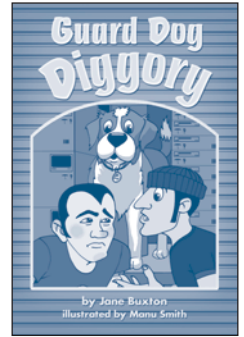


Guard Dog Diggory

by Jane Buxton

illustrated by Manu Smith



Book Summary

Diggory is Mac's dog. One day, Mac leaves Diggory eating a bone in the back of his truck. The truck is stolen. Diggory protects the truck (and his bone) while the police help Mac catch the robbers and find the truck.

Features of the Book

- Colloquial language – *Yikes, crime busters*
- Direct speech
- Includes characters from *A Home for Diggory*
- Humor
- Third-person narrative

Word Study Opportunities

- Compound words – *sometimes, sidewalk*
- Contractions – *don't, we're, I'll, he's, isn't*
- Past tense verbs – *barked, wagged, stopped*
- Silent "b" – *climbed*

Purpose

Guard Dog Diggory can be used to introduce and reinforce the following standards-related skills:

S interpreting and analyzing characters' feelings, relationships, and actions;

S making, confirming, and revising predictions;

S inferring meaning;

Ph S exploring the silent "e";

S writing to record ideas.

The Guided Reading Lesson

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

S Making, confirming, and revising predictions

S Inferring meaning

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: the blackline master and a pencil for each child

Introducing the text

If the children have read *A Home for Diggory*, ask them what they remember about Diggory and Mac. Look at the cover of the book and read the blurb on the back cover together. Discuss the characters on the cover.

– *What is a guard dog?*

– *Is a guard dog a good character or a bad character? Why?*

– *Who might the people on the cover be? How can you tell?*

Make predictions about what might happen in the story.

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

Discuss the contents page. Ask the children to read the first chapter silently.

– *What have you learned about Diggory and Mac?*

Begin a character analysis chart on chart paper. Record information about Diggory and Mac.

Character	Description
Diggory	<ul style="list-style-type: none"> • loves bones • likes riding in the cab • is Mac's friend
Mac	<ul style="list-style-type: none"> • works hard • likes Diggory • is friendly

Discuss the chapter heading "The Robbers" and the illustration on page 7. Ask the children to read chapter 2 silently.

- Were your predictions about what might happen correct?
- What might happen next?
- Rob says, "This could be our lucky day, Sam." What does he mean?
- What do you know about Rob and Sam? How do you know this?

Add this information about Rob and Sam to the character analysis chart.

Ask the children to read chapter 3 silently, then discuss what happened.

Day Two

Review the character analysis chart. Add any new ideas to the chart.

Use the chapter headings on the contents page to confirm and revise predictions about the story and to make new ones.

- What is a "crime buster"?
- Who do you think the "big sweetheart" is? Why?

Ask the children to read chapters 4 to 7 silently.

Add any new characters to the character analysis chart.

- What is important to Diggory in the story? (his bone)
- Where in the text and pictures does it tell you this?
- How would the story be different if Rob and Sam knew that Diggory was guarding his bone?

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 Exploring the silent "e"

Write "bone" on the board. Explain the silent (or bossy) "e" rule:

- Silent "e" is bossy – it doesn't say anything, but it makes the vowel before it say its own name.
- What vowel has to say its own name in "bone"?

Find other words in the text that end with a silent "e" and write them on the board, discussing the rule with each one (drove, came, store, face, like, white, hide).

S Making, confirming, and revising predictions

Discuss the purpose of making predictions when we read.

- Why do you think we make predictions before we read?
- How does this help with your reading? (It encourages you to look more carefully at the pictures; it encourages you to think about what you already know and what you're about to read; it gives you an idea of the story before you read it.)
- Does it matter if your predictions are not always correct? Why?

Encourage the children to talk about the predictions they made when they read *Guard Dog Diggory*. Talk about which predictions were correct and which ones needed to be revised.

S Writing to record ideas

- What do you think Mac learned from his experience?
- How might he behave differently in the future? (He might lock his truck.)

In pairs, have the children answer these questions for each character. They could report back to the group and compare their ideas.

B The children can complete the blackline master on page 81.