LESSON 14 TEACHER’S GUIDE

Good Dogs, Guide Dogs
by Caleb Graham

Fountas-Pinnell Level O
Informational Text

Selection Summary
Dogs have many qualities that make them helpful to disabled people. They can see and hear better than humans, and they are attentive and loyal. Guide dogs start training as puppies to assist people who cannot see. Each dog and its partner form a bond of trust and companionship.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Description structure</td>
</tr>
<tr>
<td></td>
<td>Organized in sections with headings</td>
</tr>
<tr>
<td>Content</td>
<td>People with disabilities</td>
</tr>
<tr>
<td></td>
<td>Guide dogs and their training</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Dogs have unique abilities and qualities.</td>
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<td></td>
<td>Dogs are social animals.</td>
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<tr>
<td></td>
<td>Dogs and people can form loyal partnerships.</td>
</tr>
<tr>
<td>Language and</td>
<td>Terms defined within text</td>
</tr>
<tr>
<td>Literary Features</td>
<td>Signal words used to indicate sequence of dog training: First, Next, Finally</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Mostly longer sentences</td>
</tr>
<tr>
<td></td>
<td>Sentences with embedded phrases: First, trainers work with a dog to teach it the tasks it will need to know in order to help a person with a disability.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Names of dog breeds: German shepherd, Labrador retriever</td>
</tr>
<tr>
<td></td>
<td>Seeing-eye dog presented as alternative term for guide dog</td>
</tr>
<tr>
<td>Words</td>
<td>Words with complex letter-sound relationships: guide, social, obey</td>
</tr>
<tr>
<td></td>
<td>Some words with more than three syllables: disability, transportation, environment</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Photos are closely linked to text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Some pages with text only or photos only</td>
</tr>
<tr>
<td></td>
<td>Section headings indicate content.</td>
</tr>
<tr>
<td></td>
<td>Inset features with headings</td>
</tr>
<tr>
<td></td>
<td>Italic used to call out unfamiliar words</td>
</tr>
<tr>
<td></td>
<td>Captions for photos</td>
</tr>
</tbody>
</table>

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Build Background
Help students use their knowledge of dogs and their abilities. Build interest by asking questions such as the following: Have you ever seen a person with a guide dog? How can the guide dog help the 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 tells how dogs help people with disabilities.
Suggested language: Turn to pages 2 and 3 of this book. Read the sentence: A dog trained to help a person with a disability is called an assistance dog. Look at the photo on page 3. What is this assistance dog doing?

Page 4: Read the section heading: Guide Dogs. Mention that a guide dog is a kind of assistance dog that helps people who cannot see. How can guide dogs help their partners? When you do a project with a partner in class, how do you help each other?

Page 7: Call attention to the photo and the caption. German shepherds and Labrador retrievers are dogs known to be faithful to people. Why is it important for a guide dog to be loyal to its owner?

Pages 8–9: Read the section heading: “How a Guide Dog Is Trained”, and call attention to the photo. Explain that guide dogs are trained to stay calm in all situations. Why is it important that a guide dog not snap at people? Have you ever had a dog snap at you?

Now turn back to the beginning and read to find out how guide dogs help people.

Target Vocabulary
ability – having the power to do something, p. 6
loyal – faithful to a person, p. 7
lying – being in a flat position, p. 5
partners – people or people and animals who work closely together, p. 4
patrol – v. to watch over an area and guard it, p. 12
quiver – v. to shake with little movements, p. 8
shift – n. a set amount of time in which people work, p. 12
snap – v. to open and close a mouth quickly, as if going to bite, p. 9
Read
Have students read *Good Dogs, Guide Dogs* silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Summarize Strategy 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 story.

Suggested language: *What did you learn about how assistance dogs help people?*

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>• Dogs can be trained to help people with disabilities.</td>
<td>• Dogs have unique abilities and qualities that make them well suited to work with people.</td>
<td>• The author uses italics to call out topic-specific terms, such as assistance dog, guide dog, seeing-eye dog, intelligent disobedience, therapy dogs.</td>
</tr>
<tr>
<td>• Guide dogs help people who cannot see.</td>
<td>• Dogs are social animals.</td>
<td>• Inset features provide information about laws for guide dogs and how dogs help people in other ways.</td>
</tr>
<tr>
<td>• Guide dogs help people gain freedom and independence.</td>
<td>• Animals and people can form loyal partnerships.</td>
<td>• The photos and captions support the text.</td>
</tr>
</tbody>
</table>

Choices for Further Support

- **Fluency** Invite students to choose a passage from the text to read aloud. Remind them to use expression as they read to show their understanding of the meaning of the text.

- **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 some words have more than one meaning. Readers must use context clues to figure out the appropriate meaning of a word. Point out the word *ring* on page 2 and discuss its meaning in the text. Ask students to define the following words as they are used in the book: *wild* (p. 6); *order* (p. 7); *snap* (p. 9); *trips* (p. 10); and *shift* (p. 12).
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 14.8.

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 Good Dogs, Guide Dogs? Think about the details in the book. Many of the details tell about a guide dog’s tasks and how the dog behaves. For example, a guide dog keeps its partner safe, stays calm, and obeys commands. I think the author wrote the book to explain what a guide dog does.

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

Writing Prompt: Thinking Beyond 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
• Page 9 is mainly about ____________________________.
• On page 12, in the feature box, find the word that means “to watch over an area and guard it.”
• Find a sentence on page 14 that shows why guide dogs are important to their partners.
English Language Development

Reading Support After reading aloud, help students make a list of interesting language and new words. They may wish to include the types of assistance dogs, the breed names, or the qualities of guide dogs.

Cognates Support Spanish speakers by pointing out cognates in the text. Understanding the Spanish words may help students learn the English words; for example, transporte público (public transportation), inteligente (intelligent), desobediencia (disobedience), and independencia (independence).

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>
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<tbody>
<tr>
<td>Speaker 1: What animal is this book about?</td>
<td>Speaker 1: Who do assistance dogs help?</td>
<td>Speaker 1: Why is a guide dog allowed to go on a bus or train?</td>
</tr>
<tr>
<td>Speaker 2: dogs</td>
<td>Speaker 1: They help people with disabilities.</td>
<td>Speaker 2: A guide dog is allowed on a bus or train to help its partner.</td>
</tr>
<tr>
<td>Speaker 1: What is the name for dogs that help people who cannot see?</td>
<td>Speaker 2: guide dogs (or seeing-eye dogs)</td>
<td>Speaker 2: How old are puppies when they start guide dog training?</td>
</tr>
<tr>
<td>Speaker 2: guide dogs (or seeing-eye dogs)</td>
<td>Speaker 2: The puppies are about a year old.</td>
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Critical Thinking

Read and answer the questions.

1. Think within the text Why are guide dogs also called “seeing-eye dogs”? Possible response: They act as eyes for people who cannot see.

2. Think within the text Why must a guide dog know how to disobey? Possible response: To save a person’s life when the person gives a command that places him or her in danger.

3. Think beyond the text If you were the partner of a guide dog, what would you most enjoy about having the dog? What would be difficult about having the dog? Responses will vary.

4. Think about the text Why do you think the author placed some of the text inside small red squares instead of in the main text? Possible response: The author wanted to add some information that wasn’t directly related to the main idea but was helpful to readers.

Making Connections According to the author, guide dogs allow people with disabilities to have freedom and independence. Think of a book you have read in which someone wants freedom and independence—either theirs or others’. Briefly describe this story.

Write your answer in your Reader’s Notebook.
Good Dogs, Guide Dogs

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

On page 12, the author included an inset box with the heading “More Dogs That Help.” Why do you think the author chose to include this information? What did you learn from reading the inset text? Do you think inset boxes are helpful or not helpful in nonfiction? Why?

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Critical Thinking

Read and answer the questions.

1. Think within the text  Why are guide dogs also called “seeing-eye dogs”?

2. Think within the text  Why must a guide dog know how to disobey?

3. Think beyond the text  If you were the partner of a guide dog, what would you most enjoy about having the dog? What would be difficult about having the dog?

4. Think about the text  Why do you think the author placed some of the text inside small red squares instead of in the main text?

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Write your answer in your Reader’s Notebook.

Lesson 14: Good Dogs, Guide Dogs
Some breeds, or types, of dogs are better as guide dogs than other breeds. Guide dogs usually have to be large in order to guide their owners through crowds. They need to be strong and obedient, or able to follow commands.

German shepherds and Labrador retrievers are two of the breeds used most often as guide dogs. These dogs are strong, attentive, and loyal. These qualities make them great teammates for a person with a disability.

Most guide dogs are raised from puppies to do their jobs. When a dog is about a year old, it begins its training.

<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>
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</table>

Comments:

Accuracy Rate
(#{words read correctly} / 99) × 100 %

Total Self-Corrections

Behavior | Code | Error |
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<tbody>
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<tr>
<td>Self-correction</td>
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