

Day 14: Working Dogs

What

Standards: *What knowledge and/or skills are students are working towards?*

Daily Objectives: *What will students do today?*

6.8(D) analyze characteristics and structural elements of informational text, including:
 i. the central or controlling idea or thesis with supporting evidence;
6.9(B) analyze how the use of text structure contributes to the author’s purpose;
6.9(C) analyze the author’s use of print and graphic features to achieve specific purposes;

SWBAT analyze text structure and text features in the text “*Working Dogs*”

Key Points: *What will students know today?*

What Key Points

Task

- **Analyze:** to uncover the nature and relationship of the parts of a text through close and careful examination

Knowledge

- **Organizational patterns:** the way in which the author arranges ideas and information in an informational text. *This is not an exhaustive list.*
 - **List of items:** a series of items, facts, reasons, examples, features or characteristics that support the main idea is listed in whatever order the author prefers; also called listing, series, addition, or enumeration
 - **Classification:** this pattern divides a topic into parts or groups and separately discusses each; also called division or categorization
 - **Compare-contrast:** a text structure that shows how two or more things are alike and/or how they are different
- **Anecdote:** a short amusing or interesting story about a real incident or person
- **Text features:** the components of a story or article that are not found in the main body of the text. Text features can include the table of contents, index, glossary, headings, bold words, sidebars, pictures, captions, and labeled diagrams.

How Key Points

Analyze graphics/images:

1. Look closely at the image and caption and determine who and what it is showing
2. Determine why the author included this image
 - To give new information
 - To support/clarify existing information
 - To enhance the main idea with a visual

Analyze text structure

1. Identify the key idea of the text (who and what the text is about)
2. Identify the organizational pattern or structure of the text (descriptive, compare/contrast, problem/solution, cause/effect, sequential/chronological) by analyzing clues to text structure like headings, graphics, or questions the text answers
3. Analyze how ideas develop through the text by asking: what ideas does the author emphasize and how? Why does the author present ideas using this structure?

OUTPUT:

- Exit Ticket (Optional Graded Assignment)

Materials

U5L14 Handout (in *OneNote*)

TEXT: Working Dogs

Guiding question: *How can text structure and text features aid in comprehension? How do service dogs support people with disabilities?*

PRE (5)

- Engage/Hook students with Q0 on handout: What do you know about service dogs? Have you ever seen a service dog? What types of jobs can service dogs perform? Students should debrief their list with a turn and talk partner.
- Review objectives, agenda, and establish lesson purpose: *As you read, notice the different types of jobs that service dogs can provide and how best to approach a service dog. How do the images in the text help you understand it better?*

DURING (55)

- Read the text, "Working Dogs" digitally and independently
 - Students must practice digital annotation strategies as they read. Provide the annotation guide to students to monitor their comprehension as they read.
 - This is a great lesson to pull a small group of "almost approaches" readers and practice with them.
- Students answer question 1 with one partner.
- **Teacher Model: question 2 using how key points above.**
- Students answer questions 3-4.
- Débrief.
- Set context: Now we'll practice a few revising questions
- Students answer questions 5-6.
 - AK: 6/C, 7/B
- Think-Write-Share: In what ways could a service dog support Helen Keller? Find at least one piece of evidence from the passage to support your claim.

POST (20)

- Students complete exit ticket in Aware: YP_2122_English 6 _Unit 5_Day 14 Exit Ticket
- Time permitting, debrief answers.
 - You will be able to review data from this Quiz in PowerBi. Look for the test name "YP_2111_English 6_ Unit 5_Q4" to see data from this assessment and find a curved gradebook grade for students. Reach out to Amy with any questions.

Name:

Campus:

Unit 5 Lesson 14: Working Dogs

PRE

Question 0 TURN AND TALK

What do you know about service dogs? Have you ever seen a service dog? What types of jobs can service dogs perform? Brainstorm a list with a turn and talk partner.

DURING

As you read, notice the different types of jobs that service dogs can provide and how best to approach a service dog. How do the images in the text help you understand it better?

Working Dogs



Service dogs are more than just furry friends. These dogs help people!

1. Like a lot of dogs, Ice likes to go out for walks, meet new people, and sleep on her owner's bed. But Ice also likes to go to school. She has her own school ID and was even interviewed for the yearbook.
2. Ice is a service dog. Her job is to go everywhere with Preston, 14, of Georgia. Ice helps him feel safe and get to where he needs to go. Preston is autistic. Ice helps Preston deal with crowds, stay focused, and be less anxious. "The first time I took Ice to school with me, I finally felt like it was safe to be there," Preston says.

A Dog at Work

3. When she's working, Ice wears a pack with patches on it that lets everyone know she is a service dog. The law says service dogs, such as Ice, may go into public places with people. Service dogs are specially trained for their work, and they know how to behave in stores, restaurants, and hospitals.
4. When Preston and Ice go out, Preston holds one leash and also has another one tied to him in case he drops the main leash. But Ice isn't going anywhere! She has a job to do, and she always stays by Preston's side. At school, Ice walks with him from class to class. "With Ice, I can now walk through crowded places and not feel scared that someone will bump into me," he says.
5. During class, Preston puts a blanket under his desk for Ice to lie on. It might not look as if she is doing anything. But Ice is aware of everything that is going on. Sometimes she touches him with her paw or puts her head in his lap to get his attention. Ice does that if Preston is not doing his work or is on the computer too long. Preston will then refocus or do what he calls a "mental scan" to see if he is getting anxious. Ice can even sense when Preston is becoming overwhelmed or nervous. She will comfort him by sitting on his lap, licking his face, or letting him pet her. "She knows all my moods," Preston says.

6. "My life has been better since she has been here," Preston adds. "I don't think I would be able to go to school if she were not here."

Students Train the Dogs

7. Other students aren't accompanied to school by dogs, but they meet their dogs there. The relationship between those kids and their pups is a little different. That's because the students at Green Chimneys School are the teachers.
8. Four days a week, Dale Picard of East Coast Assistance Dogs brings puppies that are service-dogs-in-training to the school in Brewster, N.Y. The school serves kids who have emotional, behavioral, social, or learning challenges. In class, the dogs learn how to guide a person in a wheelchair, how to open doors, how to get around obstacles, even how to get laundry out of a clothes dryer.
9. Mackenzie, 13, has been working with a dog named Garrison for several months. On one recent school day, Mackenzie helped Garrison learn how to flip a light switch. Mackenzie holds a light switch attached to a piece of plywood. "Get the light," she tells Garrison, as she guides his nose to the switch and shows him how to nudge the switch up. "Yes!" Mackenzie says happily as the light goes on. Then Mackenzie gives Garrison a treat.
10. Next up is the refrigerator. Garrison takes the rope hanging from the door and holds it in his mouth. "Tug! Tug! Tug!" Mackenzie says. The door opens.
11. The dogs also learn how to go out in public. "Pretty soon we'll bring them to the mall," says Philip, 15. But first, he says, the students will take the puppies to the school cafeteria so they can learn more about being around a lot of people.

Everyone's Learning

12. The dogs aren't the only ones learning, though. Picard says that watching the pups learn after a lot of practice also teaches the human students in his class. "The more you practice, the faster you learn it. Then they start seeing that about themselves too," he says. The students also learn anger management and how to focus, which helps them in many areas of their lives.
13. Mackenzie agrees. "My dog can be really challenging," she says. "It helped me feel like even though he frustrates me sometimes, it makes me feel like we accomplished something." The student trainers get emotional support from the dogs too. "Say I'm having a bad day," Mackenzie says. "I know that my puppy's going to make me happy."

14. It's fun to share a class with puppies and to watch the pups grow up. But for the student trainers, the best part isn't about helping dogs. As Latif, 14, puts it, "We're helping people."

Meeting a Service Dog

15. When you encounter a service dog, you might want to go up and say hi. But service dogs are working dogs, and they are serious about their jobs. It will help if you know a few things.

- Introduce yourself to the person.
- Don't be offended if the person says it's not OK to pet the dog. "Many people do not allow their service dog to be petted because it may distract the dog from doing their work, whether the dog is new at this or has been providing service work for many years," explains Michelle Cobey of the Delta Society, which works to improve human health through service and therapy animals.
- Don't ask the person "What's wrong with you?" A person's medical information is private. Preston's mom, Stacy, says she explains to people that the dog helps with Preston's disability, even though you can't always see his disability.
- Don't distract the dog with noises or with food.



WITH A PARTNER:

Question #1a:	Describe the infographic at the end of the text. What information is it sharing with readers?
Answer:	
Question #1b:	Why did the author include the infographic at the end of the passage? How does the information in the infographic relate to the text?
Answer:	

TEACHER MODEL:

Question #2:	How does the author organize paragraphs 1-6? What is the author trying to communicate by starting the text this way?
Answer:	
Evidence:	

NOW YOU TRY:

Question #3:	At the end of the passage, the author includes a list. Why might a list be an effective way to organize this information?
Answer:	

Question #4:	The section titled "Students Train the Dogs" and "Everyone is Learning" are placed next to each other in this passage. What does the placement of these sections suggest about the author's purpose? How does it deepen our understanding of the information?
Answer:	
Evidence:	

Question #5:	<p>Look at this sentence from paragraph 18</p> <p><i>Don't be offended if the person says it's not OK to pet the dog.</i></p> <p>Which word could replace the word OK in this sentence to make the word choice more precise?</p>
Answer:	<input type="checkbox"/> A. entertaining <input type="checkbox"/> B. enjoyable <input type="checkbox"/> C. acceptable <input type="checkbox"/> D. normal
Explanation:	

Question #6:	Which sentence could be added to the list in paragraph 15 to support the information provided in the graphic?
Answer:	<input type="checkbox"/> A. Ask how long it took to train the service dog. <input type="checkbox"/> B. Don't use baby talk to the service dog or its handler. <input type="checkbox"/> C. Do feed the dog treats and snacks. <input type="checkbox"/> D. Don't pay attention to the service dog's body language.
Explanation:	

POST

Think-Write-Share	In what ways could a service dog support Helen Keller? Find at least one piece of evidence from the passage to support your claim.
Answer:	
Evidence:	

Complete your Exit Ticket in Schoology. Don't forget to use your annotation page to capture notes about each question and use evidence to support each answer!