



# Seiko the Watchdog



## OVERVIEW

Seiko the Watchdog loves nothing better than burying bones and sleeping. His real work, however, is to guard Jake's Jewellery Shop. This would normally be an easy job, but there have been burglaries in the neighbourhood. The cunning Cat Burglar is the main suspect! Now Seiko's job is at risk. He needs to ensure that Jake's Jewellery is safe, but this proves to be a real challenge.

## LEARNING OUTCOMES

The students will:

- explore mugshots and profiles as ways of explaining characters
- use a range of strategies to predict and confirm during reading
- complete a web for a story character
- explore the difference between direct speech and narrative
- understand the use of adverbs to enhance the text
- understand the difference between nouns and verbs

## WORDS TO WATCH FOR

anchovies	athletic	bewildered
culprit	definitely	diamond
exercising	flexibility	microchip
Paralympics	prowed	spicy
sponsorship	suspicious	valuable

## INTRODUCING THE BOOK

- Read the title to the students, and discuss the humour of calling a watchdog Seiko. Read the text on the back cover and invite the students to suggest questions they expect to have answered by the story.
- Allow time for the students to look at and discuss the illustrations. Read the *About the Author* and *About the Illustrator* sections to the students. Invite them to suggest what the author might have researched before she wrote the story.

## BEFORE READING

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- Read the chapter headings from the contents page, encouraging the students to suggest explanations for the titles, and possible events for each chapter.
- Read page 5 to the students, and discuss where and why information might be recorded in these ways. Then ask them to compare the information they gained from the illustration (mugshot) and the text (profile). Discuss what other information could have been included in the description, such as the dog's size and colour.
- Ask, *What information will be useful as you read the story? How does it help you when reading a story to know all the information about the character at the beginning?*

## READING THE TEXT: COMPREHENSION

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Read with any  
students needing help

### Chapter 1 (pages 5–9)

- Discuss the unusual format of this chapter and tell the students that this is one way of introducing the major characters. Discuss other ways of introducing characters (through dialogue, action, and narration) and why the author has chosen this particular method.
- Say, *Read pages 7 and 8 and find out about the other characters in the story.* Discuss what each profile says about the character. Ask the students to suggest how each of the characters might behave in the story.

### Chapters 2–3 (pages 10–19)

- Ask the students to read to the end of page 19. Discuss their earlier predictions and whether they match the story so far. Then ask the students to read to page 27. Encourage them to discuss what happened in the story and to predict what will happen next. Remind them to look at the chapter headings on the contents page for help with their predictions.

### Chapters 4–5 (pages 20–27)

- Get the students to look at the illustrations in these chapters. Ask, *What extra information about the story do these pictures provide? How do these illustrations match the mood of the story?* (Upbeat, cartoony, colourful, light-hearted.)

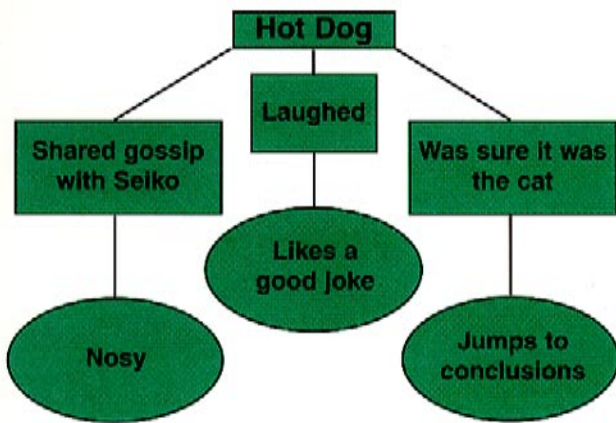
### Chapters 6–7 (pages 28–45)

- Ask the students to read to the end of page 38 and discuss how Jake will react to the theft of the stopwatch. Then ask them to read to the end of the story to find how closely it matched their predictions.
- Discuss any words that may be new to the students, such as *haughty*, *astonishment*, or *lunged*. You could make and display a chart of new words and their meanings.
- Discuss the reading strategies students use when confronting an unfamiliar word in the text.

## AFTER READING

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- Ask, *What did the author include that you would like to change?* Discuss the punishment that Jake gave Seiko. Then ask, *How else could the author have ended the story? How much information did the illustrator provide in the pictures? What did he do to make the story clearer for the reader? What made you laugh in the story or in the illustrations?* Discuss animals in clothing, Hot Dog's use of the computer, the computer language, and so on.
- Review previous discussions about direct speech and narrative. Ask the students to find examples of each from the third chapter. Discuss which gives the reader more information about the character.
- Display an empty character web and work with the students to map the characteristics of Hot Dog. Encourage them to identify an example from the text for each characteristic they suggest.



- Ask the students to find examples of words in the text that can be used as either nouns or verbs. For example: *smell, fish*, and so on. Ask them to make a chart, on which they write two sentences for each word – one using the word as a noun, and one as a verb. They can use their dictionaries where necessary.

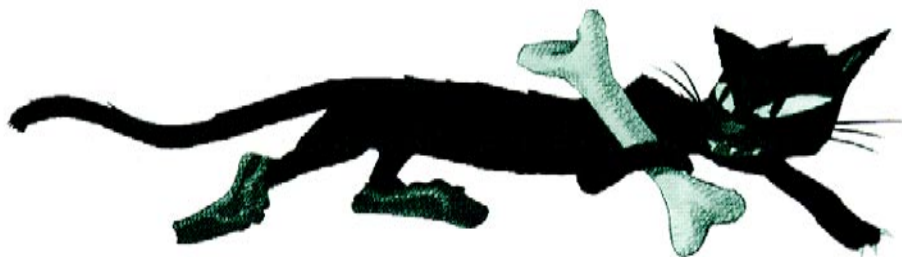
Noun	Verb
There was definitely a catty smell in the air.	I can smell those flowers.
"Soon you'll be serving fish and microchips."	I prefer to fish in a stream.

- Remind the students, or explain to them, that adverbs add more meaning to verbs, adjectives, or other adverbs. Ask them to find examples of adverbs on page 28 (*silently* and *slinkily*). Discuss how these words add to the meaning of *moved*. Then ask the students to find and share other examples of adverbs.

## INDEPENDENT ACTIVITIES

The students could try these activities.

- Complete the **copy master** at the end of these notes, using the example of the character web on this page. Choose any of the following characters: Jake, Cat Burglar, or Seiko the Watchdog.
- Write other computer jokes that Hot Dog might make. For example: *Is his bark worse than his byte?*
- Choose a famous person to profile, and illustrate this with a mugshot.
- Research other cat or dog stories where the animals are specially clever. For example: *Puss in Boots, Lassie*, and so on. They could share the stories with the class.
- Write about an incident when they tried to do the right thing, but got into trouble anyway, as Seiko did with Jake.
- Research the Paralympics and write sentences about where the games are held, how often, who is allowed to compete, and any other information they may discover.



# Character Web

1. Choose a character and, in the boxes below, write four things the character does.
2. Think of a word (or several words) that describes each of those actions, and write it (or them) in one of the ovals below. For example, "exciting".
3. Draw a line to join up each box with its matching oval.

Character


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