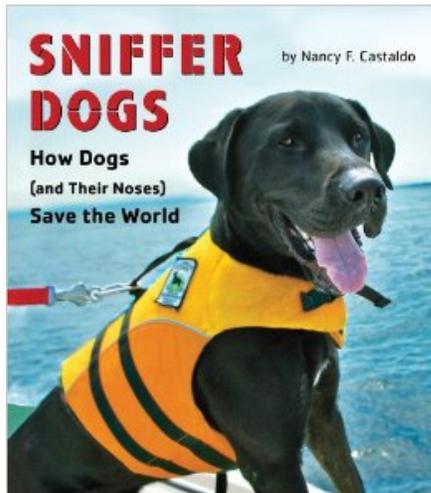


## **Common Core Connections: Nancy Castaldo**



Here are some suggestions for implementing the Common Core State Standards with Nancy Castaldo's *Sniffer Dogs: How Dogs (and Their Noses) Save the World*. You can find more information about the standards at [www.corestandards.org](http://www.corestandards.org).

**In the Classroom:** After reading Castaldo's *Sniffer Dogs: How Dogs (and Their Noses) Save the World*, students can look at other books about dogs that have been important to our survival, such as Kirby Larson's *Duke* and Ann Bausum's *Stubby: the War Dog*. Ask students to refer to specific passages in the texts as they compare and contrast the factors and traits that might account for the dogs' ability to help people. Discuss how the actions of human beings have helped and hindered the well-being of these animals. Investigate the life of stray dogs in Ann Martin's *A Dog's Life: Autobiography of a Stray*.

### **Common Core Connections**

**CCSS.ELA-Literacy.RI.7.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**CCSS.ELA-Literacy.RI.7.9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**In the Classroom:** Direct students to follow their reading of *Sniffer Dogs: How Dogs (and Their Noses) Save the World* with research about dogs. Sites such as the Penn Vet Working Dog Center <http://pennvetwdc.org> and the American Humane Association <http://www.americanhumane.org> and other organizations found in the book's resource guide.

### **Common Core Connections**

**CCSS.ELA-Literacy.RI.6.8.** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**CCSS.ELA-Literacy.RST.9-10.1.** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**In the Classroom:** One of the core values in *Sniffer Dogs* is respect for all living things. Although the story does not dwell on the treatment of dogs in our society, it does bring up important questions. Many of the sniffer dogs included were shelter dogs. Begin a class discussion about animals and whether it is ever all right to kill them. Talk about the need for legislation to protect our pets. Is our desire to protect an animal influenced by the creature and how cute it is? Pair up students and assign each a creature (bee, polar bear, shark, salamander, snake, etc.). Have one student role-play the creature making the case for being left alone, including pointing out the things it has in common with humans, while the other student presents arguments for slapping, squashing, or trapping the animal. Have the student pairs present each case while the rest of the class serves as the jury.

### **Common Core Connections**

**CCSS.ELA-Literacy.RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**CCSS.ELA-Literacy.RI.1.9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**CCSS.ELA-Literacy.RI.3.6.** Distinguish their own point of view from that of the author of a text.

**In the Classroom:** Draw the shape of a dog on a large piece of paper that can be attached to a wall. Ask students to work individually or in small groups to create scenes from *Sniffer Dogs*. Select a quote from the book to be the inspiration, and after creating the art, add those words to the illustration. Use paint, mixed media, collage, photographs, crayons, or any other desired medium. Exhibit the pictures in your school hallway or library or local animal shelter.

### **Common Core Connections**

**CCSS.ELA-Literacy.RI.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RI.6.7.** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**CCSS.ELA-Literacy.RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**In the Classroom:** Read several of the stories in *It's Our World, Too! Next*, have students select a local young person who is doing service or activist work and interview that person about his or her activities to support the community.

### **Common Core Connections**

**CCSS.ELA-Literacy.RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**CCSS.ELA-Literacy.W.8.3d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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*Sniffer Dogs: How Dogs (and their Noses) Save the World*, Houghton Mifflin Harcourt, 2014