

Close Reading Lesson Planning Template

Standards
<ul style="list-style-type: none"> • RI 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RI 4: Determine the meaning of general academic and domain specific words and phrases in text relevant to a grade 3 topic or subject area. • SL 1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. • W 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Student-Friendly, Contextualized Learning Targets
<ul style="list-style-type: none"> • I can read an article and answer questions about search and rescue dogs. • I can understand words from the article. • I can write about one characteristic of a search and rescue dog. • I can participate in partner and whole group discussions.

Complex Text being Read	Quantitative Factors	Qualitative Factors
Parker: Search Dog Extraordinaire	Flesch-Kincaid Level 9.1 Lexile Level 1170	

Text-Dependent Questions	Academic Vocabulary
<ul style="list-style-type: none"> • What do the words physical condition, temperament, stamina, confidence, exposure, accustomed, distinguish and diffuse mean? • What is the gist? • What type of searches does Parker participate in? • What qualities would not make a dog a good candidate to be a search and rescue dog? • What qualities must a search and rescue dog have? • Why must dogs be used to loud noise and strangers? • Owners also need training. What do owners need to be trained in? • What is the main ingredient in a dog-owner partnership? • What is critical in the training process of a dog? 	physical condition temperament stamina confidence exposure accustomed distinguish diffuse

<ul style="list-style-type: none"> • Explain why scent training is the most complex part of training a search and rescue dog. • What factors can influence scent for a search and rescue dog? • What are search and rescue dogs used for? • What characteristics are required of a search and rescue dog? 	
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Phase	Critical Moves	Your Plans
Intro Target & Task	<ul style="list-style-type: none"> • Keep it short! 	<p>Opening</p> <p>A: Engage the Reader: Show video: https://www.youtube.com/watch?v=OOnKEbAnRn4</p> <p>B: Review the Learning Targets- explain the learning targets to the students, explain to students that they will judge whether or not we covered all the learning targets at the end of the lesson.</p> <ul style="list-style-type: none"> • I can read an article and answer questions about search and rescue dogs. • I can understand words from the article. • I can write about one characteristic of a search and rescue dog. • I can participate in partner and whole group discussions.
<ul style="list-style-type: none"> • Read • Think/Write • Talk 	<ul style="list-style-type: none"> • Work the text in chunks. • Students read silently. • Students “mark text.” • Teacher might read aloud as a scaffold. • Students deliberately re-read with TDQs in mind. • Students select evidence and formulate thoughts. • Students organize thinking. • Partners and small groups. • Accountable talk. 	<p>1) Pair students up with a partner.</p> <p>Today we are going to read an article titled “Parker: Search Dog Extraordinaire”. Before we dig into the article, let’s take a look at some vocabulary words that you will encounter.</p> <p>2) Vocabulary Activity: People Search</p> <ul style="list-style-type: none"> • Each student will be given one word with definition. Students will be given a few minutes to create an illustration to go along with their word. Students rotate around the room finding someone who knows the definition for each of the vocabulary words. Students will meet with a partner and share a new word, definition and picture. Students will place a checkmark in the box (on note catcher) indicating that you have talked to a partner about the word.

		<ul style="list-style-type: none">• Model example <p>3) Teacher read aloud- “Parker: Search Dog Extraordinaire”</p> <p>4) What is the gist? <i>The gist of an article is what the article is mostly about. Students are not expected to know or understand all pieces of the article, but have a “ballpark” idea. On their note-catcher, students will first record the gist independently, share with a partner and then share out in whole group. Encourage students to add to their gist as they hear their partner’s and classmates’ responses.</i></p> <p>5) Text based questions- For the following text based question, students will re-read the section of the article, highlight the supporting detail in the passage, discuss with partner and share out in whole class. Use this question as a model for the Three 3’s in a Row activity.</p> <ul style="list-style-type: none">• What type of searches does Parker participate in? <i>water (paragraph 1)</i> <p>6) Three 3’s in a Row (literal text based questions):</p> <ul style="list-style-type: none">• <i>If more modeling of locating answers in text is needed, use one of the following questions before students begin to work with their partner.</i>• <i>Depending on time and student needs, students will (with a partner) answer 1-3 questions. Students will record their answer on their Three 3’s in a Row chart. Students will then independently be given time to mill around the room finding classmates to share their answers with to complete their chart.</i> <p>The following questions can be found on the Three 3’s in a Row Chart:</p> <ul style="list-style-type: none">• What qualities would not make a dog a good candidate to be a search and rescue dog? <i>lacks stamina, responds badly to strangers (paragraph 4)</i>• What qualities must a search and rescue dog have? <i>sound physical condition, good temperament, gentle natured (paragraph</i>
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		<p>4), <i>confident (paragraph 5), brave (paragraph 12), strong work ethic (paragraph 13)</i></p> <ul style="list-style-type: none"> • Why must dogs be used to loud noise and strangers? <i>To maintain concentration without fear or distraction (paragraph 5)</i> • Owners also need training. What do owners need to be trained in? <i>read the wind, weather conditions and water (paragraph 6)</i> • What is the main ingredient in a dog-owner partnership? <i>trust (paragraph 6)</i> • What is critical in the training process of a dog? <i>rewards, food treats, praise, enjoyment of job (paragraph 7)</i> • Explain why scent training is the most complex part of training a search and rescue dog. <i>Owners learn how scent travels while dogs learn the difference between scents (paragraph 8)</i> • What factors can influence scent for a search and rescue dog? <i>Wind, weather, terrain, humidity, currents (paragraph 9)</i> • What are search and rescue dogs used for? <i>Seek out contraband (smuggled food or drugs), find bombs, trail criminals, locate lawbreakers (paragraph 12)</i> <p><i>When activity is completed, students will reveal the answers on the SMARTboard.</i></p> <p>7) Characteristics of a Search and Rescue Dog whole class graphic organizer:</p> <p><i>What characteristics are required of a search and rescue dog?</i></p> <ul style="list-style-type: none"> • Intelligent (Smart) • Strong Work Ethic (tries and works hard) • Brave (not afraid) <p>Students will be given the above characteristics of a search and rescue dog. Students will independently (or with a partner, depending on student needs) find at least one text based detail to support the characteristic. (Students can find more supporting details depending on individual needs.) Students will record the text detail to</p>
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		<p>support the characteristic on a sentence strip and display the detail on the chart paper.</p> <p>Model example.</p> <p>As a whole class, we will review the charts through a gallery walk.</p> <p>8) Quick Write/Quick Draw: From our class graphic organizer, choose one characteristic that is required of a search and rescue dog. Support your choice with at least two text based details. <i>A quick write is a couple of sentences getting to the "heart" of the answer. A quick draw is a simple illustration supporting the writing.</i></p>
Assessment	<ul style="list-style-type: none"> • Check back on target. • Assess students' process as well as understanding 	<p>Let's look back on our Learning Targets and see how we did during today's lesson. Did we?</p> <ul style="list-style-type: none"> • I can read an article and answer questions about search and rescue dogs. • I can understand words from the article. • I can write about one characteristic of a search and rescue dog. • I can participate in partner and whole group discussions. <p>Congratulate students on working well in pairs and groups.</p>

Parker: Search Dog Extraordinaire

Ohio water search dog participates in more than 40 searches

By: Norma Bennett Woolf

Introduction

Parker is a Newfoundland, 168 pounds of shiny black Newfoundland. His partner is Shirley Mittendorf, a paramedic in Clermont County, Ohio and a long-time Newfoundland owner. Seven years old, the big dog has participated in 40-50 searches in his career. He doesn't do land searches any more, Mittendorf said. "Water is his forte."

Mittendorf attended a presentation by Susie Foley of Black Paws Search and Rescue at the Newfoundland National Specialty in Denver, Colorado and decided she had to have a puppy to train for this work. She purchased Parker from Foley at the age of eight weeks in 1989 and brought him home for his first year of socialization and training.

"I took that dog everywhere for a year," Mittendorf said. Then it was back to Black Paws in Montana for the serious stuff.

Training an SAR dog

Only dogs of sound physical condition and temperament are suitable as search and rescue dogs. A dog that lacks stamina or responds badly to strangers is not a good candidate for the work. The dogs must endure the attention of a distraught family so a gentle nature with people is necessary.

Search and rescue dogs need confidence no matter where they work, so socialization must include exposure to different conditions, surfaces, people, and surroundings. Dogs must be accustomed to traffic noises, strangers, and boats and other modes of transportation so they can concentrate on the task at hand without fear or distraction. At Black Paws they learned to ride on ski-lifts and in helicopters for avalanche rescue.

Owners need training as well — training to read the wind, weather conditions, and water so they know how scent travels and training to trust their dogs. Trust is the main ingredient in a dog-owner partnership for search and rescue.

Training for an SAR dog begins when the pup is born. Exposure to different conditions and encouragement to solve problems open the puppy's mind to the more difficult tasks he will face when he goes to work. Young puppies can be taught to find people and things, and hiding places can become more obscure as the training goes on. Rewards are critical to the training — food treats and lots of praise make sure the dog enjoys his work.

Scent training is the most complex part of the program. It requires that owners learn how scent travels and that dogs learn to distinguish the scent of humans from everything else. "Like Pigpen in the Peanuts comic strip, we walk around enveloped in a virtually invisible cloud of diffused matter and gases," said Sandy Bryson in Search Dog Training. "As each of us goes about our daily existence, parts of this cloud separate or drift away, some settling on the ground or adhering to objects in our path, other parts riding the wind for surprising distances."

Some dogs scent these particles by sniffing the air; others work with their noses to the ground, picking up clues from grass and soil.

Scent can cling or be diffused, depending on the wind, weather, terrain, or humidity. It travels differently in mountains than valleys, on rainy days than on clear days, in dry, cold air than in warm, moist air. Handlers must be aware of the differences in order to give the dog the best chance for success. Handlers of water search dogs must also know about currents that can affect the diffusion of scent.

Training a dog to follow a particular scent begins with short sessions in which the dog “finds” his master. Gradually increasing the distance, the owner hides in the house or the yard, behind furniture or shrubbery, in all kinds of weather. Next step is to work in unfamiliar terrain with the owner and to introduce other “victims.” The dog must learn to find people when the tracks aren't fresh, so aged tracks must be used. And they must learn to pick up scents in a random pattern, for lost children and old people seldom travel in a straight line.

Dogs doing land or disaster searches must learn to walk on debris, rocks, and other uneven surfaces. They cannot become so intent on the search that they cause more rubble to fall or end up a victim themselves.

SAR jobs

Local and federal law enforcement agencies use search dogs to seek out contraband such as smuggled food or drugs or to find bombs, to trail criminals, and to locate lawbreakers in a building. These dogs may be trained to sniff out particular substances or to bravely hold a criminal at bay until the officer arrives on the scene.

Search dogs can be any breed or mix with a desire to work. Sporting dogs such as Golden Retrievers and Labrador Retrievers make good search dogs because they generally like people and love to follow their noses. German Shepherds, Doberman Pinschers, Rottweilers, and other working and herding breeds have a work ethic that makes them good search and rescue prospects, according to Kathy Tepas of the Ohio Canine Search Team. But the work is not restricted to purebreds; Tepas said that mixed breed dogs with the right characteristics can also be trained to do the job.

Shirley Mittendorf and Parker work with the Hamilton County Sheriff's department. Parker's last search was in June in Miamisburg. They come in bunches, according to Mittendorf, and Parker will be ready for the next one, rain or shine, wind or calm, 32 degrees or 80 degrees.

<http://www.canismajor.com/dog/sandresc.html#Training>

Name _____

Date _____

Parker: Search Dog Extraordinaire
Note-catcher

People Search:

physical condition	temperament	stamina	confidence
exposure	accustom	distinguish	diffuse

Gist:

What is the article mostly about?	
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Three 3's in a Row

Parker: Search Dog Extraordinaire

<p>What qualities would not make a dog a good candidate to be a search and rescue dog? <i>(paragraph 4)</i></p>	<p>What qualities must a search and rescue dog have? <i>(paragraph 4, 5, 12 & 13)</i></p>	<p>Why must dogs be used to loud noise and strangers? <i>(paragraph 5)</i></p>
<p>Owners also need training. What do owners need to be trained in? <i>(paragraph 6)</i></p>	<p>What is the main ingredient in a dog-owner partnership? <i>(paragraph 6)</i></p>	<p>What is critical in the training process of a dog? <i>(paragraph 7)</i></p>
<p>Explain why scent training is the most complex part of training a search and rescue dog. <i>(paragraph 8)</i></p>	<p>What factors can influence scent for a search and rescue dog? <i>(paragraph 9)</i></p>	<p>What are search and rescue dogs used for? <i>(paragraph 12)</i></p>