

## TEACHERS ACTIVITIES




### Theme:


Best friends can be humans or animals, but whichever they are, it's wonderful to have them!

### Topics For Discussion:


When viewing the story segment of the program, stop the tape after Mr. Jode has determined that Sarah will have only one puppy and that the puppy will belong to Louise. Ask students to predict resolutions to this situation, since Kathy expected to get a puppy also. Finish the story to see how it was resolved and discuss the plausibility of the students' ideas.

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Discuss with students why Kathy became upset with her friend Louise. How would they feel if their best friend left for the summer?

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Invite students to share an example of a time when they became upset with a good friend and tell how they resolved it.

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Kathy experiences a wide range of emotions in the story. Discuss these emotions and have students identify events that caused them. The little girl who trained the puppy in the program also experienced mixed emotions. Ask students if anything has ever caused mixed emotions in their lives.

### Curriculum Extension Activities:

The story is a blend of both fantasy and reality. Brainstorm a chart with two headings: "Fantasy" and "Reality." Record the story events that occurred in Kathy's imagination under "Fantasy" and the events that could really happen under "Reality."

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Have students brainstorm a list of "rules" for "How to Be a Friend" and post the list in the classroom. Periodically discuss the list and add new rules as needed.

Have students make a pictograph of their pet ownership. Use the graph as the basis for some math discussion, such as “Our class has more dogs than any other pet” and “People in our class have five more fish than they have gerbils.”



Working with a partner, have students interview each other about their favorite things. As a class, brainstorm a list of possible questions to ask in the interview. Have students take notes on their partner’s responses to the questions. Using their notes, have them write a biography of their partner. Illustrate the biographies and bind them into books to share with the class.



Have students cut out pictures of dogs from magazines, newspapers, old calendars, etc., and glue them onto construction paper squares or index cards. Brainstorm different attributes by which to sort the dogs, e.g., short/long hair, straight/curly hair, large/small dogs, pointed ears/ears that hang down, and others. Have students sort the cards and describe their categories.



Have students work in pairs and alternately blindfold each partner so that they can experience the loss of sight and the feelings generated by the loss. While blindfolded, students might try to navigate the classroom, school hallways, or playground. It is important that the environment be completely safe for this activity. Blindfolded students should be with their partners at all times. After the blindfolds are removed, discuss the various feelings that the students had when they could not see.



Have students role play friendship situations that involve making or being a friend. Possible scenarios might include the following: meeting a new person who has moved into the neighborhood, being a new person in the classroom, playing with a friend when both friends want to play something different, promising to play with one friend when another friend makes a better “offer,” being the friend of someone another friend says she/he doesn’t like, etc. Have different sets of students play the roles and discuss the varying possibilities presented by these situations.



Have students research “dogs at work.” What other roles do dogs assume besides guide dogs for the blind?

Have students look for pictures, articles, cartoons, and the like, that show friendships. Display these on a bulletin board and call it the "Friendship Board." As new items are added, discuss the way in which friendship is depicted. Brainstorm a list of friends in literature to add to the board. Possible pairs of friends to include are Frog and Toad, George and Martha, Henry and Mudge, etc.

### **SUPPLEMENTARY BOOKLIST:**

A GUIDE DOG PUPPY GROWS UP

by Caroline Arnold, photos by Richard Hewett (Harcourt Brace)

ROSIE, A VISITING DOG'S STORY

by Stephanie Calmenson, photos by Justin Sutcliffe (Clarion)

MAGGIE AND SILKY AND JOE

by Amy Ehrlich, illus. by Robert J. Blake (Viking)

MURPHY AND KATE

by Ellen Howard, illus. by Mark Graham (Simon & Schuster)

BUDDY, THE FIRST SEEING EYE DOG

by Eva Moore, illus. by Don Bolognese (Scholastic)

MY BUDDY

by Audrey Osofsky, illus. by Ted Rand (Henry Holt)

COMPANION DOGS: MORE THAN BEST FRIENDS

by Elizabeth Ring (Millbrook Press)

RUGBY & ROSIE

by Nan Parson Rossiter (Dutton)

THE BOOKSHOP DOG  
by Cynthia Rylant (Blue Sky/Scholastic)

A GUIDE DOG GOES TO SCHOOL  
by Elizabeth Simpson Smith, illus. by Steven Petruccio (William Morrow)

RIPTIDE  
by Frances Ward Weller, illus. by Robert J. Blake (Philomel)

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