

Puppy Training

If you've ever seen a puppy, you know how cute it can be! Puppies love to play and chew and eat. They will give you lots of love and attention. But training a new puppy is hard work. You must be willing to teach and **coach** your puppy every day.

Think about a time when you were in a brand new place. How did you feel? Were you excited? Scared? Curious? If you ever get a new puppy, it will see your home as a brand new place, too. It may feel excited and scared, as well as curious. This is why it's important to create a loving **relationship** with your puppy from the very beginning. You can do this in a number of ways.

First, remember that puppies are curious creatures. Let your puppy sniff and look around. If you have a friend over, ask your friend to pet and play with your puppy so they can get to know each other. By giving your puppy the chance to explore and become **familiar** with many different people and things, you are helping your puppy grow and learn.

When it comes to food, water and dog food are best. People food—even in small amounts—is never healthy for a puppy. If your puppy begs for a piece of hamburger or a bite of pizza, don't give in! Your puppy will soon learn that people food is off limits.

Puppies love to chew on things, so be sure to have pet toys around the house. Play with your puppy, using these toys. Remember that it's important to **supervise**, or look after your puppy, as much as possible. But it is also important to give your puppy alone time and **independence**. Each **individual** puppy is different and will learn in different ways. But if you are patient and kind, your puppy will grow into a good dog that will give you lots of love.

COMPREHENSION Why do you think it is important to train a puppy? Which words from the selection have to do with teaching and learning?

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Days 1 and 2

“Puppy Training,” Vol. 2, pp. 30–31

Raphael and Frisco

One Saturday afternoon, Raphael's nana called to him from downstairs. “Raphael, could you come here? I have something to show you.” Raphael walked downstairs and into the living room. There was a cardboard box on the floor. It was moving and shaking. “What's in the box?” Raphael asked Nana. “Open it and see,” she replied.

Carefully, Raphael opened the box. Out sprang a puppy—a beautiful black puppy! Raphael couldn't believe his eyes.

“This puppy will be your responsibility,” said Nana. “That means you must take care of him. Do you think you can do that, Raphael?”

“Yes, Nana!” said Raphael happily. “I know I can.”

Raphael scooped the puppy into his arms. “I'm going to name you Frisco,” he said. Frisco licked Raphael's face. He liked his new name!

Raphael wanted to start training Frisco right away, so he took Frisco into the kitchen. “OK, Frisco,” Raphael said. “I want you to be **attentive**. Look at me and listen carefully.” Frisco wagged his tail, but he didn't understand. All Frisco wanted to do was play. He ran through the kitchen and knocked over the trash barrel.

“Frisco, stop!” **scolded** Raphael. “You don't have **permission** to do that! You must follow the **rules** and be a good dog.” But Frisco didn't know what the rules were. He didn't know how to behave. He ran to the closet and chewed on a shoe.

“Frisco, no!” cried Raphael. “You shouldn't **misbehave** like that!” Frisco barked and ran. He wasn't trying to make trouble or act **rude**, he only wanted to play.

Finally, Raphael decided to try something different. He knew that Frisco wanted to play, so maybe he could learn to fetch. Raphael and his nana took Frisco outside. Raphael threw a ball. “Go fetch, Frisco,” Raphael said. The puppy ran to get the ball. “You listened!” cried Raphael as he scooped Frisco into his arms again. “Good dog!”

COMPREHENSION Which words from the story describe ways to behave? What do Raphael and Frisco learn by the end of the story?

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Days 3 and 4

“Raphael and Frisco,” Vol. 2, pp. 32–33

Assessment

Pretest/Posttest Administration p. 84

Pretest/Posttest Blackline Masters pp. 136–137

T46 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 136–137. Use page 84 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Teaching and Learning

coach v. to train or teach
Mr. Brown will coach the soccer team this year.

familiar adj. used to / *I am not familiar with my new school.*

independence n. freedom
You'll have more independence as you get older.

individual adj. single; separate
Each individual student is different.

relationship n. a connection
Some classmates have friendly relationships.

supervise v. to watch over
The swimming teacher supervises her students at the pool.

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: **Who supervises you in class? What might someone say when they coach?**

Read Aloud Explain that you will read aloud a story about how to teach a new puppy. Then read aloud “Puppy Training.” Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread “Puppy Training.” At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About What Teachers Do	Words About What Learners Need
supervise coach	relationship independence

1. Name some likes and dislikes that **individual** students in this class have. (Sample answer: Sam likes reading. Teri likes math. I don't like science. Mia doesn't like art.)
2. Name some places that you are **familiar** with. (Sample answers: my house, my neighborhood, my school)
3. What are some other words about what teachers do? Add these to the graphic organizer. (Sample answers: explain; correct; help)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Behavior

attentive *adj.* listening and watchful *The students were attentive when their teacher explained what to do.*

misbehave *v.* to act badly *They misbehave by shouting loudly in the library.*

permission *n.* the right to do something *I have permission to take my grandfather's watch to school for show and tell.*

rude *adj.* not polite *It is rude to turn your face away when someone talks to you.*

rules *n.* ways to behave *Taking turns and sharing are rules in our classroom.*

scolded *v.* told someone they were wrong *The teacher scolded the students for fighting.*

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: **What might happen if a student misbehaves? What are some rules that children should follow in the classroom?**

Read Aloud Explain that you will read aloud a story about a boy who helps his puppy learn good behavior. Then read aloud "Raphael and Frisco." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "Raphael and Frisco." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About Good Behavior	Words About Bad Behavior
rules permission	rude misbehave scolded

1. If you were talking when your teacher was talking, would you be **attentive** or **rude**? (**rude**)
2. What do you think is the most important **rule** in school? Why? (**Sample answer: Be kind to others because learning is more fun when we all get along.**)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Draw Draw a picture of an **attentive** pet. It does not have to be a picture of your own pet.

Discuss What kinds of **rude** behavior might cause a child to be **scolded** by an adult?

Examples What are some of the **rules** you have at home? Do you have some **independence**? Tell your partner.

Describe Talk to your partner. Describe the **relationship** you have with a good friend. Then describe some things about this person that you are **familiar** with.

Role-Play Pretend you are a puppy trainer visiting a classroom. Explain your job to your partner. Use these words: **supervise**, **coach**, **permission**, **misbehave**, **individual**.

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 136–137. Use page 84 to administer the test. Compare scores with Day 1 assessment.