

Is There a Dog in This Book by Viviane Schwarz (Walker)

The playful cats Viviane Schwarz introduced in two earlier books reappear for further face to face interaction with us, their readers. They suspect that there may be a dog close by and they implore us to hide them from him. Do they really need to be afraid? And who is really the scaredy cat?

Overall aims of this teaching sequence

- To think and talk confidently about their response to the book, using prediction, asking questions, making connections with their own experience
- To encourage collaborative narrative play
- To develop sustained story making and storytelling
- To use illustrations to develop and enhance response to reading
- To use drawing and illustration to develop characters and story scenarios
- To enjoy listening to and using spoken and written language in play and learning
- To use language to imagine and recreate roles and experiences
- To think about the story meanings conveyed in the illustrations
- To explore the story through play, role-play and storytelling
- To write for meaning and purpose in a variety of narrative and non-narrative forms

This teaching sequence is designed for a Nursery or Reception class.

Overview of this teaching sequence.

This teaching sequence is approximately 2-3 weeks long if spread out over a series of sessions. The book demands to be read together with young children as much as read aloud to children as it is designed to encourage interactivity between the reader and the child and the child and the book.

Early Years Foundation Stage Statutory Framework 2012:

Prime Area: Communication and Language

Listening and attention:

Listen attentively in a range of situations;
Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions;
Give their attention to what others say and

Specific Area: Literacy

Reading:

Read and understand simple sentences;
Use phonic knowledge to decode regular words and read them aloud accurately;
Read some common irregular words;
Demonstrate understanding when talking with others about what they have read.

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respond appropriately, while engaged in another activity.

Understanding:

Follow instructions involving several ideas or actions;
Answer 'how' and 'why' questions about their experiences and in response to stories or events;

Speaking:

Express themselves effectively, showing awareness of listeners' needs;
Use past, present and future forms accurately when talking about events that have happened or are to happen in the future;
Develop their own narratives and explanations by connecting ideas or events.

Writing:

Use phonic knowledge to write words in ways which match their spoken sounds;
Write some irregular common words.
Write simple sentences which can be read by themselves and others.
Spell some words correctly and make phonetically plausible attempts at others.

Cross Curricular Links:

Understanding the World:

- This book is perfect for exploring animals and pets. You may want to:
- Visit a local pet shop or pet centre to look and different pets and what owners need to look after them.
- Investigate animals and their young; cats and kittens, dogs and puppies.
- Look at how we can care for our pets, what we need to do to look after them, what they eat and drink and what they need.
- You may want to set up a situation where a class pet is introduced as part of the sequence, this may be a real small animal such as fish, hamsters, gerbils, rabbits, guinea pigs or a play pet such as a toy cat or dog that can be realistically looked after.

Expressive Arts and Design:

- Use a variety of media and techniques to represent and make own cats and dogs in scenarios and situations.

Physical Development:

- Make 'dog biscuits' from salt dough for the dog.
- Work on fine motor activities in the pet shop or role play area, e.g. provide medicine syringes for sick animals, pinches of confetti fish food.
- Look at ways of moving in and around the setting on a dog hunt to check over, around on top of and

under equipment.

Mathematical Development:

- Use opportunities to count to 3, 5, 10 and beyond, consolidating concept of number by counting steps as they count.
- Using tally charts record numbers of birds spotted in the outdoor area or park.
- Counting in 2's using ears and eyes
- Explore and investigate how to categorise cats and dogs by size, shape, colour.
- Explore and investigate directional and positional language, e.g. on top of the stool, in the wardrobe,
- Collect and present data, e.g., by collecting tallies about children's favourite pets and presenting on bar charts. Analyse and ask questions about the data, e.g. *Which pet is most / least popular? Which pet(s) are more popular than fish? How many people like dogs? etc.*

Ideas for Continuous Provision:

Mark making/ writing:

Encourage children to make:

- Pet factsheets – What they look like, what they do, what they eat, how to look after them
- Labels, lists and captions to use in the role play pet shop.
- Looking after different types of animals checklists for the role play pet shop.
- Design and make packets for the home made dog biscuits.
- Make collar tags with pet names and telephone numbers.

Role Play:

- Create a pet shop or vet in the indoor / outdoor role play area.
- Encourage the children to price items, label items and write captions about the animals.
- Pay for things in multiples of 2p, 5p and 10p to encourage children to count in 2s, 5s and 10s.

Small world play:

- Make storyboxes or dioramas to put the characters in different situations and scenarios. You can download templates of the cat characters to place into the play at:
http://www.walker.co.uk/UserFiles/file/There%20are%20cats/Cats_Cutout_Sheet_One_A3.pdf

Water Play:

- Add fish counters, gravel and weed to the water tray to turn it into an aquarium. How do we look after the fish?

Teaching Approaches

Reading aloud and rereading
 Responding to illustration
 Book talk
 Reading Poetry
 Shared Writing

Writing Outcomes

Shared Journal
 Speech/Thought Bubbles
 Posters
 Informational Writing
 Poetry Writing

<p>Visualising Storyboxes Bookmaking</p>	<p>Caption Writing Letter Writing Own and Class Recount Books</p>
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Teaching Sessions

Before beginning this book

- Find a toy dog that can be a class pet throughout the unit. On the first day, have him sitting on the carpet when the children enter, with a label tied round his neck saying *Please look after me!*
- Make a display of books in the classroom that include the other two cat books by Viviane Schwarz: *There are Cats in This Book* and *There Are No Cats in This Book* and other stories with similar settings or themes, such as *Dogs* by Emily Gravett, *Oh No George!* by Chris Haughton, *I Want a Pet!* by Lauren Child, *The Great Pet Sale* by Mick Inkpen, *Thank You for Looking After Our Pets!* by Tim Hopgood and *What Pet to Get* by Emma Dodd.
- Prepare a class reading journal by sewing or stapling together sugar paper to collect children's responses or examples of their work throughout the unit.

Introducing the book:

- Have the children walk in to find the dog. Where did it come from? Who do we think it belongs to? What does the label say? What does this mean? Ask the children what they already know about dogs and how to look after them. Is there anything we might need to find out? How could we do this?
- Ask the children to help write a list of things that might be needed to look after a dog. Demonstrate how to write these down.
- Leave the dog for children to investigate as part of continuous provision.
- After the session, collect together some of the things a dog might need, e.g. a food bowl, a bed, some toys, a collar and lead, toilet bags etc. Introduce these to expand the children's play and investigation. Take lots of photographs of the children looking after and playing with the dog.

Exploring Character:

- Read the first page and explore the first illustration spread. Look at the illustrations carefully. What things do these cats have? Do you think they are well looked after? Why do they need a bowl? A toy?
- How do we know what the cats are called? Look at matching each cat to their bowl using colour. Collect words, phrases and sentences to describe the cats based on their pictures. Focus on words and phrases to describe character as well as appearance, focussing on words to describe their emotions.
- Show the children how to draw a cat of their own. Come up with a caption to describe the cat, e.g. My cat is small and he is hiding.

- Leave resources to draw in the continuous provision and caption strips to write or scribe descriptions.

Reading aloud and book talk:

- Re-read the beginning of the text, focus on the second spread. How do the cats look now? How can you tell? Why do you think they look like this? Read the speech bubbles, encouraging the children to interact with the cat's questions. Who do you think drunk up the milk and chewed the toy? Scribe children's ideas around a copy of the illustration in the shared journal.
- Look at Andre's question 'Is there... A DOG in this book?' What do the children think would happen if a dog was in the book? Encourage the children to talk about why they think this, making connections to fictional or real life dogs and cats. Add these ideas to the journal.
- Read the next page, up to 'What is a dog?' How could we tell Tiny about dogs? Collect information sentences and shared write these on an 'All About Dogs' poster.
- Leave poster paper and photographs of dogs as part of continuous provision for writing for the children to write their own captions and posters.

Reading aloud and exploring story events, writing for information.

- Read the next double page spread, moving the sofa to reveal the dog.
- Look carefully at the illustration of the dog behind the sofa. Do we think Moonpie is right? Is this dog *snappy and yappy, smelly and noisy, hairy and scary*? (The children could act out being a *snappy* or *yappy* or *scary* dog to reinforce understanding of this descriptive vocabulary). What do we think this dog is like? Scribe ideas in the journal around an illustration of the dog.
- What else can we find out about dogs? Explore a range of non-fiction texts such as Usborne Beginners: Dogs or a video text such as: <https://www.youtube.com/watch?v=ZplybWvLOg>
- Talk about new things you have learnt about dogs from reading and watching and shared write these into sentences to model how informational writing looks and sounds and how sentences can be structured. When appropriate, model how to apply phonic knowledge by blending and segmenting words for writing and how to use high frequency words in the environment.
- This could be followed up with a book making activity in focus group work, drawing and writing information about dogs.

Empathising with a character:

- Read on to 'We love you too'. What makes the cats change their minds about the dog? Why do they like him now?
- Which type of pet animal do you like best? Why do you like them?
- You could explore data handling here, giving children a choice of animals to choose from and modelling how to collect data in a tally chart, before converting to a more visual representation like a bar graph. Children could draw their animal in a pre-made, equally sized, square to construct a physical graph or

you could use an ICT programme such as 2-graph.

- Have the children think of a sentence to say why they love that animal and make a simple greeting-card style book to present their writing. The front could say 'I love (animal name)' and then inside they can draw and write about their favourite animal and why they like them. These make a lovely display of children's early writing.

Empathising with a character:

- Read on to 'It must be here somewhere...'(but don't lift Andre's flap to discover the dog!)
- Look carefully at the illustrations of the cats. Come up with words, phrases and sentences to describe how the cats are feeling and jot these around a copy of the illustration in the shared journal.
- Ask the children what we think we could do to help the cats? Do any of them know what usually happens when an animal goes missing?
- Scaffold ideas to shared write a missing dog poster. Ask the children what they think we need to include so that people know what happened, how to describe the dog and what should happen if they find it. Draw a picture of the dog on the poster to aid the description.
- As a focus group activity or as part of continuous provision, leave pens, paper, copied images of the dog, scissors and glue for the children to make their own missing dog poster.

Exploring ideas and concepts:

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- Re-read the story up to 'It must be here somewhere...'(but still don't lift Andre's flap to discover the dog!)
- Where have they looked for the dog? Could they try somewhere else? Another room or place?
- What other places could they look for the dog in?
- Use storyboxes, diorama, drawing or collage to create a scene where the cats are looking somewhere else for the dog.
- Add speech bubbles to the cat characters to show what they are saying while they look. (Cat characters can be made or printed onto card and inserted into scenes – download at: http://www.walker.co.uk/UserFiles/file/There%20are%20cats/Cats_Cutout_Sheet_One_A3.pdf)
- Encourage children to collaborate on other scenes and insert speech bubbles for the cats.

Rereading and Responding, Shared reading and writing of a poem

- Read the poem 'Have You Seen My Cat?' by James Carter (from Hey Little Bug, Frances Lincoln,2011)
- Talk about the good words and phrases to describe the cat that the poet has used.
- Look carefully at an illustration of the dog. Brainstorm words and phrases that could be used to describe it really well to someone else. Jot these around the illustration.
- Use the words and phrases to shared write a 'Have You Seen My Dog?' poem. You may want to use free verse if you feel the rhyming structure is constraining. Look at how to organise into verses. How will

you end the poem?

Shared Writing

- Prior to this session, prepare a large letter from the cats, thanking the children for their help in finding the dog, e.g.

Dear Children,

Thank you so much for helping us to find our dog! We are very happy that he is safe and back with us. We will keep him safe and try not to let anyone scare him again. Do you have any ideas about things we can do to keep him happy?

Love Andre, Moonpie and Tiny

- Read the whole book through; hide the letter in the back of the book so that it can be found and read after the book is finished.
- Read the letter and shared write a letter back to the cats, thanking them for their letter and giving them ideas of things they can do to keep the dog happy.
- Talk through some of the children's ideas and shared write these into sentences to model how informal letter writing looks and sounds and how sentences can be structured. When appropriate, model how to apply phonic knowledge by blending and segmenting words for writing and how to use high frequency words in the environment.
- Install a letter box (easily constructed from a painted box) as part of the continuous provision so that children can write their own letters to the cats.

Rereading and book talk

- Read the whole book, beginning to end.
- Talk with children about what they like or don't like about the story, about any questions that they have or anything that the story makes them think about. Scribe these responses in the shared journal.
- Ask them to say which part of the book stays in their minds most vividly.
- What will they tell their friends about this book?
- Make a wall display in the style of the text where children could draw paint or collage their own cats and dogs in the style of the illustrations to add to the scene. Capture children's thoughts about the book to add to the display on thought bubbles.

Developing recounts:

- Over the course of the unit, review photographs of the children looking after and playing with the class 'dog'.
- Pick a series of these to make into a PowerPoint book.
- Shared write sentences that recount the children's adventures with their dog. Talk about what is happening in each photograph and shared write these into sentences to model how recount writing looks and sounds and how sentences can be structured. When appropriate, model how to apply phonic knowledge by blending and segmenting words for writing and how to use high frequency words in the environment.
- You could also add speech bubbles in the style of the book.
- Print out, laminate, bind and present the book to the children in the book area. You could also produce these for the children to take home and share with their parents.

Other ideas and Activities:

Phonological Awareness:

1) Environmental Sounds:

Play animal sounds bingo. You can purchase sound CDs and cards via Yellow Door for this game at: <http://www.yellow-door.net/tune-into/animal-sounds>

Or you can make your own bingo boards and use free sound files from Sound Bible at: <http://soundbible.com/tags-animal.html>

Ask the children to pick out what they think they can hear. Collect different examples of vocabulary children use to describe the sounds.

2) Rhythm and Rhyme:

Learn songs and rhymes about cats and dogs, such as: Oh Where, Oh Where Has My Little Dog Gone?; BINGO; Ding, Dong Bell; Pussycat, Pussycat, Where Have You Been?; Hey Diddle Diddle; One Man and His Dog; How Much is That Doggy in the Window?

3) Voice Sounds / Phonics:

Oral Blending and segmenting: Collect the following objects or pictures: dog, cat, chair, hat, book, wool, tin, fish, box, mat. All of these can be found in the text or illustrations of the book. Use these to play the magic river game in focus groups. Spread a long piece of blue fabric across the room; this is the river. The children all sit on one side of the river, while the adult sits on the other side with a basket. The children ask:

*Magic river, magic river,
Can I cross your magic river?*

The adult responds:

Only if you have the d-o-g / c-a-t / ch-air / h-a-t / w-oo-l / t-i-n / f-i-sh / b-o-x / m-a-t (Orally segmenting the words for the children to blend). If they blend their word correctly, they can cross the river and place their object into the basket.

Family Learning:

Weekend adventures:

- Send the toy dog home to spend the weekend with a child from the class. Make a special bone shaped book to accompany it and encourage children to record they have looked after it in any way they like, using a combination of photographs, drawings, writing or annotation.
- Encourage parents to also join in, perhaps adding comment or scribing for their child. On the dog's return to school, children should share the weekend's events with the class, using the book to help them talk about what they did together.
- If you have any keen knitter parents, family or carers, a knitting pattern for the cats is available at:
 - <http://www.walker.co.uk/there-are-cats/knitting-pattern.aspx> These would be lovely additions to play in the setting.