



Running words: 33

## Book Summary

A boy compares his facial features with his dog's.

## Building Basic Skills

High-frequency words – and, Me, Here, are, my, I, am, we

Content words – Ruff, Ruff's, eyes, ears, teeth

Repeated phrases – Here are my; Here are Ruff's

Phonics and phonemic awareness – M (Me), m (my); plural "s" on nouns

Punctuation – full stops, capital letters, apostrophes

## Skills and Strategies

*Ruff and Me* can be used to introduce and reinforce:

- reading a variety of simple high-frequency words in context
- responding to simple questions about the story content
- creating artwork or a piece of writing related to the text
- writing labels for a specific purpose.

## Materials

- copies of words and punctuation for this book from page 97, cut and ready for use
- copies of BLM, pencil, felt-tip pens
- old magazines, scissors, glue, card
- felt-tip pens and large paper, or chalk

# Ruff and Me

by *Karen Anderson*

photographs by *Wendy Rivers*

## Introducing the Text

To stimulate discussion about comparing facial features, play "Who has the longest nose?" with children. Children can devise ways to measure their noses. The child with the longest nose asks the next question, which could be: *Who has the most freckles? Who has the darkest eyes? Who has the longest hair?*

## Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

**Cover** – *Here is a boy and his dog, Ruff. They are good friends but they are very different.*

**Page 3** – *Whose eyes are these? How do you know?*

**Page 5** – *Whose eyes are these? How do you know? Who has the darkest eyes?*

**Page 7** – *Why is the boy holding his ears? How are they similar to yours?*

**Page 9** – *How are the boy's ears similar/different to Ruff's ears? Identify the apostrophe with children and discuss its purpose. (possession)*

**Page 11** – *How was this photograph taken? Does it help us to see the boy's teeth clearly?*

**Page 13** – *What kind of photograph is this and what can you see? Encourage children to find the apostrophe in the text on page 12. What belongs to whom?*

**Pages 15 and 16** – Discuss the illustrations and identify the word "Here" in the text.

## Reading the Text

Hand one book to each child. Together, read the title and the names of the author and photographer on the cover and title page.

**Page 2** – Clarify where to start reading and encourage children to point to each word as you quietly read aloud together.

**Page 4** – Point to the first word together and encourage children to read quietly to themselves. Observe accuracy of one-to-one matching.

**Pages 6–16** – Encourage children to read the remaining pages quietly to themselves. If children encounter difficulties, ask questions that encourage using reading strategies, such as attempting the initial sound in a word, rerunning, and checking the picture.

## Revisiting the Text

- Ask children to find the word "Here" on various pages throughout the text. *Why does it always start with a capital letter? Count the number of times "are" and "my" appear in the text. Which one appears more often?*
- Write the question starters "Who?", "What?", "Where?", and "Why?" on the board. Ask children questions about the story that begin with each of these words, for example, *What is the story about? Where is it set? Why is the boy comparing himself with the dog?* Encourage children to qualify their answers.
- Using the words and punctuation for this book from page 97, reassemble the sentences with children.

## Following Up

- B** On the BLM activity opposite, children complete the sentences by writing "are" and draw a line to match content words to the appropriate body part on the diagram.
- ✂** From old magazines, children cut out facial features and glue them together onto a piece of card to make a "crazy face". Children can write captions for them, for example, "Here is [name] crazy face."
- Using felt-tip pens on large paper or chalk on the footpath, children practise writing "M" and "m". They can draw over the same letter with different colours, making "rainbow letters". Show them where to begin. This can be extended by writing the high-frequency words "my", "me", and "am".