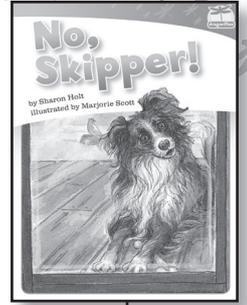


No, Skipper!

by Sharon Holt

illustrated by Marjorie Scott



Overview

This humorous story features a boisterous family pet who would love to be allowed inside. When rain sets in, Skipper gets his opportunity.

Suggested purposes

This text supports the comprehension strategies of noting details in illustrations and summarising the main ideas. This text requires the students to pay close attention to visual information. The lively nature of the narrative provides opportunities for expressive reading. This text is a companion to the Dragonflies early title *Skipper's Happy Tail*.

Text features (Focus on only one or two per session.)

- the variety of initial consonant blends
- the digraphs -ch – *chase, chased, chair*; -ph – *Sophie*
- the -er word ending – *corner, dinner, Skipper*
- the -ed verb ending – *chased, flooded, opened, rained, stopped, wanted*;
-ing – *looking, wagging*
- the irregular past-tense verbs – *ate, came, said, sat, slept*
- the compound words – *inside, outside, sometimes*
- the possessive apostrophe – *Dad's, Greg's, Sophie's*
- the use of direct speech
- the exclamation marks for emphasis
- the use of commas for phrasing
- the strong narrative structure
- the characterisation of Skipper
- the expressive illustrations

Setting the scene

Talk about dogs. *Do you have a dog at home? Does your dog come inside? Is there anything that your dog is not allowed to do? How do you know how your dog is feeling?*

The first reading

Look at the cover and ask the students to work out the dog's name using their letter-sound knowledge. Talk about the reason for the title. *Where is Skipper? What does he want to do?* Read the names of the author and the illustrator.

Back cover – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences.

Turn to the title page. *What is Skipper doing?* Ask a student to mime the action, drawing out the idea that Skipper is trying to sneak past unnoticed. Listen to the students read the title again.

Listen to the students read the text to themselves, offering support as necessary.

Page 2 – *What does this page tell you about Skipper?* Observe the students' attempts to work out "outside". If necessary, write "out" on the board and refer back to the earlier discussion.

Page 3 – *What did Skipper do outside?* Encourage the students to sound out the content words. Note whether they can use “outside” to work out “inside” on page 4. *Does he like being an outside dog?*

Page 4 – *Why do you think he wants to come inside?*

Page 5 – Draw attention to the “ph” in “Sophie”. *What sort of scraps might Skipper get from Sophie? Does Sophie like Skipper being inside? What about Mum? How do you know?* Encourage the students to read Mum’s speech with expression, pointing to the door as they do so!

Page 6 – Note Skipper’s wicked expression and the claw marks on the tables. Encourage the students to decode “Greg”. You could prompt them with “leg”. *If we changed the beginning sound to “Gr”, what would his name be?*

Page 7 – You may need to support the students in working out the word “special”. Draw attention to the initial consonant blend and short “e”.

Page 9 – *What happens when there’s too much rain? How did you know that word was “flooded”? Will the family leave him outside?*

Page 10 – Focus on the characters’ expressions. *What are they thinking?*

Page 11 – Listen carefully to the students’ phrasing. Are they attending to the comma? *Do you think this is a good idea?*

Pages 15 – *Why has the author used “At last”?*

Page 16 – *How would Dad say this?*

Encourage the students to think critically. *Should Skipper be allowed inside? How could the family stop Skipper from being such a nuisance inside the house?*

Ideas for revisiting the text (Choose only one or two per session.)

- Listen as the students reread the text to themselves, observing their attention to visual information and their ability to read fluently and expressively.
- Focus on any of the digraphs or consonant blends that the students may have been unsure of. List other words that start the same way.
- Find the verbs in the text that end with “ed”. Compare these with the irregular verbs. *Would “eated” sound right?* Draw out the idea that there are some words that are exceptions to the normal rules about adding “ed”. Make a list of other common irregular verbs, such as, “went”, “made”, or “ran”.
- Find the words in the text that end with “er” and list other examples on the board. Read the list together, emphasising the final sound.
- Locate the possessive apostrophes in the text and talk about why they are there.
- Make a list of the compound words in the text and split them. Remind the students that when they are trying to work out new words, it’s helpful to use the strategy of looking for a familiar part within the word. Link this back to their efforts to work out “outside” and “inside”.
- Talk about the narrative structure. Identify the introduction, problem, and resolution.

- Discuss the characterisation of Skipper. *What does the story tell you about Skipper? What do the illustrations tell you?* Record the students' descriptive language on a chart and display it so they can refer to it when they are writing.
- Discuss their opinions as to whether dogs should be kept inside or outside.

Suggestions for further activities

- Ask the students to retell the story in their own words.
- Reread *Skipper's Happy Tail*. Compare the narrative structure of these two stories.
- Have the students take on the roles of Mum, Dad, Greg, and Sophie. Interview them about how they felt about having a dog inside.
- Add speech or thought bubbles to pages 10, 12, 14, or 15.
- Ask the students to write about whether dogs should or should not be allowed inside. (Model this in shared writing first.)
- Encourage the students to write about their own pets. Encourage the use of descriptive language.
- BLM word activity: use compound words

The students can find three compound words from the text and split them. They can then write each word in a sentence.

- BLM comprehension activity: recall the main points from the story

The students can find three things Skipper likes to do outside and three things he likes to do inside. They can draw each thing in the appropriate box and write captions under their pictures.