



Summary

Summary: *Eye to Eye With Dogs: Pugs* is an informational book that provides an overview of the physical characteristics, behavior, and history of one of the toy breeds, the pug.

Vocabulary		Comprehension Strategy	Genre Study	Text Features	
agility course	ancestor	Using prior knowledge to understand text, Determining supporting details	Text structure: Description, Use of supporting details	table of contents	headings
breed	canine			photographs	captions
conformation	marmoset			bold glossary words	
muzzle				glossary	index

Standards: Science and Social Studies

- Knows that differences exist among individuals of the same kind of animal
- Knows that an organism's patterns of behavior are related to the nature of that organism's environment
- Knows that behavior of animals is influenced by internal cues and external cues
- Understands the principles of heredity and related concepts

Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K-12 education*. Aurora, CO: Mid-continent Research for Education and Learning (McREL). Online database: www.mcrel.org/standards-benchmarks/

Discussion Prompts Prior to Independent Reading

Vocabulary Building and Background Knowledge:

Read the title as students look at the cover. Ask students to talk about what they observe on the cover and what they already know about pugs. Scaffold a discussion that builds on the background knowledge of students and introduces them to the vocabulary words. Ask students to examine the glossary on page 23.

Discussion questions:

- Read the definition for *ancestor*. Describe what a pug's *ancestor* might have looked like.
- Read the definition for *marmoset*. What do you think the connection might be between a pug and a *marmoset*?
- A pug is a *canine*. Look for the definition of *canine* in the glossary and give a synonym for the word.
- Find the word *muzzle* in the glossary. Then point to that body part in a photograph of a pug.

Genre Study and Text Features:

State that *Eye to Eye With Dogs: Pugs* is an informational book. Highlight genre characteristics and text features that will support students in reading the text.

Highlight prompts:

- Look at the picture of a marmoset on page 18. Why do you think the pug might have gotten its name from a marmoset?
- Skim the book. Predict what kind of dog you think the pug is. Use words that might describe its temperament, body, and abilities.
- If you lived in a rural area, do you think the pug would make a good pet for you? Why or why not?

Reading the Book:

Have students read the book independently or with a partner.

Comprehension Questions

After students have completed reading *Eye to Eye With Dogs: Pugs* gather students together for a discussion based on the questions below or assign students to answer the questions independently or with a partner.

- Is the pug an ideal working dog? Why or why not?
- What kind of lifestyle would be best for a pug? Why?

BLM: Extension Activity

Students may use the next page to complete a main idea chart and identify four reasons why a pug would make a good pet.



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Name: _____ Date: _____

Why do pugs make good pets?

Directions: Complete the main idea chart and provide four supporting details that tell why a pug would make a good pet.

