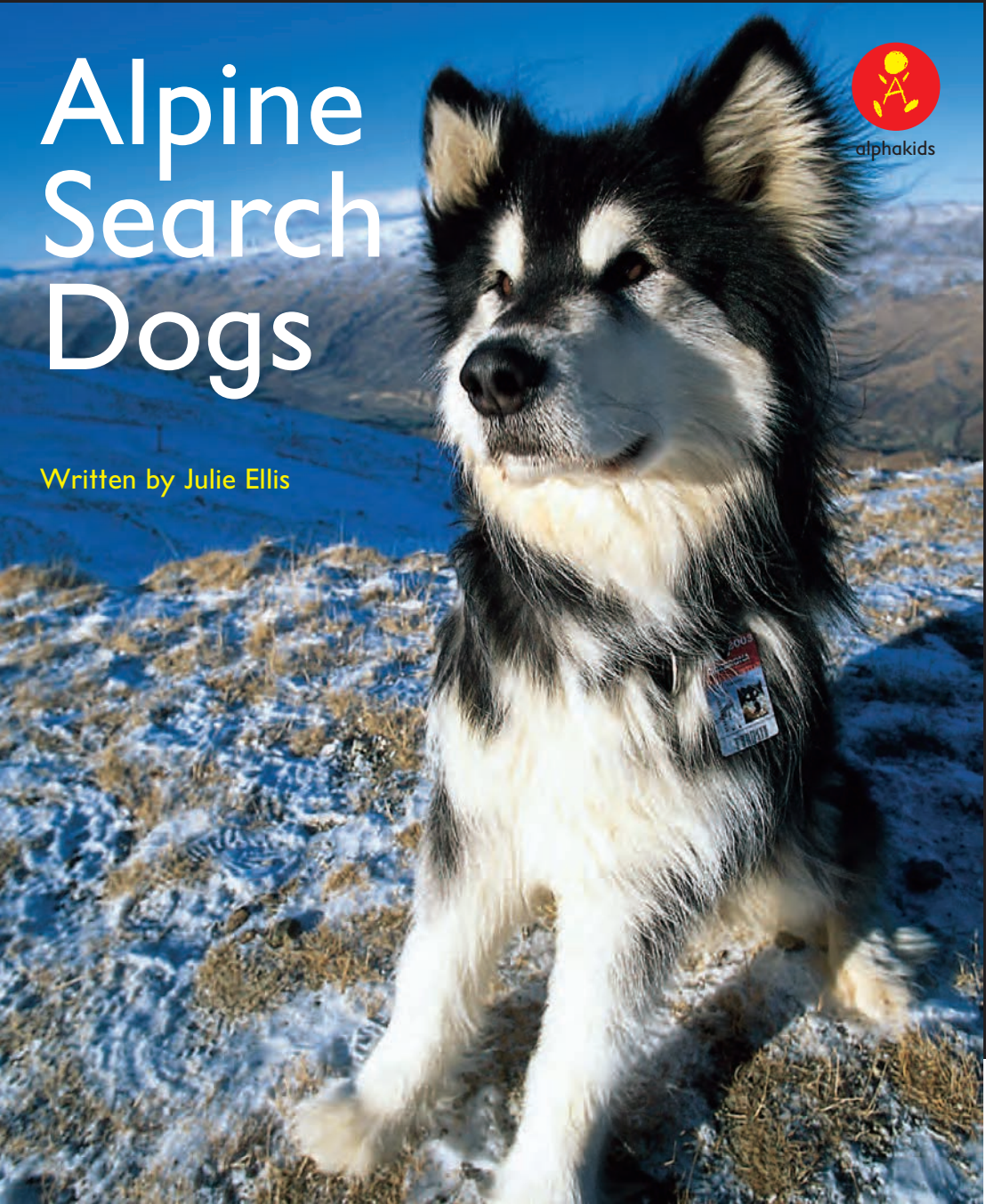


Teacher Edition

# Alpine Search Dogs

Written by Julie Ellis



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Photographs  
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Publishing

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## How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

### Before reading

#### Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

### During reading

#### Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

#### Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

### After reading

#### A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

## Selected text features

- A contents page is provided
- Captioned photographs are used

## Vocabulary

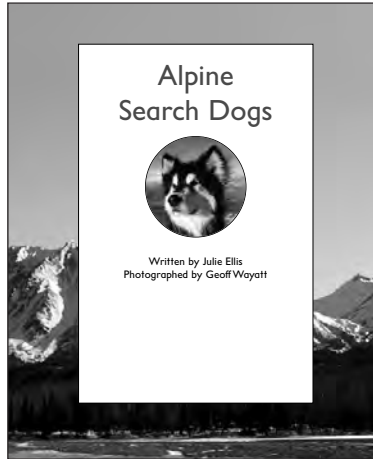
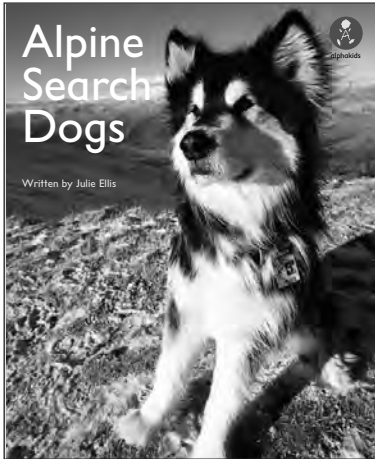
alpine, chairlift, direction, disappears, disturbed, handler, memorises, moisture, scent, search party, skidoo, trained, trapped

## Setting the context

*Have you ever seen snow? What was it like?*

*What would happen if you got lost in the snow? What should you do?*

*How might you be found?*



## Front cover and title page

*What is the title of this book?*

*What do you think 'alpine' means?*

*Can you see anything in the pictures on the front cover and title page to help you work out the meaning?*

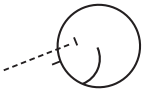
● **Predict**

*What is this page called? What is its purpose? What might you find out about on page 6?*

● **Read** to the end of page 3.

● **Reflect**

*How is a table of contents organised?  
Are there any words you are unsure of? How could you work them out?  
What sort of book do you think this is? Why?*



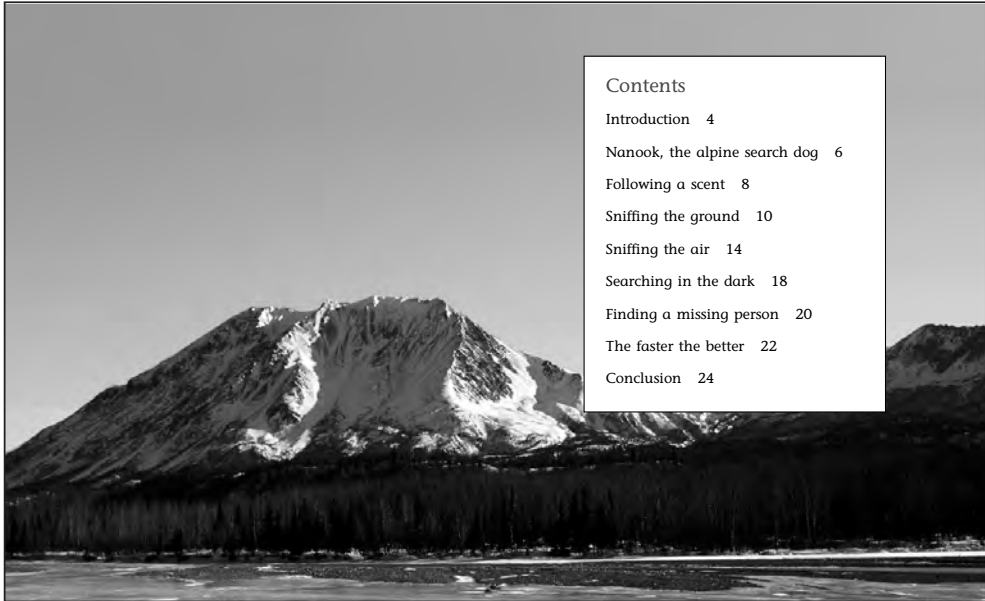
**Observe and support**

Can the child explain the purpose of a table of contents?

*Why would the author include a table of contents?*

*Can you demonstrate how to use it?*

*Can you tell me where I would find the section called 'Following a scent'?*



## Contents

Introduction	4
Nanook, the alpine search dog	6
Following a scent	8
Sniffing the ground	10
Sniffing the air	14
Searching in the dark	18
Finding a missing person	20
The faster the better	22
Conclusion	24

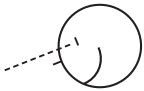
● **Predict**

*What is an introduction? What information will be included in the introduction?*

● **Read** to the end of page 4.

● **Reflect**

*What did you discover about alpine search dogs? Why would the author include this information?*



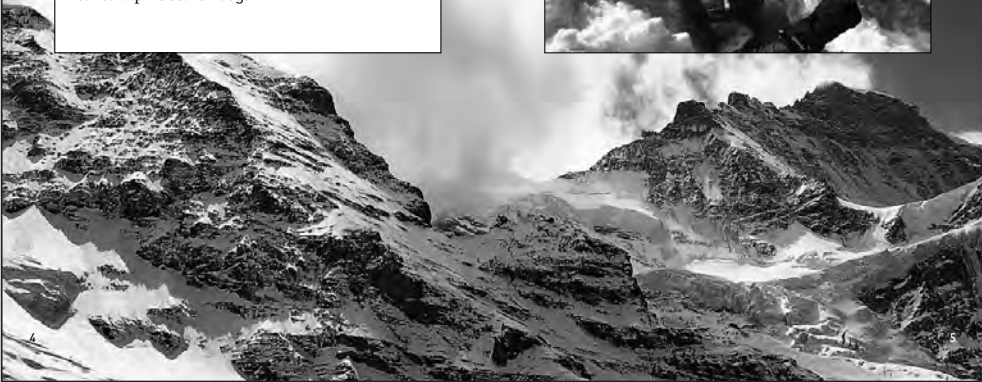
**Observe and support**

Ask one child to read aloud to you while the others are reading silently. Does the child attend to paragraph breaks to support expressive reading? *Did you notice the extra space between these two lines? This tells us a new idea is coming. It is a good idea to pause a little before reading a new paragraph aloud.*

## Introduction

Dogs have a very good sense of smell. They can smell up to 40 times better than human beings.

Some dogs use their sense of smell to help find people who are lost in the mountains. Dogs that search for people missing in the mountains are called alpine search dogs.



● **Predict**

*Who is Nanook? What do you think we will find out about him? How do you think he might find someone who is missing?*

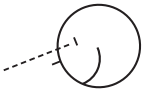
● **Read** to the end of page 9.

● **Reflect**

*Tell me about something that really caught your attention in this section.*

*What is Mike's job?*

*Does everyone have their own smell? Where does it tell you this?*



**Observe and support**

Can the child use their knowledge of phonics to work out new words such as 'Nanook'?

*Can you break the word up? What might that part say?*

*What sound do you think the word will start with/finish with?*

*Does it matter if people say the dog's name differently? Why?*



### Nanook, the alpine search dog

Nanook is an alpine search dog. He is trained to rescue people who are lost or trapped in the snow.

Nanook has very thick fur to keep him warm in the cold. He also has big feet to help him walk through the snow.



6

This is Mike. Mike trained Nanook to search for people in the snow. He is Nanook's handler. Mike and Nanook work together.



7



8



### Following a scent

Wherever people go, they leave small flakes of hair and skin and tiny drops of moisture behind them. This gives every person their own smell. Dogs can follow this smell to find people.

When someone is missing in the mountains, Nanook searches for the smell they have left behind them by sniffing the ground and the air.

9

● **Predict**

*Why is Nanook sniffing the ground?*

*The word 'scent' is included in this section. What does it mean? Why might it be a key word for this section?*

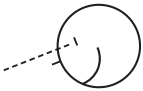
● **Read** to the end of page 13.

● **Reflect**

*Why was 'scent' a key word in this section?*

*How does Nanook follow a track?*

*What does 'memorise' mean? Have you ever had to memorise something?*



**Observe and support**

Does the child use contextual information to understand the meaning of new vocabulary?

*Can you explain what 'scent' means? How did you work that out?*



### Sniffing the ground

When someone is missing, Mike gives Nanook something belonging to the missing person, like a piece of clothing. Nanook sniffs it and memorises the smell.

Then he follows the same smell on the ground until he reaches the missing person. Nanook can tell which scent belongs to the missing person and which scents belong to other people or animals.

10



11



Sometimes Mike does not have anything belonging to the missing person so Nanook sniffs the ground until he finds a scent.

The scent might come from a broken blade of grass, some leaves which have been disturbed, or from the footprint of the missing person. Nanook can smell the track someone has made.

He follows these scents until he finds the missing person.

12



13

## **Predict**

*How might sniffing the air be different to sniffing the ground?*

*Look at the photographs on pages 14 to 17. What clues do they give us about the information in this section?*

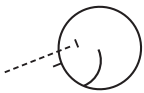
## **Read** to the end of page 17.

## **Reflect**

*Did looking closely at the photographs help you to read the text? How?*

*What is a caption? Why would the author have included captions with these photos?*

*What did you learn about Nanook from the captions?*



## **Observe and support**

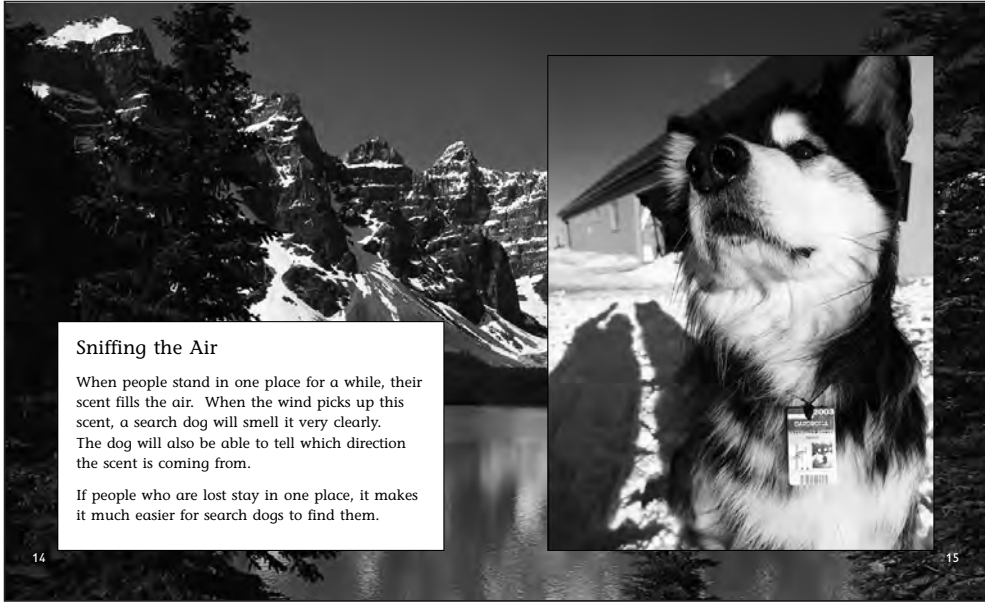
Is the child able to point out different text features on the page?

*Where is the caption? Which photograph does it tell us about? How do you know?*

Can the child understand inferences in the text?

*Why is it harder for search dogs to find people who do not stay in one place when they are lost?*

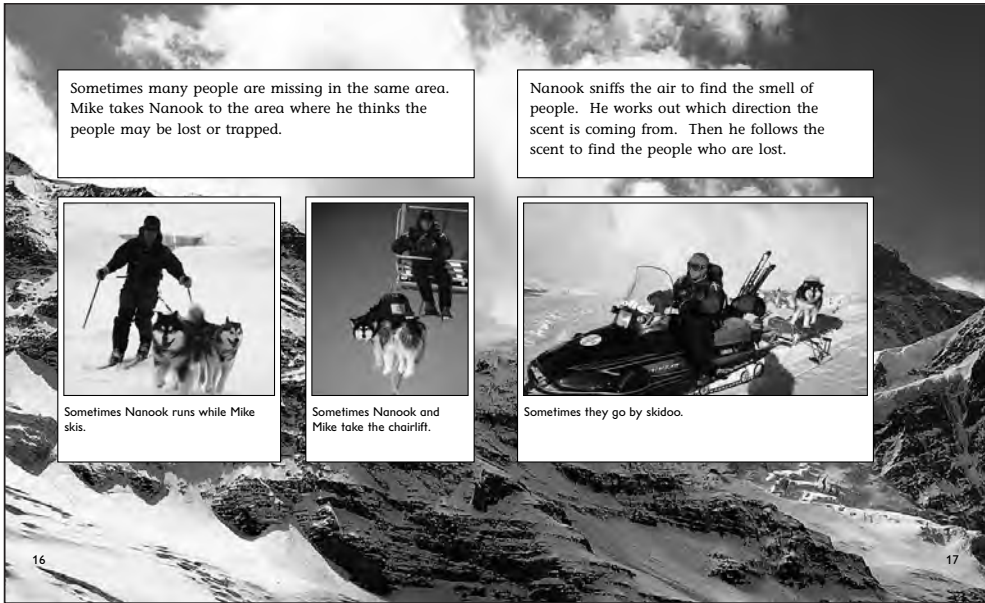
*Why does Nanook sniff the air instead of sniffing the ground when many different people are lost in the same area?*



### Sniffing the Air

When people stand in one place for a while, their scent fills the air. When the wind picks up this scent, a search dog will smell it very clearly. The dog will also be able to tell which direction the scent is coming from.

If people who are lost stay in one place, it makes it much easier for search dogs to find them.



Sometimes many people are missing in the same area. Mike takes Nanook to the area where he thinks the people may be lost or trapped.

Nanook sniffs the air to find the smell of people. He works out which direction the scent is coming from. Then he follows the scent to find the people who are lost.



Sometimes Nanook runs while Mike skis.



Sometimes Nanook and Mike take the chairlift.



Sometimes they go by skidoo.

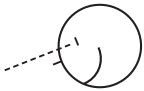
● **Predict**

*How might Nanook be able to search at night?  
How might Nanook let his handler know when he has found someone?*

● **Read** to the end of page 20.

● **Reflect**

*The author says that ‘One dog can be more useful than a whole search party of people when someone is missing.’ What does she mean?  
How does Nanook work out exactly where someone is trapped in the snow? Show me the part that tells you this.*



**Observe and support**

Can the child understand the literal meaning of the text?  
*What does Nanook do when he thinks he has found the scent of someone trapped in the snow?  
What does Mike do when he sees Nanook digging?*

### Searching in the dark

Dogs like Nanook can search very well at night. Because their sense of smell is so good, they don't need to rely on their eyesight.

One dog can be more useful than a whole search party of people when someone is missing.



18

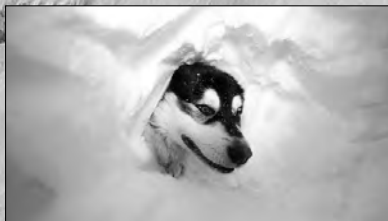
19



### Finding a missing person

When Nanook thinks he has found the scent of a person trapped in the snow, he buries his head in the snow and starts digging. If the scent does not get any stronger as he digs, he moves around the area to find exactly where the person is trapped.

When Mike sees Nanook digging, he knows that they are very close to the person trapped in the snow. He uses his radio to call for help.




20

21

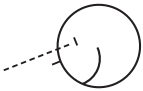
## **Predict**

*Why might the next heading be, 'The faster the better'?*  
*What photographs could be included? Why?*  
*What do you think has been the most important information about alpine search dogs?*  
*How would you end this book?*

 **Read** to the end of page 24.

## **Reflect**

*What is a conclusion? Why would the author use one?*  
*When you first saw this book, what did you think it would be like? What made you think so? Was it like you expected?*  
*What did you learn about alpine search dogs?*



## **Observe and support**

Can the child understand the inferences in the text?  
*Why is it important that people who are trapped in the snow are found quickly?*





### The faster the better

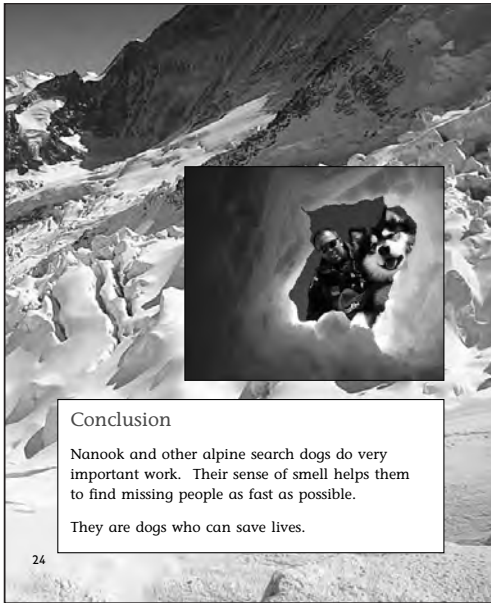
When people are trapped in the snow, it is very important that they are found as soon as possible.

The smell people leave behind them disappears over time. Rain may wash smells away. Sun and wind can make smells dry up and blow away.

Search dogs need to start work as soon as someone has gone missing so that they can find them before their smell disappears.

22

23



### Conclusion

Nanook and other alpine search dogs do very important work. Their sense of smell helps them to find missing people as fast as possible.

They are dogs who can save lives.

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## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

*What is an alpine search dog?*

*How do alpine search dogs find people?*

*Why is one alpine search dog more useful than a group of people when someone needs to be found?*

*Why is it important that people lost in alpine areas are found as quickly as possible?*

*Why do we need alpine search dogs?*

### Being a code breaker

Children may like to explore the following language feature:

- The suffix 'ing': missing, sniffing, belonging, clothing, coming, digging

### Being a text user

*What did you learn by reading this book?*

*Who would you recommend it to?*

### Being a text critic

*What did the author need to know to write this book?*

*What did the author leave out?*

## Responding to text



Children could develop and perform a play showing what would happen if someone got lost in an alpine area.



Children could complete a true or false activity. Prepare a series of statements about the book and ask children to indicate which are true and which are false. They could re-read the book to clarify their answers and a column could be provided to record the page number where supporting details from the text are found.

Statement	True	False	Page No
Dogs have a very good sense of smell. Dogs can see well at night. Dogs are better than people at finding missing people in the snow.			



Children could list words from the book with the suffix 'ing'. This list could be put

into a chart which shows each base word and what is done to add the suffix.

Word	Base word	How to add 'ing'
digging	dig	double the last letter and just add 'ing'
missing	miss	just add 'ing'

## Writing links

### Shared writing

Model the writing of a quiz question based on the information gained from reading the book. Children could work with a partner to compile a set of quiz questions to be answered by other readers.

### Independent writing

Children could use the information in the text to write an account of a search in an alpine area. This could be written from the point of view of the search team or from the point of view of a person who is lost.

## Possible assessment focus

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Can the child:

- say what new information they learned from reading the text?
- explain what an alpine search dog does?
- explain the use of text features such as a table of contents, introduction and conclusion?



whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Rescue dogs

**Curriculum link:** Health, Physical Education

**Text type:** Explanation

**Reading level:** 24

**Word count:** 631

**Vocabulary:** alpine, chairlift, direction, disappears, disturbed, handler, memorises, moisture, scent, search party, skidoo, trained, trapped

### Possible literacy focus

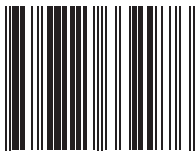
Comprehending the text at the literal, inferential and interpretative level.

Using features of a non-fiction text to support understanding: contents page, introduction, conclusion.

### Summary

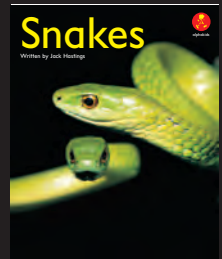
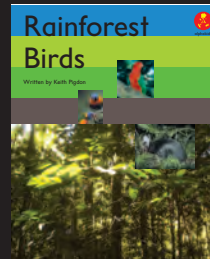
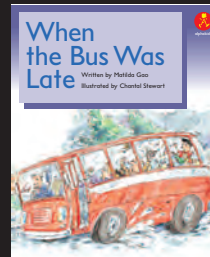
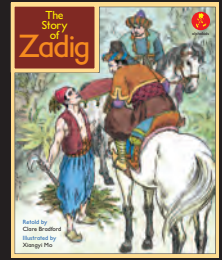
This book explains how dogs search for missing people in alpine regions. It focuses on the work of one alpine search dog and his handler.

ISBN 0-7253-3297-2



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## Other books at this level



alphakids