



RedRover Readers Program

**Discussion and Activity
Guide for**

“Let’s Get a Pup!” said Kate

Written by Bob Graham



P.O. Box 188890 | Sacramento, CA 95818
916.429.2457 tel | 916.378.5098 fax | www.redrover.org web | info@redrover.org

RedRover Readers Discussion and Activity Guide for “Let’s Get a Pup!” said Kate
© 2015 RedRover | Reprint with permission only.

Concepts

- What is a pet?
- Why would someone want a pet?
- What qualities make a pet dog right for a family?

Greet the Students

Ask students if they have ever *seen* a pet dog. Tell the students they are going to learn about a pet dog...or two!

Before Reading

Share the book cover with the students. Ask students to describe the cover and make predictions about what they see. Allow students to form their own ideas; they can revise their ideas as you read the story.

- Who are the people shown?
- Who is the animal shown?
- What is happening: describe the picture.
- The book's title is: "*Let's Get a Pup!*" said Kate
Why would someone want to get a dog?
- Make a wish: If you could have any kind of dog, what would it be?
- Predict (make an educated guess): What kind of dog do you think the character Kate will wish for? What will her dad wish for? What will her mom wish for?

Clarify Vocabulary

What is a "pup"? Show students the word "pup." Ask students to point to the word "pup." Show the word is being spoken by the character "Kate."

During Reading

Read the story aloud. While reading, return to the question of why Kate and her family are getting a dog. What kind of dog will they get? Why?

After Reading

Ask:

- What dogs does the family adopt?
- Why did the family adopt Dave and then go back for Rosy?
- Why did Kate's family decide to adopt a pet?
- Where did Kate's family go to adopt a pet? What is a "rescue center"?
- What qualities do you wish for in a pet?
- Why do you think dogs like to live in people's homes?

Activities

Draw the chart below on a white board or chart paper. Review the chart together, referring to pictures in the story.

1. Compare and contrast the adopted dogs Rosy and Dave

How are Rosy and Dave different?

Dave	Qualities	Rosy
	Appearance	
	Age	
	Personality	
	Behavior	

How are Dave and Rosy similar?

2. Ask

- What is a pet?
- What qualities make a pet dog right for a family?
- Why would someone want a pet?
- Where do people go to get pets? Where did Kate's family go? Why?

Extensions: Choose one or more

A. A possible pet

Have students draw a picture, create from clay or construction paper, or describe in words the dog or pet they would wish for. Has their wish changed since reading the story? Students may also want to work as a class or in pairs.

B. A shelter dog

Have students imagine they are a dog in a rescue shelter. Imagine what kind of family that dog wishes for. Draw or describe in words the family the dog would wish for.

C. Imagine a shelter visit

Have students improvise a dog in a rescue center and a family coming to adopt the dog. Have one child play the role of the dog and two to four people play the roles of the family. What would the dog be thinking? How would the dog show an interest in the people? What kinds of questions would the people ask? How would they greet and talk to the dog?

D. Dog's needs

Bring supplies necessary to take a dog home from a rescue center. Show a leash, bowl, pillow, etc. Guide the students through thinking about why these things are necessary for the dog's happiness and health. What makes a dog feel at home? What does it mean to "take care" of an animal?

E. Animal Behavior Observation

Visit a real shelter to observe animal behaviors for dogs and cats. Some animal shelters may offer virtual tours or be willing to Skype with your class to show off their animals and the facility if a field trip to the actual building is not possible.

Encourage children to choose one animal to focus on and record what they notice about the animal's behavior and body language. Use the form below or create your own to capture the students' responses. A sketch sheet to draw what they observe can also be added.

F. Design a Dream Animal Shelter

Invite students to think about how an animal shelter keeps animals happy, healthy and safe during their stay. Brainstorm as a group some of the things that are needed. (Possible answers include soft beds, food, water, a way to keep animals separated, water bowls, food bowls, an area to play, balls to play, blankets, toys, music, caring staff and volunteers, collars, etc.)

If possible, include a visit to a real animal shelter so they can make observations.

Tell students to imagine they have community support and all of the money in the world to design their dream animal shelter. If they have visited a real animal shelter, ask how their dream shelter might be different from the animal shelter they visited and if there are ways their dream shelter would be the same. Invite students to get creative and design their own dream animal shelter. Ask students to draw their shelter and label what they decide to include in it. Before they begin drawing ask the following questions:

What will your dream animal shelter look like? (How big is it? How many animals can stay there at one time?)

Where will your animal shelter be located?

What types of things will it have in it? What will make animals like it?

(How will it keep them healthy, happy and safe?)

What will make people like it? (How will you get people to visit and adopt animals?)

Why is it a dream animal shelter?

Have students share their designs with a partner or in front of the class.

At the End of the Lesson

Ask students to reflect on the questions, “What did you learn from today’s book and discussion that you didn’t know before?” You can do this with the whole group, in a sharing circle or related class meeting format, by having students fill out index cards, or other formats as you choose. We recommend that you have a variety of formats. After getting a sense of what the students learned, reinforce key themes that they mentioned and add perhaps one or two that you would like them to keep in mind from the key concepts. Also discuss any follow up assignments or take home materials. Remember the students’ responses to the question, “What did you learn?” to add to your report about this reading.



Shelter Animal Behavior Observation

Date: _____ Species/Type of Animal: _____ Name: _____

What was the animal doing before you came up to him or her?

Did the animal's behavior change when you came up to him or her? Yes or no? _____ If yes, what changes did you notice?

Describe the animal and his or her environment:

What do you notice about the animal's ears? (Are they up, down, forward, back or flat against the animal's head?)

What do you notice about the animal's eyes? (Are they bright, open and alert or dim and partly closed?)

What do you notice about the animal's body?

What do you notice about the animal's tail?

Based on your observations above, what do you think this animal is communicating and how do you think he or she is feeling?
