or a cross dog? Does Floppy like cats?*

**Assessment** Can the children make up questions about Floppy and tell you what he likes?

**Objective** Read some high frequency words.

**W** Read the word list on the back cover with the children. Ask: *Which of these words can you find in the title?* Notice the capital 'L' and ask the children if they know why it is a capital. Choose any word from the list and ask the children to find a page where it occurs. Ask one child to say the page number, and ask everyone in the group to check that it is right. Read the whole sentence each time. Find each of the words in the list several times, on different pages.

**Assessment** Could the children recognise the words and being to read them on sight?

## Speaking, listening and drama activities

**Objective** Use talk to organise, sequence and clarify thinking.

**C (Summarising, Clarifying)** Discuss what a dog needs, e.g. collar, lead, basket, food, toys, etc. Use the ideas from the pictures in the story, and children's knowledge of looking after pets. Make a list. Ask the children to remind you what to write. Encourage each member of the group to contribute at least one idea.

## Writing activities

**Objective** Write captions and begin to form simple sentences.

**C (Summarising)** Ask the children to use the book to choose one of the things that dogs like to do. Ask them to draw the picture, then finish the sentence, 'Dogs like to...'

**Assessment** Could the children draw the picture and complete the sentence?

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