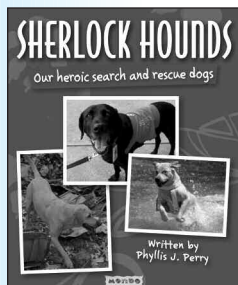


5-8 Sherlock Hounds: Our Heroic Search and Rescue Dogs

Written by Phyllis J. Perry



This nonfiction explanation provides information on the history of search and rescue (SAR) dogs. It relates background information on search and rescue dog units, examples of basic types of searches, and descriptions of rescue teams. The author highlights the work of these dog units during major disasters that have occurred around the world.



SESSION 1: Transparencies 1, 2, 3, 4, and 5



 indicates possible student responses

INTRODUCING THE TEXT

- Project Transparency 1 (cover). Activate any prior knowledge about rescue dogs. Invite students to discuss qualities that make dogs good rescuers. Initiate a discussion of any personal experiences students may have had being lost. Guide them to realize that drawing on personal experiences is an important part of making meaning from text.

This excerpt is from a nonfiction book about search and rescue dogs. Let's talk about what you already know about this topic. ( I've seen them in shows on television; the dogs look for people who are lost.) Who can think of any qualities that might make dogs good rescuers? ( They can smell and hear well.) Perhaps you've had the experience of being lost. Let's share our thoughts about that.

TEACHING FOCUS



To help students link reading to personal experience in order to construct meaning and deepen understanding

READING THE TEXT



- Project and read Transparencies 2, 3, 4, and 5. Invite students to join in as they feel able. Remind them that making personal connections helps them to understand the text better. *As we read, think about any instances when you've experienced the panic of being lost. Use this memory to understand the importance of search and rescue dogs.*

VOCABULARY

Point to the word *debris* in the last paragraph of Transparency 5, and guide students to understand how it contributes to the message of the passage.

Here is the word debris. Who has a thought about the main idea of this last paragraph? ( rescue dogs finding survivors in wreckage.) Who will share how they were able to figure out the meaning of debris? ( It's part of piles of wreckage and rubble, so I think it's like ruins.) Well done. Debris is the parts and pieces that are left when something is destroyed or ruined, like after an earthquake or an explosion. Often debris is dangerous and unstable, yet these amazing dogs work in it to find survivors.

DISCUSSING THE TEXT

- Initiate a discussion in which students make personal connections to the text. *Before we began reading, you said that dogs had special qualities that make them good rescuers. Let's discuss what we learned. ( dogs have a good sense of smell; they don't give up; they're smart and determined.) If you've ever been lost, you can imagine how someone lost in a national park might feel. Let's discuss that. ( you would be so frightened; you might not know how to get help.) Making this personal connection helps us get involved in the reading and appreciate these amazing SAR dogs.*

SESSION 2: Transparencies 6, 7, 8, and 9



TEACHING FOCUS

To help students use note-taking strategies to record main ideas, supporting details, and questions

ELL SUPPORT

Encourage ELL students to rely on clues in the photographs to help them understand the text. Display pictures with identifying labels of items referred to in the text that are not pictured or that are pictured unclearly.

TEACHER TIP

Help students learn how to use reference materials, such as dictionaries and the *Bookshop Student Thesaurus* for vocabulary assistance in their reading and writing. Have materials such as these readily available for student use.

SHARE

As good readers proceed through a text, they sum up the main points in their minds. They note whether and how well the details support that main idea. They also keep track of any questions they may have after reading.

REFLECTING ON THE TEXT

- Ask students to summarize and reflect on the text read during the first session. Then state the new teaching focus. Encourage responses and questions from all students as they apply this focus to varying degrees. *Let's think about what we read in Session 1. Who would like to summarize our reading so far? (🔍 search and rescue dogs can find people who are lost or need to be rescued from accidents or disasters.) Good. Today we'll complete the excerpt. This section has some complex information. We will find main ideas, supporting details, and questions; then we'll practice recording this information in notes that we can refer to later.*

READING THE TEXT

- Project and read Transparencies 6, 7, 8, and 9. Remind students to join in as they feel able to do so. Readers can more readily process nonfiction information if they pause frequently in their reading in order to identify main ideas, details, and questions. Demonstrate how to take notes. *As we read, we will stop and identify some important ideas and details. We'll discuss how we can best record those ideas. We will also record any questions that we may have after reading the text.*

VOCABULARY

After reading the first paragraph on Transparency 6, focus attention on the word *avalanches*. Have students share their understanding of the word and apply problem-solving strategies.

Let's stop here and focus on the word avalanches. Think about the information in the paragraph. What do you think avalanches are? (🔍 it was in a sentence that listed a lot of natural disasters, so I thought it must be another kind of disaster) Good. Using the context of the sentence or paragraph can help you to figure out an unfamiliar word. An avalanche is definitely a disaster; it's a huge slide of snow, ice, or rock down a mountain. How is this concept important to what we are reading? (🔍 SAR dogs use their sense of smell to find people buried in avalanches, which sounds like another dangerous place to be, so these dogs are very brave.)

DISCUSSING THE TEXT

- After completing the reading, discuss note-taking strategies in relation to student-selected main ideas and supporting details. *When we read nonfiction, the information may be unfamiliar. It's important to stop often to identify and summarize main ideas. Let's discuss some of the main ideas from our reading today. (🔍 SAR dogs help in different kinds of searches; most search teams are made up of volunteers.) One way to keep track of information is by taking notes. Keep your notes brief—just key words and phrases. How could we record the idea that dogs help in many kinds of searches? (🔍 write “rescue dog searches,” then write a few examples of searches.) Okay. We can also write down questions we have after our reading. We can use these questions as the basis for further reading or research.*

SESSION 3: Transparencies 6, 8, and 9

RE-ENTERING THE TEXT

- Introduce the focus. Tell students that they will be reviewing their notes in order to summarize the material and make meaningful connections within the text.

During our last session, we took notes on the information that we were learning. We wrote down main ideas and some supporting details. We also noted questions that we had in order to clear up any confusion. Let's reread the section about the makeup of SAR units on Transparencies 8 and 9. Then we'll summarize the important ideas.

ANALYZING THE TEXT

- Project and read Transparencies 8 and 9. Help students to summarize the important ideas. Then activate a discussion on any new understandings that they have gained.

Now that we have reread this section and looked back over our notes, let's summarize the important ideas. (● Most people on rescue teams are volunteers; they come from all different backgrounds; the training is really hard.) Based on this summary, what new understandings do you have about this topic? (● You have to be very dedicated to do this kind of work because you don't get paid; volunteers and their dogs are a team, so you have to love dogs.) Good. Being able to summarize main ideas and gain new understandings is important. Remember to do this kind of thinking when you read any nonfiction text.

- Project and reread the last paragraph on Transparency 9.

Let's reread the last paragraph on this page. We'll slow down our reading and pay attention to captions. How will this help us recall information? (● it helps you remember facts; it gives you time to think.) Remember, good readers often adjust their reading rates when they encounter nonfiction text with complex information.

- WORD WORK** **Compound Words:** Understanding the parts of compound words can help students gain knowledge of new words.

Draw their attention to several examples on Transparency 9.

Let's take a look at the word fundraiser. This is a compound word. When we know the words that make up a compound word, we can often figure out the meaning. What words are in fundraiser? (● fund and raise.) Any ideas about the meaning of this word? (● a fund is an amount of money, and raise is to bring up, so fundraiser is to gain money, like when you have a bake sale to make money for soccer uniforms.) Terrific! Why is that an important concept here? (● SAR units are made up of volunteers who don't get paid.) Who can see other compound words on this page? (● airfares, headquarters, homemaking) Let's take a look at these together.

- GRAMMAR** Use Transparency 6 to define and review an example of an antecedent.

Let's read this sentence (And in 1987, Fran Lieser . . . Colorado) in which they has as the antecedent Fran Lieser and her dog Pockets. An antecedent is a noun (Fran and her dog) that is replaced by a pronoun (they).

TEACHING FOCUS

To help students summarize nonfiction by identifying and reorganizing important ideas and information into new understandings

FLUENCY

Remind students to slow down as they read nonfiction. They may also need to refer to text features such as captions, headings, diagrams, and labels as they read. It's useful to pause every few sentences to think about what they are learning.

TEACHER TIP

Students may wish to continue reading this Bookshop selection to find out more about SAR dogs. Invite students well beyond this text level to read the book independently. Remind other students that they will soon encounter this book in guided instructional reading.

BLM

Use the blackline master during this or an optional subsequent session, or as a follow-up independent activity to encourage students to summarize important ideas and develop new understandings.

Name: _____ Date: _____ Text: _____

5-8 Organizing Important Ideas to Form New Understandings

In the first column of the chart, write a summary of important ideas. In the second column, write any new understandings you have gained.

Summary of Important Ideas	New Understandings