

## TEACHERS ACTIVITIES



### Theme:

Dogs are terrific companions with unique characteristics and talents.

### Topics For Discussion:

Brainstorm a variety of ways in which animals communicate with people, such as wagging, barking in different "voices," purring, scratching, etc.



Explore the "What if..." notion that if animals could talk, what might they tell us? Use different groups of animals for this discussion, e.g., farm animals, zoo animals, rain forest animals, desert animals, and others. Students would also likely want to imagine that their own pets could talk.



Discuss the concept of "point of view." In the program, we see the world from Luke's point of view. Contrast this way of telling a story with the book *Martha Speaks*, which has a narrator who tells Martha's story.



Discuss "fantasy" as a type of literature. What aspects of *Martha Speaks* make the book a fantasy?

### Curriculum Extension Activities:

Read the sequels, *Martha Calling* and *Martha Blah Blah*. Discuss the nature of a sequel and how it continues a story or creates further adventures for a character. Have the children think of additional problems that Martha might encounter and write their own sequels.



Have the students write and then role play a segment for the evening news in which Martha is interviewed about thwarting the burglar.



Use alphabet pasta as a manipulative to make words.

Have the students write a personal telephone directory for Martha including places that she would likely call. They might use an actual telephone directory to give them ideas.



Make Martha puppets, using lunch bags and construction paper or paper plates. Have students write a short biography of Martha and then introduce her to the class using their puppet.



Do some creative brainstorming in response to: What would Martha eat in order to be able to do math, or a science experiment, or create a work of art? Choose one of the generated ideas and write and illustrate a class book.



Brainstorm a list of "rewards" of pet ownership. Use the list as a stimulus for interested students to research ways in which pets help their owners. Balance this list with one that outlines the responsibilities of owning a pet.



Have the students create animal conversations. They can cut out pictures of animals from magazines, glue them to paper, and write the conversations in word balloons.

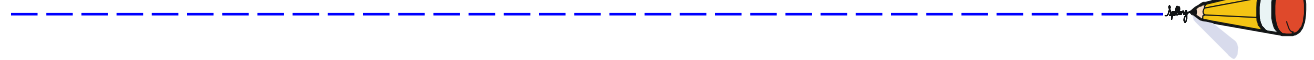


Start a "Dogs in the News" bulletin board with the class. Have students collect newspaper and magazine articles and pictures about dogs. Analyze the display with the students: Do they notice any common themes among the articles? Do any of the articles make them feel happy, sad, angry? Did any of the articles give them new information? Do any of the articles make them want to take an action? In addition to further developing the study of dogs, this activity helps children understand the different purposes of newspaper articles.



Have students research the many roles that dogs have in societies around the world, for example, as workers (seeing-eye dogs, police dogs, companions for disabled individuals, rescuers, sheep herders, etc.) and as entertainers. Include in the research, the types of training that are needed for these roles.

Do a "Draw-a-Dog" activity that requires students to follow simple directions. Prepare a set of attribute envelopes, such as "type of hair," "color," "ears," "tail," and "size." In each of the envelopes, place cards with descriptive words related to that attribute. Students take one card from each envelope and draw the dog described by the cards. For example, a child might draw an "enormous, black and white shaggy dog with pointed ears and a long fluffy tail." Display all pictures.



Make alphabet soup. As they eat, encourage students to think of "wonderful words" (these might be favorite words or unusual words or even long words) and jot these on a large soup bowl chart.

### Supplemental Books:

THE FIVE-DOG NIGHT  
by Eileen Christelow (Clarion)

GOOD DOG, CARL  
by Alexandra Day (Green Tiger Press)

GINGER JUMPS  
by Lisa Campbell Ernst (Bradbury)

PLUNK'S DREAMS  
by Helen V. Griffith, illus. by Susan Condie Lamb (Greenwillow)

I AM THE DOG. I AM THE CAT  
by Donald Hall, illus. by Barry Moser (Dial)

SECOND-GRADE DOG  
by Laurie Lawlor, illus. by Gloria Fiammenghi (Whitman)

MARTHA CALLING  
by Susan Meddaugh (Houghton Mifflin)

MARTHA BLAH BLAH  
by Susan Meddaugh (Houghton Mifflin)

## THREE STORIES TO READ TO YOUR DOG

by Sara Swan Miller, illus. by True Kelley (Houghton Mifflin)

## CAN I BE GOOD?

by Livingston Taylor, illus. by Ted Rand (Gulliver/Harcourt Brace)

## RIPTIDE

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

Distributed by:



P.O. Box 80669  
Lincoln, NE 68501-0669  
Phone: 800-228-4630  
Fax: 800-306-2330  
Email: [gpn@unl.edu](mailto:gpn@unl.edu)  
Web site: [gpn.unl.edu](http://gpn.unl.edu)