



# Teachers' Notes

## Dog on Log

Written by Tania Ingram  
 Illustrated by Kat Chadwick

Teachers' Notes by Madeline Holmes

### OMNIBUS BOOKS

Category	Picture book
Title	Dog on Log
Author	Tania Ingram
Illustrator	Kat Chadwick
Extent	24 pp
Age	Pre-school age
ISBN	978 1 86291 964 8

### Contents

About the Story.....	2
About the Author.....	2
About the Illustrator.....	2
Study Notes for Teachers.....	3

## About the Story

---

*Dog on Log* is a delightful story about a special day for a dog and his friends and a visiting cat. With gorgeous and engaging illustrations and simple, child-friendly language, this is a perfect text to introduce young children to rhyming words and opposites and to teach them about animals and counting.

## About the Author

---

**Tania Ingram** grew up in Whyalla, South Australia. She has always loved to write stories and as a child won several writing awards. She has a Masters in Clinical Psychology and has worked as a child psychologist.

Tania now lives in Adelaide with her family. It was while playing in a sandpit with her daughter, a packet of plastic animals and a stick that *Dog on Log*, her first children's picture book, was conceived.

## About the Illustrator

---

Born in Pahiatua, New Zealand, **Kat Chadwick** completed a Diploma in Fine Arts (majoring in printmaking). She then spent a few years exhibiting and travelling the world. In 1995 she moved to Melbourne to study Graphic Design at Swinburne University. After gaining an Honours degree, she worked at various Melbourne design studios before establishing her own business. Her previously illustrated books include *Shirl and the Wollomby Show*.

Of her approach to the illustrations Kat says 'my process is quite simple. After the initial pencil roughs have been approved, I draw on paper with pen and ink, scan the image, tidy it up in Photoshop and save it as either a bitmap tif or grayscale tif (depending on the quality I'm after). I then embed the file in Illustrator and apply the colour/texture on a series of layers below.' She uses brushes from her box of various Japanese brushes that belonged to her granny, Ann, who also drew.

## Study Notes for Teachers

---

1. *Dog on Log* is a great starting point for visual literacy learning and teaching children to think about how we process meaning. It is important to reread picture books as children will learn new things with each reading.
  - On the first reading just show the children the illustrations instead of reading aloud to them. This way they can create their own meaning and their own ideas for what the animals in the story might be doing.
  - When you read the story aloud for the first time, emphasise that we read the words from left to right.
  - See how children respond to the plot. What do they think the story is about? Ask them to describe the story to their neighbour.
  - Use the illustrations in *Dog on Log* to talk about pictorial clues and demonstrate the way images tell stories. Ask children the following questions and have them use the illustrations as evidence of what they know: what are the animals preparing for? What is the hog doing in the bog? What is the chicken making? Whose party is it? What has the cat brought with her? Why do you think the rat was in the jar?
  - See if children are familiar with the concept of endings. Ask the children about how the story of *Dog on Log* ends. What do they think an ending is? Can they define an ending in words? What do they suppose the dog and the cat did next?
  
2. Use *Dog on Log* for activities and discussions on rhyme and opposites.
  - To begin, ask children to describe the language used in the story and see if anyone suggests that the words rhyme or sound similar.
  - Explain that words rhyme when they have similar-sounding endings. Ask children to experiment with the words they know and to see if they can group together words that rhyme. Prompt learning by using classroom objects and saying things like 'chair rhymes with ...'
  - Have children make up their own rhyming story. They can illustrate these and make their own picture books.
  - Talk about words that have opposite meanings. Use the examples given in the book:

here/there	near/far	loud/quiet
asleep/awake	jump/sit	come to stay/run away

- Ask children to come up with their own couplets of words that have opposite or near opposite meanings. You might prompt them by giving each child a word to begin with.
  - Once they have grasped this concept, have children define the previously listed words aloud. So 'here means ...' and 'asleep means ...'
3. *Dog on Log* is an excellent book to introduce or practise counting:
- As you read through the book, ask children to identify and count certain items:
    - a) The number of animals
    - b) The number of balloons
    - c) The number of flags
    - d) The number of different coloured flags
  - For older children, introduce concepts of adding and subtracting using the illustrations. For example, if the frog and hog run away, how many animals are left? If they come back again, how many animals are at the party?
  - Go through the alphabet and see if children can count how many things on each page start with certain letters.
  - If children have access to the Internet, the Australian Government has a terrific website with counting games for young kids: <http://www.abc.net.au/countusin/>.
4. *Dog on Log* can be used as a reference for learning about animals:
- Ask children to identify all the different animals in the story.
  - Find out what they know about each animal they have identified.
  - Ask them to describe where the animal lives, what the animal eats, what noises the animal makes, what the animal looks like, etc.
  - Make recordings of animal sounds and play them for children to identify the different animals.
  - Have children draw pictures of each animal so they have their own animal identification book.
  - If possible, visit a local animal farm or petting zoo, so children can see what the animals are like in natural environments. For those children who cannot travel, you might like to show them video footage of animals.

- With older children, introduce the concept of personification and anthropomorphism in simple terms. Show through the illustrations how we attribute qualities and characteristics of a person to an animal. What other stories do children know which show animals acting like people? Do they like this approach? Why?

5. *Dog on Log* is a great starting point for drama games and creative fun:

- Using the story for inspiration, have children create their own balloon animals. For younger children, blow up their balloons before you begin. Once this is done have them decorate their balloons with art materials to look like their chosen animal. Make sure the tie is on the top of each balloon animal's head so they can be hung around the classroom on completion.
- Have children create animal masks from paper plates so they can dress up as the characters in the story.
- On a reading of the story, ask children to mime the actions they hear. See if they can recreate the scenes in the story in tableau form.
- Ask children to act like the different animals in the story.
- Using the story as a guide, have children make decorations that would be suitable for a party. They might like to design their own flag, which can be threaded on string and hung up around the classroom. When they are finished they can have their own animal-themed party and wear the masks they made previously. They can play 'guess which animal I am' and try to dance like all the different animals in the story.