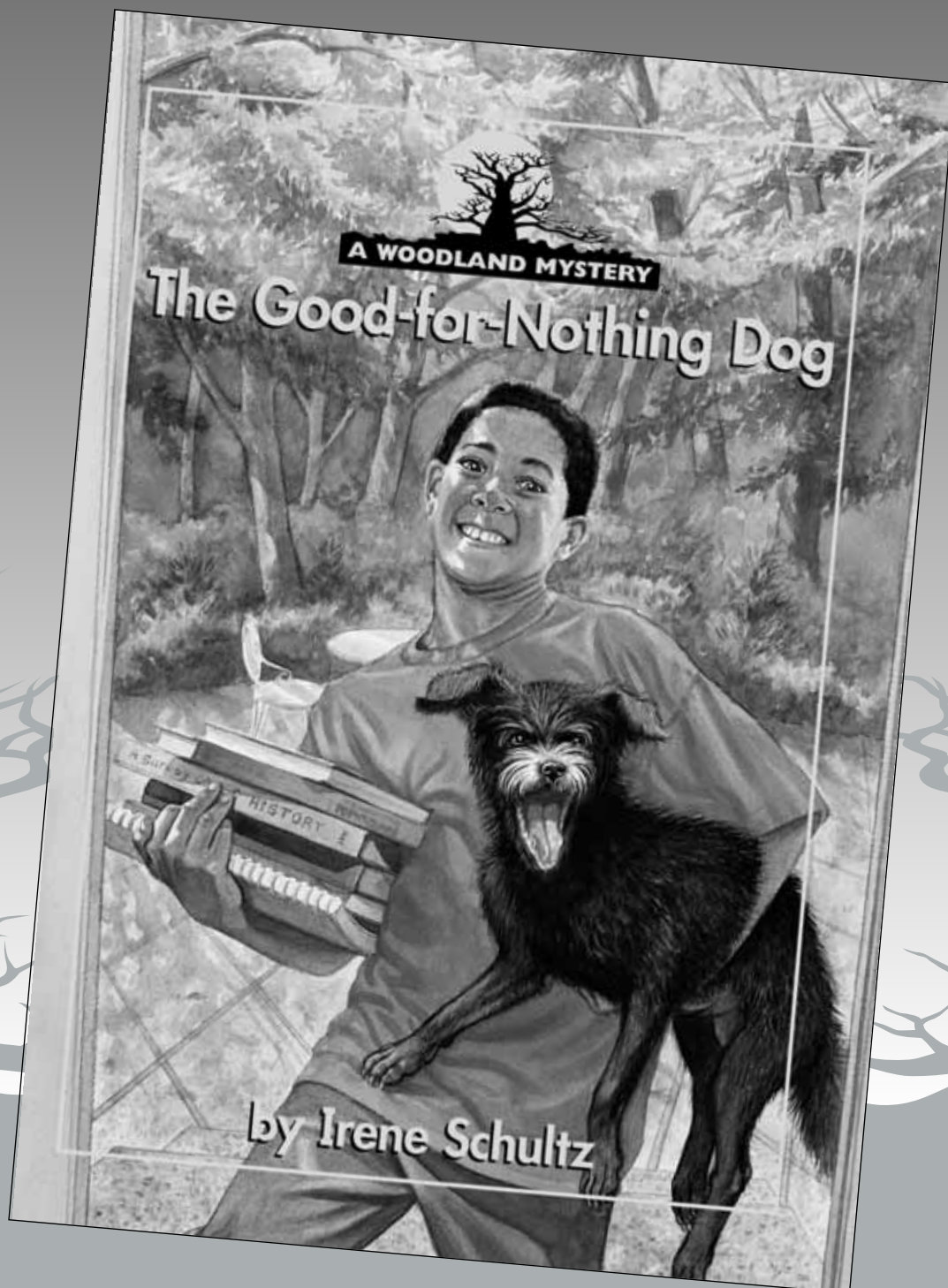


# Teacher's Notes and Copy Masters





# The Good-for-Nothing Dog

## WHAT'S IT ABOUT?

The Woodlanders have a problem to solve. They need to find a home for Star Nose, an unwanted dog. Despite Star Nose's bad behaviour, they finally find him a home with their friend, Benita Rockwell. Star Nose goes on to save Benita, her family and the Woodlanders – and proves he is NOT “a good-for-nothing dog”.

## AUTHOR'S NOTE

*“The ‘good-for-nothing dog’ looks like a stray dog that appeared near our home in Lake Bluff one foggy night; then after I decided to adopt him as our own, he disappeared into the fog. His character and behaviour are a combination of every rascally dog I’ve ever owned or seen or heard of.”*

Irene Schultz

## Introducing the Book

- Ask the children to describe their pets, or pets they'd like to own.
- Discuss the title and the front cover illustration. Invite a volunteer to read the blurb and identify the problem that needs to be solved by the Woodlanders. Ask, *Do you think the Woodlanders will be able to find Star Nose a new home? Why, or why not?*
- Provide each child with a copy of **Copy Master 1**. Discuss how the children could use the sheet as they read.

## Directing the Reading

- Have children read the book independently
  - **OR** guide children's reading using questions and discussion points such as those set out below
  - **OR** guide children through early chapters, until they are confident to read on independently.
- **Chapters 1–2** *How was Star Nose affected by the way his owners treated him? How should owners treat their pets? How do you think Star Nose felt about the Woodlanders? In what ways did his behaviour show this? Do you think Star Nose and Mop will be able to live happily together? Why, or why not?*
  - **Chapters 3–4** *How did Mop react when he finally came face-to-face with Star Nose? Why was this surprising? What have the Woodlanders decided to do about Star Nose? What events in the story led to their decision? Do you agree with their decision? What else could they have done?*
  - **Chapters 5–6** *How did the Woodlanders react to the disappearance of Mop and Star Nose? What would you do if you were in a similar situation? What did Star Nose do that made Bill determined to find a new owner for him?*
  - **Chapters 7–8** *Do you think Star Nose liked the Woodlanders? Why? How did the Woodlanders persuade Mr Johnson to take Star Nose? Do you think Star Nose would be a good hunting dog? Why?*
  - **Chapter 9** *What reason did Bill give for Star Nose's behaviour? Were you surprised at the way Star Nose behaved when he was out hunting? Why? Do you believe Mr Johnson would make a successful dog trainer? Why, or why not? What do you think will happen next?*
  - **Chapters 10–11** *What did the Woodlanders do to find Star Nose another home? Do you think Mrs Rockwell understands Star Nose? Do you think she is suited to be Star Nose's new owner? Why?*
  - **Chapters 12–13** *How does Mrs Rockwell attempt to change Star Nose's behaviour? Do you believe Mrs Rockwell will keep Star Nose? What makes you think so? Why was Star Nose renamed Star? If Mrs Rockwell hadn't decided to keep Star Nose, what do you think would have happened to him? How might the story have ended?*



## SKILLS

- **Adjectives:**
  - review function and use of adjectives
- **Verbs:**
  - examine use of verbs to describe action
- **Onomatopoeia:**
  - investigate use of onomatopoeia
- **Contractions:**
  - identify and examine use of contractions

## BEYOND THE TEXT

- Children could draw their ideal pet (either real or imaginary). They could label any special features of the pet, and list its advantages and disadvantages.
- Children could research local rules protecting pets and other animals. Discuss who might have this information and how they could access it. Children could present their findings to the class. They could also invite a veterinarian, animal protection officer or animal breeder to talk to the class.
- Working in groups or pairs, children could plan and present an advertising campaign to encourage people to adopt stray animals.

## Expanding Understanding and Reading Critically

- Invite the children to retell the story. (They could construct a timeline of the story's events.) Ask, *Were you happy with the ending? Do you think Star Nose and Mrs Rockwell will live happily together?* Discuss the reasons behind their answers. Children could complete **Copy Master 2**.
- Reread page 3 with the children. Point out the sentence, *The dog thought, "Who's that funny kid?"* and ask the children if they had been surprised to read the dog's thoughts. Ask questions such as, *Could the writer really know what a dog is thinking? Why do you think the writer chose to tell the reader some of Star Nose's thoughts? How would understanding the story be affected if the reader didn't know any of Star Nose's thoughts?* You could describe this technique as **personification** (giving human characteristics such as thought or speech to non-humans).
- Children could complete the quiz on **Copy Master 3**.

## Skills in Focus

### Adjectives

- Work with the children to identify all the adjectives on pages 1–3. Discuss the different types of adjectives (such as *good-for-nothing*). Brainstorm adjectives to describe Star Nose (include both words from the story and others the children suggest). You could list the words under the headings **Appearance** and **Behaviour**, or other categories suggested by the children.

### Verbs

- Ask children to read pages 21–23, which describe the dogs as they moved through the house. Work with the children to list all the verbs that tell what Mop and Star Nose were doing; for example, *The dogs barked. They yapped ...*

### Onomatopoeia





- Write *woofed* and *clicked* on the board. Read aloud the sentences (on pages 22–23) that use these words. Ask the children what they notice about the way these words sound. Introduce the idea of **onomatopoeia** – words that sound like the actions they describe. Find other examples of onomatopoeia on pages 22–23, and then challenge the children to suggest further examples, such as *swish, hum, whisper* and *howl*.

### Contractions

- Reread together page 27. Invite a volunteer to list on the board the words that contain an apostrophe. Use the term **contraction** to describe the words (explain that *contract* is another word for *shorten*). Next to each contraction, write the two words that have been replaced. Children could complete **Copy Master 4**.

# I Predict...

Name: \_\_\_\_\_

At the end of...	My predictions	My reasons								
Chapter 2 	<i>I predict</i>									
Chapter 5 	<i>I predict</i>									
Chapter 8 	<i>I predict</i>									
Chapter 12 	<i>I predict</i>									
<p>Was Star Nose really a “good-for-nothing dog”? Why? _____</p> <p>_____</p> <p>_____</p>										
<p>My predictions were:</p> <table style="width: 100%; text-align: center;"> <tr> <td>Perfect</td> <td>Very good</td> <td>Not bad</td> <td>Not even close!</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>			Perfect	Very good	Not bad	Not even close!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perfect	Very good	Not bad	Not even close!							
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# Sequencing

Name: \_\_\_\_\_

Number the sentences to match their order in the story.

Then finish the sentences that follow to tell what happened next.

Star Nose went hunting with Mr Johnson and fainted when a bird flew in his face.  
Mr Johnson \_\_\_\_\_

\_\_\_\_\_

Mop and Star Nose ate dead fish and doughnuts. When the Woodlanders \_\_\_\_\_

\_\_\_\_\_

The Woodlanders made plans to find Star Nose a new home. Then they \_\_\_\_\_

\_\_\_\_\_

Star Nose woke everyone up to warn them about the fire. After that, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1 Star Nose ran over to Mop and went straight for Mop's throat. Then \_\_\_\_\_

\_\_\_\_\_

Star Nose collected five newspapers from neighbours' houses. Then he \_\_\_\_\_

\_\_\_\_\_

Star Nose dragged the chain of sausages under the bed. Mrs Rockwell pulled on it  
and \_\_\_\_\_

\_\_\_\_\_



**Try this!**

Make a list of all the people and animals in the story. Write a sentence to describe each one.

# Quiz

Name: \_\_\_\_\_

Read pages 82–83 of *The Good-for-Nothing Dog*. Then answer these questions.

1. Where did Mr Johnson think Star Nose had come from?

- the lost dogs' home     the zoo     the circus

2. Mr Johnson thought Star Nose was made up from the parts of different animals. How many animals?

- three     five     ten

3. Why were Bill and Sammy going back to Mr Johnson's house after school?

- They had to take out the rubbish.  
 They were going to tidy the garden.  
 They were going to pick some flowers.

4. Why did Star Nose think Mr Johnson meant "trouble"?

- Mr Johnson said nasty things about Star Nose.  
 Mr Johnson's voice was loud and mean.  
 Sammy made Mr Johnson angry.

5. Find this sentence on page 83: "*I hope he won't hurt me.*"

Who was thinking this?

- Mr Johnson     Sammy     Star Nose

Who was he thinking it about?

- Mr Johnson     Sammy     Star Nose

6. Sammy was yelling, "*Stop pushing me!*" (on page 83). How did he feel?

- afraid     angry     puzzled

7. Why did Kathy and Bill push Sammy down the street?

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# Looking at Language

Name: \_\_\_\_\_

1. Complete these tables.

a) contractions

Contraction	Two words
he's	he is
_____	I am
aren't	_____

Contraction	Two words
_____	I will
it's	_____
_____	would not

b) verbs

Basic verb	Past tense
hear	heard
_____	ran
disappear	_____
_____	explained

Basic verb	Past tense
want	_____
put	_____
_____	tied
_____	screamed

2. a) Use verbs from the charts above to complete the following passage.

Mrs Tandy \_\_\_\_\_ someone kicking the back door, so she  
\_\_\_\_\_ to open it. Bill was there, holding a small, black dog.

Bill \_\_\_\_\_ him down and he \_\_\_\_\_ under the table.

Bill \_\_\_\_\_ that the owners of the dog \_\_\_\_\_ to  
put him to sleep because they didn't want him any more. They had him  
\_\_\_\_\_ to a post in their garden.

b) Circle the **contraction** in the passage and write it as two  
words: \_\_\_\_\_



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