**SUMMARY** This story, about a boy wanting to teach his dog Toby to sit, shows students that dogs can learn to do some things but that other things are done by natural instinct.

**LESSON VOCABULARY**
- brightened
- commanded
- familiar
- promise
- scampered
- suspicious
- trotted
- twitched

**INTRODUCE THE BOOK**
**INTRODUCE THE TITLE AND AUTHOR** Discuss the title and author of *Toby the Smart Dog* with students. Ask students, based on the cover illustration and the title, what they think this story is about.

**BUILD BACKGROUND** Ask students if they have ever had a dog or a pet or if they have known someone who had a dog or a pet. Discuss what students know about how and what animals learn.

**PREVIEW** Invite students to look through the story illustrations. Ask students how the illustrations give them an idea of what the story is about. Direct students’ attention to the illustration on pages 22–23. Ask students if they think this drawing indicates that there will be a happy ending to the story.

**READ THE BOOK**
**SET PURPOSE** Have students set a purpose for reading *Toby the Smart Dog*. Students’ curiosity about dogs and their natural instincts should guide their purpose.

**STRATEGY SUPPORT: MONITOR AND CLARIFY**
Explain to students that the importance of monitoring their understanding as they read. Tell students that there are different ways to clarify, or fix, a comprehension problem. Suggest that students write notes about what is happening in the story. They can track the story and check their notes if they encounter a roadblock as they read. Also share with students that if they are asked a question about the story, they can reread to view information they may have forgotten.

**COMPREHENSION QUESTIONS**
**PAGE 5** What story detail makes you think that Charlie may not be able to teach Toby a trick? (Toby dug up the flowers.)

**PAGES 6–7** Which plot events are important on these pages, and which plot events are not? (Possible responses: Important: Training Toby was Charlie’s biggest goal. Charlie tried to teach Toby to sit. Toby failed but didn’t give up. Unimportant: It had taken Mom and Dad a long time to let Charlie have a dog. Charlie met lots of dogs at the shelter.)

**PAGE 13** What details show you the kind of person Charlie was? (Possible responses: He was responsible, because he cleaned up his dog’s digging. He was sensitive, because he felt sad that Mom yelled.)

**PAGE 23** What do you think the author wants you to know and understand about natural instinct and learning? (Possible responses: I think the author wants me to know that dogs can learn some things, but they do other things by instinct. Sometimes instinct can help a dog to learn.)
REVISIT THE BOOK

READER RESPONSE
1. Toby was chasing a squirrel.
2. Responses will vary but should include a clarifying strategy such as: rereading, reading on, or taking notes.
3. Words should be used as adverbs, and sentences should demonstrate understanding of vocabulary.
4. Possible responses: sit, walk alongside owner (heel), stop walking, roll over, not jump on people, not beg for food

EXTEND UNDERSTANDING Remind students that a character is a person or animal who takes part in the events of a story. Suggest that students make a character web about Charlie. Putting Charlie’s name in the center circle, have students write events in the story that show what Charlie does, what Charlie says, and what others say about Charlie. Based on the finished character web, ask students to discuss what they know about Charlie and to predict what Charlie might do next.

RESPONSE OPTIONS
WritinG Invite students to pretend they are Toby the dog and have them write a letter to Charlie explaining why it seemed to take so long to learn the things Charlie wanted.

SOCIAL STUDIES CONNECTION
Suggest that students research and write about how seeing eye dogs are trained and how they bond with their visually impaired owners.

Skill Work

TEACH/REVIEW VOCABULARY Scramble the spelling of each vocabulary word and write the scrambled words on the chalkboard in one column. In another column write the definitions in a different order. Have students unscramble each word and copy its correct definition from the chalkboard.

ELL For each vocabulary word, give students a sentence where the vocabulary word is used correctly and one where it is used incorrectly. Have the student choose the correct sentence.

TARGET SKILL AND STRATEGY
1. CAUSE AND EFFECT Explain to students that an effect is something that happens and a cause is why it happens. Model using page 8. Say: After reading page 8, I ask “What happened?” Charlie rode his bike to the library. “Why did it happen?” Charlie wanted to learn how to train Toby. Have students use a cause-and-effect graphic organizer to keep track as they read. Tell students to ask themselves “What happened?” and “Why did it happened?”

2. MONITOR AND CLARIFY Explain to students that monitoring their reading means keeping track of the parts of the story they don’t understand. Clarifying is using strategies, such as taking notes, reading on, and rereading, to fix the problem.

ADDITIONAL SKILL INSTRUCTION
CHARACTER AND SETTING Remind students that a character is the person or animal that does the actions in the story, and that setting is the time and place where the story occurs. Remind students that the setting of a story can influence how a character behaves. Suggest that, as they read, students make notes about how the setting influences what Charlie does.
Cause and Effect

- A **cause** is why something happened. An **effect** is what happened. Look for clue words such as **because**, **so**, **it**, **then**, and **since**.

**Directions** Reread the passage below from *Toby the Smart Dog*. Use the information from the passage to fill in the graphic organizers.

“Sit!” Nina commanded loudly and clearly. She gestured to Charlie pointing to the ground. Charlie sighed and slowly did his best imitation of an obedient, sitting dog. Nina came over to him and held out a treat. “Good boy!”

Nina praised Charlie. She clapped her hands and patted Charlie’s head. Charlie pretended to chew the biscuit. Toby was starting at the biscuit. Maybe this will work, Charlie thought.

Use the information from the passage to fill in the graphic organizer.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did it happen?</td>
<td>What happened?</td>
</tr>
<tr>
<td>Why did it happen?</td>
<td>What happened?</td>
</tr>
<tr>
<td>Why did it happen?</td>
<td>What happened?</td>
</tr>
</tbody>
</table>
Vocabulary

Directions  Choose a word from the word box to answer the questions below.

1. Which word describes someone getting happier? __________
2. Which word describes something that isn’t quite right? __________
3. Which word describes the perky way a dog might have walked? __________
4. What word describes something you say you will absolutely do? __________
5. Which word describes how a rabbit wiggled its nose? __________
6. Which word describes something you are used to? __________
7. Which word describes someone who gave orders? __________
8. Which word describes how a mouse ran into a hole? __________

Directions  Write a sentence for each of the words below.

9. suspicious

________________________________________________________________________
________________________________________________________________________

10. brightened

________________________________________________________________________
________________________________________________________________________