### LESSON 14 TEACHER’S GUIDE

**Dogs That Help People**  
by Caleb Graham

**Fountas-Pinnell Level M**  
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>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
<td>Informational Text</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td>Description structure</td>
</tr>
<tr>
<td></td>
<td>Organized in sections with headings</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>People with disabilities</td>
</tr>
<tr>
<td></td>
<td>Guide dogs and their training</td>
</tr>
<tr>
<td><strong>Themes and Ideas</strong></td>
<td>Dogs have unique abilities and qualities.</td>
</tr>
<tr>
<td></td>
<td>Dogs are social animals.</td>
</tr>
<tr>
<td></td>
<td>Dogs and people can form loyal partnerships.</td>
</tr>
<tr>
<td><strong>Language and Literary Features</strong></td>
<td>Terms defined within text</td>
</tr>
<tr>
<td></td>
<td>Signal words used to indicate sequence of dog training: <em>First</em>, <em>Next</em></td>
</tr>
<tr>
<td><strong>Sentence Complexity</strong></td>
<td>Mostly longer sentences</td>
</tr>
<tr>
<td></td>
<td>Dependent clauses: <em>A guide dog cannot snap at people when it is upset or frightened.</em></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Names of dog breeds (<em>German shepherd</em>, <em>Labrador retriever</em>)</td>
</tr>
<tr>
<td></td>
<td><em>Seeing-eye dog</em> presented as alternative term for <em>guide dog</em></td>
</tr>
<tr>
<td><strong>Words</strong></td>
<td>Words with complex letter-sound relationships (<em>guide</em>, <em>social</em>, <em>obey</em>)</td>
</tr>
<tr>
<td></td>
<td>Some words with more than three syllables: <em>disability</em>, <em>interesting</em>, <em>comfortable</em>, <em>independent</em>, <em>differently</em></td>
</tr>
<tr>
<td></td>
<td>Target vocabulary words highlighted in text</td>
</tr>
<tr>
<td><strong>Illustrations</strong></td>
<td>Photos are closely linked to text.</td>
</tr>
<tr>
<td><strong>Book and Print Features</strong></td>
<td>Section headings indicate content.</td>
</tr>
<tr>
<td></td>
<td>Inset features with headings</td>
</tr>
<tr>
<td></td>
<td>Italics used to call out unfamiliar words</td>
</tr>
<tr>
<td></td>
<td>Captions for photos</td>
</tr>
</tbody>
</table>

**Dogs That Help People** by Caleb Graham

**Build Background**

Help students use their knowledge of dogs and their abilities. Ask questions such as: *Have you ever seen a person with a guide dog? How can the 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.

**Front-Load Vocabulary** Some everyday words may be unfamiliar to English learners. Before reading, check understanding of the following words: *guide, laws, restaurant, traits, whine.*

**Introduce the Text**

Guide students through the text, reading the captions, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Call their attention to any important labels. Here are some suggestions:

**Pages 2–3:** Explain that this book tells how dogs help people with disabilities. Make sure students understand the term *disabilities.*

**Suggested language:** *Turn to pages 2 and 3 of this book. The book says:* Some dogs learn how to help people who have a disability. These dogs are called *assistance dogs.* *Look at the photo on page 3. The label says:* *assistance dog.*

**Page 4:** *Cultural Support:* Explain that there are many laws in this country to protect the rights of disabled people. Point out the inset box and read the title: *Laws for Guide Dogs.* Explain that boxes like this give extra information.

**Page 7:** Call attention to the photo, and read the caption and labels. *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?*

**Page 9:** *Guide dogs are trained to stay calm in all situations. Why is it important that a guide dog not snap at people and try to bite them? 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. 8
- **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 *Dogs That Help People* silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Summarize Strategy \( \text{TARGET STRATEGY} \) 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 *type* on page 4 and discuss its meaning in the text. Ask students to define the following words as they are used in the book: *snap* (p. 9), *watch* and *block* (p. 10), *cross* (p. 11), and *shift* (p. 12).
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 14.10.

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 That Help People*? 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 6, what words help you understand the meaning of the word *traits*?
- 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. Or have students use the audio or online recordings.

Vocabulary Help students understand multiple meaning words such as lying in the caption on page 5. Explain that lying can mean “stretched out, not sitting or standing” and it can also mean “not telling the truth.”

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 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 2: 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 1: How old are puppies when they start guide dog training?</td>
<td>Speaker 2: When does the puppy begin learning to be a guide dog?</td>
</tr>
<tr>
<td>Speaker 2: guide dogs (or seeing-eye dogs)</td>
<td>Speaker 2: The puppies are about a year old.</td>
<td>Speaker 2: When does the puppy begin learning to be a guide dog?</td>
</tr>
</tbody>
</table>

Critical Thinking

Read and answer the questions.

1. Think within the text: What is a guide dog? Possible response: A guide dog is a dog that helps people who cannot see.

2. Think within the text: How does a puppy begin learning to be a guide dog? Possible response: When the puppy is about one year old, a trainer begins teaching the puppy the jobs it will do.

3. Think beyond the text: Why do you think a guide dog and its partner are called a “team” and not “worker and master”? Possible response: The dog and its partner work together to help each other. The dog obeys its partner’s commands, but it also leads the partner when they are walking.

4. Think about the text: What was most helpful to you about the way the author explained ideas in the text? What was least helpful? Responses will vary.

Making Connections A guide dog and its partner learn to take care of each other. Think about other partners you have read about or know about. How do the two partners take care of each other? Write your answer in your Reader’s Notebook.

Name ___________ Date ___________

Lesson 14: Dogs That Help People

Grade 3 © Houghton Mifflin Harcourt Publishing Company
Dogs That Help People

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?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Critical Thinking

Read and answer the questions.

1. Think within the text  What is a guide dog?

2. Think within the text  How does a puppy begin learning to be a guide dog?

3. Think beyond the text  Why do you think a guide dog and its partner are called a “team” and not “worker and master”?

4. Think about the text  What was most helpful to you about the way the author explained ideas in the text? What was least helpful?

Making Connections  A guide dog and its partner learn to take care of each other. Think about other partners you have read about or know about. How do the two partners take care of each other?

Write your answer in your Reader’s Notebook.
### Dogs That Help People • LEVEL N

First, a person called a trainer teaches the dog the jobs it will need to do. The dog will learn to stop at street corners. It will learn to walk around things such as ladders and bushes.

Guide dogs must learn not to misbehave, or do things they shouldn’t do. A lot of things in the environment, or the outside world, can make dogs excited. Guide dogs have to stay calm even if there are loud noises or interesting smells around them.

Next, each dog meets a person who has a disability. This person becomes the dog’s partner.

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>First, a person called a trainer teaches the dog the jobs it will need to do. The dog will learn to stop at street corners. It will learn to walk around things such as ladders and bushes.</td>
</tr>
<tr>
<td>9</td>
<td>Guide dogs must learn not to misbehave, or do things they shouldn’t do. A lot of things in the environment, or the outside world, can make dogs excited. Guide dogs have to stay calm even if there are loud noises or interesting smells around them.</td>
</tr>
<tr>
<td>10</td>
<td>Next, each dog meets a person who has a disability. This person becomes the dog’s partner.</td>
</tr>
</tbody>
</table>

#### Comments:

### Behavior Code Error

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

### Accuracy Rate

\[
\text{Accuracy Rate} = \left(\frac{\# \text{ words read correctly}}{98}\right) \times 100\%
\]

\[
\text{Total Self-Corrections} = 8
\]