

Unit 1/Week 4

Title: Rugby and Rosie

Suggested Time: 4 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.4, RL.3.7;
RF.3.4; W.3.1; W.3.4; SL.3.1, SL.3.3; L.3.1, L.3.2, L.3.3.

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Pets can teach people about friendship. Sometimes being a good friend is difficult because of situations that happen in our lives. This story shows that friendships can last even when friends are far apart.

Synopsis

In this story, a boy has a dog named Rugby with whom he is great friends. One day a puppy named Rosie joins the family. Rugby does not want to be friends with Rosie. The puppy is only going to be with the family for a year because she will become a guide dog one day. A friendship evolves between the boy and the two dogs even though they are destined to be separated.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.

2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
What does the text tell us that lets us know that the boy and Rugby are good friends?	The boy and Rugby are very good friends. Rugby goes to the boy and sleeps with him. Rugby goes to the boy in the morning and meets him in the afternoon.
When the author says, “We used to do everything together—just the two of us,” what is he suggesting?	The life of the boy and Rugby, even the whole world, is different. The boy and Rugby won’t be doing things together anymore. There were two, and now there is one.
How is Rosie different from most other pets? What does the author tell you about Rosie that makes you say that?	Rosie will not always be the boy’s pet, unlike most other pets. The author tells us that Rosie will go to a special school to become a guide dog for the blind with the family for only a year. Rosie will leave the family as a dog for the blind.
The author tells us that Rugby was not in the <i>mood</i> to play with Rosie. Explain what you think it means to not be in the mood to do something. Use clues from the story to help you explain.	I think when Rugby was not in the mood to play with Rosie, he did not feel like playing. An example of this is when Rugby licked Rugby on the nose and he turned away.
If Rosie could not pass her tests to become a guide dog, what would happen to her? How does the boy feel about this?	If Rosie could not pass her tests, she could not become a guide dog. However, she would remain as a good pet for the boy. The author is torn because he wants to be proud of his dog and to be the best. He would also be happy to have Rosie as a part of the family.

<p>The author writes, “Day after Day, Rugby just moped around ...” What does <i>moped</i> mean? What context clues from the story tell you what <i>moped</i> means?</p>	<p>Moped means to lay around and not do any... are upset. Rosie fit in with the family and al... play. The narrator says he would “chase..... “...he still wasn’t friendly. Rugbywouldn’</p>
<p>Look at the illustration on page _____. How does the illustrator let you know that Rugby and Rosie are now friends?</p>	<p>Rosie was curled up in a little ball next to Ru... came home from school, he found them asl... When he awakened them, they both wagge... means they were happy. Then Rosie yawne... settled back down against Rugby’s side.</p>
<p>Reread pages _____ and look at the illustration on page _____. Describe how the dogs and the boy become close friends. Use quotes from these pages in your response.</p>	<p>It was evident that the two dogs had becom... the boy found them curled up together. Aft... enjoyed seeing them romp and play togethe... every day at the bus stop. The illustration s... dogs playing happily together in the snow... says, “We had so much fun together!” As w... it felt as if Rosie had always been with us an... be.”</p>
<p>What is a guide dog? What process does the boy and his family follow to prepare Rosie to become a guide dog? Why does a guide dog need to be able to do these things?</p>	<p>A guide dog is a specially trained dog who a... are legally blind or have some other medica... requires assistance that a dog can provide... was old enough for short lessons, the boy d... dad showed him how to teach Rosie simple... whole family taught her good manners. On... spring came, the family started taking Rosie... used to cars and buses. Also they took her t... whe would have to take her blind owner. A... know these things in order to assist her own... able to go to public places and remain quiet</p>
<p>What did the boy ask his dad? Why do you think he asked this? How did the boy feel about his dad’s answer?</p>	<p>He asked his dad what would happen if Rosi... tests. On one hand he wanted Rosie to do v... her. On the other hand it was getting very h... about losing her.</p>
<p>What happened to Rosie in the fall? How did the boy and Rugby react?</p>	<p>In the fall it was time for Rosie to go. She w... with trainers in order to graduate with her r... boy tried to be brave, but felt very sad. He... about Rosie while he took Rugby for a walk... he buried his face in Rugby’s neck and whisp... and I miss her too!”</p>

<p>What did the boy realize about Rosie after seeing her at the graduation?</p>	<p>At the graduation he saw Rosie in her guide dog uniform standing calmly and proudly by her new owner. Rosie and Rugby greeted each other, she never left Rosie's side. The boy realized she was a working dog with a job to do.</p>
<p>What kind of person was Rosie's new owner?</p>	<p>Rosie's new owner seemed very appreciative. She showed she was able to have a guide dog. She showed she was grateful when she thanked the boy and his father for the good care of Rosie when she was a puppy.</p>
<p>It was hard for the boy to say good-bye to Rosie. He missed her, and even a part of him wished that she wasn't doing well at her school so she could come home. At the graduation (and after) what do you think helped the boy feel better about leaving Rosie?</p>	<p>At the graduation, the boy was thanked by his father for taking good care of Rosie. This made the boy feel better about leaving Rosie because he knew that Rosie would be loved and appreciated by the new owner. At the graduation, the boy consoled Rugby. He told Rugby that the owner would take good care of her and love her. He knew that the boy was accepting of Rosie's new owner. He knew the boy isn't sad anymore because the boy was excited about getting a new puppy to help her.</p>
<p>Do you think the boy would be a good trainer for guide dogs when he becomes an adult?</p>	<p>The boy continued to work closely with his father to train puppies to be guide dogs. As an adult, it would be hard to say "good-bye", however, he knew that the boy's love, training and love would be important to a guide dog.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>heel chores</p>	<p>whined graduate trainers graduation nervous</p>
<p>STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text</p>	<p>patient ignore worried energy permission</p>	<p>mood moped bother guide dog</p>

Culminating Task

- Re-Read, Think, Discuss, Write

Summarize the major events in the story. What did we learn about friendship from the way Rugby and Rosie behaved in the story? Refer to the story to find your answers.

Answer:

In the story, a boy and his chocolate lab Rugby are best friends. They did everything together-just the two of them. Then one day, the boy’s dad brought home a little puppy

named Rosie. Rosie was going to live with their family until she was old enough to go to a special school to become a guide dog for the blind. When this new puppy came into the family, life changed for Rugby and the boy. Rugby did not want to share the boy with this new puppy. However, Rosie was patient with Rugby and tried very hard to make friends. She didn't give up because sometimes friendships take time to develop. She trotted behind him, ran between his legs, and jumped on him. Then one day, the boy found Rugby and Rosie curled up together on the porch sleeping. From that day on, the two dogs were best friends and were always together.

When fall came Rosie left home. Rugby was sad because he missed his new friend. However, when he saw her at her graduation, the two dogs greeted each other nose to nose with tails wagging just as if time had not passed between them. But Rosie did not follow Rugby home because she had become a working dog. She had to take care of her new owner, who was blind. Once again, Rugby was sad when he had to go home without Rosie. Even when the boy tried to give him more attention it didn't seem to help.

However, at the end of the story, Rugby's mood changed when dad brought home a new puppy. When Dad knelt down in front of Rugby with the new puppy, Rugby leaned forward and licked that little puppy right on the nose. It was obvious that he had not forgotten Rosie, but was now ready to make this new puppy his friend.

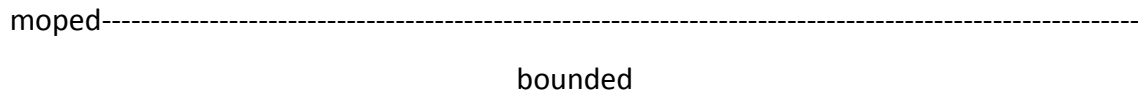
From this story we learned that friendships bring us great joy but they can also be difficult. The family was sad about losing Rosie, but letting her become what she was trained to do gave them a sense of pride in her. Rugby learned about friendship and from now on will make new puppies welcome into the home.

Additional Activity

- [Possible word work activity] The author uses several words to describe energy levels such as bounded, trotted, moped, race, and romped. Identify these words within the context

of the story and ask students to consider the author’s purposeful use of the words. Why does the author choose to use words such as moped and bounded to describe Rosie’s and Rugby’s actions? Have students place the words on a continuum ranging from low level energy to high level energy.

For example,



Answer: On page ____, the author uses the word moped to show how Rugby acted when he was sad when Rosie came. [Please note – There is not necessarily a right or wrong answer for each of the placements of words on the continuum but instead the value of the dialogue to enhance students understanding of the words.]

Name _____ Date _____

“Rugby and Rosie”

1. What does the text tell us on page 18 that lets us know that the boy and Rugby are good friends?
2. When the author says, “We used to do everything together—just the two of us,” what is he suggesting?
3. How is Rosie different from most other pets? What does the author tell you about Rosie that makes you say that?
4. The author tells us that Rugby was not in the mood to play with Rosie. Explain what you think it means to not be in the mood to do something. Use clues from the story to help you explain.

5. If Rosie could not pass her tests to become a guide dog, what would happen to her? How does the boy feel about this?

6. The author writes, “Day after Day, Rugby just moped around” What does moped mean? What context clues from the story tell you what moped means?

7. Look at the illustration on page _____. How does the illustrator let you know that Rugby and Rosie are now friends?

8. Reread pages _____ and look at the illustration on page _____. Describe how the dogs and the boy become close friends. Use quotes from these pages in your response.

9. What is a guide dog? What process does the boy and his family follow to prepare Rosie to become a guide dog? Why does a guide dog need to be able to do these things?

10. On page _____, what did the boy ask his dad? Why do you think he asked this? How did the boy feel about his dad’s answer?

11. What happened to Rosie in the fall? How did the boy and Rugby react?

12. What did the boy realize about Rosie after seeing her at the graduation?

13. What kind of person was Rosie's new owner?

14. It was hard for the boy to say good-bye to Rosie. He missed her, and even a part of him wished that she wasn't doing well at her school so she could come home. At the graduation (and after) what do you think helped the boy feel better about leaving Rosie?

15. Do you think the boy would be a good trainer for guide dogs when he becomes an adult?