



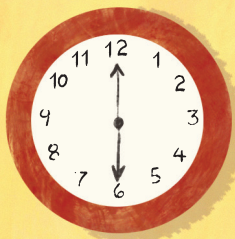
# Dog at School



by Katie Dale and Gustavo Mazali

W  
FRANKLIN WATTS  
LONDON • SYDNEY  
SAMPLE

It was lunchtime at school.  
Mr Jones the head teacher  
was in his office.



A dog ran into the playground  
and took Dan's football.







Dan chased him.

“Come back, dog,” he shouted.

“Mr Jones will be cross.”

“Woof,” barked the dog.





The dog ran into the school garden.  
He jumped on Mr Potts's flowers.







Mr Potts and Dan chased him.

“Come back, dog,” they shouted.

“You are muddy.

Mr Jones will be cross.”

“Woof, woof,” barked the dog.

The dog ran into a classroom.  
A jar of water went all over  
Ling's painting.









Next, the dog ran into the kitchen.  
He took some sausages.







Miss Jenkins the dinner lady,  
Ling, Mr Potts and Dan chased him.



“Come back, dog,” they shouted.

“You are muddy and soggy  
and cheeky.

Mr Jones will be cross.”

“Woof, woof, woof, woof,”  
barked the dog.







SAMPLE



The dog ran towards  
the head teacher's office.  
“Oh no!” everyone said.







Mr Jones came out of his office.

“What is all this noise?” he shouted.

“WOOF!” barked the dog.

He jumped up

and licked Mr Jones’s face.







“He’s not my dog,” said Mr Potts.

“I didn’t bring him to school,”  
said Miss Jenkins.

“We don’t know him,”  
said Ling and Dan.







“This is **my** dog,” said Mr Jones.

“He lives in my house.

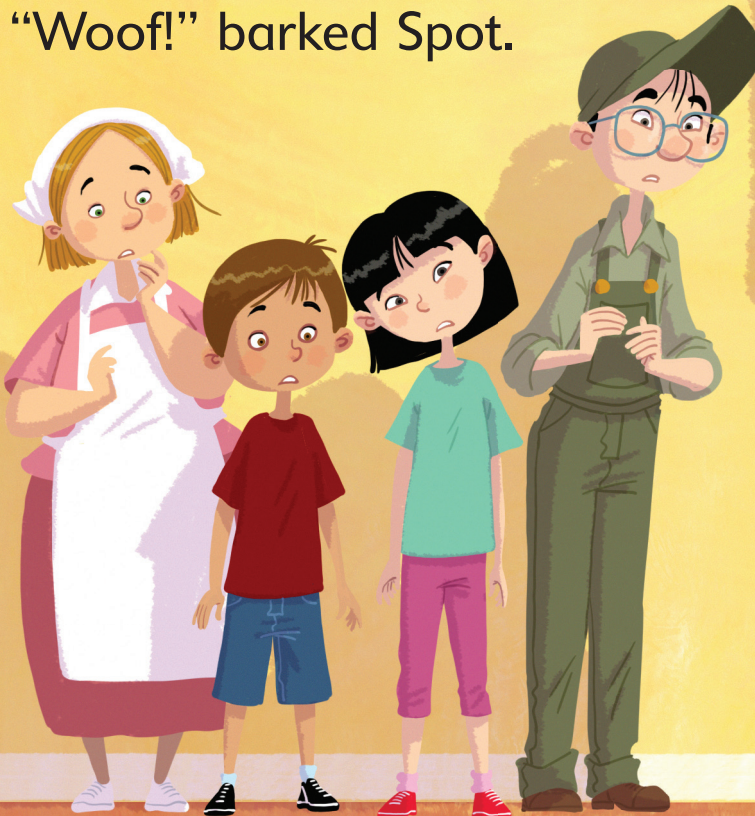
**Spot!**

What are you doing **in school?**”

Spot went into Mr Jones's office.

“Did you miss me, Spot?”  
said Mr Jones.

“Woof!” barked Spot.







# Story order

Look at these 5 pictures and captions.  
Put the pictures in the right order  
to retell the story.

1



Spot went into Mr Jones's office.

2



Everyone chased the dog.



3



The dog ran into the school garden.

4



The dog licked Mr Jones.

5



The dog ran into a classroom.

# Independent Reading

This series is designed to provide an opportunity for your child to read on their own. These notes are written for you to help your child choose a book and to read it independently.

In school, your child's teacher will often be using reading books which have been banded to support the process of learning to read. Use the book band colour your child is reading in school to help you make a good choice. *Dog at School* is a good choice for children reading at Orange Band in their classroom to read independently.

The aim of independent reading is to read this book with ease, so that your child enjoys the story and relates it to their own experiences.

## About the book

When a dog runs into the school playground and through the school, everyone is worried that Mr Jones, the head teacher, will be cross. Then the dog runs straight up to Mr Jones and gives him a big lick! But Mr Jones isn't cross at all.

## Before reading

Help your child to learn how to make good choices by asking:

"Why did you choose this book? Why do you think you will enjoy it?"

Look at the cover together and ask: "What do you think the story will be about?" Ask your child to think of what they already know about the story context. Then ask your child to read the title aloud.

Ask: "What do you know about having pets at school? Do dogs usually run through schools?"

Remind your child that they can sound out the letters to make a word if they get stuck.

Decide together whether your child will read the story independently or read it aloud to you.



## During reading

Remind your child of what they know and what they can do independently. If reading aloud, support your child if they hesitate or ask for help by telling the word. If reading to themselves, remind your child that they can come and ask for your help if stuck.

## After reading

Support comprehension by asking your child to tell you about the story. Use the story order puzzle to encourage your child to retell the story in the right sequence, in their own words. The correct sequence can be found at the bottom of the next page.

Help your child think about the messages in the book that go beyond the story and ask: "Would you like to have a pet come to your school? Why/why not?"

Give your child a chance to respond to the story: "Did you have a favourite part? Why do you think everyone was worried about what Mr Jones would say? What does this tell you about Mr Jones?"

## Extending learning

Help your child understand the story structure by using the same sentence patterning and adding different elements. "Let's make up a new story about a pet at school. Which pet shall we choose?

What will happen when this pet runs through the school? Who does this pet belong to?"

In the classroom, your child's teacher may be teaching compound nouns, where two words are joined together to make a single noun. There are examples in this book that you could look at with your child, for example: *lunchtime*, *playground*, *classroom*.

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Answer to Story order: 3, 5, 2, 4, 1

SAMPLE