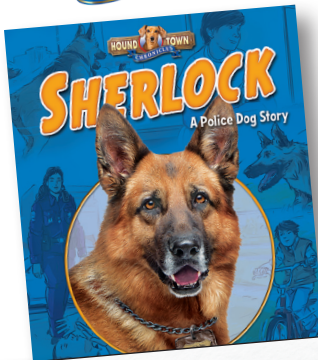
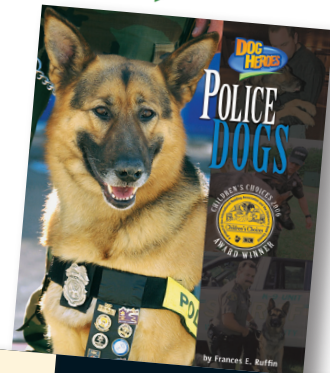


# Sherlock: A Police Dog Story COMBO



## Teacher's Guide



### Hound Town Chronicles: *Sherlock: A Police Dog Story*



### Dog Heroes: *Police Dogs*

## Fiction and Nonfiction

Use this Teacher's Guide to help students learn about fiction and nonfiction texts. The first section of the guide provides a basic overview of the genres, while the second section can be used as a lesson plan for comparing two individual titles about similar topics.

### CCSS Language Arts Standards

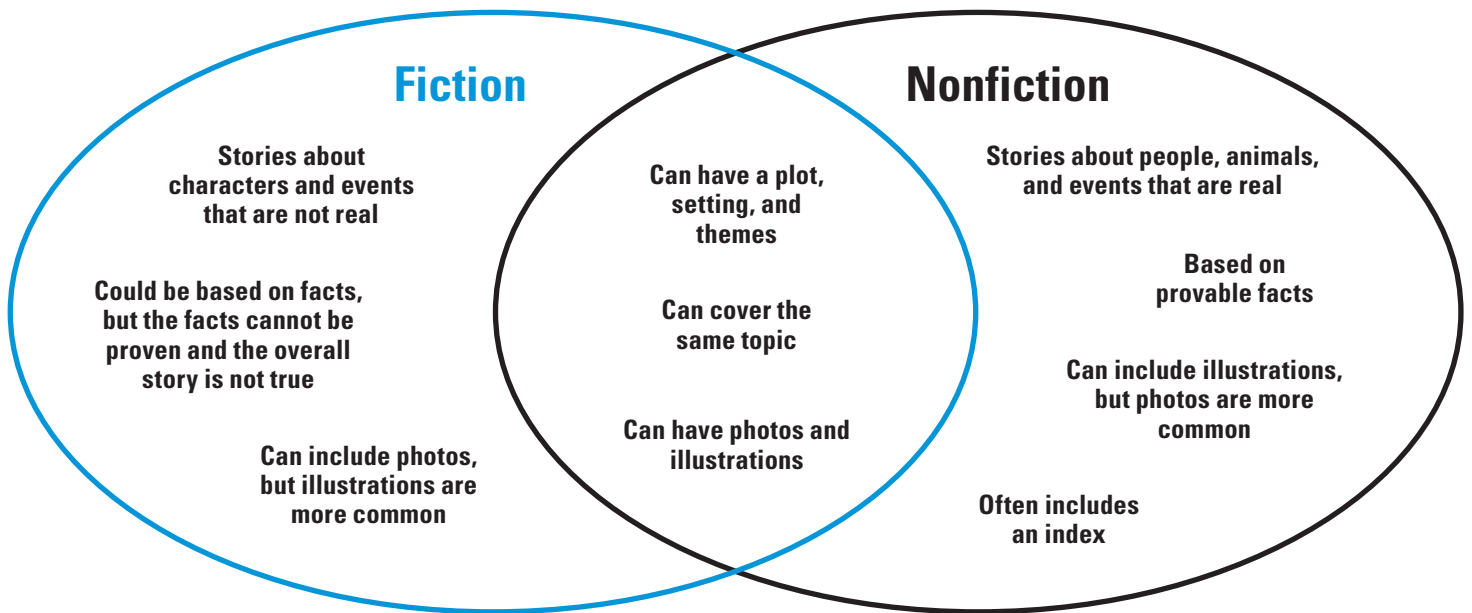
- RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## Discuss Fiction and Nonfiction

Prompt students to describe the genres of fiction and nonfiction. Ask them to cite examples of each genre. For example, fiction includes short stories and novels, while nonfiction includes newspapers and textbooks.

## Create a Chart or Diagram

Help students establish what the differences and similarities are between fiction and nonfiction by using a Venn diagram or a chart. Place fiction attributes on one side of the chart and nonfiction attributes on the other side, with a space in the middle for shared attributes.



## Define Important Terms and Concepts

Assist students in defining the following literary terms and concepts in order to help compare fiction and nonfiction texts.

- **Character** (a person or an animal portrayed in a novel, short story, or play)
- **Characterization** (the way the author describes a character)
- **Chronological order** (the order in which events actually happened)
- **Facts** (information that can be proven true)
- **Mood** (the way the reader feels when reading a text)
- **Plot** (sequence of events in a story where each event causes the next event to happen)
- **Setting** (where a story takes place)
- **Theme** (the main idea of a story)

As students further explore works of fiction and nonfiction, they can apply the terms and concepts they have learned to individual books and add new words to this list.

## A Closer Look

### Hound Town Chronicles: *Sherlock: A Police Dog Story* and Dog Heroes: *Police Dogs*

**Objective:** To have students compare fiction and nonfiction texts about stray dogs and dogs that are placed in animal shelters

#### 1. Read

Have students read the Hound Town Chronicles title, *Sherlock*. Then have them read the Dog Heroes title, *Police Dogs*. Ask students to take notes about the setting, characters, and any important themes as they read.

- Which of the stories is fiction? Which is nonfiction? How can you tell? Ask students what clues helped them figure out what genre each book falls into.

#### 2. Discuss: Canine Characters

As a class, think about and discuss the fictional police dog Sherlock in *Sherlock* and one of the real-life dogs in *Police Dogs*; for example, Sipo in “A Nighttime Chase” on pages 4 and 5. How are the dogs alike? How are they different? Are the canines more similar than they are different? Ask students to use specific examples from both texts during the discussion.

#### 3. Challenge Students: Author’s Purpose

Have students think about the term *author’s purpose* and its meaning. What are the reasons an author might decide to write about a specific topic? Is the author writing to entertain, to inform or explain, or to persuade the reader?

Consider the fiction book *Sherlock* and nonfiction book *Police Dogs*. What do you think the author’s purpose was for writing each book and why?

#### 4. Extend Knowledge: Staying Safe

Police work can be very dangerous, and sometimes police dogs get hurt in the line of duty. Make a list of the many dangers police dogs might encounter on the job. Then design a product that would help a police dog stay safe while it’s working. Read pages 24 and 25 of *Police Dogs* for ideas.