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Extract 1

- In this extract from Chapter 8, we first meet Hal's grandparents. Ask the children if they can recall where Hal's grandparents live. (On the Northumbrian coast.) Display the media resource 'Heading North map' map to locate it, showing how far it is from London.
- Underline Alec's words 'Growing up in that museum – it's no life for a boy.' Discuss what he means: in what ways is Hal's home like a museum? (Everything is tidy and just for show or display and you are not allowed to make any mess.) Point out how Hal's grandparents' home is very different: Alec walks in with muddy boots and Marnie is doing something creative but messy – baking bread.
- Read aloud the final paragraph. Circle the words that describe the location: 'cottage', 'sand', 'golden curve', 'islands', 'rocky outcrop'. Underline the word 'distinct' and discuss what the sentence means. (It is a clear day so they can clearly see the offshore islands.) Ask: *What might it be like on other days?* (The islands might be shrouded in fog, sea mist or rain.)
- Highlight the boat's name, *Peggotty*, and explain that it is the name of a kind fisherman and his wife who bring up David, in the famous novel *David Copperfield* by Charles Dickens. Why is it appropriate? (Alec uses it as a fishing boat.)
- Ask the children what Hal might enjoy about living here with Fleck (playing on the beach, going out in the boat with his grandfather). Ask: *Would you prefer living in Hal's home or at the cottage?* Encourage them to give reasons.

Extract 2

- This extract is taken from Chapter 18, just before Kevin Dawks spots Hal by the roadside. Ask: *Why does Fleck run back to Hal?* (A piece of wire has got caught in his paw.) Discuss what Hal has discovered. (Rubbish dumped illegally in the countryside by Kevin Dawks.)
- What is the first thing that alerts Hal to the dump? (the smell) Highlight the sentence 'A vile sick-making stench of decay and rottenness.' Challenge the children to explain what is missing from the sentence grammatically (a verb) and ask them to suggest verbs to complete it (such as 'wafted over'/'rose up'/'hung in the air').
- Look together at the descriptive phrases that make the dumped rubbish sound disgusting ('vile sick-making...', 'heap of rotting food', 'stained upholstery', 'foetid bubbles of gas', 'this unspeakable smell'). Highlight them and discuss the image this creates. Focus on 'foetid' and ask the children if they can explain what would cause smelly bubbles of gas (bacteria or micro-organisms).
- Highlight these two phrases: 'half open tins of oil oozed' and 'braked, and backed towards him'. Say them aloud together, listening for the repetition of sounds. Remind the children that this is known as alliteration, and underline the repeated sounds.
- Discuss why the rubbish is damaging as well as unsightly. (It could harm animals as well as plants or trees like the young sapling.) Then briefly consider the moral that the author is raising here: how humans can ruin nature.

1. Which relative?

Objectives

To use relative clauses; To use commas to clarify meaning.

What you need

Copies of *One Dog and His Boy*, photocopiable page 22 'Who, which, when?'

What to do

- Remind the children of the rental agency in the story, the Easy Pets Dog Agency. Ask volunteers to think up a factual statement about it, for example: 'The Easy Pets Dog Agency rented out dogs.'
- Using spoken language only, ask the children to say how the sentence could be extended using a relative pronoun such as 'who', 'which' or 'when'. For example: 'The Easy Pets Dog Agency, which was in a fashionable part of London, rented out dogs.'
- Again, without writing, challenge the children to use another relative pronoun to extend the sentence further: 'The Easy Pets Dog Agency, which was in a fashionable part of London, rented out dogs who did not have permanent owners.'
- Write the extended sentences on the board, with no punctuation, and ask the children where to insert commas to make the meaning clear. Underline the words within the commas and explain this is a relative clause.
- Hand out copies of photocopiable page 22 'Who, which, when?' for pairs to complete. Remind them to use punctuation to help divide up their long clauses.

Differentiation

Support: Provide the relative clauses for children to insert in the correct places (for example: 2. 'who was standing in for her sister Kayley'.)

Extension: Ask pairs to write short statements about characters from the novel, and challenge each other to use relative pronouns to extend them.

2. Synonyms and antonyms

Objective

To find and use synonyms and antonyms.

What you need

Copies of *One Dog and His Boy*, interactive activity 'Pick a word', Extract 2.

What to do

- Remind the children what synonyms and antonyms are and then work through interactive activity 'Pick a word' together.
- When they are familiar with the exercise, re-read Extract 2 describing Hal's discovery of the rubbish dump. Ask the children to find the adjectives and write them on the board ('rusty', 'vile', 'sick-making', 'torn', 'rotting', 'foetid', 'twisted', 'unspeakable'). Using 'vile', suggest some synonyms (disgusting, horrible) and antonyms (lovely, gorgeous).
- Ask the children to work in pairs to find one or more synonyms and antonyms for each of the words on the board.
- As a class, work through their suggestions, making lists under each adjective of all the synonyms and antonyms they have found.
- Challenge them to work in their pairs to draft more descriptive words and phrases about the rubbish dump. They should write down phrases and then try to find synonyms and antonyms for as many of the adjectives as they can. Share their findings as a class.

Differentiation

Support: Work through the list of adjectives on the board together, writing a list of synonyms and antonyms as a shared activity.

Extension: Ask pairs to think of descriptive words or phrases that could be used to describe the countryside that Kevin Dawks is spoiling, and then write lists of synonyms and antonyms for the adjectives used.

A newcomer in Room A

- Invent a new dog for Room A at the Easy Pets Dog Agency.

Name _____	Breed _____
Appearance _____ _____	
Personality _____ _____ _____ _____ _____	Background/history _____ _____ _____ _____ _____

- Draw the new dog here.

