Unit 2/Week 11

Title: Rosie, A Visiting Dog’s Story

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10; RF.3.3, RF.3.4; W.3.2, W.3.4, W.3.7; SL.3.1, SL.3.2, SL.3.4, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5, L.3.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Dogs can be loyal and very good companions, just like human beings. Training a therapy dog involves a lot of hard work on the part of the dog and the owner/ handler

Synopsis

Rosie is a Tibetan terrier whose friendly nature makes her a perfect visiting dog. After a lot of training, she brings comfort to people in nursing homes and hospitals.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety

of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| How is Rosie like other dogs? How is she different?  | Rosie is like other dogs because she likes to play fetch and she is friendly. Rosie is different because she is a visiting dog who cheers up people who are sad, sick, or lonely. |
| Why does the author tell us “Rosie was not always a visiting dog. She had to be trained for her work.”? | Rosie was wild and silly. She liked to snoop, left puddles everywhere and chewed everything. The author tells us this as the first clue about the amount of work necessary to create a “working” or “visiting” dog. |
| What made Rosie’s owner think she would be a good visiting dog someday? Follow-up question: Robin was described as firm but always gentle. Why did the author use the word "but" in this sentence? Optional question if students need additional support: What would happen to Rosie is Robin was not gentle with her? What is the difference between firm and gentle? | Rosie was gentle, friendly, a good listener, and had an independent spirit.Robin was firm because she needed Rosie to listen to her and learn from her, but she was also gentle because she cared for Rosie and need to help her learn how to listen and follow her cues. The “but” shows that Robin was both of these things: gentle and firm. She wasn’t unreasonably hard on Rosie. |
| What kinds of things did Rosie learn at her new school?  | Rosie learned to sit, lie down, stay and come. |
| How did the author train Rosie at home?  | She kept Rosie happy by playing with her. She let her spend time with other dogs and with different kinds of people. |
| What does the author mean when she says that Rosie “had good sense”?  | Rosie understood how people were feeling; she knew how to act in different places with different people. |
| How does the training at the ASPCA compare to the training Rosie received with Robin?  |  The training at the ASPCA was more specific to helping people with special needs than the training Rosie received from Robin. Rosie learned to approach people at the right time, to take food at the right time, and to be comfortable with wheelchairs and walkers. Visiting dogs have to be patient, gentle and calm at all times. |
| Why did Rosie need to become a good traveler?  | Rosie needed to become a good traveler because she might have to travel on a bus, a train, or an airplane for her work as a visiting dog.  |
| What kinds of tests did Rosie have to complete at the end of her training? Follow-up question: Based on these tests, what can we infer about what kind of dog the ASPCA will certify?  | Rosie had to do all the things a visiting dog does, such as visit a little girl with tubes and act calm when someone drops a walker near her. She also had a medical checkupThey certify dogs that can be calm and gentle in every situation. |
| How does Rosie do on her first day on the job? Give examples from the text.  | Rosie does really well. She meets lots of new people. She does everything her owner tells her to do. She meets Nina who is in a wheelchair and plays fetch with her. She lets Peter, who is blind, brush her hair. |
| What are the most important things people need to know about Rosie if they were meeting her for the first time?  | She is a visiting dog that has been specially trained. Her job is to visit sad, sick, or lonely people and help them feel better. |
| Why does the author tell us about Rosie’s day at the children’s hospital?  | Rosie is so well trained that she can adapt her behavior to meets the needs of the situation. Rosie lies down next to Alexander and naps with him. She seems to know that he’s feeling sick, and she is especially gentle with him. |
| How did Bill’s feelings change at the nursing home when Rosie visited?  | Bill did not want a visit from Rosie. Bill hadn’t talked to anyone in weeks, but he talked when he saw Rosie. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Trained ConfidentIndependentDecisionElderlySenseObedienceHandledWalker | UniformHarness BadgesSnoopFirmPedigreesMixed-breed  |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Prepare ApproachEquipmentWell-manneredGrooming | FetchComfortableNip ProgramAppointmentStared  |

Culminating Task

* Re-Read, Think, Discuss, Write

*Robin and Rosie cared very much about each other, and they both worked hard to ensure that Rosie became a good visiting dog. Explain the kind of work that Robin and Rosie both went through in order turn Rosie into a therapy dog.*

Students’ answers might include:

* + Rosie’s behavior before/after she began training
	+ Rosie’s training with Robin
	+ Rosie’s training with ASPCA
	+ The way Robin treated Rosie
	+ The way Rosie responded to the training and the people once she began visiting

Additional Tasks

* Compare Texts

*In the story “Officer Buckle and Gloria,” Gloria, the dog, was the main character. In what ways is Rosie like Gloria in the story? In what ways is she different? Provide a graphic organizer, such as a t-chart or Venn diagram for students to organize their thoughts.*

* Oral Research Report

*Rosie is trained by the ASPCA to be a visiting dog. Students should research another organization that trains animals to help in other ways. For example, animals may be trained to work with police officers or to help people who are visually impaired. Have students take notes and prepare an oral report to present to their classmates.*

* Oral Partner Reading

*Assign partners to read aloud passages from the story. One partner can read while the other listens. They can then switch roles.*