

Frankie the Walk 'N Roll Dog



Barbara Gail Techel
Illustrated by Victoria Kay Lieffring

Teaching Guide

The Teacher's Resource **Frankie the Walk 'N Roll Dog**

This teaching guide is to be used in conjunction with the wonderful children's book series **Frankie the Walk 'N Roll Dog**. We want to give our sincerest thank you and deepest gratitude to Julie Hauck, who was instrumental in the creation and development of this teaching guide. We also want to give special thanks to Karen Keys for additional activities to highlight the valuable lessons of animals, and last but not least, Editor, Mary Shafer, for her attention to detail and authenticity which made this teaching guide speak from the heart of what Frankie and Barbara's mission.

Julie Hauck has been an elementary teacher since 1997, teaching both second and third grades. She holds a Masters of Science Degree from Cardinal Stritch University and holds certifications in the areas of Elementary Teacher, Adaptive Education Teacher, Reading Teacher, and Learning Disabilities Teacher. She currently teaches third grade at Longfellow Elementary where her registered therapy dog, Preston, accompanies her to school once a week to take part in "Pages for Preston" which is a therapy dog reading program Julie developed and facilitates with her students.

Karen Keys, an elementary teacher from North Vancouver School District, has been a classroom teacher for 18 years as well as serving as a librarian and district technology teacher.

Mary Shafer is a full-time freelance writer and marketing consultant for small and micro-businesses. She also edits commercial and editorial copy, specializing in the topics of book publishing, author promotion, education, pets, history, and weather. Mary teaches adult writing courses in extended learning programs. Learn more at www.thewordforge.com.



Dear Educator,

Thank you for welcoming our titles into your classroom. We're pleased you have found them worthy of sharing with your students.

It is with great pleasure that we offer you this teaching guide, to further expand on our **Frankie the Walk 'N Roll Dog** book series and the many life lessons it offers. The activities, prepared to extend Frankie's lessons, are designed for grades 2-5, though many may be tweaked to include younger or older students, as well.

To drive home these lessons in a joyous and unforgettable way, we suggest the addition of a visit with your students by Frankie herself! Whether in person or online via Skype in real time, past visits from our little Ambassador of Inspiration have proven to leave an everlasting, positive impact on students of all ages.

You may be wondering how Frankie can help your students:

- successfully overcome challenges.
- make positive choices.
- be more compassionate.
- understand the meaning and rewards of giving back.

We can think of no better way to describe the lessons taught in our books than the following excerpt from teacher Joyce Gilmour's review of **Frankie the Walk 'N Roll Dog** book series:

*"Barbara Techel has just become one of my favorite authors of children's books. That is saying a lot considering I've been teaching third graders for thirty-five years. Through her book, **Frankie the Walk 'N Roll Therapy Dog Visits Libby's House**, children will be able to learn many of life's lessons. I am always on the lookout for books that can take children beyond the academics and into learning that will affect their relationships.*

*At our elementary school, we strive to achieve community-building activities that will increase children's awareness of the world around them and just what it takes to make our community the best environment possible for learning. Children need to feel safe and cared about, and the lessons learned from **Frankie** are invaluable in that direction.*

*The prequel to this book, **Frankie the Walk 'N Roll Dog**, helps children discover that adversity doesn't have to mean giving up. **Frankie** teaches readers that life is about taking challenges. There is no better way for children to learn this than by reading about this very special dog and her owner, Barbara. In the second book, we learn that **Frankie** becomes a therapy dog. She visits Libby's House and the residents there look forward to the time that they get to spend with her. What a lesson to learn! If a dog can provide this need, children can*



discover that they too, can bring joy to people's lives. They can find out that by giving to others, their life is enriched.

*Both of these books are beautifully written and illustrated. I am thrilled to share these books with my students, my school, and my readers. It is with all sincerity that Barbara Techel gives of herself and shares **Frankie** with the world. I, for one, am grateful to have connected with this author and her books. Thank you, Barbara Techel, for all you are doing for children, adults, and animals. You are making a difference in this world of ours.*

~Joyce Gilmour, Elementary Teacher & Owner of [Editing TLC](#)

We trust that you will find similar value in our titles for your own students, and invite you to contact us with any questions, concerns, or ideas you feel would make them even more valuable in future printings.

Barbara Techel
Publisher, Author, Educator & Volunteer



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Social Studies

Core Activity One:

“Everybody is Different”: Celebrating Each Other’s Unique Traits

Vocabulary

1. **Unique:** being the only one of its kind.
2. **Respect:** to feel or show consideration for/ to treat with regard.
3. **Similarities:** being like someone or something else.
4. **Differences:** being unlike someone or something else.

Other Suggested References for Students

1. *I’m Like You, You’re Like Me: A Child’s Book for Understanding and Celebrating Each Other* by Cindy Gainer
2. *What I Like About Me– Teacher Edition: A Book Celebrating Differences* by Allia Zobel Nolan
3. *The Rainbow Fish* by Marcus Pfister Herbert

Activity

- Decide if you would like students to work individually (higher grade level students), in pairs or in small groups (for students who may need modeling).
- Give each student or group the same general object, each with its own **unique** characteristics. For example, different colored and sized apples, different colored and sized rocks, flowers, or hand out each child’s school picture (or take each child’s picture with a digital camera and print them).
- Tell the students that you will be looking at how things are **different** and how things are the **same/similar**.
- Encourage students to examine their object. Ask them to smell it, touch it, and/or look at it very closely.
- Give students a graphic organizer and have them fill it in. The headings on the graphic organizer will vary, depending on objects given to the students. Can complete the graphic organizer as a class or ask students to do it



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Social Studies, con't.

individually. You can complete the graphic organizer as a class or ask students to do it individually.

- After the graphic organizer is completed, gather the students and discuss the results. This can be done by making an overhead of the graphic organizer and filling in all of the students' findings for everyone to see.
- When the "Class Map" is completed, students should be able to see features that are **similar** in the majority of objects and features that are **unique** or **different** in some of the objects.
- Discuss the importance of individual **differences** in people and how they make us special.
- Discuss ways that we can show **respect** to others' **differences**.

Text Connection

Frankie the Walk 'N Roll Dog (page 44): Frankie's mom is nervous that people will make fun of Frankie's wheels when they go to the Farmer's Market. Discuss what might cause people to make fun of something they don't understand.

Frankie the Walk 'N Roll Therapy Dog Visits Libby's House (page 23 and 24): On each page, Frankie meets a person who has a disability, but it may be a bit different. Discuss how people might come to have such disabilities and how someone might show kindness to such people.



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Core Activity Two:
Citizenship in Action– Volunteering

Vocabulary

1. **Citizen:** a person who lives in a country, state, or city.
2. **Volunteer:** a person who chooses to do something freely or performs a service without pay.
1. **Community:** a group of people living and working in the same area.

Other Suggested Texts for Students

1. *Volunteering to Help in Your Neighborhood* by Claudia Isler
2. *The Total Volunteering Book* by Sandra Cain
3. *Community Helpers from A-Z* by Bobbie Kalman

Activity

- Discuss the sorts of **volunteers** that participate throughout the school, such as reading helpers.
- Add to that list any **community volunteers** that the students know.
- Ask the students how the **volunteers** make the **community** a better place. How does the fact that people donate their time for free help the
- community?
- Explain that your school is also a **community** and the students are members or **citizens** of the school.
- Brainstorm ways that the students could **volunteer** in school. Extension Activity: Students sign up to read to (or tutor) a partner or younger student during recess.
- Encourage all students to volunteer their time either at home, at school, or within the community. Students can create a collage, written paragraph, or oral report of their volunteering experience. How did it make them feel? How did they help the community (home community, school community, or community at large?)



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Text Connection

Frankie the Walk 'N Roll Therapy Dog Visits Libby's House (pages 21, 23-24, 26-28, 31, 33, 37, 43, 45-46 and 48): Each features Frankie and Barbara volunteering their time at a nursing home and an assisted living facility. Discuss how this helps residents and how it might help Frankie and Barbara.



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Core Activity Three:

Using Teamwork to Make the World a Better Place

Vocabulary

1. **Teamwork:** a group of people working together to achieve a goal.
2. **Help:** to make things easier or better for a person or animal.
3. **Community:** a group of people living and working in the same area.
4. **Problem Solving:** to find a problem, agree that it needs to be changed, and decide how to change it.

Other Suggested References for Students

1. *Teamwork* by Ann Morris
2. *Learning About Teamwork from the Lives of Hillary and Norgay* by Brenn Jones
3. *Two Bobbies* by Kirby Larson
4. *Pawprints of Katrina: Pets Saved and Lessons Learned* by Cathy Scott
5. *One at a time: A Week in an American Animal Shelter* by Diane Leigh and Marilee Geyer
6. *Gulla, the Nawleans Cat Meets Katrina* by Nancy H. Murray

Activity

- As a class make a list of:
 - known animals and their disabilities.
 - other possible disabilities that various animals have.
 - possible dangers or problems that these animals may encounter because of their disability.
- Divide the class into partners or small groups.
 - Ask each group to choose one of the animals and their problem.
 - The group should brainstorm ways to **help** this animal **solve the danger or problem** that he faces because of his disability.



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ANIMAL	DISABILITY	PROBLEM/ DANGER	SOLUTION
Frankie	Leg paralysis	Can't walk	
Pete	Deaf and Blind	Can't hear or see danger like cars	

- After each group is done brainstorming solutions, share as a class.
- Ask the students why it was more productive to do this in groups instead of individually. (**Teamwork!**)
- Ask students how their solutions will make your **community** better. You can discuss this, or for higher grade level students they could write answers in a paragraph.
- Discuss how these animals (with disabilities or rescue) might work together to make their lives easier or more pleasant.
- Discuss how animals might be in need/crisis that may or may not have disabilities (i.e., animals that were left behind during Hurricane Katrina or other natural disasters.)
- Extension Activity: Students work together to make an advertisement for their animal's solution on a large piece of tagboard. Who will they market their advertisement? How much will it cost?
- Extension Activity: Have an in-school invention day to showcase inventions. Students vote for their favorite invention by donating a quarter (or amount you decide on) and all money is donated to an animal charity.
- Extension Activity: Have students brainstorm how to raise funds to support buying a wheelchair for a disabled animal, for animal rescue, or for research into a cure for Alzheimer's disease. (This could be a cross-discipline project with the activity of Volunteerism.)
- Extension Activity: Take students on a field trip to an extended care facility like Libby's House, or invite residents of a senior home to your classroom for a



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visit. Have the seniors read Frankie's books to their students, or vice versa.

- Extension Activity: Take students on a field trip to an animal shelter or sanctuary that helps disabled animals. Interview staff about how teamwork helps them get their jobs done.

Text Connection

Frankie the Walk 'N Roll Dog (pages 30, 32, 34, 36, 38, 40 and 42):

Frankie's mom, dad, and team of doctors work together to help Frankie recover from her injury.

Frankie the Walk 'N Roll Therapy Dog Visits Libby's House. Throughout the entire book of several examples of teamwork include Barbara and Julie helping Frankie to become a therapy dog, and Barbara and Frankie going together to visit residents at Libby's House.



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Language Arts

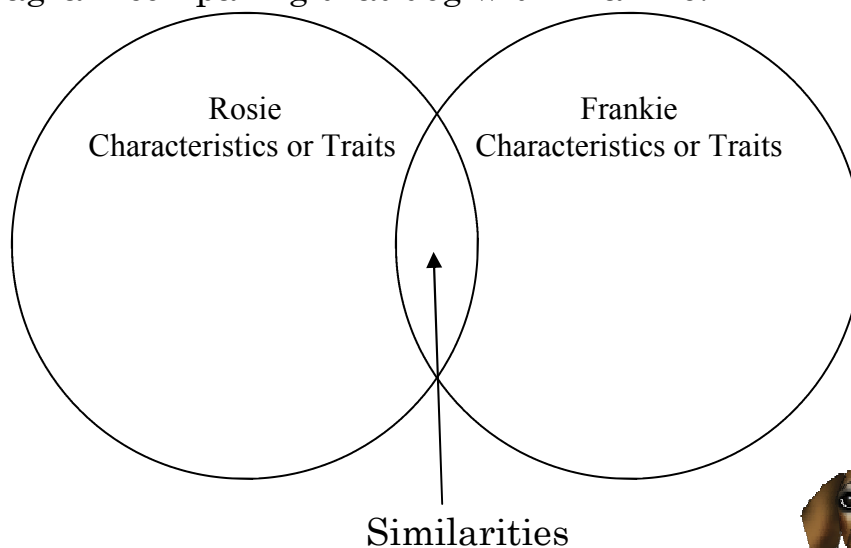
Core Activity One:
Compare and Contrast

Other Suggested References for Students

1. *Rosie: A Visiting Dog's Story* by Stephanie Calmenson
2. *Lemon the Duck* by Laura Backman
3. Students can read any nonfiction text about a working dog or animal.

Activity

- Read *Frankie the Walk 'N Roll Therapy Dog Visits Libby's House*.
- Read *Rosie: A Visiting Dog's Story* (or related non-fiction text).
 - Discuss, as a class, the similarities of the dogs. Make a list.
 - Discuss, as a class, the differences between the dogs. Make a list.
 - Give each student a Venn Diagram. Label one circle "Frankie" and the other circle "Rosie" (*or similar character).
 - Together, using the lists of similarities and differences, fill in the Venn Diagram.
- Extension Activity: Have other books about working dogs available to students. After reading a third story about a working dog, students can fill in a Venn Diagram comparing that dog with Frankie.



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Core Activity Two: Persuasive Writing

Vocabulary

1. **Persuade:** cause somebody to adopt a certain position, belief, or course of action.

ACTIVITY

- Read *Frankie the Walk 'N Roll Dog* or *Frankie the Walk 'N Roll Therapy Dog Visits Libby's House* (along with any other books about dogs with special needs).
- Set up this prompt for students: Your dog fell off a chair. The dog hurt his back. The dog needs an expensive operation in order for him to recover and he might have to use a dog cart to help him walk. Your mom doesn't want to spend the money for an operation or to buy the dog cart. You need to **persuade** her that the operation is important. How will you do this?
- Students should write a three-paragraph letter to their mom, **persuading** her to let the dog have the operation. The letter should include:
 - a. The writer's opinion regarding the argument
 - b. Three facts supporting the writer's opinion
 - c. An explanation of what the writer believes is proper treatment of an animal with disabilities.
 - d. Proper heading, salutation, body and closing of the letter.
- Additional resources:
 - a. joyfulpaws.com/resources.htm
 - b. <http://www.barkingplanet.typepad.com>



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Core Activity Three:
Nonfiction Summary Writing

Other Suggested References for Students

1. *Frankie the Walk 'N Roll Dog* by Barbara Techel
2. *Frankie the Walk 'N Roll Therapy Dog Visits Libby's House* by Barbara Techel

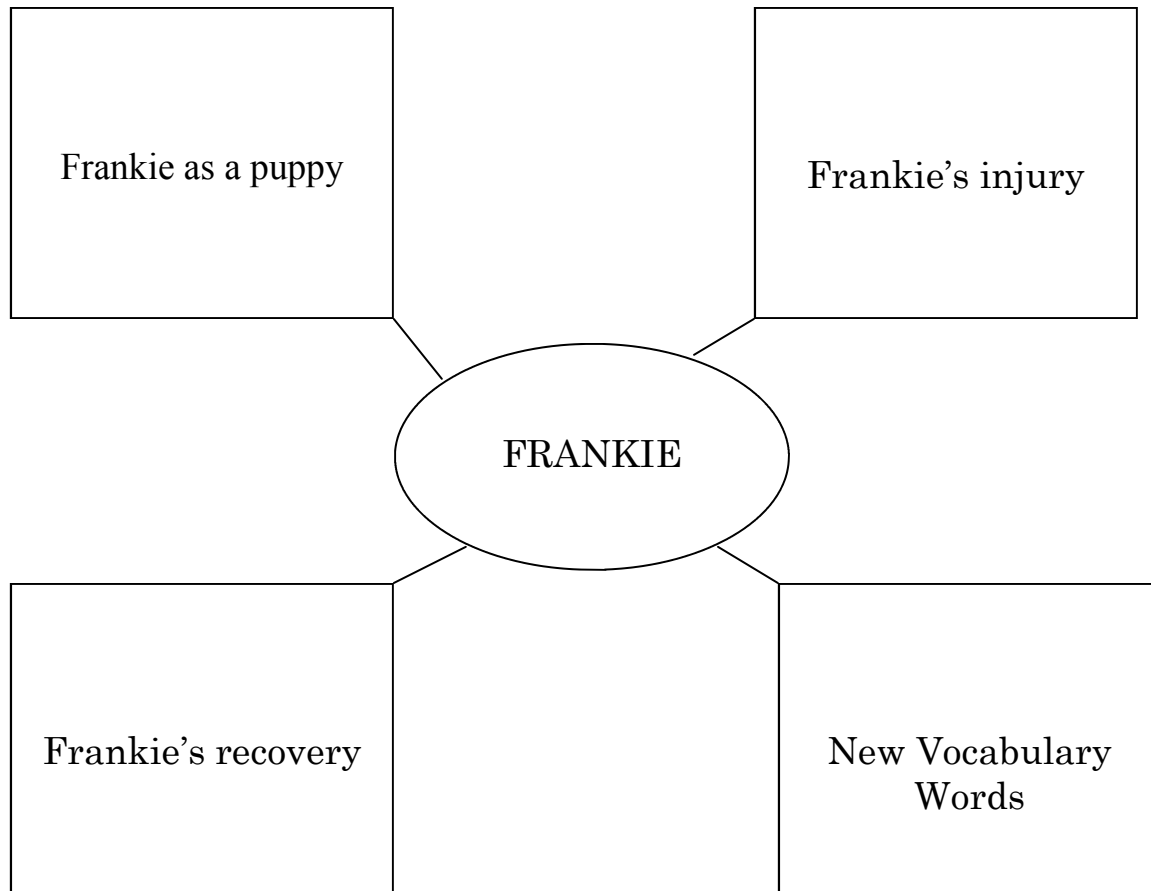
ACTIVITY

- Read one of the suggested texts to students.
- Give students a “storyboard” graphic organizer OR fold paper so that it is divided into eight sections.
- Have students create a storyboard of Frankie’s story using illustrations, text, or both, in each of the eight sections. *This step will help students place the events from the story in correct sequence while also including characters, setting, problem, and solution.*
- Using their storyboard to help, fill in a story web about Frankie’s story.
- The story web will help the students write their summary. Each section on the web should include three to four ideas. Each section will become a paragraph.



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- Using the web, students will write a three to five paragraph summary of Frankie's story.
- Concepts included in the summary writing should be: *main idea, logical sequence of events, transition words between paragraphs, vocabulary words and student writing in their words.*
- Teachers can make a rubric to include the storyboard, story web, and paragraph writing (including the above concepts).



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Science

Core Activity One:

Motion and Newton's Theory: "For every action there is an equal and opposite reaction."

Vocabulary

1. Force: The capacity to do work or cause physical change
2. Motion: The action or process of changing position

Other Suggested References for Students

1. *Forces Make Things Move* by Kimberly Brubaker Bradley
2. *Move it!: Motion, Forces and You* by Adrienne Mason

ACTIVITY

Students (in pairs or individually) will design a balanced mobile.

- Each student is given a hanger, pieces of yarn, and various objects.
- Their goal is to design a mobile that is balanced.
- Throughout the design process, discussion can take place concerning the results that heavier and lighter objects bring to the experiment.
- Possible outcomes could be a mobile with one heavy object on the right side and several lighter objects on the left, or two objects of equal weight on each side.

Text Connection

Frankie the Walk 'N Roll Dog (Pages 30 & 32): Frankie injures herself by jumping onto a container of food and losing her balance. The force of hitting the floor creates an equal and opposite force against her spine. The accident results in Frankie rupturing a spinal disk and becoming partially paralyzed.



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Core Activity Two:
Simple Machine and Wheels

Other Suggested References for Students

1. *Mike Mulligan and His Steam Shovel* by Mike Mulligan
2. *The Three Pigs and the Scientific Wolf* by Mary Fetzner
3. *Wheels and Cranks* by David Glover
4. *How Do you Lift a Lion?* by Robert E. Wells
5. *Make it Move* by Jennifer Fretland VanVoost
6. *Simple Machines* by Melvin Berger
7. *Simple Machines* by Allan Fowler
8. *Simple Machines* by Deborah Hodge

ACTIVITY

The class generates two lists:

1. Things that wheels allow us to do.
2. Things that wouldn't be possible if we didn't have wheels.

We see wheels:	on rollerblades	on cars	on bikes
We use wheels:	to cut the grass	to move things (wheelbarrow)	to go somewhere (car)
Without wheels:	no modern transportation	cannot move heavy objects	people & animals w/certain disabilities would not be mobile
Helpful wheels:	Frankie's dog cart	wheelchairs	wheelbarrow
Machine wheels:	part of pulley	clock	steering wheel



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Science, con't.

Modified for Hands-on Learners

Students can:

- cut out circles from cardboard and draw rims or spokes in the center.
- make a model of a wheel and some of its possible uses.

Accelerated Learners

Students can write a paragraph predicting future uses of the wheel...technology, space travel, inventions. They could also draw or design a model of their prediction in addition to or in place of the written paragraph.

Hands-On Activity

Build a miniature “wheelchair” out of ordinary objects (i.e., spools of thread for wheels, chopsticks for rods, etc.) that is able to move a small distance.

- Think about other simple machines that could be incorporated into your wheelchair (pulleys, levers, etc).
- Did your wheelchair move? Why or why not?

Text Connection

Frankie the Walk 'N Roll Dog (pages 40, 42 & 48): Frankie receives a doggie cart to allow her to be mobile in spite of her paralysis. Discuss Frankie's wheels and how they have helped her. What are the possible implications for Frankie if she would not have wheels?



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Core Activity Three: The Buoyancy of Objects

Vocabulary

1. Sink: to fall or drop to a lower level.
2. Float: to remain on top of liquid.
3. Buoyancy: the tendency to float in liquid.

Other Suggested References for Students

1. *Dive! Dive! Dive! Buoyancy* by Isabel Thomas
2. *Buoyancy (Science Experiments)* by John Farndon
3. *Boats* by Byron Barton
4. Video: *Bill Nye the Science Guy: Buoyancy* by Bill Nye

Activity

Introduce the main concept that “if an object is heavy for its area, it will **sink** and if an object is light for its area, it will **float**.”

Students can write this concept at the top of a piece of paper and then make four columns. The first column will list specific objects of the teacher’s choosing, such as brick, piece of wood, baseball, rubber ball, metal spoon, plastic spoon, etc.

After each object, the students will predict whether the item will **sink** or **float**, based on the main concept. After these predictions are made, the teacher can demonstrate with each object by putting it in a large container (aquarium, bucket, dishpan) filled with water. On their charts, the students will then mark, in column three– **sink**, or– **float**. Students can then evaluate their predictions.



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Object #1: brick	Prediction: Sink or Float	Observation: Sink or Float
Object #2: piece of wood	Prediction: Sink or Float	Observation: Sink or Float
Object #3: baseball	Prediction: Sink or Float	Observation: Sink or Float
Object #4: rubber ball	Prediction: Sink or Float	Observation: Sink or Float
Object #5: metal spoon	Prediction: Sink or Float	Observation: Sink or Float
Object #6: plastic spoon	Prediction: Sink or Float	Observation: Sink or Float

Hands-on Activity

- Have students perform the experiment themselves and/or watch the teacher try different objects.
- Build a boat out of plasticine. Put it in a pail of water.
 - How many pennies can you put in your boat before it sinks to the bottom?
 - Compare your boat to someone else's. Who was able to add more pennies?
 - Why do you think you/they were able to add more or less?

Text Connection

Frankie the Walk 'N Roll Dog (page 38): Frankie tries to swim in her bathtub as part of her recovery therapy. Since she can't move her legs to stay afloat, Frankie wears a life preserver to help her stay buoyant during her pool time.



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Extension Activities

English

In the classroom, have each student choose a topic that really interests them. Have each student write a paragraph about that topic with the hand opposite that they usually use to write. Give them three minutes to finish; then discuss how much less enjoyable writing (even about a favorite topic) was when they had to struggle with even the most basic actions they usually take for granted. Connect this with the concepts of frustration, empathy, patience, and compassion.

Math

Have students research statistics about disabled animals, such as:

- How many wheelchairs are made each year for disabled animals?
- What percentage of animals in shelters have special needs?
- What is the rate of rescue/adoption for special needs pets vs. average pets?
- What months typically see the greatest number of animals in shelters?

Art

Have students design posters with the following messages:

- “Disabled” is not a death sentence
- Some Animals Walk, Others Roll
- Have students share their favorite message that Frankie taught them (i.e., always be positive, make a difference, etc).



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WHERE TO FIND FRANKIE

In between naps, sharing joy with the elderly, hospice and hospital patients, as well as visiting schools in-person and via Skype, Frankie is a social media whiz and dog-gone good blogger. Look below to see how you can keep up with Frankie's adventures!

Frankie loves getting mail (she almost does a wheelie when someone writes to her!), so send her a note via her blog, Facebook, Twitter, or email.

[Frankie's Blog](#)

[Frankie on Facebook](#)

[Frankie on Twitter](#)

Email Frankie at joyfulpaws@yahoo.com

[Frankie and Barbara's website](#)

