



## Summary

**Eye to Eye With Dogs: Shetland Sheep Dogs** is an informational book that provides an overview of the physical characteristics, behavior, and history of the energetic Sheltie.

Vocabulary		Comprehension Strategy	Genre Study	Text Features	
agility course	ancestors	Using prior knowledge to understand text, Determining supporting details	Text structure: Comparison/contrast, Use of supporting details and descriptive attributes	table of contents	headings
breed	breeders			photographs	captions
obedience	registered			bold glossary words	
				glossary	index

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

Discussion questions:

- Shetland sheep dogs do well in *obedience* school and on *agility* courses. What would an owner have to do to meet the Sheltie's physical needs?
- Shelties have *ancestors* that were once working farm dogs. What are ancestors? Can you name some of your ancestors?
- The American Kennel Club *registered* the Sheltie in 1911.

What does it mean when a dog is *registered*? Look for the definition in the glossary to check your answer.

#### Genre Study and Text Features:

State that **Eye to Eye With Dogs: Shetland Sheep Dogs** 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. Where do you think a Sheltie might enjoy being the most?
- Describe the physical characteristics of a Sheltie by looking at the pictures in the book. What do you think would be the most difficult part about caring for a Sheltie?

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

- Name some important things you would have to do in order to provide excellent care for a Sheltie.
- Why do you think it was important to owners of border collies that the Shetland collie's name was changed to the Shetland Sheepdog?
- Would today's breed of Sheltie still be a good working farm dog? Why or why not?

### BLM: Extension Activity

Students may use the next page to complete a Venn diagram comparing a border collie to a shetland sheepdog.



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**Comparing a Border Collie and a Shetland Sheepdog**

Directions: Complete the Venn diagram comparing the Border Collie to the Shetland sheepdog.

