LESSON 14 TEACHER’S GUIDE

Dogs to the Rescue
by Sienna Jagadorn

Fountas-Pinnell Level R
Informational Text

Selection Summary
After many hours, or even years, of practice with its human handler, a search and rescue (SAR) dog is ready to use its intelligence and keen sense of smell to locate missing people. Rescue dogs can mean the difference between life and death.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Combination of structures: chronological and description</td>
</tr>
<tr>
<td></td>
<td>Organized in five sections, four with headings</td>
</tr>
<tr>
<td>Content</td>
<td>Search and rescue dogs and their training</td>
</tr>
<tr>
<td></td>
<td>Physical characteristics and qualities of dogs</td>
</tr>
<tr>
<td></td>
<td>Names of dog breeds (German shepherds, golden retrievers, border collies, Newfoundlands)</td>
</tr>
<tr>
<td></td>
<td>High-tech tools (global positioning collar, helmet camera, scent transfer device)</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Dogs have unique abilities, including a highly-developed sense of smell.</td>
</tr>
<tr>
<td></td>
<td>Teamwork between dogs and people can save human lives.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Embedded definitions</td>
</tr>
<tr>
<td></td>
<td>Signal words used to indicate sequence (First, Second, Third, Then, Finally)</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Many longer, complex sentences</td>
</tr>
<tr>
<td></td>
<td>Multiple items in series (The man was exhausted, hungry, and thirsty.)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Acronym: SAR (search and rescue)</td>
</tr>
<tr>
<td></td>
<td>Terms related to tracking by smell: scent-article, scent trail, air-scenting</td>
</tr>
<tr>
<td></td>
<td>Words related to technology: satellite, hand-held computer, video camera, scent transfer device</td>
</tr>
<tr>
<td>Words</td>
<td>Some people and place names that may be challenging</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Color photos on almost every page</td>
</tr>
<tr>
<td></td>
<td>For many photos, full-sentence captions that provide additional information</td>
</tr>
<tr>
<td></td>
<td>Illustrated inset features (Hi-Tech Heroes) with subheadings</td>
</tr>
<tr>
<td></td>
<td>Bulleted list</td>
</tr>
</tbody>
</table>

**Dogs to the Rescue** by Sienna Jagadorn

**Build Background**
Help students use their knowledge of dogs and their abilities. Build interest by asking a question such as the following: *How do you think a dog could help find a missing person?*
Read the title and author and talk about the cover photo. Tell students that this book is informational text, so the words and photos will give factual information about the topic.

**Introduce the Text**
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

- **Pages 2–3:** Explain that this book is about dogs and humans who work in teams to search for and rescue missing people.
  
  **Suggested language:** Turn to pages 2 and 3. *This book begins with a true story about a man who got lost. Look at the photo. Why would it be difficult to find a lost person in this setting?*

- **Page 4:** Explain that the sheriff called in search and rescue teams, SAR for short. Each team has one dog and its **handler**. *Think about the base word of handler, handle. What do you think a dog handler does? The SAR dogs sniffed the lost man’s clothing in order to **track** him. How would the dogs be able to track the man? How could they follow where he had been?*

- **Page 8:** Point out that the true story ends on page 7. *Now the author gives some background information about search and rescue dogs. Each section has a heading. Read this heading. What will this section be about?*

- **Page 10:** Point out that the bulleted list names some good personality traits that SAR dogs should have. *Why is a good **personality** important for SAR dogs? Why must a SAR dog be friendly and behave well?*

  *Now turn back to the beginning of the book and read to find out how dogs are trained for and carry out search and rescue jobs.*

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**Expand Your Vocabulary**

- **handler** – a person who trains and manages an animal, p. 4
- **personality** – the collection of individual emotions and behavior that makes one creature different from another, p. 10
- **sequence** – a connected series, p. 12
- **track** – v. to follow the traces of, p. 4
Read
Have students read *Dogs to the Rescue* silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Summarize Strategy \( \Box \) and to tell the important parts of the text in their own words.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the text.
Suggested language: *What did you learn about search and rescue dogs that you didn’t know before?*

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Particular breeds and dogs with good personalities make the best search and rescue dogs.</td>
<td>• Dogs’ unique abilities (especially their tremendous sense of smell) make them well-suited for search and rescue work.</td>
<td>• The photo captions give additional information beyond the text.</td>
</tr>
<tr>
<td>• It takes many hours, or even years, of training for a dog and its handler to become a qualified SAR team.</td>
<td>• Dogs and people work as a team when they do search and rescue work.</td>
<td>• Inset features provide facts about high-tech tools that dog handlers use with their dogs.</td>
</tr>
<tr>
<td>• SAR dogs find missing people, disaster victims, and criminals.</td>
<td></td>
<td>• The author’s attitude is that rescue dogs are brave, well-trained, and smart.</td>
</tr>
</tbody>
</table>


Choices for Further Support
• **Fluency** Invite students to choose a passage from the text to read aloud. Remind them to place emphasis on words in a way that shows their meaning.

• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that when they come to a new word they can look for smaller words within it that they know. For example, in the word *abandoned* on page 2, they can read the smaller word band, then *abandoned*. Continue with these examples from the book: *in, vest, gate—investigate; art—articles; wand—wandered; man—human; in, tell—intelligent; person—personality.*
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 14.9.

Responding
Have students complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Author’s Purpose  
Remind students that they can think about the author’s purpose by using text details to tell why an author writes a book. Model the skill, using a “Think Aloud” like the one below:

Think Aloud
What do you think the author’s purpose was for writing Dogs to the Rescue? Think about the details in the book. Many of the details are about what makes dogs good at finding people. On page 8, the author describes dogs’ noses and their strong sense of smell. I think the author wrote the book to explain what rescue dogs do and why they are so good at it.

Practice the Skill
Ask students to think of another nonfiction book they have read about animals. Have them write a sentence telling why they think the author wrote the book.

Writing Prompt: Thinking About the Text
Have students write a response to the prompt on page 6. Remind them that when they think about the text, they reflect back on the text. They notice and evaluate language, genre, literary devices, and how the text is organized.

Assessment Prompts
• On page 4, the last paragraph is mainly about ____________________________

• In the first part of the book, ground-sniffing dogs were unable to track the missing man. Find the sentence on page 5 that tells why.
• On page 9, which word means almost the same as smart?
Read directions to students.

Critical Thinking
Read and answer the questions.

1. Think within the text
Why do dogs’ noses make them “natural experts” in search and rescue work?
Possible response: Dogs have a strong sense of smell.

2. Think within the text
What are three important traits in a good SAR dog?
Possible response: The dog enjoys playing with toys. The dog keeps looking for a toy if you hide it. The dog likes people.

3. Think beyond the text
Why do you think it’s important for there to be a bond of trust between a SAR dog and its handler?
Possible responses: Trust allows the dog and handler to work better as a team, especially in dangerous situations. A dog who trusts its handler will be obedient and loyal. A handler who trusts his or her dog will be more effective in an emergency.

4. Think beyond the text
Why do you think the author began the text with a story about an actual emergency, instead of starting with facts about SAR dogs?
Possible response: The author wanted to grab readers’ interest with a dramatic story and show how important these dogs can be.

Oral Language Development
Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: What animal is the book about?</td>
<td>Speaker 1: Who makes up a search and rescue team?</td>
<td>Speaker 1: What job does a search and rescue dog do?</td>
</tr>
<tr>
<td>Speaker 2: dogs</td>
<td>Speaker 2: A dog and its handler make up a search and rescue team.</td>
<td>Speaker 2: It finds missing people.</td>
</tr>
<tr>
<td>Speaker 1: Who is lost in the first part of the book?</td>
<td>Speaker 1: Which part of a rescue dog’s body is the most important?</td>
<td>Speaker 1: Why does a dog have a stronger sense of smell than a human?</td>
</tr>
<tr>
<td>Speaker 2: a man</td>
<td>Speaker 2: A rescue dog’s nose is the most important part.</td>
<td>Speaker 2: A dog’s nose has a bigger area that can smell scents.</td>
</tr>
</tbody>
</table>
Dogs to the Rescue

Thinking About the Text

Think about the questions below. Then write your answer in one or two paragraphs.

In this book, the author included inset features to describe high-tech tools used by handlers and their dogs. Why do you think the author included this information? How does it help the reader learn more about rescue dogs?
Critical Thinking

Read and answer the questions.

1. **Think within the text**  Why do dogs’ noses make them “natural experts” in search and rescue work?

2. **Think within the text**  What are three important traits in a good SAR dog?

3. **Think beyond the text**  Why do you think it’s important for there to be a bond of trust between a SAR dog and its handler?

4. **Think about the text**  Why do you think the author began the text with a story about an actual emergency, instead of beginning with facts about SAR dogs?

**Making Connections**  Most people on SAR teams are volunteers, which means that they do not get paid for helping others. Think of someone you know or have read about who is a volunteer. What work does this volunteer do?

**Write your answer in your Reader’s Notebook.**
# Dogs to the Rescue • LEVEL R

## Selection Text

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>As the temperature fell and storm clouds gathered overhead, Roxanne and Ash started walking downhill. Suddenly, Ash started to run. The dog paused with her nose in the air. She ran back up the hill and sniffed again. Roxanne became hopeful, but she was too far away to see anything.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>As Roxanne hiked toward her dog, she heard someone blowing a whistle. She looked across the small valley and saw a police officer pointing toward Ash. When Roxanne got closer, she spotted the missing man lying on the ground, trying to get up. Ash had found the man by sniffing the air!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Behavior Codes

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>© cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

## Accuracy Rate

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{102} \right) \times 100 \%
\]

## Total Self-Corrections

- Substitution: cut cat (1)
- Self-corrects: cut cat (0)
- Insertion: the cat (1)
- Word told: the cat (1)