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Hotel for Dogs Novel Study Curriculum Map

Andi and Bruce have reluctantly moved with their family from Albuquerque, New Mexico to Elmwood, New Jersey to live with an elderly great aunt who is a hypochondriac. During their stay, Andi and Bruce soon find themselves guardians of a number of stray dogs who have crossed their paths and decide to keep them in a deserted house down the street.

Activities guide students learning through chapter-by-chapter questions. Additional activities in vocabulary, word study, and personal development are designed according to research-based education principles to improve literacy skills in communication, critical thinking and more.

Overall Expectations:

The students will:

- develop their skills in reading, writing, listening, and oral communication.
- use good literature as a vehicle for developing skills required by curriculum expectations: reasoning and critical thinking, knowledge of language structure, vocabulary building, and use of conventions.
- become meaningfully engaged in the drama of literature through a variety of types of questions and activities.
- identify and describe elements of stories (i.e., plot, main idea, characters, setting).
- learn and review many skills in order to develop good reading habits.
- provide clear answers to questions and well-constructed explanations.
- organize and classify information to clarify thinking.
- learn about: bullying, adjusting to new and difficult circumstances, pet care, handling responsibilities, developing perseverance when facing difficult circumstances, the importance of cooperation and teamwork in a crisis, and character development/growth.
- relate events and the feelings of characters found in the novel to their own lives and experiences.
- learn the importance of dealing with adversity and developing perseverance in the face of difficult experiences.
- state their own interpretation of a written work, using evidence from the novel and from their own knowledge and experience.

Introduction includes:

- Learning Expectations and Skill List
- Teacher Suggestions
- Synopsis and Author Biography
- Student Checklist
- Answer Key

Chapter Questions

- **Chapter One**
 - Student Booklet Cover
 - Before You Read
 - Vocabulary
 - Comprehension Questions
 - Language Activities
- **Chapter Two**
 - Before You Read
 - Vocabulary
 - Comprehension Questions
 - Language Activities
- **Chapter Three**
 - Before You Read
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- **Chapter Four**
 - Before You Read
 - Vocabulary
 - Comprehension Questions
 - Language Activities
 - Research Activities
- **Chapter Five**
 - Before You Read
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Six**
 - Before You Read
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Seven**
 - Before You Read
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Eight**
 - Before You Read
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Nine**
 - Before You Read
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Ten**
 - Before You Read
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Eleven**
 - Before You Read
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Twelve**
 - Before You Read
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Thirteen**
 - Before You Read
 - Vocabulary
 - Comprehension Questions
 - Extension

Hotel for Dogs

by Lois Duncan

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Chapter 1

Before you read the chapter:

Have you ever been required by your family or friends to make a **sacrifice** for the betterment of all concerned? How did making such a sacrifice make you feel?

Vocabulary:

Choose a word from the list to complete each sentence.

simultaneously	sulk	pedigree	dorky	curtly
resent	skeptical	promotion	evidently	incredulous

1. Both Jane and Thomas remained _____ about whether the salesperson was really telling the truth.
2. When I gave her my excuse, my aunt gave me a most _____ look.
3. If you're not careful, people will begin to _____ you bragging about your good fortune.
4. My mother worked very hard for several years before receiving her _____.
5. After not getting what she had asked for, my sister began to _____.
6. A dog with such a respected _____ is sure to be worth a lot.
7. The impatient police officer answered her most _____.
8. "Oh don't act so _____, Emily," she said. "People will think you're very immature."
9. The barn and the farm house were destroyed _____ by the hurricane.
10. _____ she doesn't like cats as much as dogs.



Questions:

1. The **setting** of a story includes not only where but when the story takes place. What is the setting of Chapter One?

2. a) What was Andi's appraisal of Aunt Alice's house?

- b) What was the underlying reason for such a harsh appraisal?

3. What sacrifice did Andi make as a part of their move?

4. Why did the family have to move?

5. a) What was Aunt Alice's impression of Jerry?

- b) How did this conflict with Andi's impression?



c) What is your impression of Jerry? Support your answer with evidence from the novel.

6. You have already met a number of the key characters in this novel. In the chart below, list one important descriptor about each character (either appearance or personality).

Andi	
Bruce	
Aunt Alice	
Jerry	

Language Activity:

The author seems to enjoy using **alliteration** – a literary device where the author repeats the same consonant sound at the beginning of several words in close succession. An example from this chapter is: “**w**estern **w**eirdo” and “**s**weetest **s**mile.”

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sound of a thunderstorm at night _____

The cry of a hungry baby _____

The squishy sound of quicksand _____

In the box below, illustrate one of the alliterations that you created.