

# Click®

## It's a Dog's Life

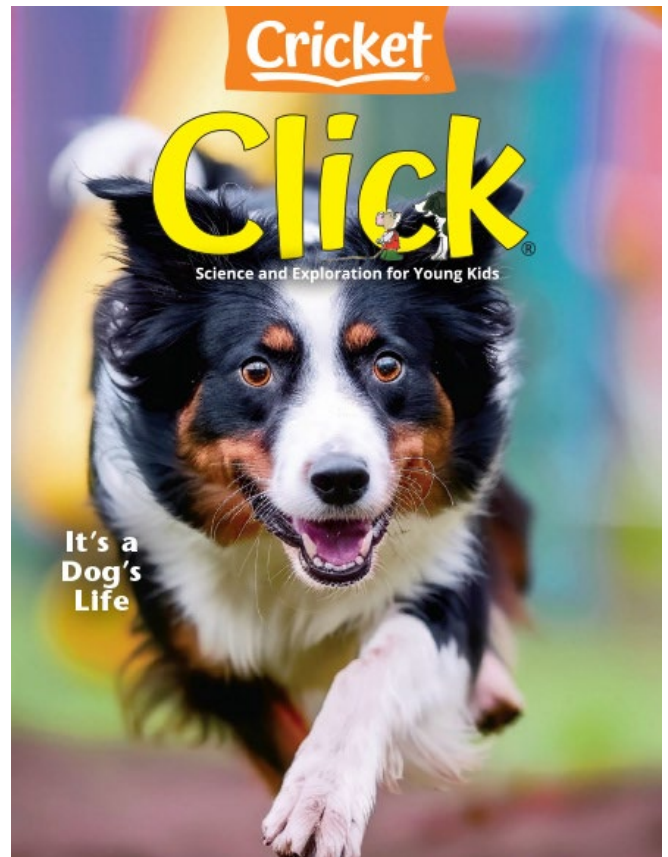
Snoopy creator Charles M. Shultz once said that happiness is a warm puppy. Fetch this issue of CLICK magazine and learn why dogs have been labeled “man’s best friend”. Articles explore theories of early domestication, the purpose of certain canine physical features, and information about specific dog breeds.

## CONVERSATION QUESTION

Why are dogs special pets?

## TEACHING OBJECTIVES

- Students will learn about the physical characteristics of dogs.
- Students will learn how the domesticated dog is a descendant of the wild wolf.
- Students will learn about a variety of dog breeds.
- Students will examine structure and function.
- Students will construct questions.
- Students will classify information from a nonfiction text.
- Students will participate in theme-related movement activities.
- Students will illustrate and label the scientific names for animal babies in nature.
- Students will be exposed to words in a foreign language.



In addition to supplemental materials focused on core STEAM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **A Dog's Body, ~530L**  
Expository Nonfiction/Infographic
- **From Wolf to Woof, ~510L**  
Expository Nonfiction
- **At the Dog Park, ~580L**  
Expository Nonfiction

## A Dog's Body

pp. 7–9, Expository Nonfiction/  
Infographic

Young readers will learn about the anatomy of man's best friend, the dog. Informative text accompanies the large photograph detailing the purpose of each body part.



## RESOURCES

Structure and Function:  
Totally Paw-some

## OBJECTIVES

- Students will learn about the physical characteristics of dogs.
- Students will examine structure and function.
- Students will participate in theme-related movement activities.

## KEY VOCABULARY

- **webbed** (p. 8) having a thin layer of skin that connects an animal's toes
- **pants** (p. 9) breathes quickly, usually to cool down
- **lapping** (p. 9) taking in liquid with the tongue

## ENGAGE

**Conversation Question:** Why are dogs special pets?

Display the title of the article and tell students that they will be making a simple dog toy. Each child will need an adult-sized sock and an empty water bottle. Follow the steps below, and then donate toys to any dog lover or to your local shelter.

1. Slide the empty water bottle into the sock until it reaches the heel.
2. Tie a knot in the top of the sock above the bottle.
3. Tie a knot in the bottom of the sock (foot).

## INTRODUCE VOCABULARY

Post and discuss the key vocabulary terms and definitions (**webbed, pants, lapping**). Be sure students understand the terms by pointing out images in the article or using the internet. Then, have them fold a piece of paper into quarters and label three of the boxes with the key words and make a visual representation of each. After reading the article, they will use the remaining box to illustrate an additional theme-related word of their choosing from the text.

## READ & DISCUSS

Post and discuss questions prior to reading the article aloud. Then reread the article, pausing when answers to the questions are revealed.

1. What is the purpose of a dog's fur?
2. Why do some dogs have a double coat of fur?
3. How can webbed toes help dogs?
4. When is a dog's eyesight better than a human's eyesight? When is it worse?
5. How do dogs use their noses?

## SKILL FOCUS: Structure and Function

**INSTRUCT:** Guide students to obtain information from the text, captions, and photograph in the article. Remind them that the article was written to teach readers about the physical features of a dog. Present the graphic organizer, *Totally Paw-some*, and tell students that they will be using information from the article to Show and Tell how each part of the dog's body functions. Students may work in small groups.

**ASSESS:** Review answers. Have students take the worksheet home and instruct them to "teach" someone they live with about dogs.

## EXTEND

**Movement:** Reinforce the information from the article by using dog-themed kinesthetic play. Students will use movement and imagination to simulate a dog's movements. Include the actions such as: panting; lapping; tail-chasing; giving a paw; begging, etc. Instruct them to use sounds and deliberate movements. Ask, "How do dogs move about their environment differently than humans?"

## Totally Paw-some

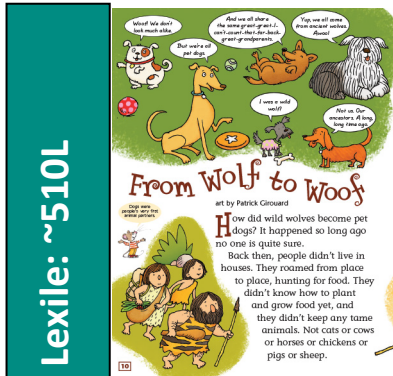
**Structure and Function:** Gather information from the photograph and words in the article to explain the function of the dog body parts listed. You may use pictures and words to record your answers.

<b>Dog Body Part</b>	<b>Show/use pictures</b> What does it look like?	<b>Tell/use words</b> What does it do?
tail		
pads		
ears		
tongue		

## From Wolf to Woof

pp. 10–14, Expository Nonfiction

This article explores how man's cuddly best friend evolved from the wild wolf. Readers are offered three possible explanations for the existence of the domesticated dog.



## RESOURCES

Construct Questions: Fierce to Fluffy

## OBJECTIVES

- Students will learn how the domesticated dog is a descendant of the wild wolf.
- Students will construct questions.
- Students will illustrate and label the scientific names of animals in nature.

## KEY VOCABULARY

- **roamed** (p. 10) went from place to place without a plan
- **tame** (p. 10) an animal that is not dangerous or afraid of people
- **gentlest** (p. 12) showing the kindest or quietest nature

## ENGAGE

**Conversation Question:** Why are dogs special pets?

As a pre-reading exercise, ask students to discuss with a partner descriptions of their family dog or a dog that they are familiar with. Then show students a picture of a wolf and tell them that all dogs descended from the wolf. Ask: *How do you think the first wolf might have become tame?* After students have shared their ideas, introduce “From Wolf to Woof,” and tell students that the author of the article offers some possible explanations.

## INTRODUCE VOCABULARY

Display the following statements and underline the key vocabulary terms. Review how to infer the meanings of new words by using context clues and background knowledge. Then have partners work together (or complete as a class) to determine the meaning of each word. Reveal definitions.

- We roamed around the neighborhood until it got dark.
- The bird became so tame that it would sit on your shoulder.
- Max was the gentlest puppy in the litter and stayed in the corner while the others jumped and barked.

## READ & DISCUSS

Lead a discussion based on the following questions:

1. Why don't wolves and people have a friendly relationship like dogs and people?
2. What makes a wolf a great hunter?
3. How did the earliest people decide which wolves to keep and raise?
4. How did the wolf pups change over time?
5. What kinds of jobs can dogs do?

## SKILL FOCUS: Construct Questions

**INSTRUCT:** Students will use information from the article to choose the most likely explanation regarding the origin of the relationship between dog and man. Then they will construct three questions about the theory and research the answers. Review proper question format. For the primary learner this means including a question word (who, what, where, when, how) and creating a simple open-ended question that requires more than just a yes/no answer. Provide examples.

**ASSESS:** Collect to assess students' ability to properly formulate questions. Have them share the research that answers the questions.

## EXTEND

**Science:** Take the opportunity to further discuss animal babies. Remind the class that a baby wolf is called a pup and a baby dog is called a puppy. Use books and the internet to discover interesting names of animal offspring. For example, a baby goat is a kid, a baby kangaroo is a joey, and a baby deer is a fawn. Have students fold a piece of paper in half and illustrate and label an animal parent on the left side and its baby on the right side.

## Fierce to Fluffy

**Construct Questions:** Read the theories below and choose the explanation that you think is the most likely path from wolf to dog. Then construct questions below for further research.

**PART I:** The article offers three possibilities for how people and wolves first got together. Read all three and choose the theory that you think is most likely. Revisit pages 11 and 12, if needed.

1. **“A few clever wolves might have followed people to take their leftovers.” (page 11)**
2. **“A few clever people might have followed wolves to get hunting help.” (page 11)**
3. **“...someone found a lost wolf puppy and decided to raise it.” (page 12)**



Which explanation above seems most likely? **1**   **2**   **3**

**PART II:** Think about the theory that you chose above and discuss it with a partner. Then, on your own, create three questions that can help you learn more about the explanation that you think is most likely.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## At the Dog Park

pp. 24–27, Expository Nonfiction

Ten different dog breeds are on display for young readers. Beautiful photographs enhance the information describing the characteristics and traits of a variety of breeds.



Lexile: ~580L

## RESOURCES

Classify Information: Dog Days

## OBJECTIVES

- Students will learn about a variety of dog breeds.
- Students will classify information from a nonfiction text.
- Students will be exposed to words in a foreign language.

## KEY VOCABULARY

- **retrieve** (p. 25) to go get something and bring it back
- **sturdy** (p. 25) strong and solidly built
- **herding** (p. 25) gathering something together to move (usually animals) in a particular direction

## ENGAGE

**Conversation Question:** Why are dogs special pets?

Rearrange 10 objects/toys in a small area on the floor and cover them with a blanket. Have students gather in a circle around the covered objects. Tell them that when you remove the blanket, they will have 1 minute to study the objects—no touching! After the minute has passed, put the blanket over the pile again. Ask specific questions related to the objects. (Ex: What color was the ball? How many paper clips were there?) Next, distribute the article and have students turn to pages 26 and 27. Review the names of each dog listed in the text box and have students locate and circle each dog at the dog park. Visual discrimination activities such as these are especially important when learning reading, writing, and mathematics.

## INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions. Have students Think–Pair–Share with a partner. Give them the following directives, one at a time:

- Discuss a book or movie where there were animals being **herded**.
- Name some classroom objects that are **sturdy**. Think of an antonym (opposite) for the word. (Ex: weak, fragile, etc.)
- Have all students stand and stretch and then give them an instruction to **retrieve** a particular item.

## READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

1. Which dog gets its name from the French word for “butterfly”?
2. What characteristics make Siberian huskies good at pulling sleds?
3. What job does a border collie do well?
4. What breed was Toto from *The Wizard of Oz*?
5. How is a Komondor’s mop-like coat helpful?

## SKILL FOCUS: Classify Information

**INSTRUCT:** Elicit from students that the main idea of the article is to provide readers with information regarding a variety of dog breeds. Present the *Dog Days* graphic organizer. Tell students that they will use text from the article and the color code key to correctly classify the statements describing a specific breed.

**ASSESS:** As students are working independently, circulate and discuss the information in the article. Review the critical thinking activity in the THINK TANK.

## EXTEND

**Foreign Language:** On page 24, the article states that the papillon gets its name from the French word for butterfly. Teach students these basic words in French and have them practice using them during the day:

*Hello* = **Bonjour** *Thank you* = **Merci** *yes* = **oui** *no* = **non**

Challenge students to teach the French words to somebody at home.



## Dog Days

**Classify Information:** Use the words and pictures in the article to connect each statement with the correct dog breed. The color key below tells you which color to shade the boxes. Colors will be used more than once. Note the option in purple.

<b>SIBERIAN HUSKY</b>  (blue)	<b>DASCHUND</b>  (red)	<b>CHOW CHOW</b>  (green)	<b>GOLDEN RETRIEVER</b>  (yellow)	<b>NONE of the breeds</b>  (purple)
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They are known for their black tongues.	They are sometimes nicknamed wiener or sausage dogs.	One of their favorite toys is often a ball of yarn.	They were originally bred to retrieve, or fetch, ducks, pigeons, and other wild birds shot down by hunters.
They are strong, swift runners with thick, warm fur.	When they fall, they usually land on their feet.	This breed makes a soft purring sound when it is happy.	They are one of the oldest dog breeds.
Their thick coat and strong body makes them great at pulling sleds through ice and snow.	They are big, friendly dogs that love to swim.	Their babies are called kittens.	Their long bodies and short legs once helped them tunnel underground to chase animals that live in burrows.

**THINK TANK:** You should have four boxes in the chart that have been shaded purple. These clues are not describing a dog breed at all! They describe \_\_\_\_\_.