

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 3 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
3-5	Use the Collaborative Reading Task Sheet (pages 1-2) and worksheet 3_1 with the whole class, either in teacher-led or student paced- mode to remind children of the strategies they have been using and what has happened in the story so far.	Collaborative Reading Task Sheet (pages 1-2) + worksheet Dog_lesson 3_1 the story so far	Review reading strategies. Reminder children of storyline.
8	Student-paced: Slide 13: children listen individually. Pairwork: Slide 6 + worksheet 3_2: children invited to write responses to how the dog might be feeling. They can try to recall and write emotion words in the FL (target-like spelling not expected) Worksheet 3_3 emotion words table: Teacher-led: revision of existing words plus extension of new words (experimenter mode) OR please	Slide 13 slide 6 + worksheet: Dog_lesson 3_2 feelings Worksheet: Dog_lesson 3_3 emotion words table	To recall emotion words to express empathy. To identify new words. To think creatively about the storyline.

	choose your own words to revise and new ones to teach (innovator mode).		
13	Student-paced pairwork: Slide 14: Encourage the children to listen to the audio before perhaps trying to read it aloud themselves. Use the Collaborative Reading Task Sheet page 3. Each pair chooses who is Detective and who is Leader. The Detective points to any words both children don't understand. The Leader writes the words they don't know in the table. When the list is made the Detective they work out the meaning together. They each write suggestions. They then work out the meaning of each unknown word and write the English meaning. They indicate each strategy they used and both highlight any strategies they found useful. worksheet 3_4: individual work: children imagine some places that the dog could follow the child to. They can discuss in pairs first and respond in English or the FL. worksheet 3_5: individual response to question for reading comprehension. Slide 15 + Collaborative Reading Task Sheet page 3: The paired reading cycle repeats. worksheet 3_6: whole class and individual work on a collaborative task:	Slides 14- slide 14 + Collaborative Reading Task Sheet page 3. Worksheet: Dog_lesson 3_4 imagine Worksheet: Dog_lesson 3_5 why is the dog still frightened? Slide 15 + Collaborative Reading Task Sheet page 3 Worksheet:	To guide learners in applying learnt strategies; to guide creative thinking and to foster empathy using available cues.

	Children are invited to predict and write a new name for the dog for engagement and creative thinking. worksheet 3_7: individual work: children are invited to respond to questions relating to reading comprehension and empathy (perspective-taking). Slide 16 (end of the story): children listen to the slide and feedback what the dog's new name is. They could be encouraged to reflect on whether their proposed name is better and why the character chose "Toffee" for the dog's name.	Dog_lesson 3_6 imagine Worksheet Dog_lesson 3_7 what helps the dog to stop worrying Slide 16	
4	Feedback Student-paced: Worksheet 3_8: Pairwork with individual responses. A "fill in the blanks" activity to show reading comprehension and wider language use.	Worksheet: Dog_lesson 3_8 fill in the blanks	Reading comprehension and language use.