



## Summary

**Summary:** *Eye to Eye With Dogs: Dobermans* is an informational book. It describes the benefits of the Doberman as both a working dog and a companion. The history and characteristics of the breed are included.

Vocabulary		Comprehension Strategy	Genre Study	Text Features	
aggressive breed conformation docked	agility course canine cropped muzzle	Summarizing information, Determining supporting details, Using embedded definitions	Text structure: Description, Use of supporting details	table of contents photographs bold glossary words glossary index	headings captions

### Standards: Science and Social Studies

- Knows that differences exist among individuals of the same kind of animal
- Knows that an organism's patterns of behavior are related to the nature of that organism's environment
- Knows that behavior of animals is influenced by internal cues and external cues
- Understands the principles of heredity and related concepts

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 as students look at the cover. Ask students to talk about what they observe on the cover and what they already know about Dobermans. Scaffold a discussion that builds on the background knowledge of students and introduces them to the vocabulary words. Ask students to turn to the glossary on page 23.

Discussion questions:

- What are some special characteristics of this dog?
- What does it mean to *conform*? What do you think the word *conformation* means? Look up the definition in the glossary.
- Read the definition for *aggressive*. Dobermans are known as *aggressive* dogs. How might that description mislead people about the temperament of this dog?
- Look up the word *muzzle* in the glossary. Now point to that

body part on the cover of this book.

#### Genre Study and Text Features:

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

Highlight prompts:

- Look at the photographs in the book. Is this an active dog or one that is more sedentary?
- Look at pages 20 and 21. The author states that Dobermans have cropped ears and docked tails. How can the pictures help you to determine the meanings of those words? What else can you do to determine their meanings?

#### 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: Dobermans* gather students together for a discussion based on the questions below or assign students to answer the questions independently or with a partner.

- What do you have to be willing to do if you have a Doberman for a pet?
- Name some important jobs that a Doberman is capable of doing.

### BLM: Extension Activity

Students may use the next page to complete a chart relating characteristics of Dobermans to jobs they perform.



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

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

**Characteristics of Dobermans**

Directions: Draw a picture of a Doberman performing a job. Then complete the chart below by identifying important characteristics that Dobermans possess in order to fulfill certain jobs.

Draw:

Jobs:	Characteristics:
guard dogs	
guide dogs	
service dogs	
therapy dogs	
search-and-rescue dogs	