Unit 4

Title: Lob’s Girl[[1]](#footnote-1)

Suggested Time: 5-6 days (45 minutes per day)

Common Core ELA Standards: RL.6.1, RL.6.2, RL.6.3, RL.6.4; W.6.2, W.6.4, W.6.9; SL.6.1; L.6.1, L.6.2, L.6.4, L.6.5

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and theSynopsis. 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

 Loyalty towards someone knows no boundaries and can change lives forever.

Synopsis

In the short story Lob’s Girl, a girl, Sandy, and her dog, Lob, create an emotional bond that provides the will to survive. The story follows a chronological sequence from the time Sandy and Lob first met, how they strengthen their bond through life events, to the culminating accident where Sandy is seriously injured and Lob helps revive her in the most mysterious manner.

2. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.

3. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually 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** | **Evidence-based Answers** |
| In the opening paragraph of the story, the author says, “He came to them in the second way and verydecisively.” What does the word “decisively” mean and cite at least three pieces of evidence throughout the story to show that Lob was decisive.  | The second way refers to how some dogs choose their people. The Pengally family had no intention of getting a dog. Lob decides he wants to be with Sandy and nothing was going to stop him.* Lob jumps on Sandy at the beach and licks her face to show he really likes her.
* After leaving with his owner twice, Lob finds his way back to Sandy’s house each time.
* Lob or a dog that resembles Lob visits Sandy at the hospital to wake her from her coma.
 |
| The main character of the story is Sandy. Reread paragraphs 1-7. Who are the other characters and how are they related to Sandy?  | There is Don, the older brother. The younger siblings are the twins. There is Sandy’s father Bert Pengally, her mother, Jean. Granny Pearce. Lob the dog, and the man what is Lob’s owner. |
| An idiomatic expression is a word or phrase that does not mean exactly what the words are expressing. In paragraph 2, what does the idiomatic phrase, “She was the living spit of the picture” mean?  |  She looks just like the Queen in the picture. |
| In paragraph 3, how does the author show that “a new member who was going to eruptinto their midst”? What does the word “erupt” mean in this sentence? How does that connect to the term “decisively” used in the first paragraph?  | Paragraph 4, 5, and 6 has a series of descriptive phrases:* …a large body struck her forcibly in the midriff and was coved by flying sand.”
* Lob greets Sandy by licking her face.
* He stays by her side and the owner has to seize Lob to separate him from Sandy.

Lob is not gentle when he sees Sandy. He did not hesitate to approach her. All these clues help me to determine that to “erupt” is to quickly and suddenly burst into something; in this case Lob suddenly burst into Sandy’s life.  |
| Reread paragraph 6. The word atone means to ask for forgiveness. How did Lob “atone” for Sandy’s forgiveness?  | Lob licks the sand off of Sandy’s face and wags his tail. |
| A simile is a literary device that compares two things using the words “like” or “as.” The simile “like a sand-colored bullet” is use to describe Lob. In your own words, what does this simile mean? Based on what we have read so far, how accurate is this description? (Paragraph 8) | The simile compares Lob’s appearance as sand-colored and his quick movement to that of a bullet.This simile helps the readers see his “…black-tipped prick ears, a thick soft coat, and a bushy black-tipped tail.” It also shows how quickly Lob can move, “…whisking easily out of his master’s grip…” |
| In paragraph 8, the author writes, “At the same time he gave himself, though no one else was aware of this at the time. But with Sandy, too, it was love at first sight, and when, after a lot more stick-throwing, she and the twins joined Father and Don to go home for tea, they cast many a backward glance at Lob being led firmly away by his master.” This is a difficult passage. Rewrite this selection in your own words. | For both Sandy and Lob it was love at first sight, although no one knows it yet. Both Sandy and Lob were reluctant to separate from each other. |
| Reread paragraphs 26-27. The author describes Lob’s wailing as “melancholy.” What does the word melancholy mean? How does the author show that Sandy was also “melancholy?” Why might the author have chosen this particular word over another word? Support your assertion with text evidence. | In paragraph 26, the author describes Lob as being “unhappy-looking… with drooping ears and tail.” The author explains that the sound of Lob’s “last good-bye” wailing is “melancholy” to show the deep sadness of the situation.Sandy’s “melancholy” feeling during the separation is supported when:“She didn’t want to be seen, but she did want to see,” “She walked home miserably… shoulders hunched…hands in pockets. For the rest of the day she was so cross and unlike herself…”  |
| Foreshadowing is a literary tool that authors use to give the readers hint about future events. In paragraph 15, what is the author trying to tell us in this sentence, “But they were much mistaken?” What other evidence can you find in the text that shows how the author foreshadows Lob’s constant return? | The author uses the signal word *but* to indicate an unexpected change in the plot. The family thought they had seen the last of Lob, but later in the story he will come back.The phrase “*history is repeating itself” is used to describe Lob’s return.* |
| The first time Lob left his owner to see Sandy, Sandy’s father returned him immediately. How does Lob show his devotion to Sandy as he continues to return to her throughout the story?  | * “About a yard of his tongue was out, and he was licking every part of her that he could reach.” (paragraph 30)
* Feet “were worn, dusty, and tarry. One had a cut on the pad” from traveling “more than 400 miles” walking. (paragraphs 32-38)
* “…limping this time, with a torn ear and a patch missing out of his furry coat…” (paragraph 41)
 |
| What are some of Mr. Pengelly’s concerns about accepting Lob from Mr. Dodsworth? What convinces him to keep Lob? Use specific details in the text for your answer. (Paragraphs 42-48) | Mr. Pengelly “was not a rich man” so initially he thought he cannot afford a “pedigreed dog” like Lob. After Lob’s owner assures Mr. Pengelly that Lob would be a gift to the family, Mr. Pengelly was worry that Lob would eat too much and it would be expensive to keep him healthy. Mr. Pengelly decides to keep Lob after he learns that Lob only eats “Two or three pounds of meat a day and some vegetables…” Another reason for keeping Lob is when he sees the look in Sandy’s “swimming eyes and trembling lips” begging him to keep the dog. |
| Reread paragraphs 50-52. Find evidence that shows how Lob is “Sandy’s dog.” | * He slept by her bed
* Follows her everywhere
* “Loved each other *devotedly”*
 |
| Based on the text and photo on page \_\_\_, how does the author create a sense of suspense using the description of the setting?  | It is a visual of the author’s description of the setting of the narrow, steep, and twisting hill road. It also shows the weather conditions that exist when the accident occurs. It illustrates how the author sets up the element of suspense. |
| How did Sandy respond to the sound of Lob’s whine? (Paragraphs 95-100) | Sandy moves her head, opens her eyes and quietly calls Lob towards her. She moves her hand and gives Lob a pat. It was the first time she had moved since the accident.  |
| Describe Sandy’s condition before and after Lob’s visit. What does this reveal about the strength of their bond? | Sandy’s condition before Lob’s visit:* “Sandy was unconscious…”
* “She was given transfusions to replace all the blood she had lost.”
* “The broken bones were set and put in slings and cradles.”
* “…Sandy showed no signs of recovering consciousness.”

Sandy’s condition after Lob’s visit:* “At the sound of that whine Sandy stirred just a little. She signed and moved her head…”
* “…Sandy turned her head right over. Her eyes opened, looking at the door.”
* She called out to Lob several time.
* Sandy moved her left arm…feeling, as she always did in the mornings, for Lob’s furry head.”

Sandy’s reaction towards Lob’s presence by her bedside in the hospital reveals the remarkable strength of their bond. Their mutual love and loyalty developed over time and can overcome insurmountable obstacles, even a coma. |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**(They are concrete or describe an object/event/process/characteristic that is familiar to students) | **These words require more time to learn**(They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | SeizedEruptAccompaniedPartingLonesomeHurtleUnconsciousForbiddengadgets | GlanceReluctantMelancholyDutifullyInconsideratenessAggrievedRegulationsFiercely |
| **Meaning needs to be provided** | atonedecisivelyinstinctivelybeamingharborresolutionsdisinfectantwearypedigreedshroudsdevotedlyconcussedforbidden, dislodge | ForciblySpoiledObjectionsDignifiedIntimated, intimate, intimidationConstitution, comaGrieve, grievanceimpressive |

Culminating Writing Task

Prompt

*Throughout the story, “Lob’s Girl”, by Joan Aiken, the loyalty displayed through the love of Sandy and Lob will change their lives forever. How does the author use the story events to emphasize the bond of love and loyalty between Sandy and Lob? Cite specific text evidence to support your essay.*

Teacher Instructions

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should remind students to use any relevant notes they compiled while reading and answering the text-dependent questions.

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| ***Evidence******Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| “He came back with the stick, beaming and gave it to Sandy. At the same time he gave himself.” |  | Lob fell in love with Sandy at first sight. This was the first time he had seen her and he loved her right away. |
| “But with Sandy too it was love at first sight” |  | Sandy felt the same way that Lob did. They were both meant for each other. |
| “She walked home miserably, with her shoulders hunched and her hands in her pockets.” |  | When Sandy had to return Lob to his owner, she was totally unhappy and showed how much she didn’t want Lob to leave her and the family. |
| “Suddenly history repeating itself, there was a crash from the kitchen.” “He must have walked, said Sandy, look at his feet. They were worn, dusty and tarry.” |  | After Lob was sent back to his owner, he walked over 400 miles to make it back to Sandy and her family.  |
| “He was Sandy’s dog. He slept by her bed and followed her everywhere he was allowed.” |  | Lob was so loyal to Sandy. They were always together. There was nothing Lob wouldn’t do for Sandy. |
| “The guard was gently but forcibly shoving out a large, agitated soaking wet Alsatian dog” |  | Lob knew that Sandy was in the hospital and needed his help. He had walked the entire way from the accident by himself to be near her side. Even when the guard kept him out of the building, he still kept trying to get in and see Sandy. |
| “At the sound of that whine, Sandy stirred a little. She sighed and moved her head the least fraction. And then Sandy turned her head right over. Her eyes opened. “Lob?”, she murmured.” |  | Sandy was in a coma and had not moved or spoken to the doctors or her parents. Only when Lob came in the room did she move and regain consciousness. She and Lob had such a deep bond of love and loyalty that they know when the other was near. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.

Sample Answer

In the short story, Lob’s Girl by Joan Aiken, a girl named Sandy and a dog named Lob formed a strong friendship that helped them get through a tragic event. Throughout the story, Sandy and Lob developed an intense friendship that turned into an inseparable bond. The series of events in the story enabled the reader to understand the depth of their relationship and the power of loyalty; that seems to even surpass the realm of reality.

The story opened with the idea that Lob “decisively” chose to be with the Pengelly family instead of his owner. The decisiveness of their first encounter was evident when Lob forcibly knocked Sandy down and began “licking the sand off Sandy’s face” because he was so excited to see her. When they were playing fetch, Lob returned a stick to Sandy and “at the same time he gave himself.” To give oneself to someone is to show unconditional devotion. This devotion was mutual because, “…with Sandy, too, it was love at first sight.” The relationship between Lob and Sandy started off strong and became even stronger.

As the story’s events unfold, there were two different occasions when Lob walked over four hundred miles from Liverpool to Cornwall in order to be with Sandy. Lob endured “worn, dusty and tarry feet” and arrived hungry and thirsty from his long journey. He also faced insurmountable dangers when he appeared with, “a torn ear and a patch missing out of his furry coat, as if he had met and tangled with an enemy or two…” just so that he can be with Sandy. Lob’s persistence to be with Sandy would not be compromised. Sandy’s loyalty towards Lob also grew each time she was force to return Lob to his owner. After the first time they separated, Sandy “walked home miserably, with her shoulders hunched and her hands in her pockets.” Their second parting “was worse than the first.” Sandy “lay with her face pressed into the quilt, feeling as if she were bruised all over.” Sandy and Lob not only

wanted to be together, they needed to be together.

The strength of Lob and Sandy’s relationship was never more apparent than when they had to face adversity and tragedy. When Mrs. Pengelly asked Sandy to go spend the night at her Aunt Rebecca’s house, Sandy requested that Lob accompanied her. On their way to Aunt Rebecca’s house, both Sandy and Lob were both struck by a truck that lost control while traveling down a steep hill. Both were severely injured—Sandy with a coma and Lob killed upon contact. As Sandy lay in the hospital bed, she showed, “no signs of recovering consciousness,” until a dog, resembling Lob, visited her. Even a hospital guard who, “was gently but forcibly shoving out a large, agitated, soaking wet Alsatian dog” could not stop the dog from seeing Sandy. After hearing the dog’s “faint whine, anxious and pleading… Sandy stirred just a little. She signed and moved her head…” Everyone in the hospital room could not believe what just happened…Sandy woke up from her coma! “Her eyes opened” and she murmured, “Lob? Lobby boy?” Was the dog Lob? There is evidence that supports both sides of the argument: The dog is not Lob because “Lob was killed by the same truck that hit Sandy. Don found him… He was—he was dead. Ribs all smashed” or the dog by Sandy’s bedside in the hospital IS Lob because as Sandy’s “groping fingers found Lob’s wet ears and gently pulled them. ‘Good boy,’ whispered Sandy, and fell asleep again.”

Aiken purposefully ended this short story mysteriously to allow the readers to draw their own conclusion about the dog that came to Sandy’s bedside at hospital. This communicates the message that true loyalty and strong relationships can withstand any circumstances—natural or supernatural.

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
1. *This story is a “duplicate.” (It is found in other anthologies, as well.) This particular revision was completed by a teacher who uses a different anthology than you, so the page numbers have been removed. This may require you to make some adjustments/add page numbers to some of the questions.* [↑](#footnote-ref-1)