



Guided Reading - Wednesday

Lone Dog

I'm a lean dog, a keen dog, a wild dog and lone,
I'm a rough dog, a tough dog, hunting on my own!
I'm a bad dog, a mad dog, teasing silly sheep;
I love to sit and bay the moon and keep fat souls from sleep.

I'll never be a lap dog, licking dirty feet,
A sleek dog, a meek dog, cringing for my meat.
Not for me the fireside, the well-filled plate,
But shut door and sharp stone and cuff and kick and hate.

Not for me the other dogs, running by my side,
Some have run a short while, but none of them would bide.
O mine is still the lone trail, the hard trail, the best,
Wide wind and wild stars and the hunger of the quest.

Lone Dog by Irene Rutherford McLeod





Questions

- 1 'I'm a lean dog, a keen dog, a wild dog and lone'

Which of these words is closest in meaning to 'lean' in the line above?

rest

slope

thin

meat

[1 mark]

- 2 What does the lone dog like to do to sheep?

[1 mark]

- 3 Decide whether each statement about the poem is true or false.

[1 mark]

	True	False
People shut their doors to the dog and throw stones at it.		
The dog likes to howl at the moon.		
The dog likes to run with other dogs.		
People feed the dog at their firesides.		

- 4 Find and copy a phrase in the **first verse** that implies that the lone dog has to find its own food.

[1 mark]

- 5 Find and copy a phrase from the **second verse** that makes you think the lone dog has a poor opinion of lap dogs.

[1 mark]

- 6 Compare what the poet tells you about the lone dog and the lap dog. Write down what is different about their lives.

[3 marks]

- 7 The lone dog is happy with its life. How do you know?

[1 mark]

- 8 What do you notice about the rhyming pattern at the end of the lines?

[1 mark]



- 9 In the **first line** the poet repeats the same vowel sound in lean and keen.
Find and copy **one** other place where the same technique is used. [1 mark]
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- 10 The lone dog says it's '*a bad dog, a mad dog*'. How do you think the dog came to think it was bad and mad? [1 mark]
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Answers

Supporting pupils to read and analyse poetry

When answering questions about poetry, encourage pupils to read the poem at least twice before making a start. After this, encourage pupils to ask themselves what the poem is about, making sure that they think about the title as well as the content of the poem. Pupils are now ready to look for organisational features such as the use of stanzas, rhyme scheme and rhythm. They should mark these on their copy of the poem. Next, encourage pupils to think about the descriptive quality of the poem including the use of vocabulary, description and figurative language. They should underline the important descriptive words and put a circle around any words they are unsure about. They can then look back at the tricky words to try and work out their meaning from the context. Pupils are now ready to start answering questions about the text.

1 thin 1 mark (Content Domain 2a)

2 It likes to tease sheep. 1 mark (Content Domain 2b)

3		True	False
	People shut their doors to the dog and throw stones at it.	✓	
	The dog likes to howl at the moon.	✓	
	The dog likes to run with other dogs.		✓
	People feed the dog at their firesides.		✓

1 mark for all four correct (Content Domain 2c)

4 Expected standard: Pupils should find and copy the phrase '*hunting on my own*'. 1 mark (Content Domain 2d)

5 Expected standard: Pupils should find and copy either '*licking dirty feet*' or '*cringing for my meat*'. Both phrases require pupils to infer that the lone dog is unimpressed by the behaviour of lap dogs. The second example requires pupils to understand the meaning of the word '*cringing*'. 1 mark (Content Domain 2d)

6 Expected standard: Pupils should describe one difference between the lives of the two dogs. They can choose any from:

- the lone dog has to hunt for its food but the lap dog eats from a plate;
- the lone dog sleeps outside but the lap dog sleeps by the fire;
- the lap dog has a companion but the lone dog lives alone.

1 mark (Content Domain 2h)



Extension: Some pupils may be able to explain the differences between the lives of the two dogs in greater detail using two or three examples from the list above.

Up to 2 additional marks (Content Domain 2h)

- 7** **Expected standard:** Pupils should refer to either the line '*I love to sit and bay the moon...*' or '*O mine is still the lone trail, the hard trail, the best*'. Accept answers that simply state '*I love*' or '*the best*'. In answering this question, pupils need to infer that '*I love*' and '*the best*' show that the dog is happy with its life. **1 mark** (Content Domain 2d)

- 8** **Expected standard:** Pupils should explain that adjacent pairs of lines rhyme. Some pupils may be able to use the term *rhyming couplets* to explain this pattern. **1 mark** (Content Domain 2f)

- 9** **Expected standard:** Pupils should copy one of the following:
- *rough dog, a tough dog;*
 - *bad dog, a mad dog;*
 - *sleek dog, a meek dog.*

Accept responses where pupils have written rough/tough, bad/mad, sleek/meek.

1 mark (Content Domain 2f)

- 10** **Expected standard:** Pupils should infer that the people the dog has encountered have told it or shouted at it that it was bad and mad. **1 mark** (Content Domain 2d)

