

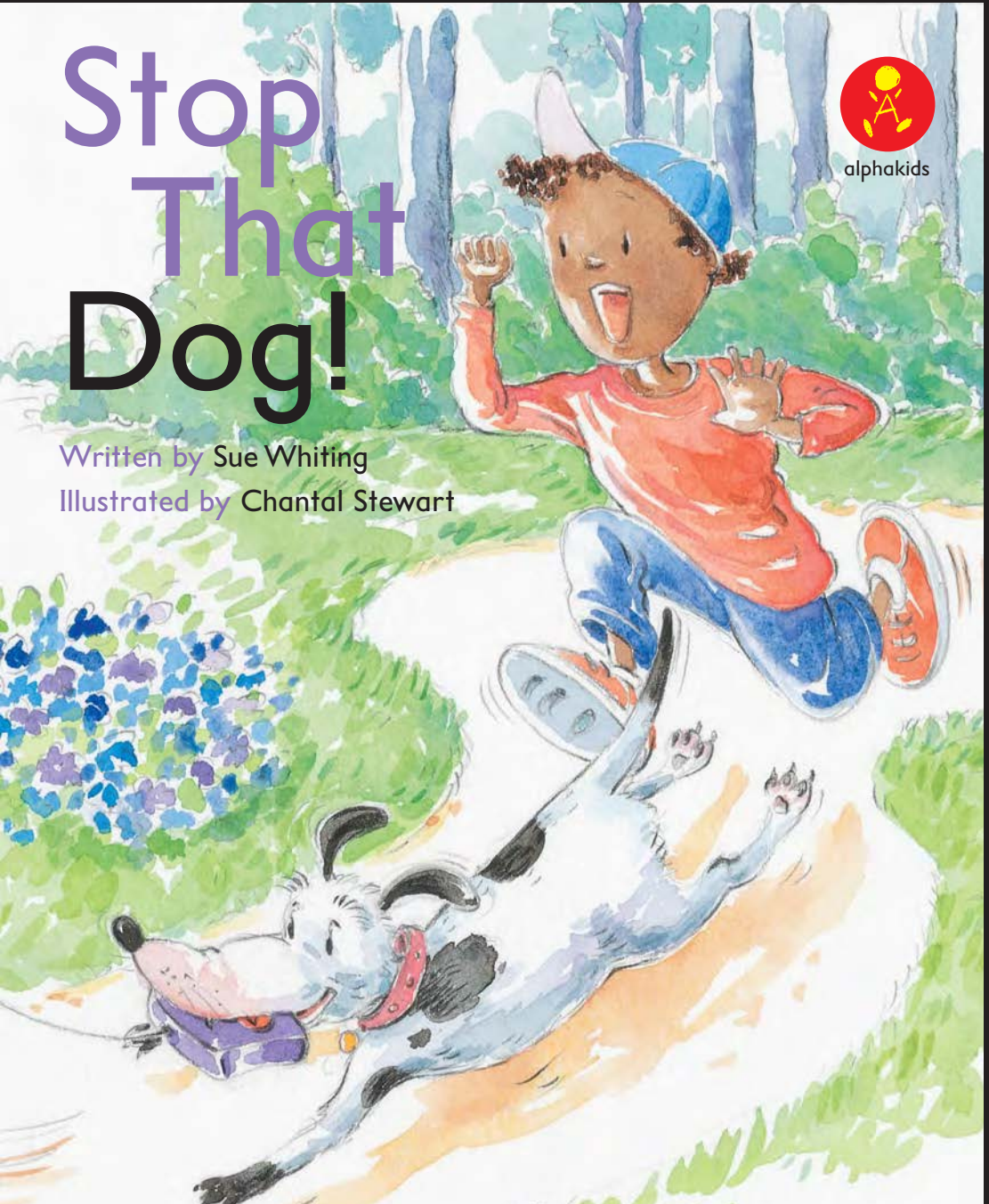
Stop That Dog!

Written by Sue Whiting

Illustrated by Chantal Stewart



alphakids



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How to use this book

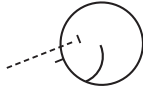
Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.



During reading: Observe and support

Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Comprehension, returning to the text, responding and writing links

To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.



Text highlights

- Words are emphasised by increasing the font size
- A range of punctuation is used: capital letters, exclamation marks and speech marks

Vocabulary

stop, park, zoom, remote-control car, crash, woof, barked, snatched, past, chased, shouted, flying, kite, screamed, knitting, playground, swings, pond, hot dogs, cried, yelled

Setting the context

Ask: *Have you ever seen a dog running around, causing problems? What problems did the dog cause? Who got angry or upset? How did the problem get solved?*

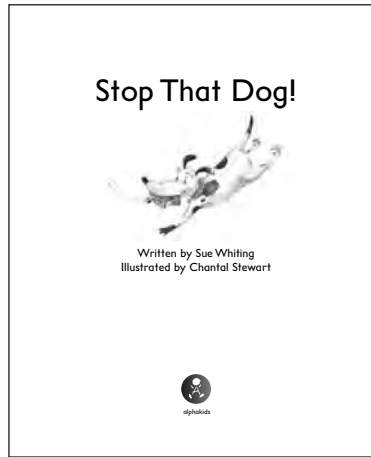
Introducing the book

This book is called 'Stop That Dog!'. The story is about a dog that causes a lot of trouble in a park when he runs away with a boy's remote control. The dog ends up being chased by lots of people but finally comes to stop at his owner's hot dog stand.



Front cover

What is this dog doing? Who is he running away from? Why is the boy chasing him?



Title page

Read the title together.

What has this dog got in his mouth? What is he going to do?

Point out the names of the author and the illustrator.



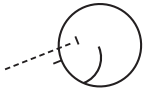
Talkthrough

This boy's name is Tom. He is playing with his remote-control car.

Point out the capitalised words on the page.

Why are these words written in capital letters? What does this tell us? How would you read these words?

What do you think will happen next?



Observe and support

Can the child explain why some words are written in capital letters? Point to the word 'ZOOM!'.

Why is this word written like this? How would you read it?

Why does it have an exclamation mark after it?

Tom was playing with his new
remote-control car in the park.

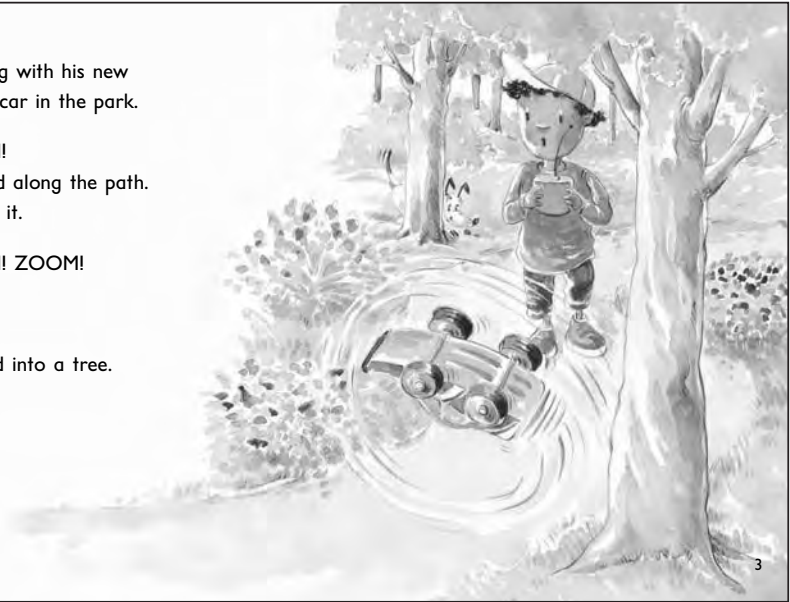
ZOOM! ZOOM!

The car zoomed along the path.
Tom ran behind it.

ZOOM! ZOOM! ZOOM!

CRASH!

The car crashed into a tree.





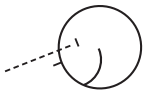
Talkthrough

Look at pages 4–5.

What has happened? What does Tom say? What does the dog do? What will Tom do? What will happen next?

Turn the page.

Were you right? What has happened now? What does the girl say? What will she do? What will happen next?



Observe and support

Does the child integrate information on the page to solve problems?

If the child cannot read the word ‘screamed’:

What can you see that would help you work out this word?

What can you see in the illustration? What does the girl’s face tell us? What would make sense? What letter does the word start with?

A dog ran up behind him.

'Woof! Woof!' it barked.
Then it snatched the controls
and ran off.

'Hey! Stop!' called Tom.

The car zoomed off.
It zoomed past the dog.
The dog chased the car
and Tom chased the dog.

'Stop that dog!' shouted Tom.



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A girl was flying a kite in the park.
The car zoomed past her.
The dog crashed into the girl.

'Aaah!' screamed the girl
as the dog ran away with the kite.

'My kite!' shouted the girl.

'My car!' shouted Tom.

'Stop that dog!' they shouted.



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Talkthrough

What has happened now? Were your predictions correct?

What do you think will happen now? What will the lady do?

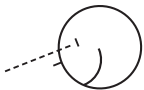
What does she say?

Turn the page.

What does the dog do to the girl on the swing? What does

the dog do to the man on the bridge? Where is he running?

What will happen next?



Observe and support

Can the child use phonic understanding to work out new words such as ‘knitting’? (page 8)

Can you break up the word? What sound do the letters ‘kn’ make? What sound do you think the word will finish with?

Can the child use the illustrations on pages 10–11 to work out the sequence of events?

Which picture do I look at first? Now where do I look?

A lady was knitting by the pond.
The car zoomed past her
and the dog ran through her knitting.

'Stop!' screamed the lady.
But the dog kept running after the car.

'My knitting!' shouted the lady.

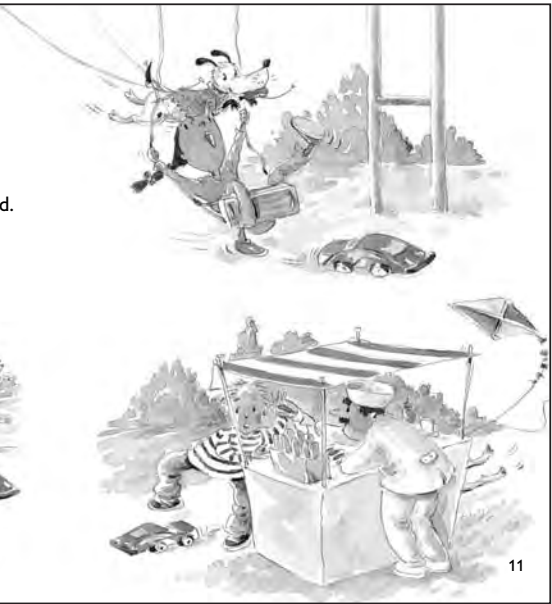
'My kite!' shouted the girl.

'My car!' shouted Tom.

'Stop that dog!' they shouted.



The car zoomed around the pond.
It zoomed through the playground
and under the swings.
Then the car zoomed past a hot dog stand.





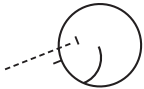
Talkthrough

Read the text and look at the illustrations on pages 12–13.

Why has the dog stopped? What happens to Tom, the girl and the lady? Look at the dog's face. Do you think he is trying to hurt everyone?

Turn the page.

What are the people doing? What might they say? Why do they look happy? What does the man in the hot dog stand say?



Observe and support

Can the child infer meaning from the text?

Why did the dog stop? What makes you think that?

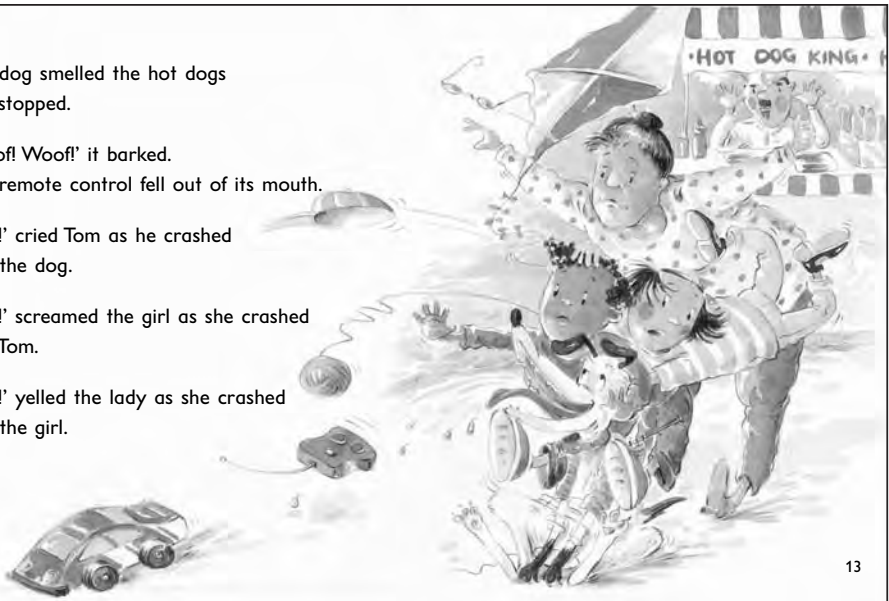
The dog smelled the hot dogs
and stopped.

'Woof! Woof!' it barked.
The remote control fell out of its mouth.

'Ahh!' cried Tom as he crashed
into the dog.

'Ahh!' screamed the girl as she crashed
into Tom.

'Ahh!' yelled the lady as she crashed
into the girl.



12

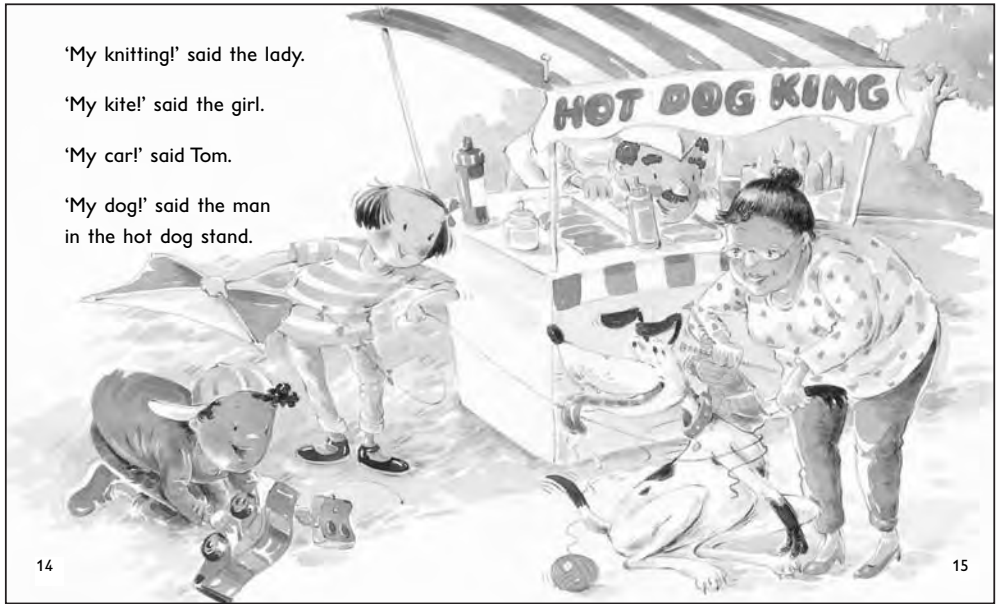
13

'My knitting!' said the lady.

'My kite!' said the girl.

'My car!' said Tom.

'My dog!' said the man
in the hot dog stand.



14

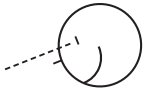
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Talkthrough

What has happened? Why does the man in the hot dog stand give everyone a hot dog?

What does the dog say?



Observe and support

Does the child monitor their own reading? Do they notice when errors occur?

How did you know that was wrong? What did you think about? What could go there? What would sound right? What would look right?



'Woof! Woof!' barked the dog.

Stop That Dog!

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What was the first problem the dog caused?

Why did the dog stop when he got to the hot dog stand?

Why did the dog's owner give everyone a hot dog?

Should dogs be allowed to run around freely in parks? Why do you think that?

Being a code breaker

Children may like to explore the following language features:

- Use of capital letters to emphasise noise words: ZOOM!, CRASH!
- Words used to indicate speech: barked, cried, screamed, yelled, called, shouted.
- The rime 'og': dog, bog, cog, fog, hog, jog, log.

Being a text user

What kind of book is this? How do you know?

How do you read it?

What happens at the start of the book?

What problem occurs?

How is it solved?

Being a text critic

Are all dogs like the one in the book?

What would you have done if you were Tom? Would you have chased the dog?

Why or why not?

Responding to text



Children could work in cooperative groups to make stick puppets of the characters in the book. Each group could use their puppets to retell the story as a play.



Children could make a list of words that indicate how different animals would speak in a story: barked, meowed, squeaked. Encourage the children to use these words to write sentences. They can take turns to say their sentences, trying to use their voice expressively.



Write the sentence on the board:

'My car!' said Tom.

Underline the word 'said'. Make a class list of all the different words that could be used instead of 'said': cried, screamed, yelled, shouted.

Assessment

Can the child:

- Explain the purpose of different punctuation found in the book?
- Use text features to read the book expressively?
- Explain different aspects of the plot: Why was the boy at the park? What went wrong? How did the people solve the problem?



whole text activity



sentence activity



word activity

Writing links

Shared/guided writing

Have the children imagine the dog causing chaos at the beach by taking things from people and burying the items in a big hole.

Where could he be? Who might be there? What might they be doing? How could the dog cause a problem for each of these people? How might the people get the dog to stop?

Independent writing

Children could write the next episode for the book. Encourage them to use dialogue and words that convey what each character is feeling.



Teacher Edition

Topic: People and places

Curriculum link: English

Text type: Narrative

Reading level: 16

Word count: 277

Vocabulary: stop, park, zoom, remote-control car, crash, woof, barked, snatched, past, chased, shouted, flying, kite, screamed, knitting, playground, swings, pond, hot dogs, cried, yelled

Possible literacy focus

Exploring a range of punctuation.

Reading a range of text features to enhance expressive reading.

Recalling a sequence of events in a narrative.

Identifying plot features: orientation, problem and resolution.

Summary

This book is a humorous narrative about the chaos caused by a dog as he runs through a park.

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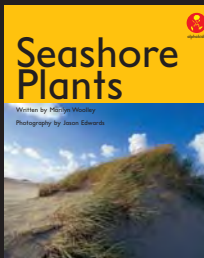
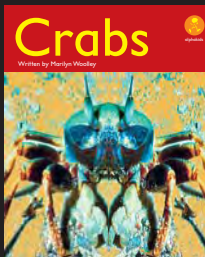
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Other books at this level

Animals

That Sting

Written by Claire Savoy
Photography by Garry Lewis



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