



One top dog

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Focus phonics

ow as in bow, wow, down, now, how

u as in Ruff, puff, runner, huff, fun, mum's, runs, but, run, up, luck, mud, muck, us, mutt

igh as in light, might, fight, sigh, tight, right

Tricky words

all, are, as, be, do, go, has, have, he, his, I, is, me, my, no, of, oh, old, one, out, so, the, there, they, to, was, we, you, your

Book summary

A graphic novel style story. Nick and his grandad, Pop, train Pop's dog Ruff to enter a dog show. Ruff is reluctant to train and doesn't perform any of the tricks at the show. Nick films it all for the family to watch at the end.

Learning intention

Phonics: To decode words with the vowel sound /ow/ that feature in the story and extend to other known words with the same phoneme. Discuss and decode words in the story with the short /u/ sound, as well as words with long /igh/ sound.

Comprehension:

- Explain the meaning of words in context
- Make inferences from the text

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover. Read the title together. Compare the illustration to the title page and discuss the difference. Ask: What do you think a 'top dog' might be? Do you think this a fiction or non-fiction story? (fiction) Read and discuss the blurb. Ask: Have you ever tried to train a dog or a puppy? Flip through the book to get a sense of the story and the style. Discuss the graphic novel style and how it is slightly different to read. Ask: Who has read a graphic novel before? What is it similar to? (a comic) Look at p 2 and discuss where to start reading. (read the text at the top first and then the speech bubbles from the top down, then move to the top of p 3) Next turn to p 5 and look at the picture of Ruff at the bottom. Ask: What do you notice? (Ruff has a thought bubble this time) Tell students they should read the words in the thought bubble just as they would a speech bubble, but remember these are Ruff's thoughts, not heard by anyone else.

Quick phonics warm-up: Read together the words with the /u/ sound on the inside front cover. Ask: Which words rhyme with *Ruff*? (*puff, huff*) Can they think of more rhyming words. (*cuff*) Ask: What happens in a word chain to change from *puff* to *huff*? (/p/ goes to /h/) Find two more words that rhyme in the list. (*luck, muck*)

In a word chain what happens to change *luck* to *lick*? (/u/ goes to /i/). Carry the word chain on to see what other words students can make by changing one or two letters, e.g. *luck, lick, kick, quick, quack, back, etc.*

Vocabulary check:

ad p 3 is short for the word advertisement. (We call this an abbreviation.) An ad is a public notice to attract attention (in this case for a top dog competition).

mutt p 22 a dog which is a mixed breed not a pure-bred.

Morphology: Look at the word *waiting* on p 14. *Waiting* means you have stopped doing anything until something happens. The suffix -ing changes the verb *wait* to a present continuous tense. Find another word on p 16 with the same suffix. (*going*) Make these verbs into the present continuous tense: *need, fight, run*.

Etymology: *tight* on p 12 is an adjective used with 'a tight fit'. This means the space available is almost too small to fit something. The word *tight* was used around 1400 (*tyght*) meaning compact, dense, close, and from Middle English (*thight*).

Tricky word practice: Display the tricky words *all* and *are*. Ask: What are the tricky parts of these words? (*a* is the tricky part that says /or/ in *all*; the word *are* is tricky and says /ar/) Practise writing and spelling these words.

During reading

Read the story: Reading could follow one of the following approaches:

- Begin reading the text together, making sure students change voices for each character in the speech bubbles. Students carry on reading silently at their own pace; listen to each student in turn as they read a brief passage out loud.
- Reread the text using a readers' theatre method where students read different character parts using appropriate intonation and emphasis especially on the bold words (p 2 *is*, p 24 *am*) and another student reads the story lines.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially using words with the phonemes /ow/, /u/ and /igh/.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text. At the end of p 5, ask: What do you know about the characters so far? On p 15 pause to discuss what a zigzag is. Who does a zigzag in this story?

After reading

Apply learning: Discuss the story. How does Pop feel at the end of the story? What was a problem for Ruff and Pop in the story?

Comprehension: What can you infer from the story? About Ruff? About Pop? Who is the fittest after Ruff's training sessions? Discuss the questions on the inside back cover.

Fluency: Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Have students read the same passage, copying your reading. Students then choose another brief passage and read it fluently with expression to their partner. Ask students to speed read the list of focus words from the inside front cover to encourage automaticity.

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 2-5)

Nick has lots of fun at Pop's. Pop is Nick's mum's dad. Pop has a dog, Ruff.

Pop pats Ruff. He feeds him dog food.

They all go to the park to get Ruff fit. Ruff sits and looks.

Ruff sits and sits. Pop lets out a sigh.

Pop and Nick run. Ruff looks at them. Then they meet a big dog.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Find rhyming words using the focus sounds /igh/ and /u/.

Worksheet 2: Comprehension

Problem/solution. Character description.

Worksheet 3: Creative writing

Create a comic strip story about a dog.

Worksheet 4: Science, classification

Science classification of canines.