

# click®

## Good Dog

Dogs come in all shapes and sizes, but all kinds of dogs prove to be our best friends! Find out all about the different types of dogs and how they help us in work and play.

## CONVERSATION QUESTION

What makes the dog a person's best friend?

## TEACHING OBJECTIVES

- Students will learn there are different explanations about how wolves became tame dogs over time
- Students will learn about different breeds of dogs
- Students will construct explanations
- Students will obtain and evaluate information
- Students will integrate information presented in diverse formats
- Students will draw evidence from an informational text to support analysis
- Students will write an opinion piece and support their ideas with reasons and evidence
- Students will write narrative stories to develop imagined events



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

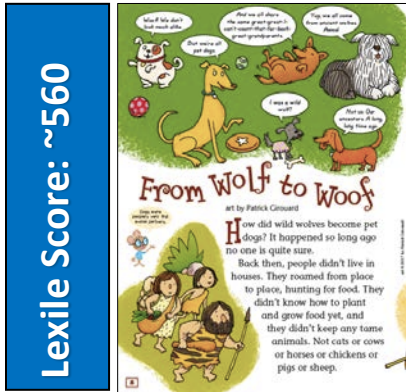
## SELECTIONS

- **From Wolf to Woof**  
Expository Nonfiction, ~560L
- **At the Dog Park**  
Photo Essay/Activity, ~650L
- **Working Like a Dog**  
Expository Nonfiction/Photo Essay ~750L

## From Wolf to Woof

pp. 8–12, Expository Nonfiction

This article explains how dogs originated from wolves. Use this article to practice constructing explanations of a nonfiction topic.



## OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will construct explanations
- Students will write narrative stories to develop imagined events

## KEY VOCABULARY

- **roamed (p. 8)** traveled to different places without a plan
- **tame (p. 8)** not wild or afraid of people
- **gentlest (p. 10)** showing the kindest or quietest nature

## ENGAGE

**Conversation Question:** What makes the dog a person's best friend?

Ask students to share with a partner descriptions of their family dog or a dog they know. Then show students a picture of a wolf and tell students all dogs descended from the wolf. Ask: How do you think the first wolf might have become tame? After students have shared their ideas, explain that they will read an article where the author offers some possible explanations.

## INTRODUCE VOCABULARY

Point out to students the three vocabulary words in the text and ask them for a definition of each word based on the context clues. Correct any mistaken meanings. Explain that they will be using these words when writing a story.

## READ & DISCUSS

Use these questions as prompts after students have read the article:

- How are wolves different from pet dogs?
- How are they the same?
- Did all wolves become tame? How do we know?

## CONCEPT/SKILL FOCUS: Construct Explanations

**INSTRUCT:** Ask students why no one knows for sure how the first wolves became tamed as pets. (It was long ago before there were written records of events.) Tell students the author points out three possible explanations. Have students locate these three explanations in the text and pair-share what they find. Finally, hold a class vote as to which explanation they think is most likely: wolves became tame looking for human food, humans used wolves to find food, or lost wolf pups were raised by humans. Assure students there isn't a right or wrong answer, since no one knows for sure.

**ASSESS:** Students should be able to locate and share the three explanations about how the first wolves became tame.

## EXTEND

**Language Arts** Students write a short story based on one of the explanations of how wolves first became tame. Guide them to write the story from either a human's or wolf's point of view and to add details about what happened and how the main character felt. Encourage students to use the three vocabulary words in their writing.

## At the Dog Park

pp. 20–22, Photo Essay/Activity

Students will enjoy learning about ten different dog breeds. Use this article for students to practice obtaining and analyzing information.



## OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will obtain and analyze information
- Students will write opinion pieces using reasons and evidence

## KEY VOCABULARY

- **retrieve** (p. 21) to go get something and bring it back
- **sturdy** (p. 21) strong
- **herding** (p. 21) gathering something together

## ENGAGE

**Conversation Question:** What makes the dog a person’s best friend?

Use the activity on pages 22–23 to engage students and help them observe the differences between the dogs that will be described in the article. Have students find the dogs in the dark part with a partner and encourage them to describe their features as they locate each one.

## INTRODUCE VOCABULARY

Show students the three vocabulary words and ask them to locate these words on page 21. Have students use clues from the text and photo to explain what each word means.

## READ & DISCUSS

Explain that dogs are different in how they look and what they can do. Model how to find information about physical traits by underlining any words or phrases that describe the dog’s body. Then switch color and underline words and phrases that describe what the dog is good at or can do. After completing a few together, have students differentiate physical and behavior traits for themselves.

## CONCEPT/SKILL FOCUS: Obtain Information

**INSTRUCT:** Explain that this article uses lots of photos as well as small sections of writing to help readers learn about the different kinds of dogs. Have students play a game of “I Spy” with a small group. Each student takes turns saying, “I spy a dog that . . .” and describes one of the dog’s features. Encourage students to make it even trickier by referring to clues in the text for what they are noticing. For example, they might say they spy a dog that herds sheep, or loves to swim. Students take turns giving the clues.

**ASSESS:** Listen to students playing the game to assess whether they can pick out clues from the photos, text, or both sources of information.

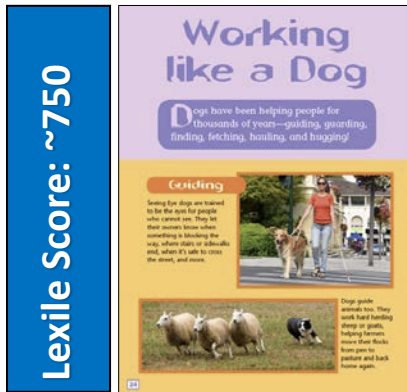
## EXTEND

**Language Arts** Students each choose which dog they would most like to have from the selection in the article. Have students write their decision as an opinion piece using reasons from the description to support points for why this dog is the best choice.

## Working Like a Dog

pp. 24–26, Expository Nonfiction/  
Photo Essay

Use this article to help students find supporting details about different kinds of work that dogs do to help people.



## RESOURCES

- Working Dogs Graphic Organizer

## OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will integrate information presented in diverse formats
- Students will write narrative stories to develop imagined events

## KEY VOCABULARY

- **trained** (p. 24) taught the skills needed to do something
- **guard** (p. 25) to protect someone or something
- **endangered** (p. 25) at risk of becoming extinct

## ENGAGE

## ENGAGE

**Conversation Question:** What makes the dog a person's best friend?

Share the title of the article with the students and ask them to share what kind of work dogs can do. Make a list of their ideas. Next, have students look at the subheadings and article photos and ask them how these article features help them collect additional information for their list.

## INTRODUCE VOCABULARY

Print the three vocabulary words where they are visible to the class. Ask students to look for these words in the article. When they find them, have partners read the sentences where the words are found and discuss what the words mean using context clues. Have volunteers share a definition to write next to the word you wrote.

## READ & DISCUSS

Use these questions as prompts after students have read the article:

- What makes dogs good at doing these jobs?
- What traits does a working dog need to have?
- Do you think any dog could be trained to do these jobs? Explain.

## CONCEPT/SKILL FOCUS: Obtain Information

**INSTRUCT:** Have students find two supporting details about each working dog job and record them on the *Working Dogs* graphic organizer. Use this opportunity to model and support students using their own words. Explain that the supporting details might also come from information gained from the photos. For example, the hauling photo shows how the dogs are working together to pull the sled.

**ASSESS:** Review the graphic organizer to assess if students are able to find two supporting details about each job. They should be able to write these in their own words and find support in the text and photos.

## EXTEND

**Language Arts** Students choose one of the jobs dogs perform from the article and imagine a dog becoming a hero for doing this job. Maybe the dog wins a competition for guiding sheep, sniffs out a wanted criminal, or is part of a winning sled-race team. They will draw a picture of the dog and a description of why the dog is a hero.

**Working Dogs**

Find two supporting details that explain how dogs help do these jobs.

Guiding

- \_\_\_\_\_
- \_\_\_\_\_

Guarding

- \_\_\_\_\_
- \_\_\_\_\_

Finding

- \_\_\_\_\_
- \_\_\_\_\_

Fetching

- \_\_\_\_\_
- \_\_\_\_\_

Hauling

- \_\_\_\_\_
- \_\_\_\_\_

Hugging

- \_\_\_\_\_
- \_\_\_\_\_