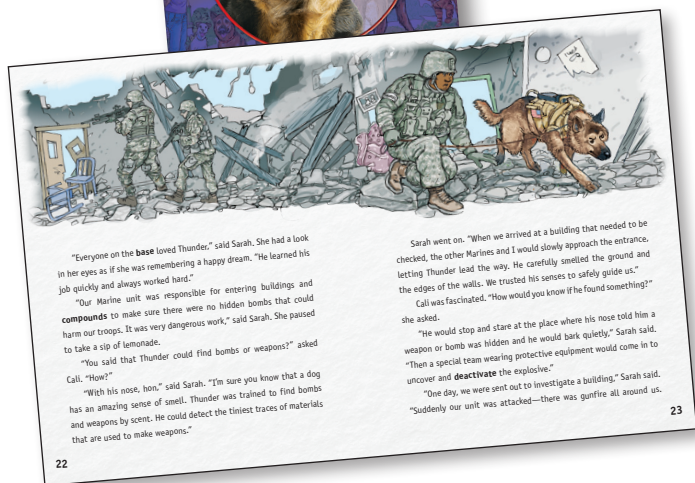
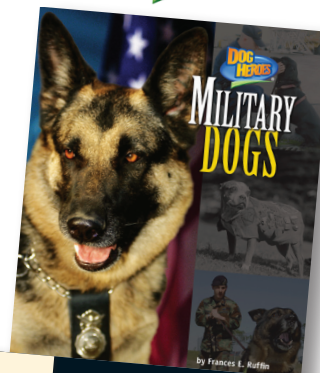


# Three-Legged Hero: A Military Dog Story COMBO



## Teacher's Guide



**Hound Town Chronicles:**  
**Three-Legged Hero: A Military Dog Story**

**Dog Heroes:**  
**Military 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

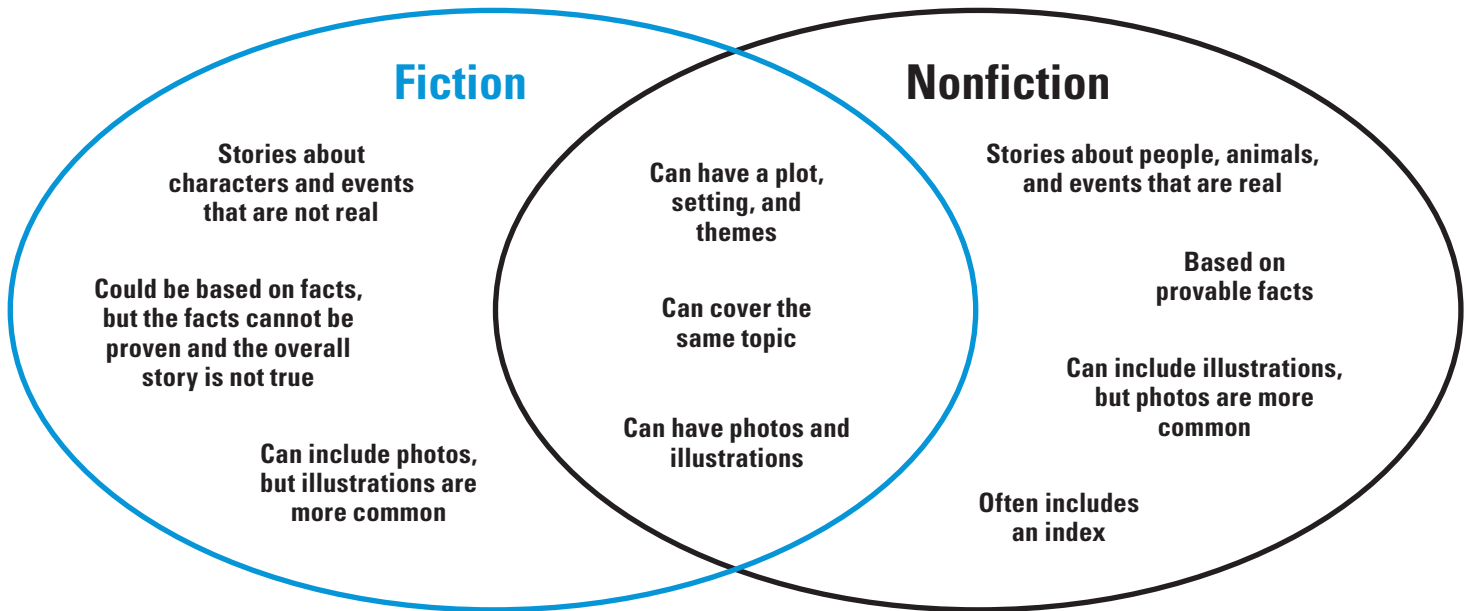
- RI3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- RI4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## 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 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: *Three-Legged Hero: A Military Dog Story* and Dog Heroes: *Military Dogs*

**Objective:** To have students compare fiction and nonfiction texts about military dogs

#### 1. Read

Have students read the Hound Town Chronicles title, *Three-Legged Hero: A Military Dog Story*. Then have them read the Dog Heroes title, *Military 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: Character Traits

Remind students that people are not the only characters in stories that have unique character traits. Write the names of the four dog characters from *Three-Legged Hero* on the board, and have the class brainstorm words or phrases that describe each dog. For example:

- **Trixie:** excited, bossy
- **Duke:** friendly, curious
- **Mr. Chi-chi:** nervous, hesitant
- **Thunder:** calm, brave

#### 3. Challenge Students: Write an Email

Have students reread pages 19–24 of *Three-Legged Hero*, in which Sarah tells Cali about how Thunder was injured in an explosion, and she ended up adopting him after a long search that included many calls and emails. Ask each student to write an email to the military, from Sarah's point of view, asking the whereabouts of Thunder. The email should recount the story of how Thunder saved Sarah's life and why she wants to adopt him.

#### 4. Extend Knowledge: Make a Business Flyer

Ask students to imagine that they are about to start a dog-walking service in their neighborhood, just as Cali did in *Three-Legged Hero*. Have them create a simple flyer to advertise their business. The flyer should show the name of the business and say in short, simple language what the business does.

Asks students if they would want to have a canine like Thunder in their dog-walking group. What might be the advantages of having an ex-military dog in the group?

