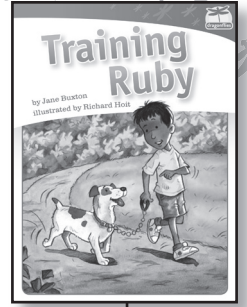


# Training Ruby

by Jane Buxton

illustrated by Richard Hoit



## Overview

In this text, a boy proudly demonstrates how well trained his dog is until temptation proves too strong, and the dog runs away with some sausages.

## Suggested purposes

This text supports the comprehension strategies of making connections to real-life experiences, using illustrations to understand the text, analysing and synthesising, and evaluating. It provides many opportunities to practise cross-checking and to focus on regular and irregular past-tense verbs. The repetitive structure provides support for less confident readers.

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

- the high-frequency words – *and, come, good, I, said*
- the rimes in “jump”, “sat”, “sit”
- the initial consonant blend -st – *stay, stayed*
- the verbs ending in -ed – *jumped, stayed, walked*
- the irregular past-tense verbs – *ate, came, sat*
- the use of imperative verbs
- the use of speech marks
- the opportunities for expressive reading
- the repetitive structure
- the relationship between the boy and his dog
- the story line carried by the illustrations
- the humorous ending

## Setting the scene

*Do you (or does someone you know) have a dog? Do you (or they) take it for walks? How do you (or they) make sure the dog behaves?*

Check that the students understand what “training” means. *What words do people use when they want their dog to do something? What do they say when their dog does what they want?*

## The first reading

Look at the cover. *What is the boy doing? What do you think the title might be? If the first word was “training”, what letters would you expect it to start with? How would it end? You may need to tell the students Ruby’s name. Read the names of the author and the illustrator.*

**Back cover** – Read aloud the preview question. Lead a discussion to build or expand the students’ background knowledge.

**Title page** – Listen to the students read the title again. *What does this illustration tell us about Ruby?*

Listen as the students read the text independently, offering support as necessary.

**Page 2** – *What do you think the boy is telling Ruby to do?*

**Page 3** – *Is the boy pleased with Ruby? How do you know?*

**Page 4** – If the students say “sit” or “sitted” for “sat”, prompt them to cross-check using the “at” rime. *Where do you think they’re going?*

**Page 6** – Some students may say “stop” or “sit” for “stay”. Prompt them to cross-check. Look at the ending. *Could this word be “stop”? Is Ruby sitting down? Why does the boy want Ruby to stay?*

**Page 8** – If necessary, support the students with the irregular verb “came”. *Does “comed” sound right?*

**Page 12** – *Is Ruby a good girl? What will the boy do now? Why is it important to train a dog?*

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

- Listen to the students reread the text, observing their use of expression and their strategies. Check that they’re articulating the “ed” endings.
- Locate some of the high-frequency words. Find “and” on page 2. *How do you know that’s the right word? Can you find it on page 4? Can you write it without looking at the book?*
- Focus on the initial consonant blend in “stay” and “stayed”. Make a list of other words that start with “st”.
- Have the students substitute initial consonants or blends for the “at”, “ay”, “it”, or “ump” rimes. List the words so the students can see the pattern. Read the list together. *Which word is “rat”? How do you know?*
- Show the students how they can use “ed” verbs in their writing. Write “walk” on the board. *Show me how you can make “walk” into “walked”. Find “walked” on page 2. What letters are at the end? Were you right? Now, how do you change “stay” into “stayed”? Repeat the process of having the students visualise and confirm several times. Have the children add “ed” to verbs that aren’t in the text. During subsequent writing sessions, remind them to draw on what they’ve learnt about adding “ed”.*
- Reread the pages that include irregular past-tense verbs. Remind the students that not all verbs have “ed” added to them and that they will need to draw on their knowledge of spoken English. *Does “sitted” sound right? Practise making up some oral sentences together that use the verbs “ate”, “came”, or “sat”.*
- Talk about the purpose of the speech marks. *How do you know what the boy said?* Talk about how exclamation marks can make the words come to life.
- Ask the students to find the words where the boy tells Ruby what to do. You could introduce the term “imperative verbs”. Remind the students of the use of imperative verbs when writing instructions.
- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Browse through the illustrations together, encouraging the students to tell the story of the boy’s journey with Ruby. Encourage the students to compare the story with their own experiences of dogs.

### **Suggestions for further activities**

- Ask the students to write or draw the next part of the story.
- Have the students draw pictures of themselves training a dog. They can add speech bubbles, using commands from the text.
- Innovate on the text, adding in new commands for Ruby and her trainer. For example, “I said, ‘run’, and Ruby ran.”
- Give the students magnetic letters and ask them to generate their own rhyming lists using selected rimes from the story.

- BLM word activity: use regular and irregular past-tense verbs

The students can draw a line to link present-tense verbs with past-tense verbs.

- BLM comprehension activity: practise writing using rhyme

The students need to identify the words that rhyme with “sat”. They can write those words inside the bowl. They can write the words that don’t rhyme with “sat” outside the bowl.