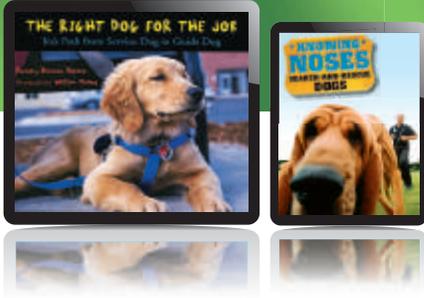


Lesson 17

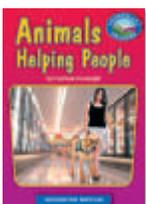
Vocabulary in Context



✓ TARGET VOCABULARY

reward
graduate
symbol
foster
disobey
confidence
patiently
confesses
ceremony
performs

Vocabulary
Reader



Context
Cards



1 reward

Many dogs **reward** the hard work of their caretakers with affection.



2 graduate

Some dogs **graduate** to show they have completed obedience school.



3 symbol

For some dogs, a leash is a **symbol**, or sign, of outdoor fun.



4 foster

Some service dogs live with **foster** caretakers for a short time.



COMMON
CORE

L.4.6 acquire and use general academic and domain-specific words and phrases

- ▶ Study each **Context Card**.
- ▶ Use context clues to determine the meanings of these words.

5 **disobey**

Well-trained dogs don't **disobey**, or ignore, their owners' commands.



6 **confidence**

Praising a dog helps it gain **confidence** that it is learning well.



7 **patiently**

Show dogs must remain calm and wait **patiently** for long periods.



8 **confesses**

This girl **confesses**, or admits, that daily care of a dog is hard work.



9 **ceremony**

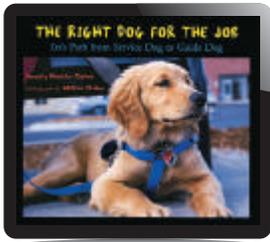
Dogs who win awards may be honored in a special event known as a **ceremony**.



10 **performs**

This working dog **performs** its job by herding sheep.





Read and Comprehend



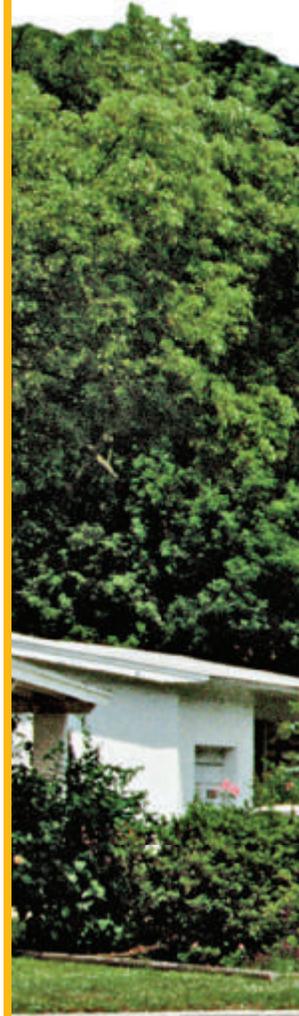
✓ TARGET SKILL

Sequence of Events As you read “The Right Dog for the Job,” notice the **sequence**, or order, in which events are organized. Some events may happen at the same time, but others follow one another. Look for dates as well as clue words such as *next*, *then*, and *now* to help you. Use a graphic organizer like the one below to help you describe the text’s overall structure.



✓ TARGET STRATEGY

Summarize As you read, use the sequence of events to help you **summarize**, or briefly restate, the most important events. You should use your own words in the summary to help make sure you understand the ideas and events.



PREVIEW THE TOPIC

Service Animals

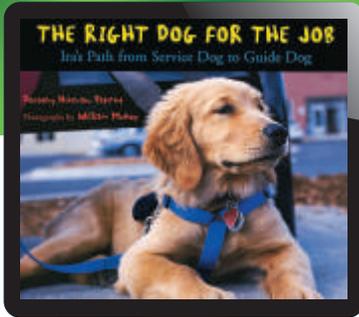
Think about the many things you do each day to stay safe, such as looking both ways before crossing the street. For people with disabilities, staying safe can be a challenge. Imagine how difficult it is for a person who cannot see to safely cross a busy street.

Some animals can be trained to help people with disabilities do many things. “The Right Dog for the Job” tells the story of a service dog named Ira. As you read, you’ll find out how Ira learned the many things that a service dog needs to know.



Lesson 17

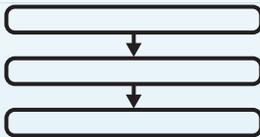
ANCHOR TEXT



✓ TARGET SKILL

Sequence of Events

Examine the time order in which events take place.



✓ GENRE

Narrative nonfiction

tells about people, things, events, or places that are real. As you read, look for:

- ▶ factual information that tells a story
- ▶ text features such as photographs and captions
- ▶ events that are told in time order



RI.4.2 determine the main idea and explain how it is supported by details/ summarize; **RI.4.4** determine the meaning of general academic and domain-specific words and phrases; **RI.4.5** describe the overall structure of a text or part of a text



MEET THE AUTHOR

Dorothy Hinshaw Patent



Dorothy Hinshaw Patent has always loved animals and the outdoors. As a child she kept snakes, frogs, and fish in her bedroom. She studied science in college and wanted to teach

others to love nature. Like *The Right Dog for the Job*, her book *The Buffalo and the Indians* describes a close relationship between people and animals.

MEET THE PHOTOGRAPHER

William Muñoz

William Muñoz has traveled around the United States, closely studying animals and the environment with his camera. Some of the animals he has photographed include grizzly bears, ospreys, and bald eagles. He and Dorothy Hinshaw Patent have worked together on more than sixty books.

THE RIGHT DOG FOR THE JOB

Ira's Path from Service Dog to Guide Dog



**by Dorothy Hinshaw Patent
photographs by William Muñoz**

ESSENTIAL QUESTION

How do people and animals benefit each other?



Ira was born on Shy Bear Farm in Montana, along with his sister, Ivy, and his brother, Ike. Like all newborn puppies, the three young golden retrievers have closed eyes, velvety ears, and very soft fur. But unlike most puppies, these three were born for a special purpose. By the time they are two years old, each is expected to have become a service dog, helping a person who has difficulty moving around on his or her own to lead a fuller life. Ira, Ivy, and Ike are part of PawsAbilities, Canine Partners for People with Disabilities.

Brea, the puppies' mother, and Kathleen Decker, PawsAbilities' **foster** puppy coordinator, take good care of the puppies. They grow bigger and stronger. Their eyes and ears open so they can take in the world around them. Soon they are romping and playing together, getting bolder each day. Kathleen begins to feed them puppy food when they are four weeks old. By the age of six weeks, they no longer need their mother's milk. Soon it will be time to leave home.

Before they can help people with disabilities, service dogs need to learn to deal confidently with the world and whatever it might present to them—loud noises, smelly buses, crowds of people.



Each puppy goes to live with a special person called a foster puppy raiser. The puppy becomes a member of the family, where it gets plenty of love, attention, and praise as the puppy raiser introduces it to the world.

When they are about eight weeks old, Ira, Ivy, and Ike meet their puppy raisers. Ira goes home with Sandy Welch, a sixth-grade teacher in Lolo, Montana. Sandy already has her own beautiful golden retriever, Laddy Griz. Laddy and Ira quickly become friends. Kathleen visits Ira and Sandy a month later. She wants to see how Ira is doing and check on his service-dog skills.

One of the most important tasks a service dog **performs** is retrieving things such as dropped keys. Sandy has already been working on this skill with Ira, so Kathleen throws her keys and tells Ira to fetch them. He runs over, picks them up in his mouth, and brings them back to Kathleen. Good news—Ira is already on his way to becoming a service dog!

ANALYZE THE TEXT

Sequence of Events Explain, in order, the events that happen to Ira on this page.

**Ira retrieves
Kathleen's keys.**



All along, the puppy raisers meet as a group to learn how to teach the young dogs what they need to know. The puppies have to learn how to come or to sit on command and how to walk at heel on a leash.

Kathleen also shows them how to teach the puppies to press a wheelchair-access sign with their paw. The symbol appears on buttons that open doors automatically when pressed. Kathleen uses a plastic lid attached to a stick with a strip of cloth. On the lid is the wheelchair-access sign. She puts a dog treat on the deck and covers it with the lid. One by one, the puppies sniff and push the lid with their noses, trying to get at the treat. But only when they scratch at it with a foot does Kathleen lift the stick so the puppy is rewarded.

Ivy tries to figure out how to get at the treat under the plastic lid.





Ira gets off the bus.

Next, the group goes to the bus station. The bus company loans PawsAbilities a bus and driver. The puppies practice getting on and off over and over again. They ride around town and learn to stay calm on the bus as it stops and starts. By the end of the day, riding the bus has become as natural as a trip in the car.

The puppy raisers take the dogs wherever they can, such as to sporting events and the farmers' market. Every two weeks, the group meets at a different place somewhere in town. At the mall, the puppies learn not to be distracted at the pet store or by the crowds of people walking by. They also practice pushing the button with the wheelchair sign to open the door. At the university, they learn how to pull open a door using a tug made of rope tied to the knob. At the library, they learn to lie quietly under the table while the puppy raisers look through books. They also learn how to enter the elevator correctly, walking right beside the puppy raiser instead of going in front or behind. It would be dangerous if the elevator door closed on the leash.

Sandy brings Ira to her classroom two days a week. She explains to her students the importance of training Ira correctly.

“Ira needs to learn to lie down by himself and stay there, even if he gets bored,” she says. “You have to leave him alone, even if he wants to be petted, so he doesn’t get distracted from his job. You can also help teach the other children not to pet a service dog in training.”

Ira has his own corner of the room, where he must lie quietly on his rug. If he gets up and wanders around, Sandy says in a firm voice, “Rug!” Then she tells Ira to sit, lie down, or stay. He must also learn to always stay close to the person he is helping.

When Sandy and the students work with Ira, they form a circle and bring Ira into the center. Then one of the children calls him. He knows he’ll get a treat if he lays his head in the child’s lap. The children take turns calling him, helping him learn to come reliably every time he is called. Then they help teach him to use his nose to push a light switch, another important job for a service dog to learn.

Ira learns to come when he is called.

ANALYZE THE TEXT

Main Ideas and Details What is the main idea of this page? What specific details support this main idea?



It takes lots of practice for Ira to learn to flip a light switch with his nose instead of his mouth.

Ira goes all over the school, so he gets used to noisy places like the cafeteria and the gym during pep rallies. Sandy also takes him to other classrooms and tells the other students about service dogs.

As summer approaches, Sandy's students must say good-bye to Ira. Each child gets a chance to say what having Ira in the classroom meant to her or him.

"I feel special because I got to help train Ira," says one.

"I never liked dogs before Ira came, but now I like having him around," **confesses** another.

"Having Ira in the classroom has made me feel beyond wonderful," says a third.

To **reward** the children for their help, Sandy arranges a field trip to Shy Bear Farm. The students take turns making dog toys, working on scrapbooks for Ira's new companion, touring the farm, and playing with the six-week-old puppies. They also get to say one last good-bye to Ira.

As summer starts it's time for Ira to leave Sandy and go for more detailed service-dog training. But his assigned training facility isn't ready yet. Glenn Martyn, director of PawsAbilities, can't find another service-dog group that can use Ira. Everyone worries. What will happen? Can Ira learn a new career?

Though they rarely take dogs raised and trained elsewhere, Guide Dogs for the Blind in San Rafael, California, steps in. "Ira has lots of **confidence**, which is very important in a guide dog, so we'll give Ira a chance," says their coordinator. "But we'll have to change his name. Each dog we train has a different name, and we already have one called Ira. We'll just change the spelling to 'Irah' so he won't have to learn a new name."

Now Irah needs to learn a whole new set of skills, which takes four to five months. He has to get used to wearing a guide-dog harness. Trainer Stacy Burrow helps him learn many things, such as stopping at street corners and crossing only when the way is clear.

The most important thing a guide dog must learn is intelligent disobedience. Knowing when to **disobey** can enable a guide dog to save its owner's life. For example, if the blind person tells the dog to go forward when a car is running a red light, the dog must refuse to obey. Irah is smart. He passes the program with flying colors.



Stacy works with Irah on the Guide Dogs for the Blind campus.

ANALYZE THE TEXT

Domain-Specific Vocabulary What do the terms *guide dog*, *training facility*, *guide-dog harness*, and *intelligent disobedience* mean? How can you use context clues to figure out the meanings of these terms?

After training, Irah is paired with Don Simmonson, a piano tuner who had already retired two guide dogs after they got too old to work. Irah and Don work together for three weeks in San Rafael, learning to be a team. Then it's time to graduate.

Sandy comes from Montana for the graduation. She gets to see Irah and meet Don before the ceremony. Irah and Sandy are delighted to be together again, but Irah clearly knows his place is now with Don.

During the graduation ceremony, Don's name is announced when his turn comes. Sandy hands Irah over to Don. Irah is Don's dog now, and the two will be loving, giving partners. Sandy will miss Irah, but she is happy that he has found a home with someone like Don.

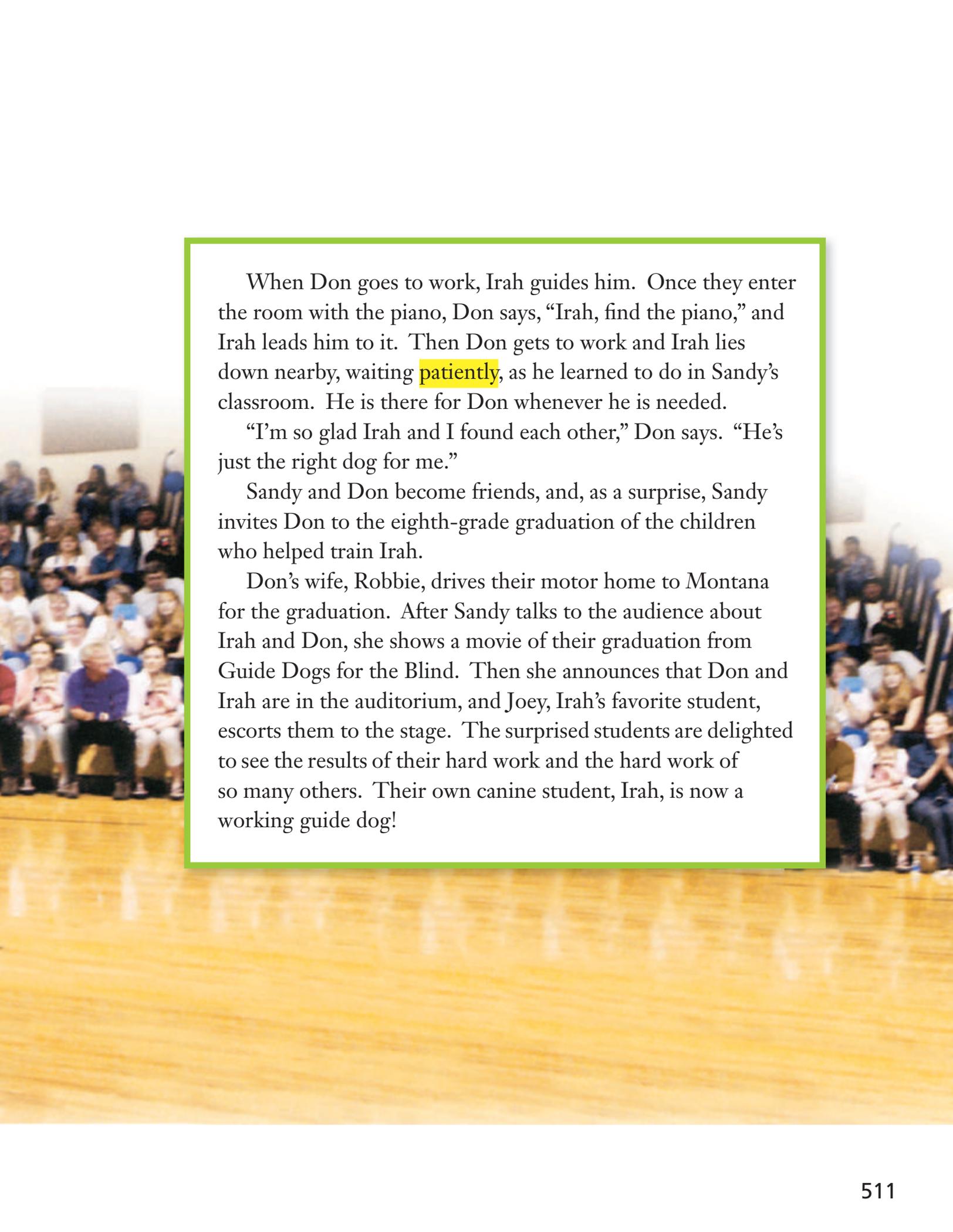
At home in Kennewick, Washington, Don and Irah continue to learn to work together. Grayson, Don's retired guide dog, also lives with them. Grayson and Irah become fast friends, playing together just like Irah and Laddy did.

Stacy, Sandy, and Irah stand by as Don speaks at the graduation.



Joey escorts Don and Irah to the stage for their big moment.





When Don goes to work, Irah guides him. Once they enter the room with the piano, Don says, “Irah, find the piano,” and Irah leads him to it. Then Don gets to work and Irah lies down nearby, waiting **patiently**, as he learned to do in Sandy’s classroom. He is there for Don whenever he is needed.

“I’m so glad Irah and I found each other,” Don says. “He’s just the right dog for me.”

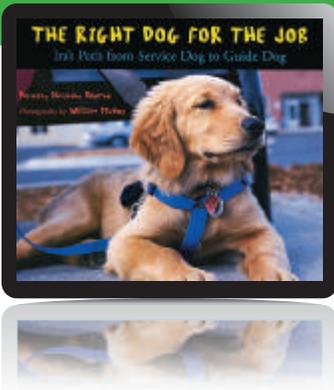
Sandy and Don become friends, and, as a surprise, Sandy invites Don to the eighth-grade graduation of the children who helped train Irah.

Don’s wife, Robbie, drives their motor home to Montana for the graduation. After Sandy talks to the audience about Irah and Don, she shows a movie of their graduation from Guide Dogs for the Blind. Then she announces that Don and Irah are in the auditorium, and Joey, Irah’s favorite student, escorts them to the stage. The surprised students are delighted to see the results of their hard work and the hard work of so many others. Their own canine student, Irah, is now a working guide dog!

Dig Deeper

How to Analyze the Text

Use these pages to learn about Sequence of Events, Main Idea and Details, and Domain-Specific Vocabulary. Then read “The Right Dog for the Job” again to apply what you learned.



Sequence of Events

Narrative nonfiction selections such as “The Right Dog for the Job” tell a story about something that happened in real life. The events are usually told in the **sequence**, or order, in which they happen. The way a text is organized is called its **structure**. Dates, numbers, and signal words such as *next*, *then*, and *after training* are clues that a text is organized by the sequence of events.

You can better understand “The Right Dog for the Job” by describing its structure. Turn to pages 502–503. What signal words do you see? What is the order of events on these pages?



RI.4.2 determine the main idea and explain how it is supported by details/summarize; **RI.4.3** explain events/procedures/ideas/concepts in a text; **RI.4.4** determine the meaning of general academic and domain-specific words and phrases; **RI.4.5** describe the overall structure of a text or part of a text; **L.4.4a** use context as a clue to the meaning of a word or phrase; **L.4.6** acquire and use general academic and domain-specific words

and phrases



Main Ideas and Details

Authors support their **main ideas**, what a text is mostly about, by providing **details**, such as facts and examples. The main idea on pages 504–505 is that puppy raisers must teach puppies important skills. Details explain what the author means:

- pressing a wheelchair-access button
- pulling doors open
- getting on and off of elevators and buses



Domain-Specific Vocabulary

Nonfiction texts often focus on specific topics. These specific areas of knowledge are called **domains**. Every domain includes words that are important to know when learning about that subject. For example, the words *service dog*, *canine*, and *on command* are important to the subject of guide dogs. When you see a **domain-specific word** that you are not familiar with, use context clues or a dictionary to understand its meaning.



Your Turn



RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *How do people and animals benefit each other?* Support your ideas with text evidence. Take turns reviewing and explaining key ideas in your discussion with your partner. Follow agreed-upon rules such as not interrupting each other and listening carefully to each other.



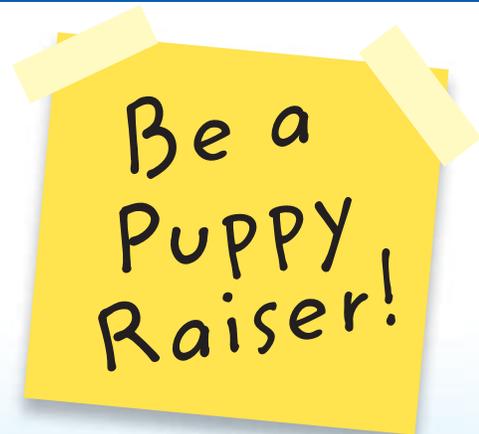
Classroom Conversation

Continue your discussion of “The Right Dog for the Job” by discussing these questions:

- 1 Why might it be difficult for puppy trainers such as Sandy to say goodbye to each puppy?
- 2 What is the most important trait a good guide dog should have? Explain.
- 3 What skills or traits do puppy trainers need to do their jobs?

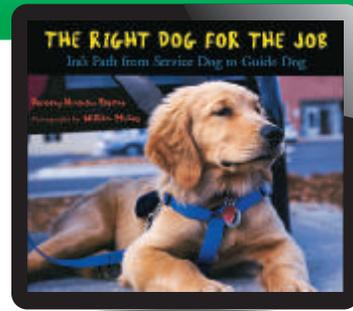
WANTED: PUPPY RAISERS

Make a Flyer With a partner, make a flyer inviting people to raise foster puppies. Briefly summarize what puppy raisers do. Use headings to organize your ideas, and include important details in each section. Be sure to include drawings or photos of puppies as well.



WRITE ABOUT READING

Response Think about what puppy raisers do to teach young dogs the skills needed to become good service dogs. Would you want to train a service dog? Why or why not? Write a paragraph explaining your opinion. Include reasons and support them with facts, details, and evidence from the selection.



Writing Tip

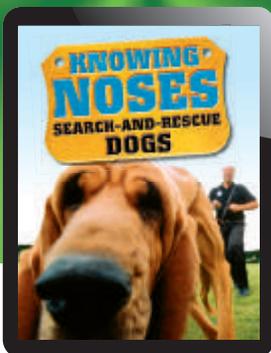
Use transition words and phrases such as *also* and *another reason* to link your opinions and reasons. Also look for short, choppy sentences that you can combine to make your writing smoother.



RI.4.1 refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RI.4.2** determine the main idea and explain how it is supported by details/summarize; **RI.4.5** describe the overall structure of a text or part of a text; **W.4.1b** provide reasons supported by facts and details; **W.4.1c** link opinion and reasons using words and phrases; **SL.4.1a** come to discussions prepared/explicitly draw on preparation and other information about the topic

Lesson 17

INFORMATIONAL TEXT



KNOWING NOSES

SEARCH-AND-RESCUE DOGS

by Ellen Gold

Search-and-rescue dogs are trained to perform some very special jobs. They often assist in finding someone who is lost. Sometimes they help police officers solve crimes such as burglaries. These hard-working dogs are also known as SAR dogs. SAR stands for "Search And Rescue."

✓ GENRE

Informational text, such as this magazine article, gives factual information about a topic by presenting main ideas and supporting details.

✓ TEXT FOCUS

Headings Identify the main ideas of sections of a text, such as chapters, paragraphs, and sidebars. Before you begin reading, scan the headings and topic sentences to gain an overview of the text.



RI.4.2 determine the main idea and explain how it is supported by details/ summarize; **RI.4.10** read and comprehend

informational texts



Noses to the Rescue!

Dogs have a great sense of smell. They have about twenty-five times more smell receptors than people have. This makes them good at search-and-rescue work. SAR dogs are trained to follow scents in the air, on the ground, and even underwater!

Air-scent dogs are the most common type of SAR dog. They can find a lost person by smelling the scent that person has left behind. The dogs follow the scent as it gets stronger. Then, they lead the rescuers to the lost person.



Qualities of a Good SAR Dog

SAR dog trainers look for certain qualities in dogs prior to teaching them SAR skills. They look for dogs that like to play and like to please their trainers. Dogs with these qualities will respond to rewards when being trained. SAR dogs should also be friendly, healthy, and smart. They should not be afraid of strangers. Certain types of dogs have a natural talent for search-and-rescue work. These are usually bloodhounds, German shepherds, and golden retrievers.



The SAR Dog and the Lost Boy: A Happy Ending

In March of 2007, a twelve-year-old Boy Scout wandered away from his troop's campsite in North Carolina. He misjudged the seriousness of being alone in the wilderness and soon found himself lost.

The boy survived for four days by drinking stream water and finding safe places to sleep. His father speculated that the boy was trying to live out his favorite story. It is about a boy who survives in the wilderness on his own.

Meanwhile, a search-and-rescue team with dogs was looking for the boy. One of the dogs, named Gandalf, picked up the boy's scent and found him. What a great favor Gandalf did for the boy and his family!

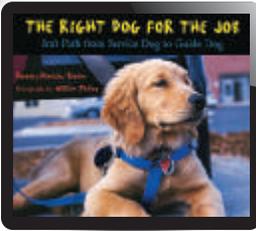
SAR Training and Work

Training SAR dogs is a big job. It can take more than a year to get a dog ready for a search-and-rescue mission. Regrettably, some dogs that go through training don't have what it takes to be SAR dogs.

Those that do become SAR dogs deal with different types of jobs. Sometimes they search for a suspect who is part of a crime scheme. Often their searches help innocent people. They might search for someone lost in the wilderness or trapped in fallen buildings.

Whatever their mission might be, SAR dogs are a big help to their human teams.





Compare Texts

TEXT TO TEXT

Compare Actions Do you think Ira would be a good search-and-rescue dog? Why or why not? Discuss your thoughts with a partner. Use text evidence from each selection to support your ideas.



TEXT TO SELF

Working with Animals Have you ever trained a pet or observed someone else training a pet? Write a paragraph detailing the lessons someone might learn from training an animal.



TEXT TO WORLD

Research Service Dogs Ira was first trained as a service dog and then as a guide dog. Some dogs are trained as search-and-rescue dogs. What other jobs and services can dogs be trained to do? Work with a group to research other ways dogs are trained to help humans. As you research, take notes and categorize the information. Present your findings to the class.



RI.4.1 refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RI.4.9** integrate information from two texts on the same topic; **W.4.7** conduct short research projects that build knowledge through investigation; **SL.4.4** report on a topic or text, tell a story, or recount an experience/speak clearly at an understandable pace

Grammar



What Is an Adverb? An **adverb** is a word that describes a verb. Adverbs give more information about an action verb or a form of the verb *be*. They tell *how*, *when*, or *where*. Most adverbs telling *how* end with *-ly*.

Adverbs

How: The puppy happily chased its tail.

When: Later she barked at a noisy bird.

Where: Her mother was nearby.

An **adverb of frequency** tells how often something happens. **Adverbs of intensity** tell to what degree or how much something happens.

Adverb of Frequency: Puppies usually love walks.

Adverb of Intensity: Our puppy almost caught a squirrel.

Try This!

Write the following sentences on a sheet of paper and identify the adverbs. Note whether they tell about intensity or frequency.

- 1 A cat visits our yard often.
- 2 Our dog barks loudly.
- 3 She nearly jumps through the window.

When you write, use precise adverbs to create clear pictures of how, when, and where things happen. Precise adverbs also help make your writing more interesting and easier to understand.

Less Precise Adverb



A well-trained dog often follows orders.

More Precise Adverb



A well-trained dog **reliably** follows orders.

Less Precise Adverb

A service dog does not get distracted.

My dog doesn't leave my side.

More Precise Adverb

A service dog **rarely** gets distracted.

My dog **never** leaves my side!



Connect Grammar to Writing

As you revise your friendly letter, look for opportunities to use precise adverbs. Use descriptive language to help readers create clear pictures in their minds.



W.4.3a orient the reader by establishing a situation and introducing a narrator or characters/organize an event sequence; **W.4.3b** use dialogue and description to develop experiences and events or show characters' responses; **W.4.3e** provide a conclusion; **W.4.4** produce writing in which development and organization are appropriate to task, purpose, and audience

Narrative Writing

✓ Voice In "The Right Dog for the Job," Don lets his feelings come through when he says, "I'm so glad Irah and I found each other." When you revise your **friendly letter**, don't just tell what happened. Let your words show how you really feel. Use the Writing Traits Checklist as you revise your writing.



Anthony drafted a letter to his aunt about getting a dog. Then he revised some parts to let his feelings come through more clearly.



Writing Traits Checklist

- ✓ Ideas**
Does my ending wrap up my purpose for writing?
- ✓ Organization**
Did I tell the events in chronological order?
- ✓ Sentence Fluency**
Did I combine short, choppy sentences so they read smoothly?
- ✓ Word Choice**
Did I choose vivid, interesting words?
- ✓ Voice**
Did I sound like myself and show my feelings?
- ✓ Conventions**
Did I use correct spelling, grammar, and mechanics?

Revised Draft

Dear Aunt Brenda,
Guess what! Last week I got the
~~Last week I got a dog. She is a very~~
smartest, most adorable dog.
~~good dog.~~ At the animal shelter,

I noticed a little brown and white dog
 named Patsy. ~~I noticed her immediately.~~

She came right to me, wagging her tail.

When I petted her, she licked my face.
After that, there was no way I was leaving
~~So I decided that I wanted her.~~ *the shelter*
without her.

Final Copy

14 West Orchard Street
Nashville, Tennessee 37215
June 30, 2014

Dear Aunt Brenda,

Guess what! Last week I got the smartest, most adorable dog. At the animal shelter, I immediately noticed a little brown and white dog named Patsy. She came right to me, wagging her tail. When I petted her, she licked my face. After that, there was no way I was leaving the shelter without her. When we got home, I started teaching her, and she quickly learned to sit and stay. Now I'm teaching her to shake hands. I can't wait until you meet Patsy. Please visit us soon!

Love,
Anthony

Reading as a Writer

Which parts show how Anthony feels about his dog Patsy? Where can you show more feeling in your letter?

In my final letter, I made changes to better show how I feel. I also combined two short sentences by moving an adverb.

