

'CURRICULUM FOR EXCELLENCE' and 'ASSESSMENT IS FOR LEARNING' CROSS-CURRICULAR LINKS

DRAMA IDEAS

1. Thought tracking when the boy / puppy are dreaming
2. Still pictures from scenes in the book
3. Conscience Alley (e.g. Reporter – for or against pit bull terriers)
4. Hot-seating (e.g. Expert on dogs / dog training to discuss responsibilities when owning a dog)
5. Circle of Advice – main character stands in the centre and the others step forward to advise on the issue.

RELIGIOUS MORAL EDUCATION / PSD

1. Look at the importance of role models.
2. Circle Time – to discuss issues arising in story e.g. apportioning blame unfairly (e.g. the puppy)
3. Role of parents and their responsibilities
4. Responsibility for caring for others
5. Friendship and loyalty
6. Through sensitive discussion, look at illness and separation

KEY LEARNING OUTCOME

Enjoyment and Choice

I appreciate the richness of language and texts and the importance they have in my life

ENG 201 A/ L/ W

'DOG LOST'

by

Ingrid Lee

Please note:

Many of these ideas can be adapted to suit the other short-listed books

LITERACY IDEAS

1. Character description
2. Character profiles
3. Which character do you like or dislike most and why?
4. If you were to add to the story, what would you add?
5. Find your favourite part or description and discuss why you have chosen this.
6. What techniques has the writer used to help you connect with the characters?
7. Can you write in the same style?
8. The writer has a wonderful way of describing the puppy (pgs 12-13). Can you describe another creature in the same style?
9. Write a letter as one of the characters or a diary account?
10. Use the newspaper article which begins the book as a starter for a debate. (Do this before the book is read)
11. Reflect on how feelings have changed from the debate to the end of the story.
12. Write the report for the *City News* or present it orally. (Chapter 21)
13. Design a poster for the lost dog.
14. Use poster to look at how colour, words, font etc. can influence people's opinions.
15. Write a persuasive piece of writing – for/ against an issue arising in the story.