

Books for Young Learners Teacher Resource

Book Notes



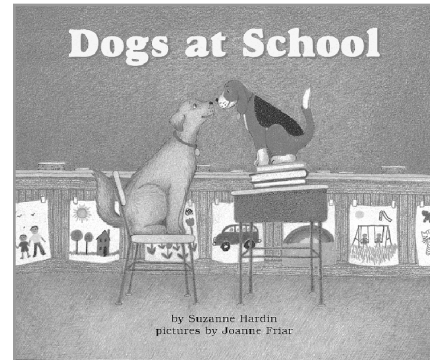
Dogs at School

Author Suzanne Hardin

Illustrator Joanne Friar

12 pages ■ 94 words

Perros en la escuela ■ 102 words



Dogs at School

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G		I			

S = Shared G = Guided I = Independent

SYNOPSIS

A fantasy narrative about dogs being students for a day. The dogs also feature in *Dogs Love to Play Ball* and *No Dogs Allowed*.

WHAT THE BOOK OFFERS

- Fiction fantasy recount
- Third person
- Past tense
- Part of a short series within this resource
- Humor
- Signs, capital letters (PRINCIPAL, WELCOME TO SCHOOL, WELCOME STUDENTS), and inclusion of one within the text
- Some concepts that cannot be illustrated, for example, negatives as in “Dogs do not go to school”
- Illustrations reflect or extend the text rather than match it
Some pronouns do not match last noun. For example:
“. . .Max and Toby went inside with the children.
They found a nice classroom.”
- Pronouns carried over pages
- Anthropomorphic

POSSIBLE SKILLS EMPHASIS

- Attending to text detail
- Understanding pronouns, carrying through more than one sentence; identifying pronoun reference
- Beginning to understand summarizing as a step when recounting
- Comparing the same characters in different situations

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Dogs at School (continued)

INTRODUCING THE BOOK

How does the cover tell you that this is probably not going to be a true story?

What do you think the dogs in the cover illustration might be talking about? Does the title page confirm this or do you need to change your predictions?

FOCUS OF INSTRUCTION

- Because children are also in the illustrations with Max and Toby, it should be established that the students understand to whom “they” refers and asked if this remains constant. The book provides opportunity to ensure that students are attending to the text details. For example, on page 4, there is not a text-illustration match for the first part of the sentence.

FOLLOWING THE READING

- The open-ended final page will engender discussion about “what next,” and the students’ suggestions could be written on self-stick notes and attached to the inside cover of a copy of the book.
- Signs in and around the school could be listed by place and message.
- If the students have read *Dogs Love to Play Ball* and/or *No Dogs Allowed* (titles in the **Books for Young Learners Collection** with the same characters), they could compare the antics of the dogs, make some generalizations about the mischievous two, and use them to create another Max and Toby adventure.
- Animals acting as humans (anthropomorphism) is a common starting point for many authors of books for children. The group could read and discuss other anthropomorphic books, identifying some of the aspects the author would need to consider. The students could then write their own animal-as-human story.
- The students could discuss why dogs are not allowed in school or what the dogs’ owner did when he or she discovered that the dogs were missing.