

Dog Overboard

Level 16

Before you read

Questions to ask

Look at the cover. What do you see?

What words do you recognise?

Read the title.

How many words are in the title?

Which words have one/three syllables?

What two smaller words make up a compound word in the title?

Which characters might we meet in this book?

Why might a dog end up overboard?

How would you save a dog that went overboard?

Things to do

Compound words

Give examples of compound words. Students recognise the compound word in the title. They brainstorm a list of compound words and write them on a display that shows a dog going overboard. Each of the words is written as if it too, is falling overboard.

Dog Overboard

By me

Students consider the title of the book. They brainstorm a list of events that might happen in a narrative called Dog Overboard.

Then they use the scaffold on **work sheet 1** to help them write a plan for their own version of Dog Overboard. Later, they write a draft and then edit and publish their narrative.

While you're reading

Prompts to remember

Does that word make sense?

Can you find a clue in the picture?

Have you seen the word before/ on another page/ in our classroom?

Does it look like another word you know?

What sounds do the letters make?

Can you chunk some of the sounds together?

Try reading the sentence / page again.

And afterwards

Questions to ask

What adjective is used to describe the wave on page 4?

How did Lizzie try to help Bones when he went overboard?

How would Bones be feeling on pages 8 and 9?

What word has a silent 's' on page 10?

What would you do if you were stranded on a small island?

Where did Bones light the bonfire on page 18?

Why does the crew row into the island rather than staying on The Black Beast?

Things to do

Adjectives

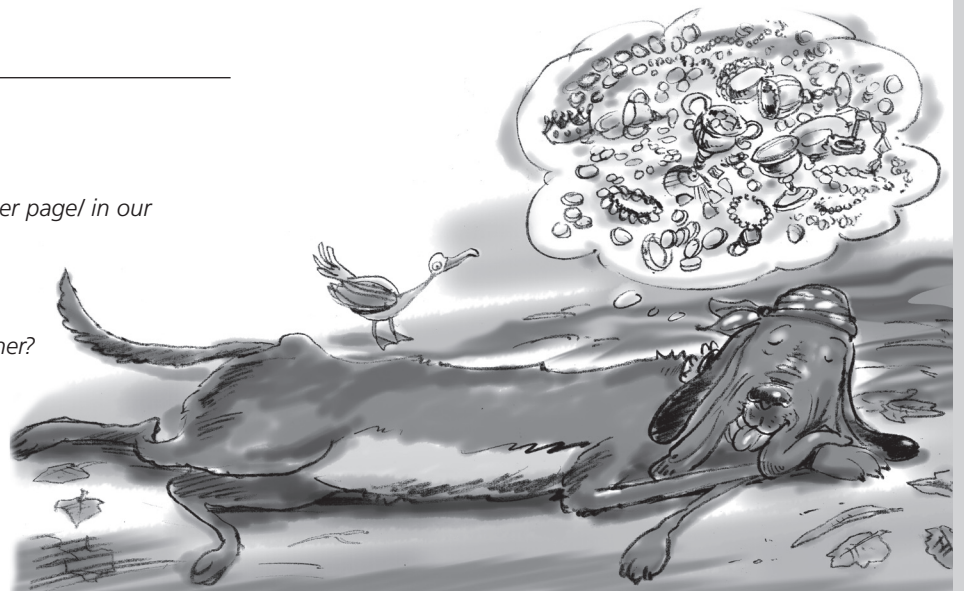
Students revise adjectives. They make a list of all the adjectives they can find in the text. Next to each adjective they write the noun that it is describing. Challenge students to discuss alternative adjectives that could have been used.

Dog dilemma

Students imagine they are Bones. In small groups they make a list of ten items they would want to have with them if they were stranded on a small island. They remember to do this from the point of view of Bones, the dog. They prioritise the items from most important to least important.

Barrel walking

Students take **work sheet 2**. They write instructions for barrel walking using the headings as a scaffold for their instructions.





Dog Overboard

Name _____

Date _____

WORK SHEET 1

Dog Overboard

By me

Characters:

Setting:

In the beginning:

A problem:

How the problem is solved:

In the end:



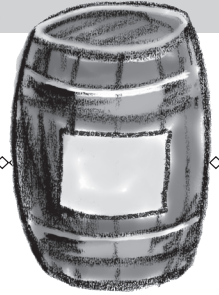
Dog Overboard

Name _____

Date _____

WORK SHEET 2

Barrel walking



How to barrel walk

What you need:

What you do:

What it looks like:

Who should try it:

Who should NOT try it:

Safety precautions:



Name _____

Age _____

Date _____

Text **Dog Overboard**

Results _____

| Page | Errors | Self Correction Meaning/structure/visual clues |
|--|--------|---|
| 2 Bones, the sea dog, was learning to barrel walk. It was a new trick. He wasn't very good at it yet. | | |
| 4 Bones was barrel walking the top deck when a giant wave hit the boat. Bones and his barrel bounced off the ship. They were thrown overboard into the sea. "Dog overboard!" cried Captain Red Beard. | | |
| 6 "Help! Help!" yelled Bones. Lizzie, the first mate, tried to throw Bones a line. It wasn't long enough. The cook threw Bones a big pot, but it sank. "Silly rotten pirates," said Fingers, the parrot. | | |
| 8 Bones was lost at sea. The waves grew bigger. The waves tossed Bones about. | | |

| Comprehension Questions | Response |
|---|----------|
| Head – factual <i>How did Bones become lost at sea?</i> | |
| Heart – personal interpretation <i>If you were lost on an island, what is the first thing you would do?</i> | |
| Hidden – inferential <i>How long do you think Bones was on the island?</i> | |

| Analysis | Reading behaviours | Recommendations |
|---|---|-----------------|
| Reads with understanding Self corrects Self corrects using mostly Reads fluently | easy / instructional / difficult always / mostly / sometimes meaning / structural / visual cues easy / instructional / difficult | |
| Date assessment completed: | | |