

All Dogs Bark



Written by Catherine Meatheringham
Illustrated by Deb Hudson

Teachers' notes

Inspiration Behind the Story

The inspiration for the story came from researching the different ways to describe the barking sounds that dogs make. I discovered that people hear the barking sounds differently in different countries and cultures. I thought that all of fabulous barking sounds would make a fun and interactive picture book where children could join in and bark along with the story.

Themes: Dogs, Barking Sounds, Countries, Culture and Identity

Recommended for: Age 3-8, Early Childhood, Preschool and Lower Primary School

Key curriculum areas:

- English: Language, Literature, Literacy
- Humanities and Social Sciences:



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Geography

- Science
- Visual Art
- Health and PE

Reasons to study the book:

- Learn about other countries and cultures
- Learn about different dog breeds and their barks
- Discover bird species in each country
- Discover new vocabulary
- Explore literary devices including onomatopoeia, refrain and repetition
- A resource to explore cultural diversity during Harmony Week.



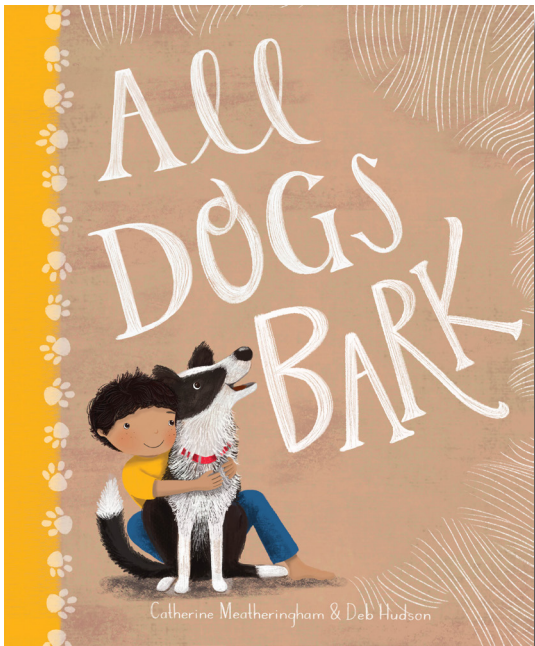
Activities

Reading the book

- Invite children to join in reading the book by making the barking sounds in the story. This can be with their voice or by clapping, tapping or stomping to the beat.

Literacy

- The illustrations tell their own story. Ask the children to tell the story as they see it from the illustrations.
- Ask the children what they can see on each page. What are the dogs doing, what are the people doing, what is the weather like?
- Ask them to describe the buildings and landscape. Discuss how the words and the illustrations work together to tell the story.
- The author uses three literary devices in the story – onomatopoeia (words which imitate sounds), repetition (repeating the barking sounds) and a refrain (‘And my dog barks woof woof woof’). Explore what these literary devices are with the children.
- Onomatopoeia is a word that imitates a sound. Different cultures ‘hear’ dogs barking differently. ‘Woof’ is one of the most common ways to describe a barking sound in the English language. Ask the children to describe some other barking sounds that dogs make.



- Ask the children to retell or rewrite the story using different animals and their sounds for each country, such as native animals, birds or other pets. They can retell the story through art, a performance or by writing a new story.
- Ask the children to retell the story from the point of view of the people illustrated in the book. What are the people doing and saying?
- Explore the blurb on the back cover. Explain the purpose of the blurb and ask the children to write or retell a new blurb for the book.

Language

- Discuss with the children how English is one of many languages spoken in Australia. Explore the languages spoken by children at home, in their family and the community.

- Ask the children to find out the names of the language or language/s spoken in each of the countries in the book.
- Ask the children to discover what the word, or words, for ‘hello’ are in each of the countries.
- Ask the children to list all of the different ways they say hello, such as hi, hey and through facial expressions and gestures.

Humanities and social sciences – Geography, Culture and Identity

- There are nine countries in the book. Ask the children to find each country on a map of the world. Ask the children to list the geographical location, features and capital city for each country.
- Explore the celebrations and commemorations in each of the countries in the book, including in Australia.
- Ask the children to choose one country to do a detailed study of. Using the illustrations and their own research, ask the children to find out about the country and its culture, including:
 - Geographical location
 - Food
 - Weather and climate

- Clothes
- The lives of people who live there
- Buildings
- Landscape
- Native animals
- Music and dance
- Traditions, celebrations, commemorations.

- Ask the children to create a factsheet, poster or travel guide to present the information and their research about the country.
- Ask the children to deliver an oral presentation to the class about the country.
- The author hasn’t specified what country the narrator’s dog lives in. Ask the children what country or countries they think ‘My dog’ lives in.
- Discuss with the children what makes us who we are. Ask them to talk about their identity such as their pets, favourite foods, clothes, how they say hello, and the place they live in and why these things are important to them.
- Explore the children’s connections to other places across the world, including the countries in the book.
- Ask the children if they have a connection with any of the countries in the book, such

as where their grandparents are from, travel, food, or traditions from other countries that they celebrate.

Science

- There are 15 different breeds of dogs in the book – see page 5 for a list of the dog breeds. Ask the children what dog breeds they recognise.
- Ask the children to research one of the dog breeds and create a poster, factsheet or give an oral presentation about the dog. The information could include:
 - The dog breed name
 - The country or countries that it lives in
 - External features such as coat, colour, size, snout and ear shape
 - Basic needs such as food and water
 - Temperament.
- Dogs make many other sounds apart from barking, such as whining and growling. Ask the children to list these sounds and explore what the dogs are trying to communicate when they make these sounds.

- There are ten different bird species in the book - see page 5 for a list of the bird species. Ask the children what birds they recognise in the book.

- Ask the children to choose a bird to research and explore its features, habitat and groupings. They can create a poster, factsheet or deliver an oral presentation to the class about the bird.

Visual Art

- Ask the children to choose a country that was not included in the book and draw a new scene for the country, including the dogs, people, buildings, landscape and weather.
- Ask the children to bring in photos of their dog, pet, or travel to other countries and create a collage to display.
- Ask the children to draw a dog. They can either draw the dog themselves or follow illustrator Deb Hudson's steps on how to draw a dog on page 7.
- Play SPOTTO: Ask the children to find the following in the illustrations: giraffe, monkey, green cake, duck, hijab, spices, soccer ball, peacock, bread and palm trees.

Music and Dance

- Listen to some of the traditional music from each country.
- Watch and perform some of the traditional dances from each country.

Health and PE

- Ask the children to research the different activities, sports and games played in each country in the book. Play one of the games with the children.
- Take the children on a walk. Ask them to listen to the sounds they can hear, including any dog barks and bird sounds. Talk about the sounds they hear and what the sounds mean.

Dog breeds

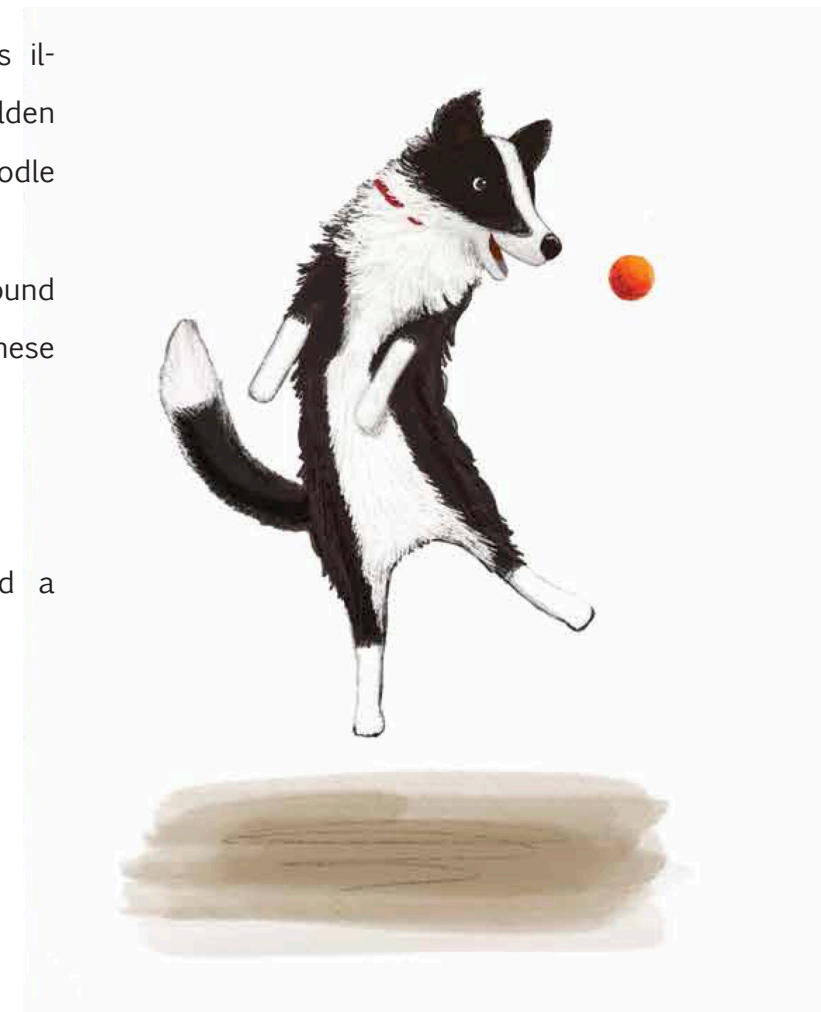
The dogs illustrated in the book are:

- My Dog - Border Collie. The other dogs illustrated on page 4 and 5 are a Golden Retriever (larger dog) and Miniature Poodle (smaller dog)
- France – French Bulldog and a Basset Hound
- China – Sha Pei (larger dog) and Chinese Crested Dog (smaller dog)
- India - Pariah
- Bali – Kintamani
- Holland – Kee Shond (larger dog) and a Koosherhondje (smaller dog)
- Japan – Shiba Inu
- Brazil - Brazilian Terrier
- Russia – Samoyed
- South Africa – Africanus

Bird Species

The bird species illustrated in the book are:

- Pages 4-5 - Seagulls
- France – Pigeons
- China – Swallows
- India - Grandala
- Bali – Cucak Ijo
- Holland – Mallard
- Japan – Japanese tit
- Brazil - Macaw
- Russia – White dove
- South Africa – Chickens



Dog breeds



How to draw a dog

