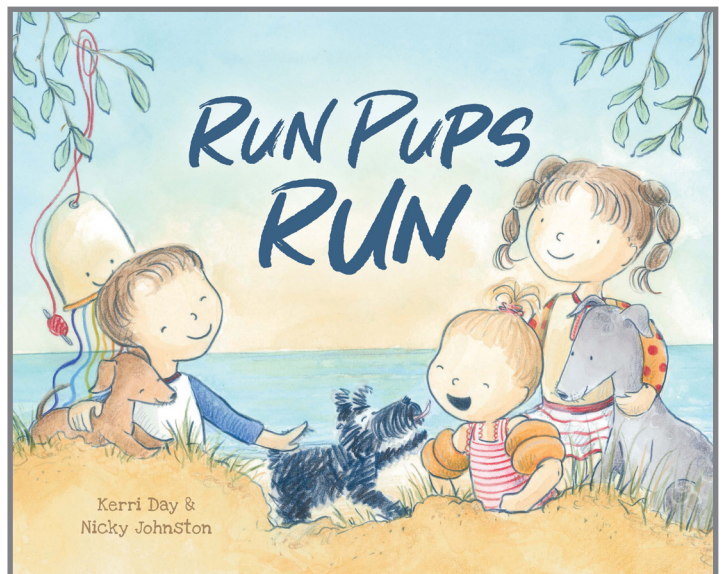# Run Pups Run

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ILLUSTRATOR
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SYNOPSIS

When a family heads to the beach with their dogs an adventurous summer day unfolds. A lost kite, riding the waves, sandcastles, ice-cream, hiding from their parents and a thunderstorm!

A rollicking, rhyming adventure story to read aloud and share with the whole family. *Run Pups Run* celebrates the simple joys of childhood and the bond between children and their dogs.

ABOUT THE AUTHOR

Kerri Day is a Sunshine Coast, based writer with a background in teaching. She enjoys writing stories which encourage young readers to discover the natural world and explore language, sound and creative thinking. Reading and being read to can be one of the fondest memories of childhood for parent and child and Kerri hopes her stories may play a part in family life in this way, helping to plant the seed for a lifelong love of books.

ABOUT THE ILLUSTRATOR

Nicky Johnston is a Melbourne based award-winning children's book author and illustrator. Her illustration style is often referred to as whimsical, playful, warm, emotive and dreamy. She works in watercolour, ink, pencil and pastel.

STUDY NOTES
BEFORE READING

- Explore the cover clues and end papers—what do you think this story could be about?
- Who are the pups and why might they be running?
- Where do you think the story is set? What might we see in this story?
- Read the blurb and see how close the guesses were or if children want to change their ideas.

AFTER READING

- Did the story end as you thought it would?
- Which was your favourite page and why?
- What does your family like to do at the beach?

Language

- Use the rhythm and rhyme of the text to help children experience the difference in the sound and feel of words eg. run, float, glide. Having students close their eyes and visualise the story, only taking their cues from the sound and

pace of the words.

- Discuss meaning of words such as Dive, Float and Glide, which are similar but not the same. Another example—Dip and twist.
- Use text as a tool for exploring parts of speech, primarily verbs but also adjectives.
- Spelling—use the text for examples of blends, eg. climb, clouds, stomp, stamp, splash, grab.
- Use text to expand vocabulary by finding alternatives to—wild, mischief, happy, messy, big – build a word bank for writing activities.
- Discover the book without the text, have students tell the story simply from the illustrations.
- Use only illustrations and match the text to illustrations to sequence the story.
- Re-write the text substituting Pups for different animals eg. dinosaurs or monkeys.
- Make a class list of what you might find at the beach and need for your day at the beach. Introduce the concept of a List Poem. Present finished work as an anthology.

Science

- What do puppies need to survive? What type of animal are they? What is their lifecycle?
- How do animals other than dogs, sound and move and what are they covered in? Compare dogs (mammals) to other creatures.
- Research creatures of the beach environment, on shore, rock pools and in the sea.

Visual Arts

- Artist Nicky Johnston has recreated a happy day at the beach. Recreate a day at the beach in mural form for the classroom using a variety of dog breeds created by students.
- Illustrate a re-written version of the book created by substituting dogs with other animals, using student work from previous language activity.

Drama/Music and Movement

- The text is perfect for clapping, clicking and stamping movement games where children keep the pattern of the text.
- Use the rhythm and rhyme for movement activities—have children run, float, glide—experiencing the difference in the sound and feel of words. Words can have cadence so tap into that when reading the text and having students move to the text.
- Using the rewritten text with substituted animals—eg. dinosaurs or monkeys—to explore how these animals would move differently to dogs.
- Break into small groups and act out the book which encompasses the arc of one day.