



TEACHER NOTES

Teacher Notes by Romi Sharp

WALKER BOOKS



ABOUT THE BOOK

**The world's happiest and most dog-friendly superhero is here!
A brand new adventure for junior readers from Kate Foster.**

Meet Harriet Hound.
She's eight years old and loves dogs!

But Harriet has something else that makes her super... the power to summon the dogs from her family's rescue shelter every time there's trouble afoot.

Whether it's a carnival catastrophe, a sudden storm or vanishing vegetables, Harriet and her best dog friends use their super special talents and problem-solving skills to save the day!



ABOUT THE AUTHOR

Kate Foster is a children's book author writing about friends, family, and dogs. Originally from a small town in the south east of England, she now lives on the stunning Gold Coast in Australia with her family and second-hand dogs. She is passionate about encouraging and teaching a wider understanding of autism and mental illness via positive approach and representation.

ABOUT THE TEACHER NOTES AUTHOR

Romi Sharp is a qualified Early Childhood and Primary School educator based in Melbourne, with a passion for art and children's literature. She currently works as a freelance publicist and digital marketer, copywriter, curriculum writer, video animator, book reviewer and picture book writer. Romi is the founder and director of the Australian support community for children's authors and illustrators, Just Write For Kids (est. 2014) and its subsidiary promotional service, Books On Tour PR & Marketing.



THEMES

Autism • Adventure • Problem-solving • Teamwork • Animals

6-9 YEARS, JUNIOR FICTION

"This gorgeous book gets a big paws-up from me – funny, adorable and packed full of puppies."

NAT AMMOORE

"Perfectly judged stories that will thrill young readers with intriguing mysteries, simple-yet-rhythmic writing and a highly inventive brand of canine magic."

ANDREW McDONALD



TEACHER NOTES

BEFORE READING

Tuning In: Watch the movie trailer for 'DC League of Super Pets' at: <https://www.youtube.com/watch?v=4PgBw3xYnSk>

Ask students to discuss: What makes the dogs 'super'? Why have dogs been chosen to save their owners? In what 'powerful' ways are the dogs in the movie similar to dogs in reality?

What do you like about dogs?

Look at the cover of *Harriet Hound*. What does the cover tell you about the characters and what this adventure might be about? Does it entice you to find out? Why or why not? Read the blurb. Discuss.

DURING READING

Introduction

Setting the scene

- How does the opening page hook you in?
- What do we immediately learn about the main character?
- What does the author intend for readers to think about?

Vocabulary

'enormous'/'gigantic'/'colossal'
'odd'/'weird'/'peculiar'
'strange'/'unusual'/'bizarre'

Discuss and write down the meanings of the vocabulary terms. These are all adjectives (describing words). What do you notice about the meanings of each group of words? Find more synonyms to match the meanings.

Literary Technique: Humour (Puns)

Harriet lives in a town called Labrador. She belongs to the Hound family. Harriet's grandparents named the shelter, Hound's Rescue, and the road, Hound Lane.

- The author has used puns for comedic effect. Can you spot the pun? In this instance, the author has used the dog-related words to describe Harriet's surroundings.
- Brainstorm more words related to 'dogs' and write a 'punny' sentence about Harriet's family and/or home.
- Illustrate.

Discussion Questions, Comprehension and Activities

Activity Ideas

- Create a Character Profile sheet about Harriet. Include some adjectives, fun facts and a picture of her. To help with your character analysis, find parts of the text to show the way they:
Speak (How do they speak?),
Think (Thoughts and feelings),
Effect on others (How do others react to them?),
Act (What do they do?) and
Look (What do they look like?).
- What happened when Harriet lifted the lid off Nana's box, and what were the instructions?
- What does 'stimmed' mean? (self-regulatory action). Why does Harriet do this?
- How is Harriet a 'superhero'?
- Make a list of ways you'd like to be a superhero. Draw a picture of yourself as a superhero.

Harriet Hound and the Vanishing Vegetables

Vocabulary

Chapter 1

'relax', 'scared', 'fetch', 'lolling'

Write down the definitions of these verbs (action words). Write each term in a sentence.

Chapter 2

'courtyard', 'machinery', 'hikers'

Write down the definitions of these nouns (names of things). Write each term in a sentence.

Chapter 3

'vegan', 'biryani', 'tofu'

Find out the definitions of these terms. What do they all have in common? Find and list other 'food-related' words from the text.

Chapter 4

'slumped', 'vanishing', 'devastating', 'investigating'

Write down the definition of these terms. Write a sentence or short story including all of the terms.

Chapter 5

'scent', 'fragrant', 'earthy', 'fresh'

These terms are all shades of meaning related to the term 'smell'. What other similar words can you think of?

Chapter 6

'scraping', 'distribute'

Write the definitions of these words. Use each word correctly in a sentence written in past tense and a sentence written in present tense.

Chapter 7

'sweetened', 'uncomfortable', 'scrumptious'

Write these terms in sentences, adding more to the descriptions with extra adjectives.

Chapter 8

'squishy', 'squidgy', 'soggy', 'slimy'

Write the base words for each of the above terms. ('squishy' – 'squish', 'squidgy' – 'squidge', 'soggy' – 'sog', 'slimy' – 'slime'). Notice the change to add the 'y' to the end. What are the spelling rules?

Literary Technique: Onomatopoeia

"bark, bark, barks" (p.21)

*"Then, my tummy **rumbles**. 'Ooo!' Mum giggles."* (p.22)

Onomatopoeia are words that represent, and imitate a sound.

- Highlight the onomatopoeia in the above lines. How does the author use this device to add an impact to the story?
- Make a list of onomatopoeia from this chapter. Some include, loud, sniff, shuffling, etc. Can you find any more?
- Draw a scene or a series of scenes including word sounds to represent the action.

Literary Technique: Show, Don't Tell

"I flap my hands and scrunch up my face. My insides feel squirmy, and I remove my headphones, letting them hang around my neck." (p.26)

How does the language used 'show' the reader how the character is feeling, rather than simply 'telling' us? What words show how Harriet feels about the changes in Marcia's store? How is this more effective than writing, 'Harriet was anxious about the changes in Marcia's Market.'? Write another sentence 'showing' a character feeling worried or confused about changes to the normal routine or situation.

Try to think about how the character is physically feeling to express their emotion.

Literary Technique: Alliteration

"Bao the beagle cross, Cassandra the cairn terrier, and Delia the dachshund." (p.38)

Discuss the literary technique of alliteration and how the author has used this as a form of engagement, humour and for a memorable impact. Refer to the illustrations on page 39 to identify the reference to the names. What other names in the book have been alliterated? (Vanishing vegetables, Harriet Hound, Penny the pointer, Basset's Bunches and Bundles, etc). Students can brainstorm some other possible funny alliterated names for these characters, and draw pictures to match.

Discussion Questions, Comprehension and Activities

What did you like about this story? How did it make you feel? What were your favourite / least favourite parts? How are the characters 'superheroes'?

What did you learn about Hound's Rescue? How does the family ensure that the dogs are well looked after? What is the ultimate goal for these dogs?

What is your understanding of the types of foods and countries mentioned in the story? Have you tried any of these traditional foods/dishes? What is your family's favourite traditional meal?

What did you learn about Harriet and her autism? What strategies does she use as coping mechanisms in difficult or uncomfortable situations?

Why do you think the author has used lists, and a range of literary strategies, such as repetition, synonyms, alliteration, emotions, visual and sensory cues, and so on, for this story? Can you find examples of each of these strategies?

What do you like about the illustrations? How do they support the text?

Activity Ideas

In response to the traditional foods from the text, students can:

- Draw a picture or make a 3D model of your favourite meal.
- Write an instructional recipe.
- Hold a Cultural Food Day event with your classmates. Research and represent a country and their traditions of your choice.

Using the facts about dogs in Harriet's Fact Sheets, either:

- Create an information page about one of the breeds of dogs, including pictures.
- Create a Concept Web showing different facts about several breeds of dogs.

Harriet Hound and the Sudden Storm

Vocabulary

Chapter 1

'Wednesday', 'Sanctuary', 'Greenland', 'rhinoceroses', 'okapi', 'narwhal'

Identify the nouns and Proper Nouns from the terms above. Create a table and list more words from the text in each column.

Chapter 2

'splashes', 'scratchy', 'rough', 'scuffs'

Notice the terms are onomatopoeia words. Write a short comic sequence using these and other sound words to tell the story. Illustrate each scene.

Chapter 3

'darker', 'enormous', 'gushing'

Write the definitions of these terms and find another synonym and antonym for each word.

Chapter 4

'slowly', 'immediately', 'carefully'

These terms are adverbs (describing an action). Use these adverbs in your own sentences.

Chapter 5

'friendliest', 'calmest', 'happiest'

Write down all the word families for each term, where prefixes and suffixes are added. For example, 'friend' – friends, friendly, friendlier, friendliest, unfriendly, etc.

Chapter 6

'fluffiest', 'snout', 'velvet'

In a sentence, use these words and other related words to describe Newton the newfoundland.

Chapter 7

'therapy', 'healthy', 'thrilled'

Notice the spelling digraph 'th' in these words. Say, clap and write the syllables in each word. For example, th/e/ra/p/y. Brainstorm, find and list other 'th' words.

Chapter 8

'seatbelt', 'throughout', 'driveway', 'waterproof'

Notice that these terms are compound words (a series of two or more words that collectively form a single word). Break these into two words to write an equation. For example, 'seat' + 'belt' = 'seatbelt'. Write down other compound words with one of the base words (such as 'water'). Find other compound words in the text.

Literary Technique: Metaphors/Analogies

"I have a waterfall of emotion that's swirling and bumping and jostling and dancing inside me!"
(p.67)

A metaphor is a figure of speech to represent an object or action symbolic of something else.

- Harriet describes her emotions as a literal thing that she can feel moving inside her, although in reality, emotions don't act in this way.
- How do these sentiments symbolise both the literal sense and the metaphorical sense in terms of how Harriet is feeling about going to the Labrador Wetlands?
- Write another metaphor or analogy to describe Harriet's experience of feeling excited. Be creative!

Discussion Questions, Comprehension and Activities

What did you like about this story? How did it make you feel? What were your favourite / least favourite parts? How were the dogs 'superheroes' in this tale?

What did you learn about Harriet in this story? What animals does she like? What clothes does she like to wear (or not wear)? How does she manage her excitement / disappointment / challenges on the trip?

What are the words Harriet uses to summon her 'superhero' dogs from the shelter? What is her 'magical' process?

Which dog did you like the best? Bob the British bulldog, Ronald the retriever, Lara the lab, or Newton the newfoundland? Why? How did each dog help?

Where did Newton go in the end? What are the benefits of Harriet helping to adopt out the dogs? Are there any disadvantages?

Activity ideas

In response to Harriet's list of animals and her wildlife adventure, students can:

- Make a list of your favourite animals.
- Research and write an information report on an unusual animal of your choice. Include information about their appearance, unusual features, food, life cycle, etc and include some pictures.
- Write a narrative story about a wildlife adventure into the wetlands. Who are the characters? What is their problem or mission? What will they need? What obstacles will need to be overcome? How will the problem be resolved? Students should include interesting language and literary devices, a sizzling start, and a beginning, middle and end structure.

With regard to the Labrador Wetlands scene, students can:

- On a grid with coordinates, draw a lake with several different kinds of birds and ducks (all labelled) in separate squares. Ask a partner to identify a list of coordinates, using appropriate prepositional language. For example, 'What is in the square **to the right** of A5?' 'In which coordinates can you find a pelican?' 'The cormorant is **behind the reeds**.'
- Students could represent their grids on paper or digitally.

Harriet Hound and the Carnival Catastrophe

Vocabulary

Chapter 1

'legendary', 'stupendous', 'delicious'

Write down the definitions of the above adjectives (describing words). Use each one in a sentence to describe a particular characteristic of a character, event or object.

Chapter 2

'stress', 'whimper', 'amaze', 'squirms'

Discuss the meanings of these emotive verbs. Write all of these in a sentence or short story, and illustrate. Find more emotive verbs or phrases in the text. What do you think Mr Hayashi is worried about?

Chapter 3

'stall' as in '... the other goodies that make our **stall** look amazing.' (p122-123)

'cheer' as in 'The fairground workers **cheer**.' (p126)

These terms are homonyms (words that share the same pronunciation and spelling but have different meanings). Write the matching homonyms for the above terms in your own sentences, ensuring that each one makes sense in the correct context. Can you find more homonyms in the text, or add your own to a list?

Create a graphic showing the differences between homonyms, homophones and homographs, and students provide examples of each.

What sound does Harriet NOT like?

Chapter 4

'perform', 'smile', 'pinch', 'jostling', 'waiting'

Discuss the definitions of the terms above. Find more in the chapter or add your own vocabulary terms that relate to the feelings and behaviours of the characters. How might the people feel about waiting for Mr Hayashi?

Chapter 5

'Japanese', 'instruments', 'whisper', 'mutter', 'gossip', 'squirmy', 'secret', 'catastrophe', 'special', 'pyjamas'

With a partner, sort the vocabulary terms into the following categories: nouns, verbs, adjectives. Add more interesting words to these lists from this chapter.

Chapter 6

'Hayashi', 'house', 'Hound', 'Husky', 'harnesses'

Say these terms out loud.

Use an 'H' outline or 'Hound' (dog) template to write the terms above and more 'h' words from the text.

Chapter 7

'tricks', 'practiced', 'superstar', 'finale'

Write these terms all in one or two related sentences or in a short story.

How were the dogs superstars?

Chapter 8

'melody', 'flavoursome', 'tempting', 'scrumptious', 'astonishing'

Discuss the meanings of these terms. Write each of these in a compound or complex sentence, making sure to use the correct tense.

Literary Technique: Similes

"Mr Hayashi's ice-cream truck unfolds like a map...." (p.115)

A simile is a figure of speech comparing one thing with another of a different kind, using words such as 'like', 'so', 'as' or 'than'.

- Thinking about the above simile, write your own to show how else the ice-cream truck might unfold. For example, 'Mr Hayashi's ice-cream truck opened out like a cardboard box...', '...as flexible as...' or '...flatter than a...'
- Illustrate your sentence.

Literary Technique: Visual Imagery

"She appears in front of me, her luscious coat of white, brown, black and grey fur glistening and fluttering in the bright sunshine." (p.140)

- Imagine this moment in your mind. Highlight the specific parts of the language and the adjectives used that show the reader what Siobhan the Shetland sheepdog looks like, and also what impression she gives.
- Write about a part of this story using visual imagery techniques for a partner to illustrate.

Discussion Questions, Comprehension and Activities

What did you like about this story? How did it make you feel? What were your favourite / least favourite parts? Why?

Why is the carnival important to the people and wildlife in Labrador? Why are the town council trying to raise money?

What do Harriet and her family contribute every year to the Labrador Winter Carnival? Why is their work important?

Who is Mr Hayashi, what was his role at the carnival, what was the problem and how was it resolved? Retell his story in your own words.

Can you think of any other ways that the problem of the undelivered secret ice-cream ingredients could have been solved? What did you think of Harriet's reaction and response to this situation?

Name the dogs in the story and how they helped save the day.

Is there a part of the story you can relate to? These could include: relating to Harriet, owning a similar dog, performing magic, enjoying your favourite ice-cream, and so on.

Activity ideas

Write a recount of one of the times that you most relate to (ie. a time you felt anxious, you or a dog you know saved the day, or when you did a magic trick).

Think about what happened, how it made you and others feel, how you managed the situation and the outcome.

As a comprehension retell activity, students could:

- Write and perform a reader's theatre script including Harriet, Mr Hayashi and the dogs and the events that occurred at the carnival.
- Act out a piece of dialogue from the text and practise using different intonations to change the mood/feeling of the character. For example, express the following with at least three different emotions, "People are leaving, Siobhan, and Mr Hayashi will be sad, the Labrador Winter Carnival will be ruined and the animals will never get their bridges. Can you help?" (p.140)

In relation to the magic that occurs in the story, students can:

Make giant rainbow bubbles! Students can experiment with several objects, like a loop of string, a long cardboard tube, or even a hula hoop, plus a bubble mixture of dish soap, water and glycerine (find recipe at Red Ted Art: <https://www.redtedart.com/bubble-recipe/>) to investigate the most effective way to make large bubbles.

- Students then take note of the colours they can see in the bubbles, and discuss why this occurs. Record all the findings. Extend students' understandings by experimenting with different-shaped objects to make bubbles. Can you make a square bubble?
- *Science involved* – Light from the sun contains a range of colours, all with different wavelengths that form white light together. Source: <https://www.science-sparks.com/making-giant-bubbles/>.

The magic of ice-cream! Students can explore the chemical science behind how chilled room-temperature ingredients can be turned into ice-cream. They will need zip lock bags, whipping cream, sugar, vanilla extract, ice cubes and salt.

- Students can predict the outcomes of the variables and how the ingredients change during the process. How important are the temperature and the salt in this experiment?
- Record the findings, and enjoy the delicious treat! Instructions and science explanation can be found at: <https://www.sciencebuddies.org/stem-activities/icecream-bag>.

Harriet's Guide to Rescuing a Dog!

Discussion Questions, Comprehension and Activities

Why do you think dogs end up in rescue shelters? In what ways can we help them to be happy and well looked after?

What are the benefits, for you and animals, to rescuing a dog (or another pet)?

Why is it important to 'do your research' before rescuing a dog?

Where can you find out about rescue shelters or animal welfare organisations in your neighbourhood? Can you visit one? Write a brochure or leaflet to advertise for your local rescue shelter.

Why does Harriet always read a storybook to the dogs? How is this good for her and for the dogs in the shelter?

Additional Activity Ideas

Write your own lists of things a dog needs and wants to be properly cared for.

Write a poem about your favourite breed of dog. Illustrate.

Create a Venn Diagram showing the similarities and differences between two breeds of dogs.

Time your trips from home to the local rescue shelter, your favourite outdoor location, an upcoming community event, school, etc.

Sew your own dog toy! Using old clothes (especially the scratchy ones!), sew a stuffed toy or rope toy with the fabric to gift to dogs at the shelter.

Paint a pawprint and handprint picture with your best canine friend! Use your paintings to advocate for animal adoption by gifting or raising funds for a shelter.

Make your own Pug-Head Stress Ball: Fill a balloon with a soft filling, like cornflour, plain flour or rice, and decorate it to look like a pug or their favourite dog breed.

Further Discussion Questions

What are the main themes of the story? What important messages does the author intend to portray?

What did you learn about Harriet? What did you learn about people on the autism spectrum?

What do you think Harriet learned about herself? What positive strategies will help her in the future?

Are you now more aware of strategies that could help someone you know, or yourself? What do you like about the illustrations throughout the book? How do they show important information for the text? How do they convey humour and emotions? What kind of style or artistic media do you think the illustrator has used, and is this suitable for this story?

Were there any particular formatting techniques used that helped you follow the story effectively? For example, the lists with dot points (paw prints), bold and enlarged lettering.

What aspects of the story did you find the most humorous/exciting/stressful? Why?

Do you like studying the nature of dogs? Did Harriet's Fact Sheets help you to understand and enjoy learning about different dog breeds?

What do you think the next adventure might be about?

Characters

- Harriet
- Mum
- Dad
- Hugo
- Marcia
- Miss Boyle
- Mr Hayashi
- The Hound's Rescue dogs
- Other supporting characters

Who is your favourite character? Why? Were there any characters you didn't like? Why?

Comparison Texts

- *Paws*, Kate Foster, Walker Books. Similar theme: Dogs and neurodiversity.
- *The Bravest Word*, Kate Foster, Walker Books. Similar theme: Dogs and neurodiversity.
- *The Unlikely Heroes Club*, Kate Foster, Walker Books. Similar theme: Teamwork, mysteries, neurodiversity.



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