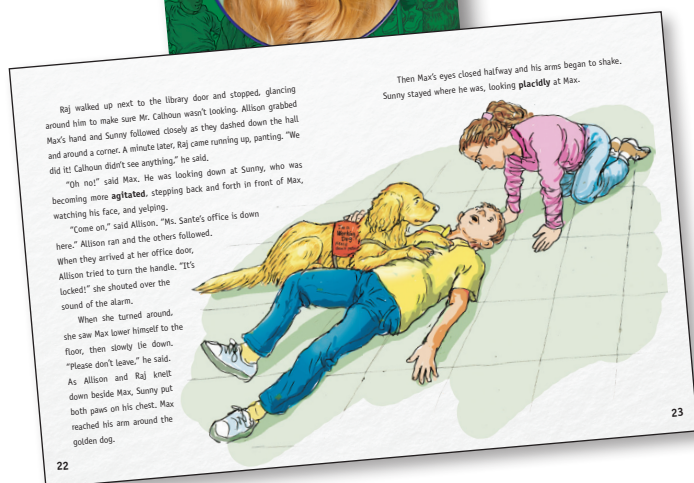


Sunny on Alert! A Seizure-Alert Dog Story COMBO



Teacher's Guide



Hound Town Chronicles:
Sunny on Alert! A Seizure-Alert Dog Story

Dog Heroes:
Seizure-Alert 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

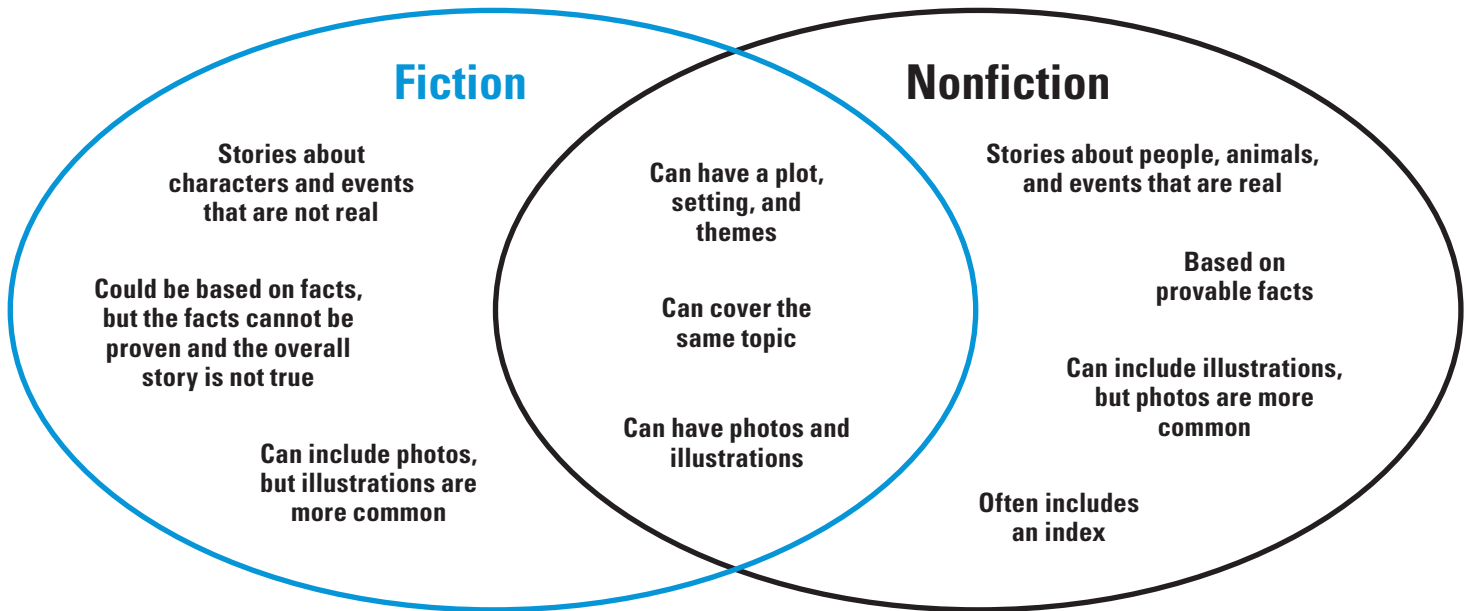
- RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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 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: *Sunny on Alert! A Seizure-Alert Dog Story* and Dog Heroes: *Seizure-Alert Dogs*

Objective: To have students compare fiction and nonfiction texts about seizure-alert dogs

1. Read

Have students read the Hound Town Chronicles title, *Sunny on Alert! A Seizure-Alert Dog Story*. Then have them read the Dog Heroes title, *Seizure-Alert 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. Compare and Contrast: Seizure-Alert Dogs

Have the class read pages 4–5 of *Seizure-Alert Dogs* and pages 19–24 of *Sunny on Alert!* In what ways was the work of the two dogs in the nonfiction and fiction books different? Ask students to make a list like the one below.

- Sunny pawed at Max's leg when the seizure started. Tagert nipped at Jewl's hand when her seizure started.
- Tagert jumped in front of Jewl to prevent her from walking away during her seizure. Sunny put both paws on Max's chest as he lay on the floor and his body shook during his seizure.

3. Challenge Students: A Helping Friend

Sunny was trained to help Max with his seizures, but he also helped the shy boy make friends. As a class, go through *Sunny on Alert* and make a list of the times that Sunny helped ease tense situations and foster friendships between students. Some examples include:

- Page 13: Sunny raises his ears and turns his head sideways when Allison approaches Max.
- Page 16: Allison asks Max about how he got Sunny.
- Page 18: Max lets Allison give Sunny a cracker.

4. Extend Knowledge: Max and Sunny's First Day

Have students imagine they were in Mr. Calhoun's classroom on the day that Max first arrived with Sunny. What questions would they have for Ms. Sante and Max about seizures? What questions might they have about Sunny or how Max takes care of him?

Although Max was able to answer some questions about Sunny and about his condition, he was still uncomfortable. How could the students have made Max feel more at ease during the question-and-answer period?

