**Buddy Goes to School**

**SUMMARY** Buddy, Anna’s shelter puppy, needs to learn how to behave better. Anna and her mom take Buddy to puppy school, where Buddy doesn’t follow instructions. The teacher tells them to work with Buddy at home too. Buddy graduates with honors.

**LESSON VOCABULARY**

- adorable
- compassionate
- exactly
- iguana
- mature
- mention
- trophies

**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR** Discuss with students the title and the author of *Buddy Goes to School*. Ask: Why do people take dogs to school? What kinds of things can dogs learn in school?

**BUILD BACKGROUND** Ask students if they have ever known a dog that was trained to be well behaved. What did the dog learn to do? Continue the discussion by asking why it is important for pet dogs to be well behaved, especially if they live with a family.

**PREVIEW/USE ILLUSTRATIONS** Have students skim through the book, looking at the pictures. Ask: What do you think the story is about? Who are the characters? Where does the story appear to take place?

**READ THE BOOK**

**SET PURPOSE** Have students set a purpose for reading *Buddy Goes to School*. This purpose should be guided by the impressions students get from reading the title and skimming the illustrations along with their own curiosity.

**STRATEGY SUPPORT: VISUALIZE** Remind students how to visualize: As you read, form pictures in your mind about what is happening in the story. Tell students that they should combine what they already know with details from the text to create pictures in their mind. Add that they can use all of their senses, not just sight, to help them form pictures. Model: On page 3, I see that Buddy is barking and pulling at his leash while the dog next to them is sitting. Anna looks very sad.

**COMPREHENSION QUESTIONS**

**PAGE 5** What is Buddy doing in this illustration? What are the other dogs doing? *(Buddy is still pulling at his leash and barking. The other dogs are sitting quietly.)*

**PAGE 6** What is happening between Anna and Buddy? *(She is getting a kiss after she has calmed him down.)*

**PAGE 8** Why does Anna’s friend Tia think of her pet iguana while she is helping to train Buddy to lie down? *(Possible response: She is thinking how different an iguana is from a cuddly puppy.)*

**PAGE 10** Why do you think Buddy got the class trophy for hardest worker? *(The teacher knew that Buddy worked at home as well as in class.)*
REVISIT THE BOOK

READER RESPONSE

1. Buddy isn’t as mature as the other dogs; the other dogs are easier to train. Both: All are dogs and are at a puppy school.
2. Responses will vary based on what students have read and experienced.
3. Compassionate is used on page 4. Responses should indicate understanding of both the word and the concept.
4. Responses will vary but should reflect the instructor’s suggestions and also the bond that Buddy obviously has with his family.

EXTEND UNDERSTANDING Explore the element of plot with students by asking questions such as “What does the author want readers to learn from reading this story?” Have them state the main problem in the story (Buddy’s misbehavior) and how it is resolved (loving training in puppy school classes and at home too).

RESPONSE OPTIONS

WORD WORK Challenge students to write or verbalize sentences that incorporate two or more vocabulary words. Provide an example, such as When puppy school began, Buddy was adorable but not exactly mature. Allow them to use the same words in more than one sentence.

SOCIAL STUDIES CONNECTION

Provide appropriate nonfiction books about working dogs and their roles with humans, and invite students to use reference sources to learn more about different types of work that dogs can be trained to do. Have students share what they learn with the class.

Skill Work

TEACH/REVIEW VOCABULARY

Read the vocabulary words. Ask students about words they may already know. Discuss how they first heard of the words and what they think the words mean. Tell them that they will become more familiar with these words as they read.

Using index cards, have students choose a vocabulary word and write it on one side. On the reverse, have each student illustrate his or her word. Then let students exchange cards and guess the correct English words from the illustrations.

TARGET SKILL AND STRATEGY

COMPARE AND CONTRAST Remind students that to compare two or more things, they describe how those things are alike. To contrast is to describe only how the things are different. Ask students to tell how Buddy is like the other puppies. Then have them state how Buddy is unlike the other puppies. Next have students compare and contrast a puppy with an iguana.

VISUALIZE Tell students that to visualize is to form a picture in their minds about what they are reading. Encourage students to visualize the scenes and characters in Buddy Goes to School as they read it. Encourage them to activate all of their senses—hearing, smell, taste, and touch, as well as sight.

ADDITIONAL SKILL INSTRUCTION

SEQUENCE The sequence of a story’s events is the order in which events occur. Students should use sequence skills to keep track of which events happened first, next, and last for a correct understanding of books such as Buddy Goes to School. Have them consider whether Buddy could have “graduated” with the other puppies if he had not worked at home to learn his commands. From the illustrations as well as the text, trace Anna’s feelings about Buddy.
Compare and Contrast

- A **comparison** shows how two or more things are alike and different.
- A **contrast** shows how two or more things are different.

**Directions** Look back at *Buddy Goes to School* to complete the chart. Fill in the information you are given to know about how Buddy and the other puppies act as well as how Tia’s pet iguana acts.

<table>
<thead>
<tr>
<th>Buddy</th>
<th>Other Puppies</th>
<th>Tia’s Pet Iguana</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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</table>

5. Write a paragraph explaining why you would or would not like to have a dog like Buddy or an iguana as a pet. Use details from the chart and also from the story as you write.
Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line.

1. ___________________________ mentally or physically like an adult
2. ___________________________ to speak about
3. ___________________________ attractive, delightful
4. ___________________________ large lizard with a spiny crest on its back
5. ___________________________ prizes awarded to individuals or teams
6. ___________________________ accurate, precisely
7. ___________________________ sympathetic

Check the Words You Know

Check the Words You Know

<table>
<thead>
<tr>
<th>adorable</th>
<th>compassionate</th>
<th>exactly</th>
<th>iguana</th>
</tr>
</thead>
<tbody>
<tr>
<td>mature</td>
<td>mention</td>
<td>trophies</td>
<td></td>
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</table>

Directions Write the vocabulary word that completes each sentence.

8. Tia’s ___________________________ was not very affectionate.
9. Puppies are usually very cute and ___________________________, even when they misbehave.
10. The instructor passed out ___________________________ to all of the puppies and their owners.
11. People who adopt their pets from shelters are being ___________________________.
12. A kitten is not a ___________________________ cat, nor is a puppy a grown-up dog.