

Book Summary

Puppy runs away with various items from around the house, including a very prickly rose bush!

Repeated Phrases

The puppy ran away with the ____.

Text Type – Poem

Materials

- copies of words and punctuation for this book from page 139
- copies of BLM, pencils, markers
- a large sheet of paper, smaller sheets of paper, crayons, dye, black waterproof markers

Poor Puppy!

by Jane Buxton
illustrations by Dick Frizzell



Set F

Skills and Strategies

Reading *Poor Puppy* will reinforce the following objectives and give the children the opportunity to:

- W** use knowledge of onset and rime to create new words
- S** understand that the text must make sense and use cues to monitor this
- T** read stories and rhymes independently
- W** use text as a model for writing

Word Study

- High-frequency words: The, away, with, the
- Punctuation: periods, exclamation points, capital letters
- Phonics and phonemic awareness:
 - P, p – Poor, Puppy, puppy
 - Th, th – The, the, with
 - onsets and rimes – tr/uck, d/uck; h/at, m/at

Speaking and Listening

Use this text to help the children:

- respond to simple questions about the content of the story;
- share ideas about the story with others in the group.

The Guided Reading Lesson

Introducing the text

You could read *The Puppy* by Jane Buxton (First Stories, Set A). Write the rhyming words from this story on the board to refer to later. Encourage the children to talk about the mischievous things that puppies do.

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 – Puppy gets into mischief again in this story. What is he playing with this time? Why do you think the story might be called Poor Puppy? Identify the roses in the foreground for reference later on.

Title page – Together, read the title and the names of the author and the illustrator again. *How is Puppy feeling?*

Page 3 – *What is happening in this picture? Why do you think Puppy has taken the truck?*

Pages 4 and 5 – *Which room is he in now? Draw the children's attention to the rhyming words "truck" and "duck."*

Page 7 – *Who might this person be? What is she doing?*

Where do you think Puppy got the hat from?

Pages 8 and 9 – Ask the children to identify the two words that rhyme from pages 6 and 8. *How is Puppy feeling? What do you think Puppy will do next?*

Page 11 – Were you right?

Page 13 – Who do you think this person is? What is he trying to do? What will Puppy do next?

Page 15 – The name of this plant rhymes with "hose." It is a _____. Is it a good thing for a puppy to play with?

Encourage the children to look closely at the picture of the rose stem and predict what might happen next.

Page 16 – Were you right? Ask the children if they have ever hurt themselves on something sharp like a rose thorn. **The children can now read the book again independently.**

Revisiting the Text

- Do you think the people in this house enjoy having a puppy?* Draw a map of the house from the story on a large sheet of paper and ask the children to draw where the different characters were in the story.
- Locate the word "hat" on page 6. Write this on the board. *How can we change the word "hat" to "mat"?*
- Using the words and punctuation for this book from page 139, reassemble the sentences with the children.

Following Up

W use text as a model for writing.

- Ask the children to draw one of the family members encouraging the puppy to come back. Help the children write speech bubbles to attach to their drawings showing what each character is saying, for example, "Come here, Puppy!"

B On the BLM activity opposite, children write and draw the rhyming items.