

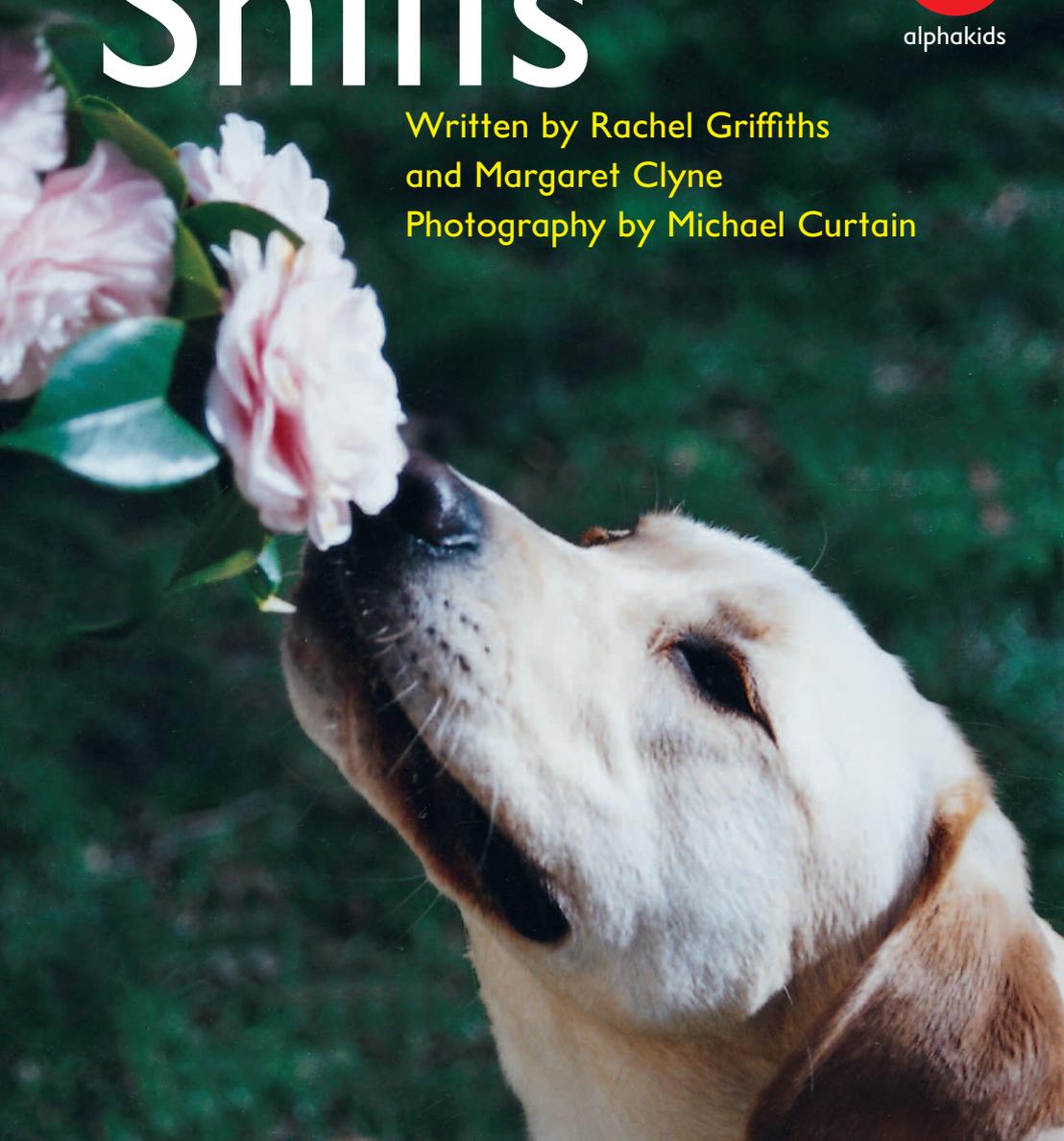
Teacher Edition

Sniffs

Written by Rachel Griffiths
and Margaret Clyne
Photography by Michael Curtain



alphakids



Published edition
© Eleanor Curtain
Publishing 2004

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Elizabeth Golding
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3363 4

1 2 3 4 5 6 7 8 9
04 05 06

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 the children by helping 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 children's reading should be minimal and focused on specified learning needs.

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

- There are three lines of text on every page except the final one.
- The sentence form: 'My dog likes to sniff. She likes to sniff the ...'

Vocabulary

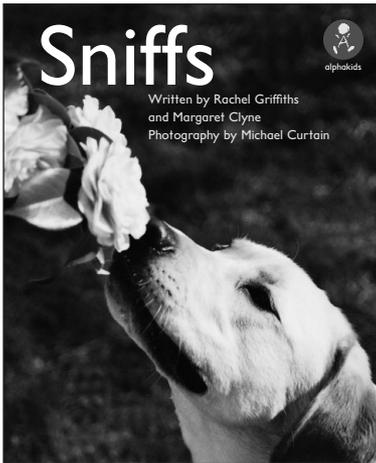
ball, flower, grass, hat, shoe, sniff, sniffs

Setting the context

Discuss the habits of dogs with the children. What do dogs like to do? Introduce the idea that dogs like to sniff. Ask the children about what dogs like to sniff.

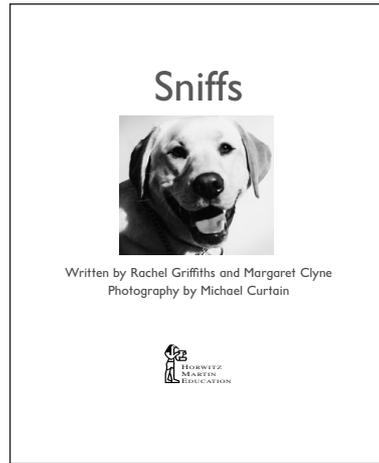
Introducing the book

This is a book about a dog and the things she likes to sniff. It is written as if a boy is speaking to us as we read the book. Ask the children to predict what the dog might sniff throughout the book. Turn through the book, encouraging the children to confirm their predictions.



Front cover

Look at the cover. Talk about the picture. *What is the dog sniffing here?* Point out the names of the authors and the photographer. *This book was written by two people.*



Title page

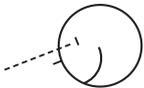
What is this book called? What do you notice about the word 'Sniffs'? Point out that the word contains double letters.



Talkthrough

What is the dog sniffing here? The boy says, 'My dog likes to sniff.'

Can you find the word 'grass'? What helped you to find this word?



Observe and support

Do the children know where to start reading and which way to go? Can they make a return sweep?

Can you show me where to start reading? Where do I go next?

My dog likes to sniff.
She likes to sniff
the grass.



2



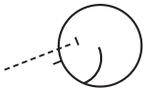
3



Talkthrough

Now the dog is sniffing something else. What is it? What kind of shoe is it?

Can you see any words on this page that you know? Can you see 'She'? Can you see 'likes'?



Observe and support

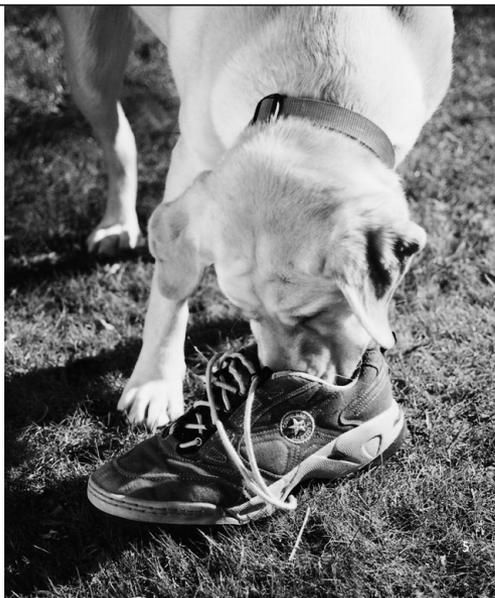
Do the children recognise the high-frequency words: my, likes, to, she, the?

Can you find the word 'my'? How did you know that it was 'my'?

My dog likes to sniff.
She likes to sniff
the shoe.



4

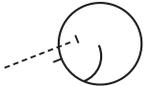




Talkthrough

Now the dog is sniffing a ball.

Point to the word 'ball'. Ask the children to tell you what they notice about this word – it has double letters.



Observe and support

Can the children use the pictures to help them work out unknown words?

How did you work out the word 'ball'? Did you look at the picture as well as the word?

My dog likes to sniff.
She likes to sniff
the ball.



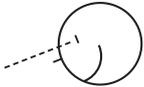
6





Talkthrough

What is the dog sniffing now? What else do you think the dog might do to the hat?



Observe and support

Do the children understand that the text is a factual recount?

Can you tell me who is telling us the story? Is it a true story?

Why or why not?

My dog likes to sniff.
She likes to sniff
the hat.



8

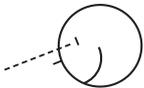




Talkthrough

This time the dog is sniffing something that grows outside. It grows on a bush. What is it?

What else do you think she might try to do?



Observe and support

Do the children understand what they are reading?

What is the dog sniffing this time?

My dog likes to sniff.
She likes to sniff
the flower.



10



11



Talkthrough

*This page shows us something else the dog likes to sniff.
Point out the words 'My' and 'me'. Ask the children to
look carefully at these words.
What is different about these words?*



After reading

Being a meaning maker

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

What things does this dog like to sniff?

Does she like to sniff shoes?

Does she like to sniff flowers?

Why might the dog like to sniff the boy?

Being a code breaker

Explore the following language features:

- Words that rhyme with 'dog': bog, cog, fog, hog, jog, log.
- Words that rhyme with 'she': be, he, me.
- Words that rhyme with 'my': by, cry, fly, try, shy.

Being a text user

Refer to the text when discussing these questions:

What does this book teach us about dogs?

Is the information true?

How could we check the information?

Being a text critic

At the end of the book the boy tells us that the dog likes to sniff him, too. How would the book be different if the last page said, 'My dog likes to sniff cats'?

Are all dogs like this dog?

Responding to text



Have the children work in cooperative groups to make stick-puppet dogs, and perhaps also the things that the dog in the book likes to sniff. The puppets could be used to make a readers' theatre of the book.



Provide the children with either sentence strips, with each strip showing one line of text, or all the words on a page cut out separately. Encourage them to reassemble the text.



Provide magnetic letters and baking trays and ask the children to make words from the text: dog, likes, my, she, sniff, the, to

Writing

Talk with the children about the structure of the book, which is a factual recount. Have the children innovate on the text by writing a couple of sentences about an animal that sniffs different things or about things their own pet does.

Assessment

Can the children:

- check what they read by looking at such things as the initial letter of a word or a picture?
- identify that the book is factual and is a recount and explain the features that led them to this opinion?



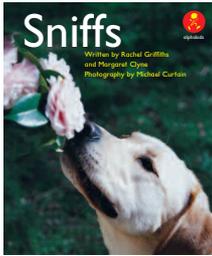
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Dogs

Curriculum link: SOSE

Text type: Recount

Reading level: 3

Word count: 65

High-frequency words: likes, my, she, this, to

Vocabulary: ball, flower, grass, hat, shoe, sniff, sniffs

Possible literacy focus

Cross-checking what is read with other information on the page.

Exploring the features of a recount.

Summary

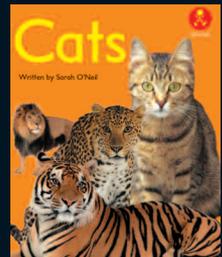
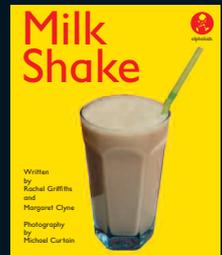
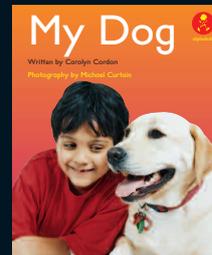
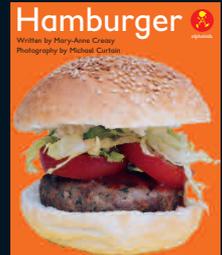
In this book, a boy describes some of the things that his dog likes to sniff. The photographs show the dog sniffing each item and a close-up of each item.

ISBN 0-7253-3363-4



9 780725 333638

Other books at this level



alphakids