

OLIVIA WAKEFORD

Illustrated by David Litchfield

MY DOG

The story of
an extraordinary
friendship

'Incredibly moving'
Hannah Gold

'Heart-melting'
Nizrana Farook

TEACHING RESOURCE



THE_REBEL_READING_SOCIETY

Created by

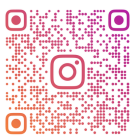
The Rebel Reading Society and Hannah Palmer



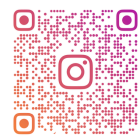
MINI.MIDNIGHT.READS

in collaboration with

Olivia Wakeford and Harper Collins



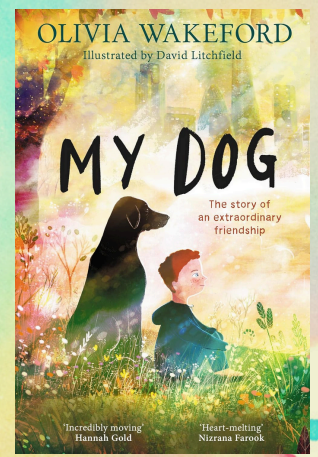
WAKEFORDWRITES



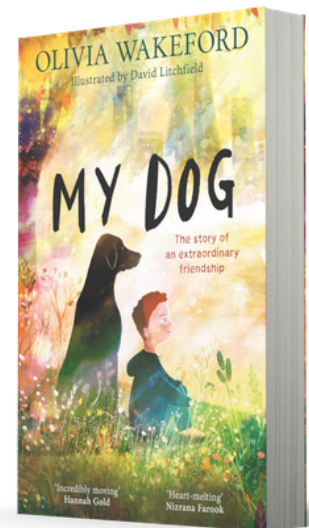
HARPERCOLLINSUK

MY DOG

TEACHING RESOURCE



My Dog is an emotive, contemporary book based around the experiences of a boy, Rhys, after his mam dies. Centring around Rhys' connection with a lost Labrador, the book offers many opportunities for discussion around feelings of grief and change within families. The book, in accompaniment with this guide, link in with many areas of the National Curriculum for KS2 & KS3, particularly Science, English & Art.



Word of the Chapter - For each chapter, there is a word of interest selected from the text. These can be used in a variety of ways -

- Discussion of word meanings.
- Prompts for looking up in dictionaries independently.
- As writing prompts, to embed with the correct context within sentences.

Discussion Prompt - Each chapter also features a question to discuss. They range from discussing the characters and predictions for the book, to reflecting more the situations presented. Many of these questions are specifically worded to tie in with the KS2 National Curriculum.

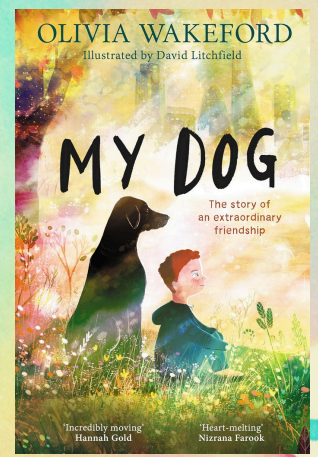
Activity Ideas - There are a selection of activity ideas that link in with the text, they're numbered by the page that they tie in with and can be found below the chapter breakdown. There's a mix of writing prompts, STEM ideas and more - all linking in with the National Curriculum.

Book Long Project - Throughout reading the book, create a record of the feelings that Rhys experiences. Pick from one of the options below or come up

- Create a linear, visual representation of his emotions, mapping how they change over time.
- Takes notes of the feelings identified chronologically throughout the story.

MY DOG

TEACHING RESOURCE



CHAPTER BREAKDOWN

Chapter 1

- **Word** - hygienic
- **Discussion Prompt** - What have we learnt about Rhys' current situation through the narrative in the first chapter?

Chapter 2

- **Word** - grimaces
- **Discussion Prompt** - How do you think Rhys' other family members can help reassure him that he is safe and loved after the death of his Mam?

Chapter 3

- **Word** - constellation
- **Discussion Prompt** - What different feelings do you think Rhys is feeling throughout this chapter?

Chapter 4

- **Word** - enquiries
- **Discussion Prompt** - Now that we have read a few chapters, what are your first impressions of the book?

Chapter 5

- **Word** - resistance
- **Discussion Prompt** - On page 39, Rhys describes his friend Rhodri's nan as having "hair like a fluffy white cloud". Can you think of another simile to describe his nan's hair?

Chapter 6

- **Word** - desperate
- **Discussion Prompt** - How do you think helping Worthington is helping Rhys to process his feelings about his mam?

Chapter 7

- **Word** - lollops
- **Discussion Prompt** - In this chapter, Rhys is talking through his worries for what is going to happen next. Why do you think he might be finding it easier to talk to Worthington?

Chapter 8

- **Word** - dissolve
- **Discussion Prompt** - Using inferences from the text, how close do you think Rhys is with his Dad?

Chapter 9

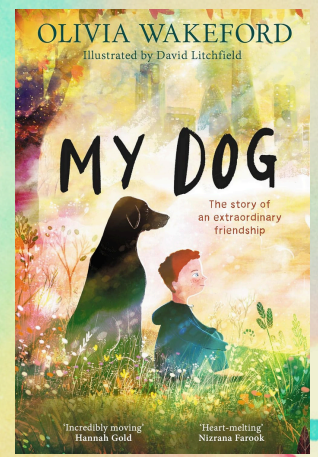
- **Word** - jowly
- **Discussion Prompt** - On page 71, Rhys worries that "there was nothing amazing about running away from her funeral.". How do you think his mam might understand Rhys' need to look after his mental health in this situation?

Chapter 10

- **Word** - traipse
- **Discussion Prompt** - How do you think Dad is going to respond when he finds out about Worthington?

MY DOG

TEACHING RESOURCE



Chapter 11

- **Word** - retract
- **Discussion Prompt** - How does our first meeting of Lucy differ from the way she was previously referred to by Rhys? Why do you think that we might be experiencing her character differently as the reader?

Chapter 12

- **Word** - stern
- **Discussion Prompt** - How are the authors' descriptions of what Rhys is experiencing helping us to empathise with him?

Chapter 13

- **Word** - cue
- **Discussion Prompt** - Which character are you most intrigued to hear more about as you read?

Chapter 14

- **Word** - congealed
- **Discussion Prompt** - Why do you think it was important that Lucy apologised when she realised how she had responded to Rhys?

Chapter 15

- **Word** - lumbers
- **Discussion Prompt** - Do you think Rhys is meeting Worthington's needs?

Chapter 16

- **Word** - ruff
- **Discussion Prompt** - On page 123, Rhys correctly identifies that Dad isn't speaking about Kayla respectfully. How could Dad have changed what he was saying to not use ableist language?

Chapter 17

- **Word** - ajar
- **Discussion Prompt** - What books would you assign to a class to read over summer, and why?

Chapter 18

- **Word** - summit
- **Discussion Prompt** - Which characters do you predict Rhys will become friends with?

Chapter 19

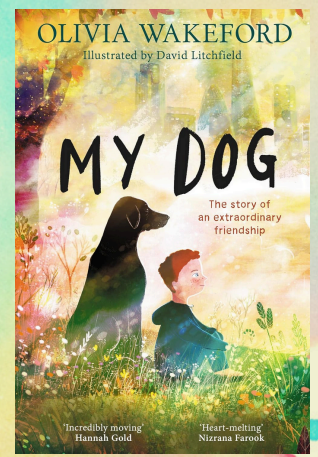
- **Word** - squelch
- **Discussion Prompt** - Why do you think that the author has written Nan and Bampy with the personalities that they have?

Chapter 20

- **Word** - clusters
- **Discussion Prompt** - How would you resolve the phone issue if you were Rhys?

MY DOG

TEACHING RESOURCE



Chapter 21

- **Word** - stifle
- **Discussion Prompt** - Can you identify one fact, one opinion and one lie in this chapter?

Chapter 22

- **Word** - trudge
- **Discussion Prompt** - Using references to the text, what are the differences between Rhys' mam's family and his dad's family?

Chapter 23

- **Word** - diagnosis
- **Discussion Prompt** - Hearing Kayla's experience of accessibility at various train and tube stations, can you think of any ways accessibility for wheelchair users could be improved in your local area?

Chapter 24

- **Word** - nervous
- **Discussion Prompt** - How do you think Rhys feels when Dad changes his mind about going to the exhibition?

Chapter 25

- **Word** - catchphrase
- **Discussion Prompt** - On page 196, Rhys says "You don't know what it's like to be me", with Kayla retorting with a similar response. What does this teach us about leading with empathy when we communicate with others?

Chapter 26

- **Word** - murmur
- **Discussion Prompt** - If you were Rhys' friend, what would you say to him at this point?

Chapter 27

- **Word** - lurches
- **Discussion Prompt** - What part of the book so far do you think has been most challenging for Rhys to navigate?

Chapter 28

- **Word** - concourse
- **Discussion Prompt** - How have the authors descriptions of Paddington Station built up an image of the setting in your mind? How could you bring this into your own writing?

Chapter 29

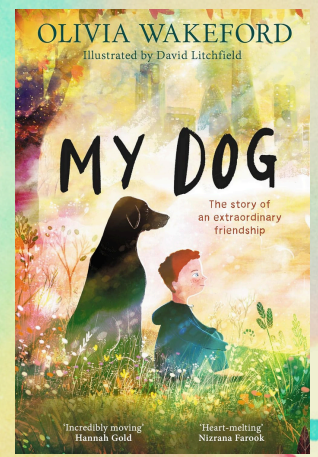
- **Word** - jostle
- **Discussion Prompt** - Why do you think the grey haired lady was trying to get the attention of Rhys?

Chapter 30

- **Word** - blurt
- **Discussion Prompt** - On page 230, the taxis are described as, "like a row of glossy black beetles waiting to fly away." How does this use of figurative language add creativity to the authors writing?

MY DOG

TEACHING RESOURCE



Chapter 31

- **Word** - queasiness
- **Discussion Prompt** - Do you think there were any inferences in this chapter that hint at big reveals?

Chapter 32

- **Word** - embarrassing
- **Discussion Prompt** - How do you think Rhys' dad is feeling at the time of this chapter?

Chapter 33

- **Word** - responsible
- **Discussion Prompt** - How does this chapter highlight why it is important to talk to a trusted adult about how we're feeling?

Chapter 34

- **Word** - plaque
- **Discussion Prompt** - Do you think Worthington is real?

Chapter 35

- **Word** - capable
- **Discussion Prompt** - Are you satisfied with how the story has come to a conclusion?

Chapter 36

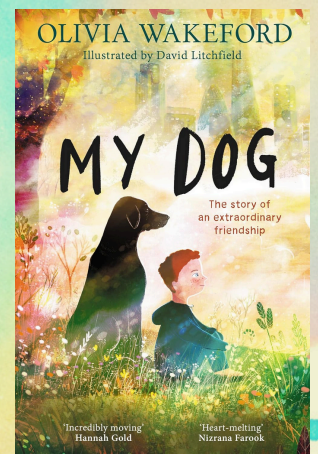
- **Word** - chuffed
- **Discussion Prompt** - How would you summarise the book if you were to recommend it to a friend?

Book Club Questions

1. What is the message from the story that has stuck in your mind the most?
2. How do you think Rhys is getting on six months after the book ends?
3. Which character do you think changed the most through the book and why?
4. How do you think the cover image conveys what the book is about?
5. Do you think the inclusion of Lucy and Evie added depth to the story?

MY DOG

TEACHING RESOURCE



WIDER CURRICULUM ACTIVITY IDEAS

Page 23 - Art Activity



Before Rhys wanted to be a vet, he wanted to be an astronaut. Learn about how the Earth's rotation causes Night and Day, using models of the Sun & Earth. Progress to explain that Earth's rotation causes the apparent movement of stars through the sky. Cement the learning with one of the below art activities.

- Constellation Art - Choose a constellation and create a piece of Art showing it in the night sky. You may wish to extend this with learning about the time/culture who named the constellation.
- Timelapse Art - Study timelapse photography of the night sky, which visually shows how we perceive stars across the night sky. Create an art piece inspired by these photographs.
- Progression Art - Chose an outside location that is familiar to you and consider how it would look at different points throughout the day and night.

Page 82 - Geography Prompt



Map Rhys' journey from South Wales to London taking note of the counties they would pass through. You could do this either via public transport or car. For KS3 you may wish to extend this with looking at relative motion, with how trains & cars passing one another

Page 119 - Writing Prompt



Create an informative leaflet that outlines how to care for a dog to meet their needs.

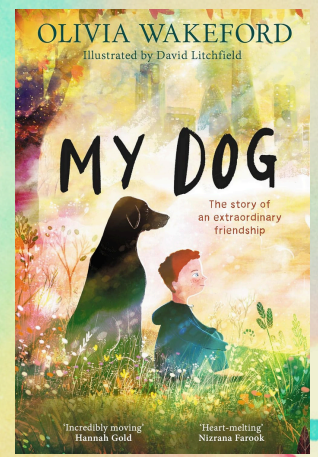
Page 161 - Writing Prompt



Write an apology letter to Henry from Rhys to try and make right the situation with the phone.

MY DOG

TEACHING RESOURCE



Page 186 - STEM Challenge



Make a model of a tunnel that is able to support weight on the top. Experiment, using fair and comparative tests, as to which materials, such as wood, metal, plastic, are most suitable for your structure. Conclude with which material is most suitable for your model.

Page 225 - Design Challenge



Create a design for a new train carriage that is both innovative and functional, using one of the prompts below.

- That resolves issues of accessibility that there are in a standard train carriage.
- That is family friendly, meeting the needs of children of various ages.
- Is suited to long distance travel, where passengers may need to sleep overnight.

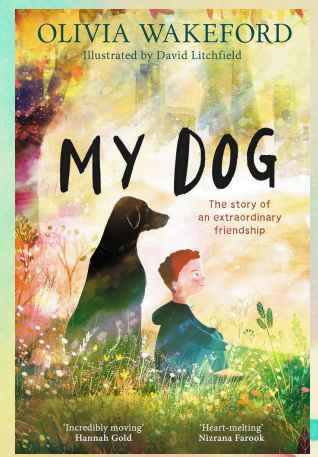
Page 268 - Art Activity



Create a pet portrait of Worthington, that uses an art material that is not familiar to you, for example charcoals or collage.

MY DOG

TEACHING RESOURCE



CURRICULUM LINKS - KS2 & KS3

Included in this list are links that are found directly within the book and ideas that have been extended upon within this guide.

• English

- Spoken Language
- Reading Comprehension - recommending books, meaning of words in context, drawing inferences, predictions, figurative language, challenging views courteously through discussion, distinguishing between statements of fact and opinion
- Writing - identifying the audience, writing for a wide range of purposes.

• Science

- Earth & Space - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
- Materials - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Forces - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Relative motion: trains and cars passing one another (KS3)

• RSE Education

- Relationship Education - characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members.
- General Wellbeing - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. That change and loss, including bereavement, can provoke a range of feelings. That grief is a natural response to bereavement, and everyone grieves differently.

• Geography

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features.

• Design & Technology

- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.

• Art

- Improve art and design techniques