Unit 1/Week 4

Title: Rugby and Rosie[[1]](#footnote-1)

Suggested Time: 4 days (45 minutes per day)

Common Core ELA Standards: RL.3. 1, RL.3.2, RL.3.3, RL.4, RL.3.7; RF.3.4; W.3.1; W.3.4; SL.3.1, SL. 3.3; L.3.1, L.3.2, L.3.3.

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

Pets can teach people about friendship. Sometimes being a good friend is difficult because of situations that happen in our lives. This story shows that friendships can last even when friends are far apart.

Synopsis

In this story, a boy has a dog named Rugby with whom he is great friends. One day a puppy named Rosie joins the family. Rugby does not want to be friends with Rosie. The puppy is only going to be with the family for a year because she will become a guide dog one day. A friendship evolves between the boy and the two dogs even though they are destined to be separated.

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.)
3. 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** |
| What does the text tell us that lets us know that the boy and Rugby are good friends?  | The boy and Rugby are very good friends. Rugby follows the boy and sleeps with him. Rugby goes to the bus stop with the boy in the morning and meets him in the afternoon.  |
| When the author says, “We used to do everything together—just the two of us,” what is he suggesting?  | The life of the boy and Rugby, even the whole family, will be different. The boy and Rugby won’t being doing everything together anymore. There were two, and now there are three. |
| How is Rosie different from most other pets? What does the author tell you about Rosie that makes you say that? | Rosie will not always be the boy’s pet, unlike Rugby. The author tells us that Rosie will go to a special school after staying with the family for only a year. Rosie will learn to be a guide dog for the blind. |
| The author tells us that Rugby was not in the *mood* to play with Rosie. Explain what you think it means to not be in the mood to do something. Use clues from the story to help you explain. | I think when Rugby was not in the mood to play it meant that he did not feel like playing. An example of this was when Rosie licked Rugby on the nose and he turned away looking sad.  |
| If Rosie could not pass her tests to become a guide dog, what would happen to her? How does the boy feel about this? | If Rosie could not pass her tests, she could not be a guide dog. However, she would remain as a good pet for the family. The author is torn because he wants to be proud of Rosie as a guide dog and to be the best. He would also be happy to keep Rosie as a part of the family. |
| The author writes, “Day after Day, Rugby just moped around ….” What does *moped* mean? What context clues from the story tell you what *moped* means? | Moped means to lay around and not do anything because you are upset. Rosie fit in with the family and always wanted to play. The narrator says he would “chase……and run back” but “…he still wasn’t friendly. Rugby ….wouldn’t play with us.”  |
| Look at the illustration on page \_\_\_\_. How does the illustrator let you know that Rugby and Rosie are now friends? | Rosie was curled up in a little ball next to Rugby. When the boy came home from school, he found them asleep on the porch. When he awakened them, they both wagged their tails, which means they were happy. Then Rosie yawned, stretched, and settled back down against Rugby’s side.  |
| Reread pages \_\_\_\_\_ and look at the illustration on page \_\_\_. Describe how the dogs and the boy become close friends. Use quotes from these pages in your response. | It was evident that the two dogs had become friends when the boy found them curled up together. After that, the boy enjoyed seeing them romp and play together and wait for him every day at the bus stop. The illustration shows the boy and dogs playing happily together in the snow. In the story the boy says, “We had so much fun together!” As well as, “Sometimes it felt as if Rosie had always been with us and always would be.” |
| What is a guide dog? What process does the boy and his family follow to prepare Rosie to become a guide dog? Why does a guide dog need to be able to do these things? | A guide dog is a specially trained dog who assists people who are legally blind or have some other medical illness which requires assistance that a dog can provide. First, when Rosie was old enough for short lessons, the boy describes how his dad showed him how to teach Rosie simple commands. The whole family taught her good manners. On page 27, when spring came, the family started taking Rosie on trips to get her used to cars and buses. Also they took her to places where whe would have to take her blind owner. A guide dog needs to know these things in order to assist her owner. She has to be able to go to public places and remain quiet and calm. |
| What did the boy ask his dad? Why do you think he asked this? How did the boy feel about his dad’s answer? | He asked his dad what would happen if Rosie didn’t pass the tests. On one hand he wanted Rosie to do well, be proud of her. On the other hand it was getting very hard for him to think about losing her. |
| What happened to Rosie in the fall? How did the boy and Rugby react? | In the fall it was time for Rosie to go. She was going to work with trainers in order to graduate with her new owner. The boy tried to be brave, but felt very sad. He tried not to think about Rosie while he took Rugby for a walk. As Rugby whined, he buried his face in Rugby’s neck and whispered, “She’s gone and I miss her too!” |
| What did the boy realize about Rosie after seeing her at the graduation? | At the graduation he saw Rosie in ther guide-dog harness standing calmly and proudly by her new owner. When Rosie and Rugby greeted each other, she never left her owner’s side. The boy realized she was a working dog with an important job to do. |
| What kind of person was Rosie’s new owner?  | Rosie’s new owner semed very appreciative and grateful that she was able to have a guide dog. She showed that she was grateful when she thanked the boy and his family for taking good care of Rosie when she was a puppy. |
| It was hard for the boy to say good-bye to Rosie. He missed her, and even a part of him wished that she wasn’t doing well at her school so she could come home. At the graduation(and after) what do you think helped the boy feel better about leaving Rosie? | At the graduation, the boy was thanked by Rosie’s new owner for taking good care of Rosie. This made the boy feel better about leaving Rosie because he knew that Rosie was going to be loved and appreciated by the new owner. After the graduation, the boy consoled Rugby. He told him how his new owner would take good care of her and love her. This shows that the boy was accepting of Rosie’s new owner. Lastly, we know the boy isn’t sad anymore because the author tells us he was excited about getting a new puppy to help raise for a year.  |
| Do you think the boy would be a good trainer for guide dogs when he becomes an adult?  | The boy continued to work closely with his father as he trained puppies to be guide dogs. As an adult, it would be difficult to say “good-bye”, however, he knew that the puppies he had trained and loved would be important to a blind person. |

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 | heelchores | whinedgraduatetrainersgraduation nervous |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | patientignoreworriedenergypermission | moodmopedbotherguide dog |

Culminating Task

* Re-Read, Think, Discuss, Write

*Summarize the major events in the story. What did we learn about friendship from the way Rugby and Rosie behaved in the story? Refer to the story to find your answers.*

Answer:

In the story, a boy and his chocolate lab Rugby are best friends. They did everything together-just the two of them.Then one day, the boy’s dad brought home a little puppy named Rosie. Rosie was going to live with their family until she was old enough to go to a special school to become a guide dog for the blind. When this new puppy came into the family, life changed for Rugby and the boy. Rubgy did not want to share the boy with this new puppy. However, Rosie was patient with Rugby and tried very hard to make friends. She didn’t give up because sometimes friendships take time to develop. She trotted behind him, ran between his legs, and jumped on him. Then one day, the boy found Rugby and Rosie curled up together on the porch sleeping. From that day on, the two dogs were best friends and were always together.

When fall came Rosie left home. Rugby was sad because he missed his new friend. However, when he saw her at her graduation, the two dogs greeted each other nose to nose with tails wagging just as if time had not passed between them. But Rosie did not follow Rugby home because she had become a working dog. She had to take care of her new owner, who was blind. Once again, Rugby was sad when he had to go home without Rosie. Even when the boy tried to give him more attention it didn’t seem to help.

However, at the end of the story, Rugby’s mood changed when dad brought home a new puppy. When Dad knelt down in front of Rugby with the new puppy, Rugby leaned forward and licked that little puppy right on the nose. It was obvious that he had not forgotten Rosie, but was now ready to make this new puppy his friend.

From this story we learned that friendships bring us great joy but they can also be difficult. The family was sad about losing Rosie, but letting her become what she was trained to do gave them a sense of pride in her. Rugby learned about friendship and from now on will make new puppies welcome into the home.

Additional Activity

* [Possible word work activity] The author uses several words to describe energy levels such as bounded, trotted, moped, race, and romped. Identify these words within the context of the story and ask students to consider the author’s purposeful use of the words. Why does the author choose to use words such as moped and bounded to describe Rosie’s and Rugby’s actions? Have students place the words on a continuum ranging from low level energy to high level energy.

For example,

moped----------------------------------------------------------------------------------------------------------bounded

Answer: On page \_\_\_, the author uses the word moped to show how Rugby acted when he was sad when Rosie came. [Please note – There is not necessarily a right or wrong answer for each of the placements of words on the continuum but instead the value of the dialogue to enhance students understanding of the words.]

Supports for English Language Learners (ELLs) to use with Basal Alignment Project 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 Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a 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 the reading:**

* Read passages, sing songs, 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 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, or 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.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* 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.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* 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 the objective(s) that were shared with students.
* 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/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* 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).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**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.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.

1. *This story is a “duplicate.” (It is found in other basals, as well.) This particular revision was completed by a teacher who uses a different basal, 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)