

*PAWS: Gabby Gets It Together*  
**Discussion Guide**  
Grades 3 - 7

**Before Reading: to activate schema, build background knowledge, and set a purpose.**

- Before reading, have a class discussion to activate prior knowledge about friendships and how to work together as a team
- Frontload vocabulary (see vocabulary list)

**During Reading: to engage students, check for understanding, and make connections.**

- Why do you think scraps stayed behind?
- Do you think it would be cool to be like Mindy? Why or why not?
- Why can't the girls have pets at home?
- Mindy refers to herself as a "free-range kid," what does she mean by this?
- How did the girls figure out how to pet a dog?
- Did their plan work out? Why or why not?
- How did the girls end up walking a dog?
- How did the girls do walking Pickles? What happened? What did they decide?
- How did they come up with the name of the dog walking service? What did it stand for?
- Why was Priya's mom having an allergy attack? What happened as a result of this?
- What plan did Gabby's dad come up with?
- How did Gabby feel about uniform shopping? What happened at the store?
- Describe the dogs and their owners.
- Do you think the girls can handle all of the dogs? What do you think will happen? Think about how the book started.
- What happened when they got more clients? What news did Priya share?
- How did their first walk with all of the dogs go? How long did they take? Why?
- Why was Gabby frustrated with Priya?
- How did Gabby view the dog walking? How did Mindy? Do you think their original reason for starting the dog walking got lost?
- In what ways did Mindy change?
- What did Gabby come up with to make watching the other dogs easier? How did the other girls feel about it?
- What plan do you think Mindy will come up with?
- How did Gabby get all of the dogs back?
- How did the story end?

*PAWS: Gabby Gets It Together*  
**Discussion Guide**  
Grades 3 - 7

**After Reading: to summarize, question, and reflect.**

- What ways did the girls work together well? What ways did they need to improve?
- The Influences on Character\*: Consider all the influences on the character - the problem(s) the character is facing, the other characters with who he or she comes in contact, and the setting of the story. Notice how the character interacts and reacts to these different forces. What effect(s) do characters, setting, and problems have on how the character acts earlier and later in the story?

**If your students enjoyed this book...**

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.