



Before Reading

Text Type **Date.../.../...**

- Draw children's attention to the:
 - author and illustrator
 - illustrations
 - chapter titles.
 - Ask "What type of book is this?" (Narrative)

Visual Literacy **Date.../.../...**

What ideas about the main character do you have when you look at the front cover? Describe the main character(s) expression.

Background Knowledge **Date.../.../...**

Discuss feelings of fear. Is everyone afraid of something or do you think there are people who are scared of nothing? Describe a time when you have felt brave.

Phonological Awareness **Date.../.../...**

Ensure students know these phonological patterns:

- Long e sound: asl p (p.12), breathe (p.15), reached (p.15), really (p.4), str (p.5)
- Long o sound: bQn (p.6), hQ[g (p.13), ner (p.6)
- Long a sound: brAVI: (p.4), pAinted (p.6), raci: (p.23) Ask students to name the vowels. Identify their letter names as long sounds, e.g. 'e' as in 'sleep' and 'a' as in 'day' Ask, what short sounds do these letters represent?
- E.g. 'e' as in 'get', 'a' as in 'and'. Say a list of words that contain short and long vowel sounds. If the word contains a long vowel sound, students make a 'thumbs up' sign. If the word contains a short vowel sound, students make a 'thumbs down' sign.
- Write the word 'mat'. Does the 'a' have a short or long sound? (short) What happens when an 'e' is placed at the end of 'mat'? i.e. 'mate'. How does the sound of the 'a' change? Repeat with other vowels and words, e.g. add 'e' to 'hat'; add 'e' to 'fin'; add 'e' to 'cut'. Write some non-words e.g. 'plac', 'skat', 'hor. What real words are made when 'e' is added to the end of these letter groupings?

High Frequency Words **Date.../.../...**

across, anyone, far, high, himself, maybe, remembered, short, since, wasn't, white, yesterday

Vocabulary:

beware, bone, brave, breathe, circle, fence, flip, heart, owner, picture, playground, relax, scary, secret, shoe, strange, throat, white

Write the words on cards. Include some known high frequency words from past levels for revision. Analyse the words for their spelling patterns, e.g. 'o' in 'short'; words within words: yesterday (yes, day); compound words: may + be, him + self; syllables: re / mem / bered. Discuss strategies for scanning a text to locate words. Have the students scan the text to locate words in the text as quickly as they can. The first to say and locate the word wins a point.

Motivation/Purpose **Date.../.../...**

The purpose of the text is to entertain with a story about Nick, who may be brave when it comes to riding his skateboard, but who is scared of a dog that lives behind a high fence in his street.

During Reading

Vocabulary in Context **Date.../.../...**

Discuss the meaning of each vocabulary word. Write *It's only a dog.* (p.9) Ask students why the word 'it's' has an apostrophe. What words are joined together to make these contractions? What letter is left out in each? Remind students that an apostrophe is only used in 'it's' if it is the contraction for 'it is' e.g. *It's only a dog.* (It is only a dog.) Repeat with 'couldn't', 'didn't', 'he'd'.

Write *breath* (p.18) and *breathe* (p.15). What effect does the 'e' at the end of breathe have on the 'ea' and 'th' sounds? Have students use each word in a sentence to show their understanding of the meaning of each word.

Checking for Meaning **Date.../.../...**

- Literal:**
 - What does Nick do that makes people say that he is brave? (p.4)
 - What does Scar's owner do to make people scared of Scar? (p.6)
 - What type of dog is Scar? (p.23)

Inferential: **Date.../.../...**

Why do you think Scar's owner calls his dog Scar?
How do you think Nick feels when he realises Scar is a tiny dog?

Response: **Date.../.../...**

Would you describe Nick as brave?
Think of a time when you were scared in a situation or place. How did you feel?

Grammatical Patterns **Date.../.../...**

Make sure students understand the following components of a narrative:

- Orientation: introduces the main characters and tells where and when the story takes place: *Nick is brave at skateboarding, but he is scared of a dog named Scar.* (pp.4-5)
- Complication: the sequence of events develops a problem for the main character: *Nick walks past the fence and sees a hole - Scar has escaped. Nick runs to the park to hide from Scar.* (pp.8-22)
- Resolution: the problem is solved and things return to normal: *Scar's owner appears and Scar runs to him. Nick can't believe he was scared of such a tiny dog.* (pp.23-24)
- Use of particular nouns to refer to particular people, animals and things: *Nick, Scar, fence, skateboard*
- Use of adjectives to describe nouns or build noun groups: *a high fence* (p.5), *a monster-sized hole* (p.13)
- Use of adverbs and phrases of time (when), manner (how) and place (where) to build story information: *behind a high fence* (p.5), *Yesterday*, (p.8)
- Use of action verbs and verb groups to indicate action and emotion: *digging, scratching, growling* (p.8)
 - Use of saying verbs: *muttered* (p.9), *shouted* (p.9)

Fluency and Punctuation Patterns

Date.../.../...

Many sentences are simple, containing one idea, and are to be read without a pause: *Nick was really brave.* (p.4), *Maybe Scar was asleep.* (p.12)

Some sentences are complex, containing additional information linked by a dash: *Since the first day Nick saw it, he had dreamed about Scar - scary dreams, where he was running.* (p.7) Demonstrate how to read this sentence, pausing at the dash to indicate a link between the ideas.

Ellipses are used to slow down the pace of the text for dramatic effect: *No people or ...* (p.16.), *The man grabbed the little dog, and ... kissed it.* (p.23)

Demonstrate how to pause and hold at an ellipsis. Have the students echo your reading.

These punctuation patterns occur in the text:

- Use of exclamation marks to indicate surprise: *Oh no!* (p.13), *Wait!* (p.17)

- Use of question marks to ask rhetorical questions:
 - What was that?* (p.16), *Was that a toil?* (p.18)
- Use of commas separating independent and dependent clauses in complex sentences: *But, the next time Nick walked past Scar's fence, he still felt jumpy.* (p.10)
- Use of commas separating beginning words and phrases: *Sometimes, Nick could scare himself just thinking about Scar.* (p.9)
- Use of apostrophes in contractions: *It's* (p.9)
- Use of apostrophes of possession: *dog's owner* (p.6), *Scar's fence* (p.10)
- Use of hyphens to link words to create adjectives: *monster-sized* (p.13), *high-pitched* (p.18)

Critical Literacy **Date.../.../...**

What is the 'twist' in the story? What does the author do to make you think that Scar is a big, scary dog? What ideas about being brave do you think the author wants you to think about when you read this story?

Linking Visual and Written **Date.../.../...**

What visual clues does the illustrator use to make you believe that Scar is a big, scary dog? Note the lettering style of the book title, the use of red dripping paint on the fence (p.6), and the size of the dog's shadow (p.7).

After Reading **Date.../.../...**

Assist students in retelling the story in their own words, identifying the orientation, complication and solution.

Activities

Students will:

- recall the elements of the story characters, setting and plot in a story outline
- expand contractions and rewrite words as contractions
- complete missing letters in words that represent long vowel sounds
- identify and create phrases of time and place.

Comprehension (meaning)

Phonics (visual)

Vocabulary (structure)

Writing (structure)