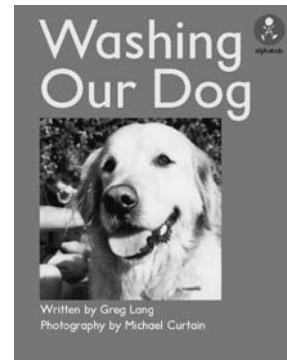


Washing Our Dog

Written by Greg Lang

Photography by Michael Curtain



Getting ready for reading

Talk about any pets that children might have. *What are they? Do they need to get washed? What do these pets do when it is time to have a bath?*

Talking through the book

You might say: *This book is called 'Washing Our Dog'. It tells us about how this dog got washed.* You might ask the children to predict what will happen in the text. *Will the dog like getting washed? Who will wash the dog? How will they do it?* Turn through the book asking the children to confirm or change their predictions. *Do you still think the mother will wash the dog? Do you still think they used shampoo?*

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

Who washed the dog?

How did they do it?

How did the children feel about washing the dog?

How did the dog feel about being washed?

Do all dogs feel this way?

Why do you think the dog likes it when the children get into the pool with him?

Why is the dog very tired after his wash?

Being a code breaker

Vocabulary

- High-frequency words: *our, is, a, big, has, long, and, like, to, on, the, get, very, into, we, when, have, of, because, us, but, with, him*
- Word families: *dry – by, cry, fly, my, shy, pry, try*
dog – bog, cog, fog, hog, jog, log

TEXT FEATURES

- **This book is a recount telling how two children wash their dog.**
- **Text supported by colour photographs.**
- **Text is separate from photographs.**
- **Text placement varies**
- **Between one and five lines of text to a page.**
- **Line breaks support phrasing.**

Sounds and letters

- Hearing sounds: Children can listen for words with the /sh/ sound in them and identify whether the sound is at the beginning, end or in the middle of the word – *wash, push, splashes, shampoo*

Writing conventions

- Punctuation: capital letters, full stops, commas, ellipses, exclamation marks
- Grammar: contractions – *it's*
- Use of plural when talking about the dog – *our, we*

Being a text user

Discuss:

What type of book is this? Fiction? Or factual?

Does it teach you how to wash a dog?

Being a text critic

Discuss:

Do all dogs get washed this way?

Do all dogs dislike getting washed?

Would you be allowed to wash a dog in this way?


How is this family like your family? How are they different?

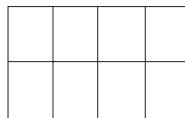
Literacy learning centres

Book browsing centre

Provide books about dogs for children to read with a partner, for example: Spot books by Eric Hill, *Hairy Maclary from Donaldson's Dairy* by L. Dodd, and *My Dog Rosie* by I. Harper.

Writing centre

Children can retell the story using a comic-strip format. Provide folded  paper for them to use.



Interactive literacy centre 1

Children can work in cooperative groups to make a mural showing how to wash a dog, as described in the text. Encourage them to write labels to explain exactly what to do.

Interactive literacy centre 2

Have children act out the story with different children taking the role of the dog. They could then choose another animal to wash, such as a snake or an elephant, and use this to act out a story of their own based on *Washing Our Dog*.

Keeping track

Children's retellings can be assessed against predetermined criteria, for example:

Did the retelling cover the main parts of the story?

Did it include catch phrases or important words?