

Red's Kennel

GOALS

Comprehension

Identify the sequence of events: What happened first, next etc.

Vocabulary

Focus High-frequency Words: did, could, help, little, only, please, that, well

Focus Content Words: door, fur, garden, house, idea, kennel, nail, possum, wave, window

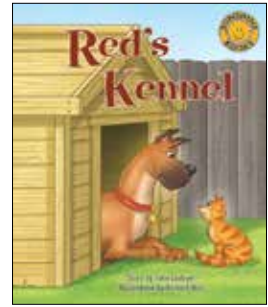
Phonics

Letters and Sounds: Identify syllables in words and clap as they are spoken, e.g. ken-nel

Words to Blend and Segment: cannot, kennel, outside, possum, window

Fluency

Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?



Red is AJ's dog and he needs a new kennel as he grows bigger.

Before Reading

- Read the title. Have students notice the apostrophe in *Red's*. The kennel belongs to the dog called Red. Read the names of the author and illustrator. Have students think of other stories by John Lockyer. Ask for their opinion of them.
- Look at the cover picture. Discuss what they see. Ask: Why do you think the dog was called Red? What is Red doing in the picture? How would you describe the dog? Is this a fiction or non-fiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story. Ask: What will the story be about?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *door, fur, garden, house, idea, kennel, nail, possum, wave, window* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: Who are the characters in the illustration? Find the names *AJ, Dad* and *Red* to confirm. What are they looking at? Find the word *kennel* to confirm. How are they feeling about the kennel? (Look at their faces.) Who made the kennel? Read the sentences together. Ask: Why do you think the boy is called *AJ*? What could it stand for? What are your initials?
- On pages 4–5, ask: Who is in the kennel now? Look for the words in the text to confirm this. How is Red feeling? Look at his eyes. Does he want to chase a bird? What are Dad and AJ discussing? Read the words together. What is their good idea? (Make a door that only Red can open and not the other animals.)
- Follow this pattern for each page up to page 15. Review the predictions for the ending made earlier, then turn to page 16 to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences. (Show how you would read in a laughing voice.)

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Students re-tell the story using the pictures on each page as a guide. What did Red, Dad and AJ do on each page? Why did all the animals come into the kennel to start with? How did Dad stop them? What happened to Dad? Why are they laughing at the end? How could Dad have changed the outcome or done things differently?
- Have students identify the sequence of events: What happened first, next etc.
- Look at the back cover. Tell the story from Red's point of view. Use the illustrations to help you.
- Reread the story together.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 5, *he* used instead of "Red"; on page 14, *they* instead of "the boys". Students find other pronouns in the book and explain their meaning.
- What can you say about the characters in the story? Make a Venn diagram to show similarities and differences between two of the characters.
- Reread page 13, focusing on the punctuation. Show students the purpose of the question marks and model how your voice changes for a question.

Phonics

- Write the words *cannot*, *kennel*, *outside*, *possum*, *window* on the board. Blend and segment the words by saying and clapping the syllables as they are spoken, e.g. *ken-nel*. Find more words in the text to divide into syllables.
- Look at the words *laugh*, *laughing*, *laughed*. Write them on the board. Students notice the letters gh sound like /f/. (Enough is another similar gh example to note.)

Word Study

- Talk about the words *did*, *could*, *help*, *little*, *only*, *please*, *that*, *well* and read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book.
- Find the adjective *bigger* in the text on page 2. Explain that this is a comparative of big. Students think of other comparatives that can be used to describe something.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?

Writing

- Have students draw and write about a place for a cat, bird or possum to stay in.
- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.
- Students make a Problem/Events/Solution three-column chart about the story. They illustrate and share with the class.