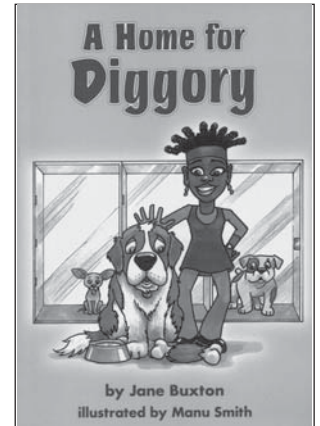


A Home for Diggory

by Jane Buxton

illustrated by Manu Smith



Book Summary

When his owner goes overseas, Diggory has to go to the dogs' home. Many unsuitable people take Diggory home with them, but they always return him. At last, the right person for Diggory is found.

Features of the Book

- The style of the illustrations
- The appeal of a dog as the main character
- Repetitive pattern of events
- Contractions – *I'm, can't, don't, isn't*
- Double consonants – *Diggory, Anna, worry, biggest*
- Direct speech
- Double oo spelling pattern – *stood, toot, looked*

Purpose

A Home for Diggory can be used to introduce and reinforce the following skills:

- S** tracing story development across multiple episodes;
- S** exploring problem resolution;
- S** interpreting and analyzing characters' feelings, relationships, and actions;
- S** reading aloud with expression;
- S** using charts and diagrams to record important details.

The Guided Reading Lesson

- S** Tracing story development across multiple episodes
- S** Exploring problem resolution

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: a copy of the blackline master and a pencil for each child

Introducing the text

Ask the children to help you write some characteristics of dogs on the board. Encourage them to think about different kinds of dogs.

- *What would you do if you had to move away and leave a dog?*

Show the children the cover of the book and read the title. Read the blurb from the back cover.

- *What do you think is going to happen in this book?*

Encourage the children to think about the problem this book will explore and the ways the problem could be solved. Explain that good readers ask themselves questions like this when they are starting a chapter book because it helps them to follow the story and to understand what is happening.

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Explain to the group that they are going to chart the story chapter by chapter. This is a way of looking at the problems that come up and how they are resolved.

Write the title of the first chapter on a chart. Ask the children to read chapter 1. Write the names of the characters on the chart and the children's answers to the following questions:

- *What was Billy-Jo's problem?*
- *How did she solve her problem?*
- *What is the next problem going to be?*

Ask the group to read the next chapter and to think about the characters and their problems as they read. When the children finish reading, write the name of the chapter on the chart and repeat the process used for chapter 1.

Day Two

Review the story so far. Read page 7 with the group and draw their attention to the last three lines.

- *What do you think Kristie was going to say?*
- *How does the author show us Kristie hasn't finished talking?*
- *What makes you think the film star will not be a good owner for Diggory?*

Ask the children to turn back to the table of contents.

- *What do you think is going to happen in the next chapters?*
- *Do you think any of these people will be able to give Diggory a good home? Why?*

Ask the children to read the rest of the book. Suggest that they stop at the end of each chapter to add to the chart started on day one. This can be done with assistance or independently.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Interpreting and analyzing characters' feelings, relationships, and actions

Look at page 3 together and ask the children to describe how Billy-Jo and Diggory are feeling. Encourage them to use the illustration and the text to support their answers.

List all the characters in the book. Ask the children to find the sentences or the illustrations that tell them what each character is thinking or feeling during the story. Record this in sequence to illustrate the changes that occur throughout the book.

S Reading aloud with expression

Discuss the different ways an author can tell us how a character speaks and feels. Ask the children to choose a section from the book to read aloud. Remind them to think about the way a character is feeling when he or she is speaking and to use the appropriate volume and expression. Give the children time to practice with a partner before sharing with the rest of the group.

S Using charts and diagrams to record important details

B The children can use the blackline master on page 68 to record the main events in the story in the correct sequence.

