

Story: A Dog called...

This story: **Shoo the Stray Dog (English)**, relevelled by Graham, S., Porter, A., & Turner, J. (© Graham, Porter, Turner 2024). Based on the original story A Dog Called Shoo (English), written by Kavitha Punniyamurthi, illustrated by Sarthak Sinha, translated by Heike Krüsemann, published by Pratham Books (© Pratham Books, 2021) under a CC BY 4.0 license on StoryWeaver. Read, create and translate stories for free on www.storyweaver.org.in

Four x 30-minute lessons

Lesson 2 A Dog Called...: Teacher-led and student-paced

Objectives:

- to improve strategy use through supported collaborative reading (pairwork)
- to explore creative and imaginative thinking linked to the storyline
- to practice and use emotion words in French or Spanish
- to develop empathy through perspective-taking.

Timing (mins)	Task	Resource	Purpose
3	TEACHER-LED Use the Collaborative Reading Task Sheet (pages 1-2) to elicit strategies. and Worksheet 2_1 to remind learners of the story so far.	Collaborative Reading Task Sheet (pages 1-2) Worksheet: Dog lesson 2_1 the story so far	Revisit previous learning and prepare for collaborative reading cycles
20	Cycle 1: Slide 9 + Collaborative Task Sheet (pages 1-3). We suggest teacher-led modelling of the collaborative reading process to remind learners. Cycle 2: Slide 10 + Collaborative Reading Task Sheet page 3: student-paced pairwork collaborative reading Cycle 3: Slide 11 + Collaborative Reading Task Sheet page 3: student-paced pairwork collaborative reading.	Slide 9 + Collaborative Reading Task Sheet (pages 1-3). Slide 10 + Collaborative Reading Task Sheet (page 3). Slide 11 + Collaborative Reading Task Sheet (page 3).	Apply previously learnt strategies, with peer scaffolding and support from worksheet; collaboration aids learning

	Cycle 4: Slide 12 + Collaborative Reading Task Sheet page 3: student-paced pairwork collaborative reading. Encourage them to listen to the audio before perhaps trying to read it aloud themselves.	Slide 12 + Collaborative Reading Task Sheet (page 3).	
5	STUDENT-PACED Review of Learning Individual work – worksheet 2_2: comprehension question to elicit main idea and any new words learned. Individual work – worksheet 2_3: comprehension quiz to check reading for detail. Pairwork – worksheet 2_4 with individual responses. This task encourages children to think creatively/imaginatively about why the dog thinks it is called Pschitt/Aparta/Hush/Shoo. It invites learners to predict what happens when the dog arrives at the boy's home. They can write or voice record answers individually after reflecting with a partner (reading strategies and creativity). Individual work: worksheet: 2-5: This task assesses children's developing confidence/self-efficacy for FL reading.	Worksheet: Dog_lesson 2_2 did you learn any new words Worksheet: Dog_lesson 2_3 comprehension questions Worksheet: Dog_lesson 2_4 reflection Worksheet: Dog_lesson 2_5 confidence	Help learners see connection between strategy application and getting better at reading. Developing creative/imaginative ways of thinking.