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4-2019

Rescue & Jessica

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Ryan, Katelyn, "Rescue & Jessica" (2019). *Diverse Families Bookshelf Lesson Plans and Activities*. 5.
<https://stars.library.ucf.edu/diversefamilies-project/5>



Rescue & Jessica	Duration:
Grade Level: Second Grade	
<p>Objectives-Goals: Students will be able to understand the concept of service dogs and giving support to those with disabilities. Students will engage in making group posters about service dogs (what they do, what people should know about service dogs). Students will work towards acceptance of a disabilities.</p>	
<p>Academic Standards: <i>(List the standard number/code and the description for each standard.)</i> LAFS.2.RI.1.1 CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. LAFS.2.RI.2.6 CCSS.ELA-LITERACY.RI.2.2 Identify the main purpose of a text, including what the author wants to answer, explain or describe. LAFS.2.RL.1.3 CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges. LAFS.2.RL.1.2 CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. LAFS.2.L.1.2 CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. LAFS.2.W.3.7 CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	
<p>Concept Planning/Scaffolding: Description of the Lesson Content/Concepts: Teacher will reinforce the concept of service dogs and how they help those with a disability. Teacher reads the book "Rescue & Jessica: A Life-Changing Friendship." Teacher will ask questions about the book to enable students higher order thinking. Students will create a poster about service dogs (what they do, what people should know about service dogs).</p>	

Background Knowledge Required:

Before conducting this lesson plan, teacher should take into consideration if class has a child with an existing special need that uses a service animal.

If class does have a student with such a disability, teacher should talk to student prior to doing the lesson and make sure he/she is comfortable with discussion of the topic. Is there anything that student would like added or removed from the lesson?

Instructional Sequencing:

Teacher will reinforce the concept of service dogs – Model

Teacher reads the book “Rescue & Jessica: A Life-Changing Friendship.”

Teacher will ask questions about the book to enable students higher order thinking - Scaffold

Students will create a group poster about service dogs by teacher modeling a poster.

Sequence: Concept reinforced using modeling, Reading done for children, Higher Order questions to scaffold.

Teacher Materials/Resources:

Teacher Lesson Plan
 Florida Standards
 Book “Rescue & Jessica: A Life-Changing Friendship”
 Author: Jessica Kensky and Patrick Downes
 illustrations by Scott Magoon

Student Materials/Resources:

Markers
 Construction Paper
 Glue
 Tape
 Stickers
 Pictures of various service dogs
 Picture of service dog vest

Before conducting this lesson plan, teacher should take into consideration if class has a child with a disability that uses a service animal.

If class does have a student with a disability, Teacher should talk to student prior to doing the lesson and make sure he/she is comfortable with discussion of the disability. Is there anything that student would like added or removed from the lesson?

Important to observe student reactions as other children might be having difficulties grasping the idea of service animals.

Lesson Steps/Procedure:

Engage

Referring to Gardner’s Intelligences (in parenthesis)

1. Teacher will call students to the carpet area. Students will sit down on the rug using a question: Have you ever seen a service dog? (Interpersonal/Bodily Kinesthetic)
2. Teacher will introduce the learning goal and topic by informing students that they will be listening to a book about how a service dog helped a person with a disability. Teacher will explain that after listening to the story the students will create a group poster about service dogs.
3. Teacher will explain to students how service dogs can be a help to people with special needs.

Explore

4. Teacher will show the book "Rescue & Jessica: A Life-Changing Friendship" by Jessica Kensky and Patrick Downes and illustrated by Patrick Magoon. Teacher shows the cover and asks the students "What do you think this story is about from looking at the cover?"
5. Teacher will reinforce the concept of a service dog by asking the children questions: Teacher will ask the children if they have ever seen a service dog? "What should you do if you see a service dog?" (Higher Order Thinking -Remembering) (Interpersonal/Verbal-Linguistic/Visual-Spatial)
6. Reading the book, the teacher comes to the page "*A girl named Jessica was worried. How will I do things on my own?*" and teacher asks the students "Have you ever had a time when you were hurt and needed help from someone?" (Higher Order Thinking – Remembering)
7. Teacher continues reading book and, on the page, "*Rescue and Jessica had to start all over again. Slowly but surely, they learned how to do all the things they needed to do. Together.*" Teacher asks students "Have you ever learned how to do something by someone else showing you how and helping you?" (Higher Order Thinking – Remembering)
8. Upon finishing the book, teacher will ask "Why do you think the author wrote this book?" (Higher Order Thinking– Understanding)

Explain

9. Teacher will talk to the students about what a service dog is for and how you should or should not interact with a service dog.
10. Teacher will assign groups by counting students 1,2,3, 4 for making posters.
11. Teacher will then handout markers, construction paper, glue, tape and pictures of various service dogs and the vests that the dogs wear to each student.

Elaborate

12. When students are done with posters, teacher will have all students come back to the carpet and if a group would like to present their poster, they may do so.
13. As students are working teacher will walk around room to observe and help any students.

Evaluate

14. Group posters- Teacher will use group poster to evaluate students understanding of the material.

Planning for Diverse Learners:

- Small groups
- Pair with another classmate
- Extra time for work completion
- Picture labels demonstrating all the different things about service dogs
- Important to observe student reactions as other children might be having difficulties grasping the idea of service animals.

Higher Order Thinking Questions:

- Remembering
 - What happened in the story?
 - Tell me about times you have been hurt and needed help.
- Understanding
 - Why does Jessica need a service dog?
 - Why does Jessica have to go to the doctor?
- Applying
 - What does Jessica feel that you feel too?
- Analyzing
 - What did you learn about how service dogs help people?
- Evaluating
 - Is there something that you would like to know about Rescue or Jessica?
- Creating
 - What from the book can you use to make your group poster?

Gardner's Intelligences Covered:

- Visual Spatial
- Interpersonal
- Intrapersonal
- Linguistic verbal
- Bodily kinesthetic

Howard Gardner was a Harvard Professor that believed that people have different ways of processing information. He has classified 8 different intelligences with a possible ninth.

- Linguistic intelligence: the ability to use written and oral language
- Logical – mathematical intelligence: the ability to think abstractly and using logic
- Spatial intelligence: the ability to think in pictures and images
- Bodily-kinesthetic: the ability to effectively use body motion to express ideas
- Musical intelligence: the ability to understand, create and use music
- Interpersonal intelligence: the ability to understand others emotions, feelings, behaviors
- Intrapersonal intelligence: the ability to fully understand one's own feelings, motivations and assessment of self
- Naturalistic intelligence: the ability to understand one's surroundings and environment, plants, animals, nature
- Existential intelligence: the ability to understand existence

Trawick-Smith, Jeffrey.(2010). *Early Childhood Development: A Multicultural Perspective*. Upper Saddle River, NJ: Merrill

Plans for Assessment: Teacher Observation – informative assessment Group Discussion/Partner Peer Assessment – informative assessment	
Extension Activities: Students will write a brief paragraph on what they learned about service dogs.	Home Connection: Send home pictures of the students' posters Students will talk to parents about their posters and see if the children have any further questions about service dogs
Self-Assessment and Reflection: *Was the learning objective met? How do I know the students' understood the lesson? *Did the students seem to like the activity? *Did I have to change or add to the lesson as it went on? *Are there any other additional things that should be added to the lesson to make it more successful? *Are there any areas that I would omit or any areas that I would expand upon?	
Works Cited: "Rescue & Jessica: A Life-Changing Friendship" by Jessica Kensky and Patrick Downes, illustrated by Scott Magoon.	
Extra Resources: NEADS – World Class Service Dogs https://neads.org/ United States Dog Registry https://usdogregistry.org/ Service Dogs for America http://www.servicedogsforamerica.org/	