



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 836

Book Summary

People have long used dogs to protect animals, including sheep, cattle, and even . . . penguins? *Guardian Dogs: Penguin Protectors* describes how the Maremma guardian dogs protect the endangered little blue penguins living off the coast of Australia. The book presents the history behind the idea to use Maremmas as protectors. It also describes how the dogs are trained, the support the community provides for the project, and the current population of penguins on the island. Photographs and maps support the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Determine problem and solution
- Identify vowel digraph ee
- Identify and classify nouns
- Recognize and use suffix *-ist*

Materials

Green text indicates resources that are available on the website.

- Book—*Guardian Dogs: Penguin Protectors* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Photographs of sheepdogs, guide dogs for visually impaired, and guard dogs
- Highlighters
- Problem and solution, vowel digraph ee, nouns worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:
 Story critical: **breed** (v.), **patrol** (n.), **penguins** (n.), **population** (n.), **predators** (n.), **volunteer** (n.)
 Enrichment: **burrows** (n.), **conservationists** (n.), **monitored** (v.)

Before Reading

Build Background

- Have students raise their hand if they own or have owned a dog. Ask students to discuss with a partner everything they know about dogs. Invite volunteers to share information with the rest of the class.
- Discuss with students the protective nature of dogs. Invite volunteers to share stories they know about dogs protecting people or other animals. Place on the board photographs of sheepdogs,

Seeing Eye dogs, and guard dogs. Have students share with a partner what they know about the dogs in the pictures. Point out that all these dogs have jobs that help others.

- Encourage students to think of questions they have about protective dogs and dogs in general. Invite volunteers to share questions with the rest of the class, and record them on the board.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that engaged readers help themselves to understand what they are reading by asking questions before and during reading, and searching for the answers as they read. Remind students of the questions they asked during the Build Background portion of the lesson. Point out that people are naturally curious to find the answers to their questions; therefore, asking questions while they read will keep their interest focused on the book.
- Have students turn to the table of contents. Remind them that a table of contents provides clues to the information the book contains. Have students review the section titles with a partner.
- Model how to ask questions.
Think-aloud: Even before I begin reading, I have questions for the book, triggered by the cover photograph, the title, and the information in the table of contents. I want to know, what are penguin protectors? The title has me very curious. I see in the photograph a dog, but I've never heard of dogs guarding penguins before. I also want to know about the little penguins referenced in a section title in the table of contents. What do these penguins look like? Where do they live? Are they the penguins that need protection? I will search for the answer to all these questions as I read, and I will also keep track of new questions I ask on the basis of information from the book.
- Create a T-chart on the board, and label the left side *Questions*, and the right side *Answers*. Record your questions from the think-aloud in the left column of the T-chart.
- Have students discuss with their partner questions they have from examining the table of contents. Ask students to write their questions on a separate sheet of paper. Invite volunteers to share a question with the rest of the class, and record it under the *Questions* heading of the T-chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Problem and solution**

- Review with students that most stories are built around problems and solutions. Write the words *Problem* and *Solution* on the board. Remind students that a problem is a conflict or challenge that needs to be worked out, and a solution is the method used to resolve the conflict or challenge.
- Explain to students that many stories are imitations of real life, and just like stories have problems, real people have problems, too. Point out that when we are faced with a problem, we look for solutions to our challenge, just as characters in stories do.
- Create a chart on the board with three columns. Label the left side *Problem*, the middle column *Solutions*, and the right side *Consequences*. Write the following sentence beneath the *Problem* heading: *I missed my alarm and overslept.*

- Model determining possible solutions to a problem.
Think-aloud: *When a problem confronts me, I think about different approaches I can take to solve it. For example, if I missed my alarm one morning and overslept, then I would have a problem. I would be late for work. What could I do to fix this? One approach would be to skip breakfast. This solution would allow me to leave the house more quickly. I would solve my problem and not be late, but I would also have the consequence of being very hungry until lunch. What is another way I could solve my problem? I could just leave a little later and then stay at work longer to make up the time I missed in the morning. The consequences for this solution are that I would be late, have to apologize, and have to work late, but I would also be able to get everything done in the morning and not show up at work grouchy and hungry. Consequences for a solution can be positive or negative but are often a combination of both. When choosing a solution to a problem, I consider all the possible consequences and choose the solution that has the best possible outcome. In this example, I would choose to arrive late, apologize, and work longer to make up for my missed time. This solution would be better for my health and my emotions.*
- Record the information from the think-aloud under the appropriate headings in the chart, *Solutions* and *Consequences*.
- Have students work in groups to discuss other possible solutions for the problem in the chart. Remind students to consider the consequences for each solution. Invite volunteers to share their solution with the rest of the class, and record the ideas in the *Solutions* column of the chart on the board.
- Discuss with students the consequences for each new solution. Have students choose the solution they would use to solve the problem for themselves. Invite volunteers to share their choice with the rest of the class.
- Draw a line beneath the problem and its corresponding solutions and consequences. Write a new sentence beneath the *Problem* heading: *I can't find my favorite toy.* Have students work in groups to discuss possible solutions to this problem and their consequences. Call on groups to share with the rest of the class a solution and its consequence, and record the information in the chart on the board. Have students choose the solution they would use to solve the problem. Have students share their choice with a partner and explain their reasoning.

Introduce the Vocabulary

- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Write the story-critical vocabulary words on the board. Have students discuss with a partner everything they know about the meaning of each word. Remind students to use the glossary on page 16 if they know nothing about the word. Invite volunteers to share with the rest of the class meanings of the vocabulary words. Write their definitions on the board.
- Have students divide a sheet of paper into four rectangles. Have students write the word *breed* in the first rectangle. Ask them to write the definition for the word in the second rectangle, and remind them to use their own words.
- Ask students to draw a picture representing the word in the third box and write a sentence that accurately uses the word in the fourth box.
- Repeat the process for the remaining vocabulary words. Invite volunteers to share with the rest of the class the picture and sentence for a word of their choice.

Set the Purpose

- Have students read to find out more about the guardian dogs that watch over little penguins. Encourage students to continue asking and answering questions while they read, and to determine the real-world problem and how people solved it.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread. Ask students to write new questions on their separate sheet of paper and to review old ones with a partner to see if this part of the text answered any questions. Have students work with their partner to write the answers beneath the appropriate questions.
- **Model answering and asking questions.**
Think-aloud: *Before I started reading, I had some questions I wanted answered. I had a lot of questions about the little penguins: what they looked like, where they lived, and if they needed protection. The second section answered my penguin questions. I learned that a type of penguin called the little penguin lives in New Zealand and Australia, and it is very small, only 30 centimeters tall. The little penguins are black and white, and very cute. I also discovered that the penguins that live on Middle Island need protection from foxes that moved to that island and began to eat them! My other question was about the penguin protectors. What are they? So far, I have learned that Maremma dogs watch over penguins to protect them. However, I believe I have more to learn on this topic, so I will keep looking for information about the question. I also have some new questions for the book. How do the dogs protect the penguins? Are the penguins still in danger of dying out? I will also look for the answers to these questions as I read.*
- Write the answers from the think-aloud in the right side of the T-chart on the board, beside their corresponding questions. Review with students other questions beneath the *Questions* heading of the T-chart. Have students discuss with a partner answers they found to any of the questions on the board, and invite them to share the answer with the rest of the class. Record these answers in the T-chart as well.
- Invite volunteers to share with the rest of the class new questions they generated while they read. Invite volunteers to come to the board and record these questions in the T-chart.
- Review with students the problems, solutions, and consequences discussed earlier. Remind students that people choose the best solution from the multiple possibilities they consider. Erase the information from the chart on the board.
- Have students work in groups to discuss the problem described in the book. Call on groups to share their description of the problem with the rest of the class, and guide students to a consensus on the problem presented in the first few pages of the book (foxes had nearly wiped out all the penguins living on Middle Island).
- Write the problem under the *Problem* heading of the chart on the board. Have students discuss with a partner how they think people can solve the penguin problem. Encourage students to look for details that describe the solution as they read the next part of the book.
- **Check for understanding:** Have students read pages 8 through 11. Have them write answers they found while reading on their separate sheet of paper and add any additional questions that came to mind. Invite them to share with the rest of the class the information they learned and the questions they generated, and record this information in the appropriate column of the T-chart on the board.
- Ask students to discuss with a partner how the people in Australia solved the penguins' problem. Invite volunteers to share their solution with the rest of the class, and guide students to a consensus on the solution described in the book (the people trained Maremmas to protect the penguins). Record the information on the board under the *Solutions* heading of the chart.
- Point out to students that the problem on Middle Island was complicated. Explain that penguins are not pets and that the people needed to find a way to help the penguins while still letting them live their lives in the wild. Since it was a complicated problem, they needed to find a complex solution.
- Ask students to pay attention to all the details involved in the solution. Invite volunteers to share some of the details describing how the people trained Maremmas to protect penguins. Encourage students to also look for details describing the consequences of the solution.

Lesson Plan *(continued)*

Guardian Dogs: Penguin Protectors

- Have students read the remainder of the book. Remind them to look for and write answers to their questions and continue thinking of questions until the book is concluded. Ask students to note the remaining details that describe the solution to the problem in the book.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students review the questions they wrote on the separate sheet of paper and discuss the answers to their questions with a partner.
- **Think-aloud:** *While I was reading the book, I was constantly searching for answers to the questions I had. I wanted to know how the dogs protected the penguins, and I learned that they are gradually introduced to the penguins, so they come to see the birds as part of their territory and take care of them. I also wondered whether the penguins were still in danger. I was happy to find out that the penguin population has been steadily recovering, thanks to the hard work of dogs and people. Finally, I was still seeking information about the penguin protectors. Basically, every detail in the book describes the Maremmas as penguin protectors; now that I have finished reading, I feel I truly understand what it means for those dogs to be penguin protectors. Searching for the answers to my questions kept me very interested in what I was reading and eager to read more.*
- Write the answers to your questions under the *Answers* heading of the T-chart. Write each answer beside its corresponding question. Have students point to other questions on the board that were answered. Discuss with students the answers to these questions, and record the answers on the board.
- Invite volunteers to come to the board and circle unanswered questions. Explain to students that books will not always answer every question readers ask. Discuss with students how they could find out more information to answer these questions, using resources such as the Internet, other books, magazines, and reference materials. Encourage students to seek out information on their unanswered questions.
- Have students discuss with a partner how asking and answering questions helped them to understand and remember what they read.

Reflect on the Comprehension Skill


- **Discussion:** Review with students the problem and solution described in the book. Have students share with a partner any new details they learned about the solution, and invite volunteers to share details with the rest of the class. Remind students that a solution always has consequences. Discuss with students the consequences for the penguins, the dogs, and the foxes.
- Point out that although the book describes how the Australian people actually solved their problem, they could have decided to solve the problem in a different way. Have students work in groups to discuss other possible solutions the people could have chosen, and call on groups to share an alternate solutions with the rest of the class. Discuss with students the different consequences for all of the solutions shared.
- **Independent practice:** Introduce, explain, and have students complete the **problem-and-solution worksheet**. Have them check their work with a partner. Then, invite students to share with the rest of the class a possible consequence they wrote on the worksheet and its corresponding consequences.
- **Enduring understanding:** In this book, you learned about a project that trained guard dogs to protect penguins on Middle Island. Do you think this was an important project? Why or why not? Do you know any other examples of animals helping each other?

Build Skills

Phonics: Vowel digraph ee

- Write the word *breed* on the board and have students read it aloud. Have students call out the sound they hear in the middle of the word. Ask students to identify whether the vowel sound is the short /e/ sound or the long /e/ sound.
- Run your finger under the letters in the word as students say the whole word aloud. Ask students to identify the letters that create the long /e/ sound. Explain to students that sometimes words use a vowel digraph, where two vowels are joined together to create one sound. Circle the *ee* in the word *breed* and point out that the vowel digraph *ee* creates the long /e/ sound.
- Have students work with a partner to find and circle at least five words in the book containing the vowel digraph *ee*. Invite volunteers to write a word they found on the board. Call on other students to come to the board and circle the letters *ee*. Have students read the words on the board aloud. Remind them to use the long /e/ sound for the vowel digraph *ee*.
- **Check for understanding:** Write the following words on the board, leaving out the medial vowel or vowel digraph in each: *street*, *bet*, *feet*, *meet*, *leg*, *pen*, and *week*. Say each word, one at a time, and have students clap their hands when they hear a word using the long /e/ sound. Invite volunteers to come to the board and add either the vowel *e* or the vowel digraph *ee* to complete the word, and have other students give a thumbs-up signal if they agree the word is spelled correctly.
- **Independent practice:** Introduce, explain, and have students complete the [vowel digraph ee worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Nouns

- Have students point to the penguins in the picture on page 5. Ask students whether the word *penguins* is a noun, verb, or adjective. Remind students that a *noun* is a word that identifies a *person, place, or thing*. Point out that a penguin is a thing; therefore, *penguin* is a noun.
 - Draw three circles on the board. Label the first circle *person*, the second one *place*, and the third circle *thing*. Have students reread page 4 with a partner and identify the nouns on that page. Call on students to come to the board and add a noun from page 4 to the appropriate circle. Ask other students to confirm each noun is in the correct circle.
 - Ask students to give a thumbs-up signal if *Eudy* and *Tula* are nouns. Point out that *Eudy* and *Tula* are names of dogs. Since a dog is a noun, these specific dogs are nouns as well. Explain to students that a proper noun is the name of a specific person, place, or thing, and all of them begin with capitals. Explain that a common noun refers to a general and unnamed person, place, or thing. Emphasize that both proper nouns and common nouns identify people, places, and things.
 - Have students point to other proper nouns on the page. If they have not already been added to the board, invite volunteers to come to the board and write the proper nouns in the appropriate circles.
-  **Check for understanding:** Break students into five groups. Assign each group one section from the book. Have students work with their group to find and highlight all the nouns in their section. Remind them to highlight common and proper nouns. Invite volunteers to come to the board and add a noun they highlighted to the appropriate circle. Have other students nod their head if they agree the word is a noun and it is categorized correctly, and shake their head if they do not agree. Have students work with a partner to identify all the proper nouns.
- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their answers.

Word Work: Suffix -ist

- Write the following sentence on the board and read it aloud with students: *Neighbors and conservationists worked together to start the Maremma project*. Have students point to the word *conservationist*. Explain to students that a conservationist is someone who works to protect, or conserve, the environment.

Lesson Plan *(continued)*

Guardian Dogs: Penguin Protectors

- Circle the letters *ist* at the end of the word. Remind students that a *suffix* is a *word part added to the end of the word* that alters the meaning of the word. Point out to students that *-ist* is a common suffix.
- Write the words *tourist* and *cyclist* on the board. Have students write the words on a separate sheet of paper and circle the suffix in each one. Have students work with a partner to identify the root word for each and write it beneath the suffix word.
- Discuss with students the meaning of the words: a *tourist* is a person who tours, and a *cyclist* is a person who rides a bicycle, or someone who cycles. Have students discuss with a partner what these definitions have in common. Have students work in groups to determine a meaning for the suffix *-ist*.
- Confirm for students that the suffix *-ist* changes a word to mean a person who participates in the action or activity described by the root word.
- Write the words *pianist* and *duelist* on the board. Have students work with a partner to identify the root words. Encourage students to cover the suffix and see if what remains looks familiar. Point to each word, and have students call out the root word (*piano*, *duel*). Have students work with their partner to define *pianist* and *duelist*, using the suffix as a guide.
- **Check for understanding:** Write the following words on the board: *harp*, *type*, and *art*. Have students add the suffix *-ist* to each word and share with a partner the definitions for the new words. Invite volunteers to come to the board and write the new word beneath the root word. Discuss with students how the words changed in spelling and meaning. Have students work with their partner to create oral sentences for each word. Invite volunteers to share a sentence with the rest of the class, and have other students give a thumbs-up signal if the sentence uses the word accurately.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate how a reader asks questions then reflects on the answers while reading to someone at home.

Extend the Reading

Informational Writing and Art Connection

Review with students the questions they asked during the Build Background section of the lesson. Encourage students to choose a question about dogs that intrigues them the most and research it. Provide a variety of research tools, such as books on dogs, the Internet, encyclopedias, and trips to the library. Have students write an introductory paragraph, with the question as the first sentence, followed by an explanation of why they wanted to know more about the topic. Then, have students write a second paragraph describing the facts that answered their question. Finally, have students write a conclusion paragraph summarizing what they learned. Ask students to draw a picture of dogs that is related to the question they researched.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Place on the board photographs of several different dog breeds. Write key descriptors beneath each picture explaining such traits as where the breed originated, physical characteristics, temperament, and so on. Point to each picture, and have students describe the dog to a partner. Draw a Venn diagram on the board. Write the word *Maremma* above the left circle and the name of a second dog breed above the right circle. Discuss with students how these dogs compare and contrast, and fill in the Venn diagram with the appropriate details. Review with students the meaning of animal species; explain to students that the dog is a species and that breeds are different subspecies of dog. Erase the information from the Venn diagram, and explain to students that they are going to compare two different mammal species. Label one circle *dog* and the other *monkey*. Guide students in comparing and contrasting the two animals, and record information in the Venn diagram. Discuss with students how animals within a species have much more in common than animals from different species.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can

- consistently use the strategy of asking and answering questions to comprehend the text during discussion;
- accurately determine a problem and its corresponding solution during discussion and on a worksheet;
- consistently identify and use vowel digraph *ee* during discussion and on a worksheet;
- correctly use and classify nouns in the text, during discussion, and on a worksheet;
- accurately use the suffix *-ist* during discussion and in oral sentences.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**