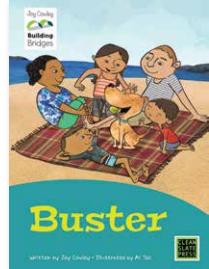


Oh No, Buster!

Highlights of the text

- Family dynamics
- Being tolerant
- Humour
- Euphemisms/play on words



Orientation

- Talk about having pet dogs and their habits.
- Talk about euphemisms and words that students use for “bad smells”.
- Talk about refuelling vehicles.

Making Meaning

- Revisit p. 1 and talk about what makes a “real dog”, one that is “full of dogness”. (doesn’t “act like cats”, doesn’t “fuss like chickens”)
- Talk about the evidence that shows the family is very fond of Buster: pp. 1 and 8: *full of dogness*, p. 2: *a loving dog*, p. 3: *We all ran to Buster and hugged him.*, p. 4: *“Don’t worry, Buster.”*, p. 8: *“Good old Buster.”*
- Revisit p. 7 and talk about the meaning of the sentence: “Buster filled the car with gas.”
- Revisit the illustration on pp. 2–3 and talk about how the illustrator shows how disgusted the family is by Buster’s terrible smells. (facial expressions and air freshened)

Literacy Focus

- Talk about the euphemisms for flatulence: pp. 2, 4, and 6: *smell/s*, p. 7: *gas*.
- Revisit pp. 6–7 and talk about the humour (play on words) linking *gas* with *gas station*.
- Revisit the word *choked* on p. 6. Talk about the two meanings (*coughed*, *strangled*). Create synonyms.
- Revisit the word *embarrassed* on p. 6. Create synonyms.

Oh No, Buster! continued

Inquiry Focus/Activities

- Encourage the students to find out why dogs make bad smells. List dog foods to avoid.
- Encourage the students to make a poster of things that smell bad and pleasant.
- Encourage the students to investigate the breeds of dog that make good pets.
- Encourage the students to investigate animal shelters from where you can adopt a dog.
- Encourage the students to investigate how to deal with bad smells.
- Encourage the students to investigate the cost per litre of gas (petrol) at gas stations in their area.

Buster's Walk

Highlights of the text

- **Family dynamics**
- **Consequences**
- **Humour**
- **Descriptive verbs**

Orientation

- Talk about exercising dogs on or off leads.
- Talk about dogs getting into trouble and the consequences.
- Talk about what happens to stray dogs.

Making Meaning

- Revisit p. 12 and talk about why the bike shop man was angry with Buster. (*lifted his leg on the bikes/ urinated on the bikes*)
- Revisit p. 14 and talk about Buster's *big mistake*. (*stopped to sniff the bikes*)
- Revisit p. 16 and talk about how Dad fixed the gate so that Buster couldn't escape. (attached a spring to make it self-closing)
- Revisit the illustration on pp. 12–13 and talk about how the illustrator shows contrasting emotions of the man and Buster.

Buster's Walk continued

Literacy Focus

- Talk about the descriptive verbs: *lifted* (p. 12), *sniff* (p. 14), *grabbed* (p. 15), *arrested* p. 15, *slammed* (p. 16). Create synonyms for some of these verbs.
- Revisit the word *wild* on p. 12 and discuss its two meanings (angry; of the natural world) and compare the bike shop man's actions with Buster's actions.
- Revisit the word *stray* on p. 15. Create synonyms.

Inquiry Focus/Activities

- Encourage the students to suggest reasons why Dad didn't start work until ten o'clock.
- Encourage the students to locate a *stray dog place* and find out the fine for retrieving an impounded dog.
- Encourage the students to draw an illustrated map of Buster's walk.
- Encourage the students to investigate rules for owning dogs.
- Encourage the students to photograph spring-loaded gates. What are they commonly used for? (swimming pools)
- Encourage the students to make a poster of different dog breeds.

Good Dog, Buster!

Highlights of the Text

- **Family dynamics**
- **Problem solving**
- **Responding to danger**
- **Descriptive verbs**

Orientation

- Talk about the students' experiences of being at the beach.
- Talk about what dogs like doing at the beach.
- Talk about dangers of swimming at the beach.

Good Dog, Buster! continued

Making Meaning

- Talk about the evidence that shows that Buster loved being at the beach. (chasing and playing with the seagulls, pp. 18–19; *digging in the sand*, p. 20)
- Talk about why Buster didn't want to go home. (he saw the swimmer in trouble, pp. 21–23)
- Revisit p. 25 and talk about why Pita said, “*I want to be a dog like Buster.*” (inference: rescuing people)
- Revisit the illustration on pp. 24–25 and talk about how the illustrator shows Buster's reaction to the rescue of the swimmer in trouble.

Literacy Focus

- Talk about the descriptive verbs linked to Buster: *chased* (p. 18), *bark* (p. 18), *digging* (p. 20), *barking* (pp. 21, 22, 25), *trotted* (p. 25). Create synonyms.
- Revisit p. 24 and talk about the verbs related to the pontoon boat. (*roared*, *bounced*)
- Revisit the euphemism *swimmer in trouble* (p. 22). Create synonyms for *trouble*.

Inquiry Focus/Activities

- Encourage the students to collect images of beach rescue boats (pontoon boats) and make a poster.
- Encourage the students to investigate how to train to become a lifeguard.
- Encourage the students to locate beaches where lifeguards are operating.
- Encourage the students to investigate beach rules and make a poster.
- Encourage the students to investigate working dogs, e.g. guide and other assistance dogs, search dogs.
- Encourage the students to make a list or comic strip of mischievous things dogs do.