

Our Best Friend

You need

- Selections 6 pp. 120-125 & 150
- CD 2 track 16

Students need

- pencils
- paper

Step 1 – Engaging interest

- Ask: Which animal makes the best pet? Group together students who choose the same animal and have them make a list of reasons for their choice. Ask them to discuss the advantages and disadvantages of having the animals listed on the board as pets.
- Hold an informal debate in which students present their reasons and the other groups attempt to refute their arguments.

Step 2 – Reading strategy: previewing and predicting

- Have students preview the text by reading the first and last paragraphs and the first sentence of the other paragraphs. Ask how the section that begins on p. 123 is different from the first half of the selection. (*the first half of the selection is about different kinds of working dogs; the second half is about one famous working dog*)
- Have students write the topic of each section of part 1 in the margins for easier reference.

Step 3 – Comprehension check

- Have students complete activity 1 (SB p. 150).
- **Answers:** A F; B T; C T; D T; E T



Step 4 – Listening and reading strategy: guide questions

- Write on the board: **1 Give three reasons why Siberian Huskies are good workers in Alaska. 2 Name three jobs that working dogs perform for police officers. 3 How are guide dogs trained for the work they do?**
- Play the CD. Have students listen to pp. 120-122 and read along silently. Pause the CD at the end of p. 122. Students should then answer the above questions in their own words. Review their answers as a whole class.
- Play the rest of the CD for the story of Greyfriars Bobby as the students read along. Ask students how Greyfriars Bobby illustrates the loyalty of dogs.



Step 5 – Independent reading

- Divide the class into two groups. Tell the first group to reread pp. 121-122 and then write a test of at least ten questions about the working dogs to give to the other group.
- Tell the second group to reread pp. 123-124 and then write a list of at least 10 questions about Greyfriars Bobby. Students should begin by reading the text silently, highlighting points that they think are important.
- Tell the groups that their questions may be true/false, multiple choice, fill in the blank, or short answer. Students can work individually to write questions, but all questions must be approved by the entire group.

Step 6 – Writing

- Students complete activity 2 (SB p. 150) in class or for homework. Remind students to refer to the five Ws (and 1 H) as they write their stories.

FURTHER ACTIVITIES

- Have students work in pairs to complete activity 3 (SB p. 150). Students then take turns interviewing each other by asking questions from activity 4 (SB p. 150).

Rain

You need

- Selections 6 pp. 126-127 & 151
- CD 2 track 17
- drawing paper for each student

Students need

- paper
- colored markers, pencils

Step 1 – Setting the scene

- Ask students to recall and name other selections from the book that were about weather. (*Hurricane at Mountain Trail* and *The Long Walk Home*)

Step 2 – Previewing: comparing and contrasting

- Have students preview the illustrations on pp. 126-127. Ask them to look back at the illustrations on pp. 70-73. Ask them to compare the pictures. Ask: How are they similar? How are they different? Do you think the poems will be similar or different?



Step 3 – Active listening

- Play the CD as the students follow along in their books. Tell them to listen for and highlight words that create sight and sound images of rain. These will help them to understand the tone of the poem. They may need to listen a second time.

Step 4 – Literary techniques: rhyme

- Have students complete activity 1 (SB p. 151).
- **Answers:** Students' own answers.
- Ask students: How is the position of rhyming words different in this poem from the others they have read? (*rhyming words occur at the beginning of lines as well as the end*)

Step 5 – Literary techniques: imagery

- Tell students to copy the first word in the first two lines of each verse. In pairs, using a dictionary if necessary, students group the words as sight and sound images. Review the results as a whole class.
- Ask students to think about the imagery in the poem and describe its tone. What emotions does the speaker express? (*happiness, excitement, fear*)
- Have students complete activities 2, 3 and 4 (SB p. 151). Encourage them to consider tone and imagery in choosing their verse.

Step 6 – Literary techniques: onomatopoeia

- Tell students that writers frequently use words that imitate sounds to create imagery. This technique is called onomatopoeia, a Greek word that means 'name making'.
- Write on the board: **whoosh, plop, splash, and crash**. Ask students what other things make these sounds. Have them write sentences using these words creatively as nouns or verbs. Ask volunteers to write their sentences on the board.

Step 7 – Listening, drawing, and writing

- As a class, generate a list of onomatopoeic words related to weather.
- Have students write a short poem about weather using their onomatopoeic words. Have volunteers share their work with the class.

FURTHER ACTIVITIES

- Have students complete activity 4 (SB p. 151). Students then work in pairs and take turns to read their poems to each other.