

Book Summary

The family dog goes on holiday and joins in with all the family fun.

Repeated Phrases

Mum and Jill went ___.
Dog went too.

Text Type – Narrative

Materials

- copies of words and punctuation for this book from page 115
- copies of PCM, pencils, felt-tip pens
- card, Popsicle sticks

Dog on Holiday



by Dot Meharry
illustrations by Donovan Bixley

Set D

Skills and Strategies

Reading *Dog on Holiday* will reinforce the following objectives and give the children the opportunity to:

W hear and recall the sounds in words sequentially

S understand that the text must make sense and use cues to monitor this

T locate information

>Create innovate on the story to create own versions of stories, plays, and songs.

Word Study

- High-frequency words: Dog, on, Mum, and, went
- Punctuation: full stops, exclamation mark, capital letters
- Phonics and phonemic awareness:
 - s – skating, surfing, swimming
 - sh – fishing, shopping
 - “ing” word ending – fishing, walking, shopping, skating, surfing, swimming

Speaking and Listening

Use this text to help the children:

- share ideas about the story with others in the group
- sequence the story using own words.

The Guided Reading Lesson

Introducing the text

Ask the children about the pets they have at home. Talk about what happens to these pets when the children go on holiday with their families. Discuss the sort of activities they do when they go on holiday.

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – This dog has gone on holiday with its owners. Where do you think they have gone? How do you know?

Title page – Together, read the title and the names of the author and the illustrator again.

Pages 2 and 3 – How do you think they are feeling? Introduce Mum and Jill and locate their names.

Page 5 – What are they doing here? Why have they taken their backpacks?

Page 7 – What sort of safety equipment are they wearing to do this activity?

Page 9 – What do you think Mum and Jill might catch? What sound can you hear at the end of the word “fish”?

Page 11 – What are Mum and Jill doing now? Have you ever done this? How does Dog feel? How can you tell?

Pages 12 and 13 – *What could they buy for Dog?*

What sound can you hear at the beginning of the word “shopping”? Where else did we hear this sound?

Page 15 – What is happening on this page?

Page 16 – What do you think Dog is thinking?

What do you think Mum and Jill are thinking?

The children can now read the book again independently.

Revisiting the Text

- Have the children sequence the events of the story in their own words. They could pretend they are Dog and tell the story from his point of view.
- Locate the exclamation mark and discuss its purpose. Have the children read page 16 with expression.
- Using the words and punctuation for this book on page 115, reassemble the sentences with the children.

Following Up

Create Innovate on the story to create own versions of stories, plays, and songs.

- Using card and Popsicle sticks, ask the children to make simple puppets of themselves and a pet. The children could then take turns to give a puppet show, orally retelling their own story about a holiday with their family and a pet.

PCM On the PCM activity opposite, children practise writing “went” to complete the sentences and draw illustrations in the boxes.