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? (Pg. 260) | 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. |
| On page 260, 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? (Pg. 261)  Follow-up question: Robin was described as firm but always gentle. Why did the author use the word "but" in this sentence? (Pg. 261)  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. |
| Look at the pictures on page 262. What kinds of things did Rosie learn at her new school? (Pg. 262) | Rosie learned to sit, lie down, stay and come. |
| How did the author train Rosie at home? (Pg. 263) | 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”? (Pg. 263) | 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? (Pgs. 264-265) | 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? (Pg.266) | 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? (Pg. 266)  Follow-up question: Based on these tests, what can we infer about what kind of dog the ASPCA will certify? (Pg. 266) | 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 checkup  They 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. (Pgs. 268-269) | 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? (Pgs. 266-269) | 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? (Pg. 270) | 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? (Pg. 273) | 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 | Page 260—Trained  Page 261—Confident  Page 261—Independent  Page 261—Decision  Page 263—Elderly  Page 263—Sense  Page 264—Obedience  Page 265—Handled  Page 267—Walker | Page 260—Uniform  Page 260—Harness  Page 260—Badges  Page 261—Snoop  Page 261—Firm  Page 264—Pedigrees  Page264—Mixed-breed |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 263—Prepare  Page 265—Approach  Page 265—Equipment  Page 266—Well-mannered  Page 269—Grooming | Page 259—Fetch  Page 263—Comfortable  Page 266—Nip  Page 268—Program  Page 271—Appointment  Page 272—Stared |

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.*

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.