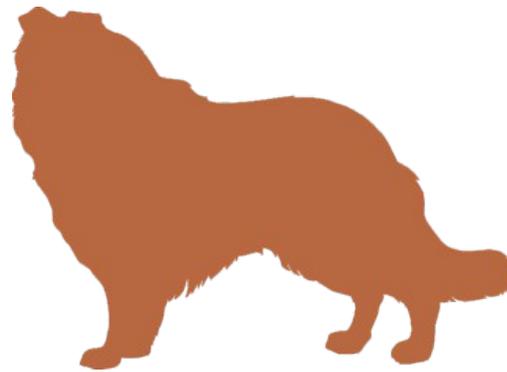


# Lad: A Dog



By

Albert Payson Terhune

A Novel Study  
by Nat Reed

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**About the author:** Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit [novelstudies.org](http://novelstudies.org).

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## Suggestions and Expectations

Each chapter of the novel study focuses on one chapter of *Lad: A Dog* and is comprised of these distinct sections:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (page 7) as well as a **Checklist** (page 6) are included so that students may track of their completed work.

**Every activity need not be completed by all students.**

### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

**Themes** which may be taught in conjunction with the novel include courage and perseverance, the importance of friends/family, dogs (collies), loyalty, justice and sacrifice.

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## List of Skills

### Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Identification of root words
5. Identifying syllables
6. Identify *anagrams*
7. Listing compound words
8. Identifying parts of speech
9. Identify *personification*.
10. Identify *similes*.

### Setting Activities

1. Summarize the details of a setting

### Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Complete a Plot Outline for a Sequel
5. Identify the climax of the novel.

### Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

### Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

### Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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## Synopsis

The story of a thoroughbred collie (based on the life of the author's own dog), living on an estate in the early 1900s. Each chapter tells a different story about Lad's life, such as having puppies, saving the house from a thief, raising his son after his mate has taken ill, and participating in a dog show. Everyone loves the devoted Lad, making this a well-loved book throughout the decades. Dog lovers will enjoy this book, and those who don't own a dog will want one just like Lad. [Summary Courtesy The Publisher]

## Author Biography

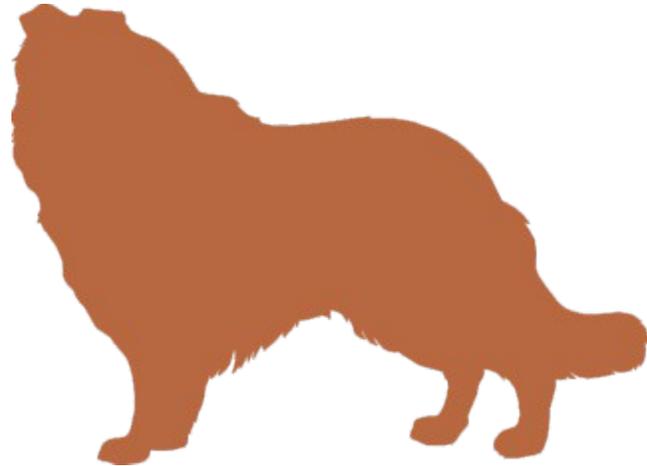
Albert Payson Terhune

**Albert Payson Terhune**, (born Dec. 21, 1872, Newark, N.J., U.S. — died Feb. 18, 1942, near Pompton Lakes, N.J.), American novelist and short-story writer who became famous for his popular stories about dogs. After schooling in Europe, Terhune graduated from [Columbia University](#) in 1893, traveled in Egypt and Syria, and joined the staff of the *New York Evening World* in 1894. His first book was *Syria* from *the Saddle* (1896); his first novel, *Dr. Dale* (1900), was written in collaboration with his mother, herself a novelist. He published more than 12 books before he left the Evening World in 1916. In 1919 appeared the first of his popular dog stories. *Lad, a Dog*, written at his farm near Pompton Lakes, where for the rest of his life he wrote, bred prize collies, fished, and hunted. He wrote more than 25 books after 1919, nearly all of them novels in which dogs played [conspicuous](#) parts, including *Bruce* (1920), *The Heart of a Dog* (1924), *Lad of Sunnybank* (1928), and *A Book of Famous Dogs* (1937). [Courtesy of britannica.com]





# Lad: A Dog



*By Albert Payson Terhune*

Name: \_\_\_\_\_

# Lad: A Dog

## By Albert Payson Terhune

### Chapter 1 - His Mate



### Before you read this section:

The **protagonist** of *Lad: A Dog* is the collie, Lad. Having a dog as the main character of a novel is certainly different than a book featuring a human. Think of one advantage a dog protagonist would have over a human main character, and one disadvantage.

|   |  |
|---|--|
| ↑ |  |
| ↓ |  |



### Vocabulary:

Choose a word from the list to complete each sentence.

|              |             |              |                 |
|--------------|-------------|--------------|-----------------|
| guardianship | criticism   | intruder     | sympathetically |
| carcass      | destruction | majestically | humiliation     |

1. When the \_\_\_\_\_ entered the yard, Lad was quick to scare him off.
2. The brightly-colored peacock strutted \_\_\_\_\_ across the compound.
3. The orphan's \_\_\_\_\_ was entrusted to his great aunt.
4. The cat's final \_\_\_\_\_ occurred when it toppled into the toilet.
5. No one expected the \_\_\_\_\_ of the old museum to occur without protests.
6. The turkey vultures were attracted to the \_\_\_\_\_ out in the field.
7. "Why don't you come in where it's warm?" Aunt Mary said \_\_\_\_\_.
8. Old McReady just can't take any \_\_\_\_\_ without going off the deep end.

# Questions



1. What is the **setting** of the story for the first chapter?

|  |
|--|
|  |
|  |
|  |

2. How would you describe Lad's personality? Give two possible characteristics supported by proof from the story.

|   | Characteristic | Proof |
|---|----------------|-------|
| 1 |                |       |
|   |                |       |
| 2 |                |       |
|   |                |       |

3. Why did Lad let Lady get the upper hand on him early in their relationship?

|  |
|--|
|  |
|  |

4. As a foolish puppy, what Law had Lady disobeyed and then paid the consequences?

|  |
|--|
|  |
|  |
|  |

5. Think of three adjectives which you feel describe Knave's personality/character.

|   |  |   |  |   |  |
|---|--|---|--|---|--|
| 1 |  | 2 |  | 3 |  |
|---|--|---|--|---|--|

6. Why do you think Lad hated Knave right from the start?

|  |
|--|
|  |
|  |
|  |

7. Describe how Lady treated Lad upon the arrival of Knave. Why do you think she did this? What do you think this says about her character?

|  |
|--|
|  |
|  |
|  |
|  |

8. Describe how Lady almost died. What role did Lad play in this adventure? What role did Knave play?

|  |
|--|
|  |
|  |
|  |
|  |

9. Lady egged Knave on when he was considering attacking the eagle.    T   or   F

10. What traumatic event caused Lad's spirit to be sick? Why do you think this event was so upsetting to him?

|  |
|--|
|  |
|  |
|  |

11. Describe how Lady saved Lad's life.

|  |
|--|
|  |
|  |
|  |

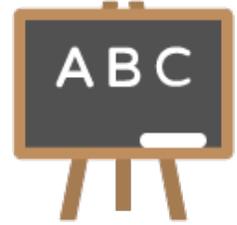
12. What made The Master realize that it was Knave who had destroyed his stuffed eagle?

|  |
|--|
|  |
|  |
|  |

## Language Activities



**A.** Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Although alliteration is usually seen as a series of several words beginning with the same consonant (i.e. *Peter Piper picked a peck of pickled peppers*) the following also serves as an example of this literary device: *It was that horrible, mischief-making eagle's head!*



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

|                         |  |
|-------------------------|--|
| Noisy dogs in a kennel. |  |
| An eagle in flight.     |  |
| Your choice.            |  |

## B. The Good Old Indispensable Adverb!

An **adverb** is a part of speech defined as *a modifier (or helper) of a verb* (usually an action word). Often an adverb will end in the letters **ly** (i.e. **slowly**). Our novel features a good many creative adverbs.



- Lad walked cautiously across the veranda and sniffed at the blinking pup ...*  
→ In this sentence, which verb does **cautiously** modify? \_\_\_\_\_
- The Master had willingly agreed.*  
→ In this sentence, what verb does **willingly** modify? \_\_\_\_\_
- ... Knave pulled joyously at the leash.*  
→ In this sentence the adverb \_\_\_\_\_ modifies the verb \_\_\_\_\_

## C. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in this section of *Lad: A Dog*.

| Word   | Anagram | Clue                 |
|--------|---------|----------------------|
| master |         | Creek.               |
| share  |         | Listens.             |
| sacred |         | A type of tree.      |
| alert  |         | Sooner or ____.      |
| sharp  |         | Musical instruments. |
| chase  |         | Very sore.           |
| spare  |         | Harvests.            |

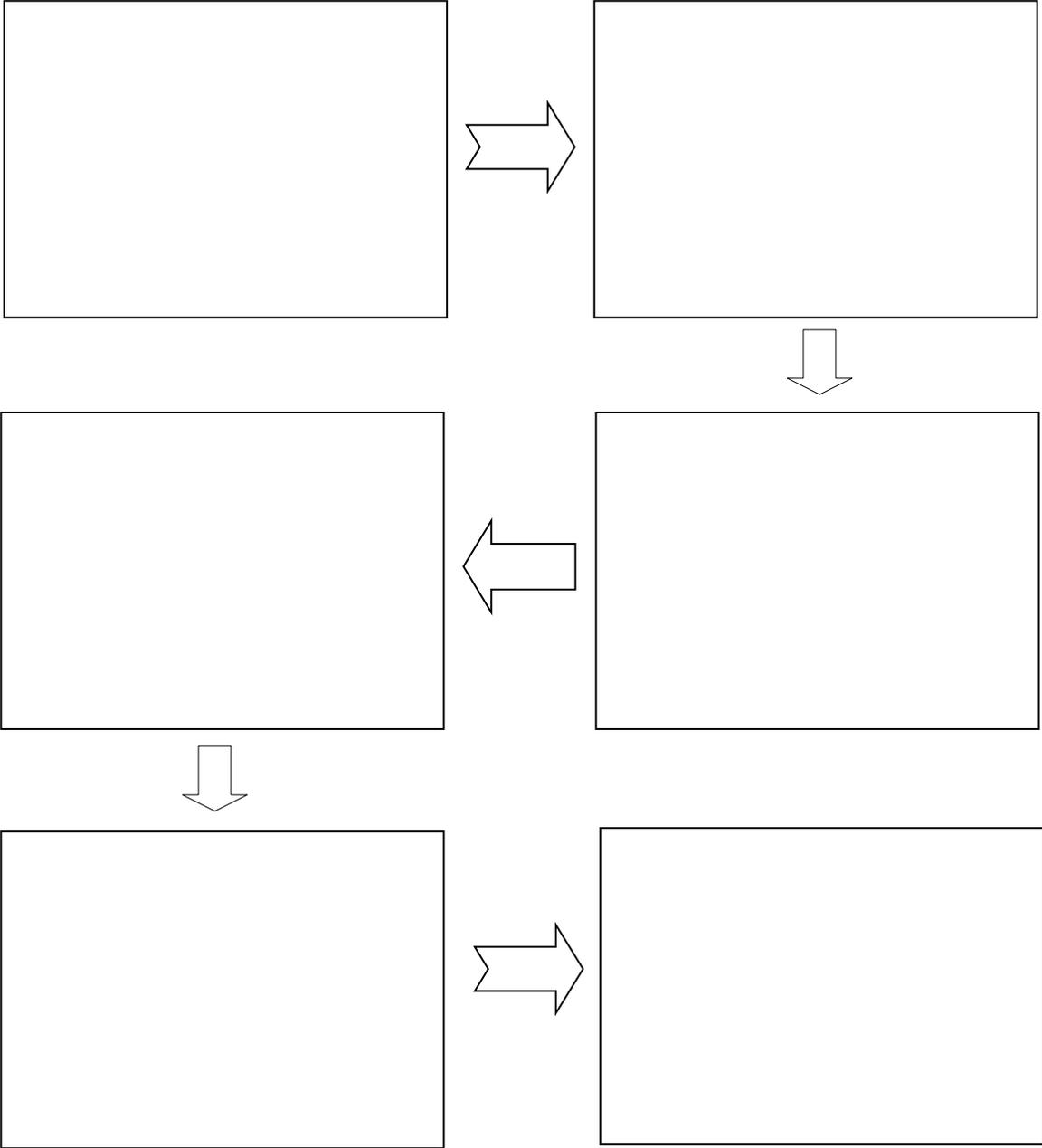
## D. Three-Syllable Words

Find twelve three-syllable words from this chapter and list them below.

|   |  |    |  |
|---|--|----|--|
| 1 |  | 7  |  |
| 2 |  | 8  |  |
| 3 |  | 9  |  |
| 4 |  | 10 |  |
| 5 |  | 11 |  |
| 6 |  | 12 |  |

# E. Sequence Chart

Choose what you consider to be the six most important events in this chapter. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.



# Extension Activity



## A Picture's Worth a Thousand Words



Use the three boxes to describe and illustrate the beginning, middle and end of this chapter.

|                     |             |
|---------------------|-------------|
| Beginning Picture:  | Beginning:  |
|                     |             |
|                     |             |
|                     |             |
|                     |             |
|                     |             |
|                     |             |
|                     |             |
| Middle Picture:     | Middle:     |
|                     |             |
|                     |             |
|                     |             |
|                     |             |
|                     |             |
|                     |             |
|                     |             |
| Concluding Picture: | Concluding: |
|                     |             |
|                     |             |
|                     |             |
|                     |             |
|                     |             |
|                     |             |
|                     |             |