



Running words: 39

Book Summary

A puppy plays around the house, making a big mess.

Building Basic Skills

High-frequency words – The, and, the

Content words – Puppy, puppy, socks, blocks, soap, rope, mat, bat, cat, Stop, that

Repeated phrase – The puppy and the

Phonics and phonemic awareness

– S (Stop), s (socks, soap, blocks), Th (The), th (the, that); -at rime (mat, bat, cat, that)

Punctuation – full stops, capital letters, exclamation marks

Special Features

Rhyme at the end of each line

Rhyming poem using phrases not complete sentences

Skills and Strategies

The Puppy can be used to introduce and reinforce:

- responding to simple questions about the story content
- reading a variety of simple high-frequency words in context
- writing using the conventions of capital letters and full stops

B recognising rhyming words.

Materials

- copies of words and punctuation for this book from page 89, cut and ready for use
- copies of BLM, scissors, glue, pencil, felt-tip pens
- water-based paint, painting shirts/aprons, wipeable tabletop
- paper divided into three sections, scissors, glue

The Puppy

by Jane Buxton

illustrations by Dick Frizzell

Introducing the Text

On the board, sketch a picture of something that is mischievous, for example, jumping in mud puddles. Tell a story about your picture then give children a minute to think, with no talking or interaction, before encouraging them to share their own experiences of being mischievous. How did they feel when they were told to stop?

Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *We are going to read about a puppy who keeps getting into mischief.*

Page 3 – *Why might the puppy get into trouble? What else can you see in the picture that the puppy might like to play with? Discuss the rime in “socks” and “blocks”.*

Page 5 – *How might the puppy be feeling now? Find the word rhyming with “socks” in the text on page 4.*

Page 7 – *What is in the bucket? How could playing with soap cause a problem? Encourage children to find something in the picture that rhymes with “soap”. (rope)*

Page 9 – *Why might the puppy get into trouble here? Find the word rhyming with “soap” in the text on page 8.*

Pages 11–15 – Discuss the pictures, predicting what the puppy might play with next. Draw children's attention to the similarities in “mat”, “bat”, and “cat”.

Page 16 – *What does the look on the faces of the puppy and the cat tell you about how they are feeling? Who do you think told them off?*

Reading the Text

Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page.

Page 2 – Remind children that the exclamation mark symbolises expressive reading. Clarify where to start reading and encourage children to point to each word as you quietly read aloud together.

Page 4 – Point to the first word together and encourage children to read quietly to themselves. Observe accuracy of one-to-one matching.

Pages 6–16 – Encourage children to read the remaining pages quietly and expressively to themselves, looking for exclamation marks at the end of each line.

Revisiting the Text

- Rewrite ‘The Puppy’ as a poem on chart paper. Read together expressively, noting the rhyme at the end of each line.
- Discuss the puppy's feelings at different stages in the story. Brainstorm suggestions using either words or drawings of faces with different expressions to illustrate the puppy's changing emotions. Encourage children to share stories of times when they have felt like this.
- Search the text for words ending with “s” or “t”. Write these words on the board and practise reading them aloud together, clearly articulating the final sound.
- Using the words and punctuation for this book from page 89, reassemble the sentences with children.

Following Up

B Children cut and paste rhyming words into the appropriate sets on the BLM activity opposite.

Pour water-based paint onto a wipeable tabletop. Children write the high-frequency words “The”, “the”, and “and” in the paint with their finger. Have the words written on the board so that children do not handle their books!

- On a piece of paper divided into three equal sections, children draw a three-part picture story of a mischievous activity that they like to do. Emphasise the importance of facial expressions to help tell the story, for example:
Picture 1: walking in the rain – uncomfortable face;
Picture 2: jumping in puddles – laughing face;
Picture 3: going home to change into dry clothes – tired face.