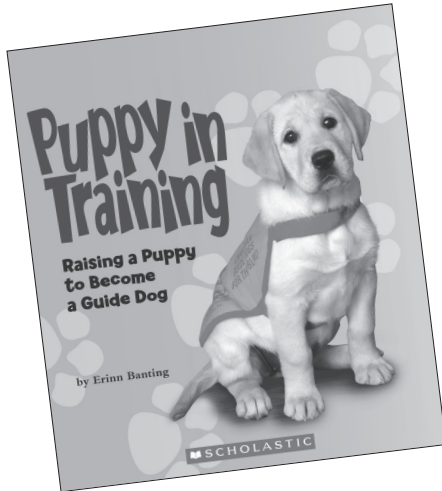


PUPPY IN TRAINING

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TEXT TYPE: Non-fiction: Report—Retell
GUIDED READING LEVEL: O



SUMMARY: Two children want a dog, but their mother wants them to prove they can care for one first. The children discover they can learn how to care for a puppy by fostering a guide dog in training.

TEXT FEATURES

- table of contents
- chapter headings
- insets (boxed information)

VISUAL LITERACY

- pictures
- side bars
- captions

TEXT SUPPORTS

- definitions given

POSSIBLE TEXT CHALLENGES

- some difficult words, e.g., ‘patience’ (page 4), ‘requirements’ (page 5), ‘technique’ (page 7), ‘concentrate’ (page 7)
- bulleted lists
- incorporating information from sidebars into information from text

FOCUS COMPREHENSION STRATEGY

- making connections: text to self and text to world

FURTHER COMPREHENSION STRATEGIES

- sequencing
- synthesizing

ORAL LANGUAGE OPPORTUNITIES

- Say Something strategy
- sharing ideas
- group discussion
- oral presentation of poster created by group (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: use word chunks and context clues to figure out unknown words

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- make connections in order to help them understand the text
- use context clues and word chunks to figure out unknown words
- understand text and visual literacy features in non-fiction
- list steps involved in fostering a guide dog

ASSESSMENT TOOLS

Select from the following:

- Making Connections Strategy Checklist
- Comprehension Strategies Anecdotal Record

**Making Connections:
Text to Self**

Text Features

Word Solving and Building

**Making Connections: Text
to Self and Text to World**

BEFORE READING

Activate and build prior knowledge

- Introduce students to the text by making connections to their own lives. Ask, *Does anyone have a dog? Do you remember how you trained your dog?* If no students have had dogs, share your own experience with raising a dog and what is involved, or brainstorm what could be involved in training a puppy.

Introduce supports and challenges

- Have students look at the front cover and read the summary on the back cover. Ask students, *Do you think this is a fiction or non-fiction book?* Once students figure out it is non-fiction, create a chart of what type of text features they might find in a non-fiction book. Then, have students go on a ‘Text Feature Hunt’ in the book.
- Have students turn to page 5 and find the word ‘requirements.’ Talk to students about how breaking a word into chunks can help you figure it out. Also, discuss the meaning of the word. What is a requirement?

Set a purpose for reading

- Explain to students, *As you read the book, I want you to think about connections you may have to what you are reading. As you read, ask yourself, “What does this remind me of?” Your connection may be about something you have done or it may be to something else you have read, or the world around us.*

Provide for early finishers

- Students may go back and read the captions, ‘Did you know’ boxes, and sidebars and jot down any extra information they provide that they found interesting or informative.

DURING READING

Monitor reading

- Students read the text independently while you circulate. Listen to each student read and make observations about their problem solving strategies, offering prompts where necessary. Offer prompts such as, *Could we chunk that word?* You can also model connections you may have. For example, *This part reminds me of a woman I saw yesterday who had a seeing eye dog that helped her cross the street safely.*

Observe

- Make observations on your assessment tools. (See the *Making Connections Strategy Checklist* and the *Comprehension Strategies Anecdotal Record* in the *Grade 4 Literacy Support Guide*.)
- Note successful reading strategies you observe, e.g., students self-monitor and utilize visual literacy features such as sidebars like ‘Whistle Blowing’ (page 6) to assist them with understanding.

Making Connections: Text to Self and Text to World

AFTER READING

Revisit the purpose for reading

- Review how this story of puppy training was different from how one might train a puppy that was not going to assist people in their daily lives. Using the Say Something strategy (see Oral Language Strategies in the *Grade 4 Literacy Support Guide*) offer starting points such as: ‘This story is different from my own experiences with pets because...’, or ‘This book reminds me of...’ Provide students with opportunities to share their ideas.

Check on outstanding challenges

- Review any difficulties students encountered. The assessment tools used, along with students’ comments, will help locate what the significant challenges are that remain.

ESL NOTE: Review any vocabulary students might be unfamiliar with. Make sure they understand what ‘visually impaired’ means on page 17 and how the word ‘guide’ is used in this context.

Note successful strategy use

- Discuss a successful strategy you observed a student using. For example, *I noticed that when Sophia came to the word ‘supervisor’ on page 5, she stopped and found the small words ‘super’ and ‘or.’ This helped her put together the bigger word, ‘supervisor.’*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide*.

Written

- After discussing the connections students had to the book, have them complete the BLM provided. Students should explain their connection, as well as identify the type of connection it is (Text to Self, Text to Text, or Text to World).

Artistic

- Have students choose two of the four types of assistance dogs noted on page 17. Ask students to create two separate illustrations depicting scenarios and settings which these kinds of assistance dogs might encounter.

Oral/dramatic

- In groups, have students create a poster outlining the steps to fostering a guide dog. Students then present this information to the class and answer any questions their peers may have.

Making Connections: Text to Self, Text to World, and Text to Text

Synthesizing

Sequencing

