



## Summary

**Eye To Eye With Dogs: Border Collies** describes the unique characteristics of border collies and the gives the history of this highly intelligent and active breed of dog.

Vocabulary		Comprehension Strategy	Genre Study	Text Features	
agility	bred	Using prior knowledge to understand text, Using inference	Text Structure: Description, Use of supporting details and description	table of contents	headings
breed	breeder			photographs	captions
canine	instinct			glossary	text box
livestock	tracking			bold glossary words	index

### Standards: Science and Social Studies

- Understands the principles of heredity and related concepts
- Knows that behavior of animals is influenced by internal cues and external cues
- Knows that an animal's behavior patterns are related to the animal's environment
- Understands how animals worked on farms long ago and today

Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K-12 education*. Aurora, CO: Mid-continent Research for Education and Learning (McREL). Online database: [www.mcrel.org/standards-benchmarks/](http://www.mcrel.org/standards-benchmarks/)

### Discussion Prompts Prior to Independent Reading

#### Vocabulary Building and Background Knowledge:

Read the title and ask students if they are familiar with border collies or any other breed of dog. Scaffold a discussion that builds on the background knowledge of students and introduces them to the vocabulary words. Have students turn to the glossary on page 23.

Discussion questions:

- What does *breed* mean?...*Breeder*?...*Bred*?
- *Agility* is the ability to perform athletic tasks. What do you think dogs do for *agility* training?
- What is another word for *canine*?...*Livestock*?
- When dogs are *tracking* something, which sense are they using?

- What does *instinct* mean?

#### Genre Study and Text Features:

State that **Eye To Eye With Dogs: Border Collies** is an informational book. Highlight genre characteristics and text features that will support students in reading the text.

Highlight prompts:

- Look at the table of contents of this book. What are some things you think you'll learn from reading this book?
- On page 5, several words are in bold print. What does that tell you about the words?

#### Reading the Book:

Have students read the book independently or with a partner.

### Comprehension Questions

After students have completed reading **Eye To Eye With Dogs: Border Collies** gather students together for a discussion based on the questions below or assign students to answer the questions independently or with a partner.

- If you lived in an apartment in the city, would a border collie be a good choice of a pet? Why or why not?
- Why are some border collies bred for show and others to be working dogs? How would a breeder develop one characteristic over another in the dogs they breed?

### BLM: Extension Activity

Students may use the next page to draw a border collie and describe the breed's physical attributes. They may then write about border collies to identify the inherited characteristics that make them skilled herding dogs.



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Inherited Characteristics**

Directions: Draw a border collie and describe the breed's physical attributes (size, color...). Then write about border collies to identify the inherited characteristics that make them skilled herding dogs.

Draw:

Physical Description:

Write:

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