

Teaching with My First Time Getting a Dog

Connection to Standards

Students will describe characteristics needed to be a responsible friend and family member. (NPH-H.K-4.5)

Differential for ESL

- Review these additional vocabulary words in context: *animal shelter, collar, crate, accidents, behave, howl, whine, commands.*
- Have each student choose a vocabulary word and write it in a sentence.
- Provide each student with sticky notes. While reading, encourage students to put a sticky note next to any phrase or word in the text that they find confusing. After reading, pair students with a partner and allow them to help each other clarify the confusing points in the text.



Lexile: 540 1,103 words

Before Reading

Building Background Knowledge:

- If this is students' first time reading this series, explain to them that in each book they'll be reading about different kinds of first experiences kids can have. Tell them that in this book, they'll be learning about getting a dog for the first time.
- Ask students to raise their hands if they have a dog. Allow these students to tell the class about their dogs, and to share some of the things they do to take care of their dogs.

Preview:

- Show the cover of the book. Explore the cover photo. Ask students to guess what is happening in the photo and who the people are.
- Lead students on a brief picture walk of the book, exploring the photos on each page. Have students identify one or two details in each photo.

Predict: Ask students to predict some of the specific aspects of getting a dog they will read about. Have students support their predictions with evidence they discovered while previewing the book.

Vocabulary: Turn to page 23 (“Words to Know”). Review each vocabulary word and the provided definition. For each word, have students:

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don’t know the word well.
- give a thumbs-down if they don’t know the word at all.

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning.

Skill Introduction: Write the word *Needs* on one side of the board and *Wants* on the other. Explain to students that a need is something we must have to survive, while a want is something we would like to have. Ask students to give examples of things they need—such as food, shelter, and water—and things they want, like toys, electronics, and candy. List these examples in the appropriate column on the board. Explain that families take care of their loved ones by making sure they have everything they need and some of what they want.

During Reading

Look for Key Details: As you read each chapter, invite volunteers to share the main idea of the chapter. Help students figure out the most important piece of information they learned in the chapter. Write these pieces of information on the board. Explain that these are the “key details” of the book.

Reinforce Vocabulary:

- Page 6, Review the definition of *breeds*. Challenge students to share some dog breeds they know.
- Page 8, Remind students that words can have more than one definition. Explain that the context of a sentence can help you figure out the word’s meaning in that sentence. Go over the definition of *litter* as it appears in the text. Ask students if they know any other definition of *litter*.
- Page 15, Review the definition of *brands*. Invite students to share some of their favorite brands.

After Reading

Reflection: Discuss the meaning of the word “family.” Ask students to give examples of who can make up a family. Then ask them to consider whether pets are an important part of families, and why.

Skill: Have students complete the “Needs and Wants” worksheet on the following page.

Name _____

Needs and Wants

Fill in the two charts with things that humans need and want and things that dogs need and want. You can draw or write your answers. Then, answer the questions below.

Humans

| Needs | Wants |
|-------|-------|
| | |

Dogs

| Needs | Wants |
|-------|-------|
| | |

1. Are the needs of dogs and humans similar or different?

2. Are the wants of dogs and humans similar or different?

3. Based on your answers to questions 1 and 2, would you say that taking care of a dog is similar to a taking care of a human child? Why?
