



Hello, Goodbye, I Love You

The Story of Aloha
A Guide Dog for the Blind



Pamela Bauer Mueller



An
International
Reading Association-
Children's Book Council
2004
**CHILDREN'S
CHOICE
SELECTION**

Foreword by Michael Hingson

A Classroom Study Guide

A STUDY GUIDE FOR USING

HELLO, GOODBYE, I LOVE YOU:
The Story of Aloha, A Guide Dog for the Blind

IN THE CLASSROOM

Based on the book written by Pamela Bauer Mueller

**This study guide was written by Suzi Hassel, Leigh O'Connor
and Valerie Whitehead**

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the Blind

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AUTHOR BIOGRAPHY

2008 Georgia Author of the Year Pamela Bauer Mueller brings valuable messages about relationships, love, loyalty and acceptance to school groups and civic organizations. Ms. Mueller does considerable research before writing her middle reader/young adult novels. All of her titles have been accepted into the Renaissance Accelerated Reading Program as well as Scholastic's Reading Counts.

Pamela has dreamed of introducing her readers to the history of Georgia's Golden Isles since moving to Georgia. She has now written two historical fiction books featuring local characters. Ms. Mueller was the *2006 Georgia Author of the Year -Children's/Young Adult Literature*, as well as a *2008 Mom's Choice Award* winner and a *2006 Independent Publisher Book Awards Finalist/ Multicultural Category* for her first historical novel entitled *Neptune's Honor*.

An Angry Drum Echoed: Mary Musgrove, Queen of the Creeks, is based on the true story of a Creek/Englishwoman who became an emissary and interpreter for General Oglethorpe when he landed in Savannah to found the colony of Georgia. Mary smoothed the path to cooperation between the Indians and the colonists, perhaps single-handedly insuring the survival of colonial Georgia. This title was recently selected as a finalist in the *2007 USA News Best Book Awards/Multicultural* and won the *2008 GA Author of the Year* award for Ms. Mueller.



Ms. Mueller resides on Jekyll Island, Georgia with her husband Michael and two cats, Jasper and Sukey Spice. She was raised in Oregon and graduated from Lewis and Clark College in Portland, Oregon. She worked as a flight attendant for Pan American Airlines before marrying and moving to Mexico City, where she lived for eighteen years, teaching English, modeling and acting. After returning to the United States, Pamela worked for twelve years as a U.S. Customs Inspector. She served six years in San Diego and then was selected for a foreign assignment in Vancouver, British Columbia, Canada.

Ms. Bauer Mueller took an early retirement from the U.S. Customs Service to become a full-time author. She and her Mexican cat, Kiska, wrote *The Kiska Trilogy: The Bumpedy Road, Rain City Cats* and *Eight Paws to Georgia*, which encompassed their adventurous living in Mexico, Canada and the United States. Several years ago, Pamela's daughter decided to raise a guide dog puppy, and Pamela eventually depicted this sweet love journey in *Hello, Goodbye, I Love You: The Story of Aloha, A Guide Dog for the Blind*, which was later selected as a *2004 Children's Choice Book* and a *2008 Mom's Choice* book by the International Reading Association.

INTRODUCTION

Before you read the book:

- 1. Use the following link to acquire a short video clip to introduce the concept of guide dogs for the blind and act as an activator for the book activities:**

<http://www.guidedogs.com/site/PageServer>

Once at the site, look for the link to the soul mates' video.

- 2. Research and turn in a 2 page report on Yellow Labrador Retrievers.**

DISCUSSION TOPICS

- 1. Before each chapter read the quote orally and discuss its meaning.**
- 2. Ask the students “why do you think the author chose that particular quote for that particular chapter?”**

Chapters One -Four

Pre-Reading Activities:

- 1. Research the process for a dog to become a certified guide dog for the blind.**
- 2. Locate Guadalajara, Mexico on a map.**
- 3. How far is Guadalajara from where you live?**
- 4. Use the Internet to answer the following questions about the Guide Dogs for the Blind:**
 - A. What was the original purpose of Guide Dogs for the Blind?**
 - B. Who were the original founders of Guide Dogs for the Blind?**
 - C. In what year was Guide Dogs for the Blind first founded?**

VOCABULARY

1. **whelp**
2. **wean**
3. **humidity**
4. **veranda**
5. **tentative**
6. **anticipation**
7. **mesmerized**

DISCUSSION TOPICS

1. **Why do you think Diego’s parents wanted to pass on their Mexican heritage to Diego and his younger sister? Do you agree with their decision? Why or why not?**
2. **What is humidity and what causes it?**
3. **Who is Cervantes and why do you think the author chose to use this quote?**
4. **What do you think the responsibilities of raising a puppy are?**
5. **Do you have any pets? What are your responsibilities for your pets?**

QUESTIONS

1. **Where was Aloha born?**
2. **At what age is a puppy weaned from his/her mother?**
3. **Where are the puppies tattooed and why do you think they are tattooed?**
4. **Where are the campuses for Guide Dogs for the Blind located?**
5. **How are Diego and Jeremy different?**
6. **How far is Guadalajara, Mexico from Beaverton, Oregon?**
7. **Why did Diego want his parents to speak to him in English when his friends were around?**
8. **How did Diego’s mother use her command of the Spanish language?**
9. **What is a Master’s degree and how does one earn it?**
10. **Re-read the last sentence in chapter three. What is the literary term for a statement like this? What do you predict is going to happen?**
11. **In Chapter Four, why did Diego “shhhh” Jeremy?**

EXTENSION ACTIVITY

What things would a person need to know about caring for puppies before volunteering as a puppy raiser like Diego? Create a mini-poster of puppy care tips. Add illustrations for clarification.

Chapters Five - Eight

Pre-Reading Activities:

1. Describe what the 4-H Club is and what the 4H's stand for.
2. What is a motto? Why are they significant? Identify some famous mottos that you may be aware of.

VOCABULARY

1. adaptable
2. *mi hijo*
3. quartet
4. antics
5. immersed
6. precocious
7. precious
8. emotion
9. inappropriate
- 10 technique
- 11 consistency
- 12 stimulation
- 13 distraction
- 14 dilemma

Discuss:

1. Why do you think treats or a toy would be unacceptable rewards for a guide dog in training?

QUESTIONS

1. What problem did Diego's father have as a young boy?
2. How did his father overcome his problem?
3. How did Diego hear about the Puppy Raiser Program?
4. What did Aloha wear to identify her as a puppy in training?
5. What does Jeremy mean when he says he kenneled Alma?
6. What does it mean when the author writes the beginning of this chapter in *italics*?
7. Explain the difference between verbal praise and physical praise as a reward.
8. What is the motto of the Puppy Raisers?
9. When the story states that the Puppy Raisers received complimentary tickets, what does that mean?

Chapters Nine - Twelve

Pre-Reading Activity:

1. Research Helen Keller and write a paragraph about her.
2. Did Helen Keller have a guide dog?
3. Disneyworld is in Florida. Where is Disneyland?
4. Does Disney have theme parks anywhere else?
5. Check the Lao Tzu on the Internet and discuss some of his other quotes.
6. How can a blind person "see" his or her surroundings? Put yourself in the position of a visually impaired person being taken to a grocery store (or some other destination). Write what you might be able to hear, smell, taste, or touch that would help you understand, or "picture" your surroundings.

VOCABULARY

1. trauma
2. impairment
3. obstacle
4. distraught
5. comply
6. luxurious
7. *Mama, ya vamanos*
8. anticipation
9. poise
- 10 fatigue
- 11 enhance
- 12 etiquette
- 13 affirmative
- 14 quaint
- 15 chortle
- 16 *Posada*
- 17 ritual
- 18 comprehend
- 19 inadequate
- 20 condolence
- 21 spontaneity
- 22 atrophy
- 23 kaleidoscope
- 24 disconcerting
- 25 rehabilitation

Discuss:

1. What do you think Helen Keller meant by the quote at the beginning of Chapter Nine?
2. What is so special about the author using a quote from Helen Keller in this particular book?
3. Who do you think is “pure of heart” in this story?
4. Have you ever seen a person using a guide dog?
5. Ask if anyone in the class has been to the Pacific Coast and swam in the ocean.

6. How would you describe someone with an “irritating superior attitude?” Are these people generally likeable?
7. Discuss Kimberly Louise’s feelings when she returned from the hospital.
8. Discuss how you think you might feel if someone you loved suddenly went blind.
9. How would you feel if you suddenly went blind?

QUESTIONS

1. When Kimberly Louise is reminded of the accident, what is her first question?
2. After reading this chapter, list some adjectives you would use to describe Kimberly Louise.
3. What kind of rental car did Clara and Diego want their father to get?
4. How has raising Aloha been beneficial to Diego?
5. How do Diego’s parents feel about him and his puppy raising?
6. Identify some things a guide puppy is allowed to do that other puppies or dogs would be allowed to do.
7. How did Aloha react to the smells of “people food” in a restaurant?
8. What do you think the reason is for guide dogs not to be given “people food?”
9. What did the family do with Aloha when they went bike riding?
10. What is different about the Atlantic and Pacific Oceans?
11. What effect has raising Alma had on Jeremy?
12. When Kimberly Louise dreams, she dreams in color. How is this possible?
13. If Kimberly Louise had known she was going to be blind, what would she have done?

Chapter Thirteen - Sixteen

Pre-Reading Activities:

1. Check the Internet to determine who Epicurus was, when and where he was born and how old he was at his death.
2. Research to find out who Harriet Beecher Stowe was and what she is famous for.
3. Research to find out who Eleanor Roosevelt was.

VOCABULARY

1. temptation
2. instincts
3. antics
4. wistful
5. elevated
6. camaraderie
7. capabilities
8. tactile
9. liberating
- 10 prejudice

Discuss:

1. What do you think the quote at the beginning of this chapter means?
2. Discuss the meaning of unconditional love. Should love be unconditional?
3. In literary terms what would you call chapter fifteen?
4. Re-read the second paragraph on page 88. What is the director telling the residents?

QUESTIONS

1. What did Alma do wrong at the second puppy test?
2. In your own words describe how the test was conducted.
3. Why do you feel this type of test is necessary for a guide puppy in training?
4. How did the trainer stop the puppies from behaving inappropriately?
5. What mistake did Aloha make during the test?
6. Why does Diego become sad while watching the graduation ceremony?
7. How does the quote at the beginning of the chapter relate to Diego and Aloha?
8. If Kimberly Louise had known she was going to be blind, what would she have done?
9. What does Diego reveal will be the hardest day of his life?
10. In what way does Diego want to be like Aloha?

11. List the things that Diego’s mom did or didn’t do that might have led to Aloha missing?
12. Diego was really mad at his parents. Do you think his anger was justified? Why or why not?
13. Other than being blind, what was special about June?
14. Since many of the sight-impaired people felt that Braille was too difficult to learn, what alternative method of reading did they have?
15. How would a blind person know what color clothing they were putting on?

Post-Reading Activity Chapter Fifteen:

Create a “lost dog” poster to help get Aloha back home to Diego as quickly as possible.

Be sure to include an accurate description of Aloha as well as information about her special qualities.

Chapter Seventeen - Twenty

Pre-Reading Activities:

1. Visit an animal shelter, if there is one in your area. Are they quiet peaceful places?
2. Write a short story about a time you and a friend had a disagreement.

VOCABULARY

1. disheartened
2. earnest
3. accompany
4. sacrifice
5. reserved
6. consolation
7. enthusiasm
8. mariachi
9. bewildered

Discuss:

- 1. Have you ever lost a pet? How did it make you feel?**
- 2. Are you familiar with the author of the quote at the beginning of this chapter?**
- 3. Have you read anything by this author?**
- 4. The Latin culture celebrates “quinceanera.” Do you know of any other cultures or religions that have similar celebrations?**

QUESTIONS

- 1. Why was Aloha kept at the Guide Dogs for the Blind campus for five days?**
- 2. Why do you think the Puppy Trainer Advisor decided to allow Diego to keep Aloha?**
- 3. What is not on the approved list of toys for Aloha? Why do you think this is so?**
- 4. Why doesn't she miss playing with this particular toy?**
- 5. What did Diego allow Clara to do that made her so happy?**
- 6. Why would Diego and Jeremy want their dogs not to pass the puppy training?**
- 7. What did Jeremy call Diego that insulted him? Why did he call him that?**
- 8. What inner conflict was Diego having about Aloha?**
- 9. What question does Diego ask Aloha while they are walking?**
- 10. What did Aloha sacrifice in order to obey Diego, her master?**
- 11. What did this sacrifice tell Diego about Aloha?**
- 12. The other family members decided not to accompany the boys when they returned the dogs for training. Why do you think they made this decision?**
- 13. Why doesn't Diego like Jeremy's suggestion to get another puppy in training?**
- 14. What will Diego's cousin Carmen be celebrating in February and what does she want Diego to do?**
- 15. What does the traditional Latin “quinceanera” party celebrate?**
- 16. What happened to Alma during her training?**

Post-Reading Activity Chapter Nineteen:

Diego is feeling very sad about leaving Aloha with the trainer at the Guide Dogs for the Blind School. Help him express his emotions by composing a farewell letter to Aloha.

Chapter Twenty-One - Twenty-Four

Pre-Reading Activity:

1. Kimberly Louise has to “see” things with her imagination. Practice doing this yourself by closing your eyes while the teacher plays some music. Describe or draw what you imagined while the music was playing.

VOCABULARY

1. skeptical
2. eloquent
3. spontaneous
4. destiny
5. independence
6. persistence
7. constraint
8. reluctant
9. conferred
- 10 venture
- 11 perspective
- 12 initiative

Discuss:

1. How does the Anne Frank quote apply to Kimberly Louise?
2. List and discuss the steps mentioned in this chapter the humans go through while they are at Guide Dogs for the Blind training.
3. What is an outreach program?
4. Do you have any outreach programs in your community?
5. Have you ever been involved in any kind of community service, actually giving back to the community?

QUESTIONS

1. What did Kimberly Louise say some of her friends' families did for them that she was glad her family didn't do for her?
2. What did Kimberly Louise do to show others that blind people could do just about anything they wanted to?
3. What does it mean to "wallow in self-pity?"
4. What does Kimberly Louise compare her loss of freedom to?
5. What did the instructor compare the relationship between a guide dog and the blind owner to?
6. What did Barbie's daughter and her friends make for Barbie shortly after she became blind?
7. How are Diego and Jeremy giving back to the community?
8. What does a guide dog learn on the Guide Dog campus and about how long does it take?
9. What is "intelligent disobedience?"

Post-Reading Activity Chapter Twenty-Four:

In this chapter, you read remarkable accounts of guide dogs protecting their masters from certain death. One such account was the story of Michael Hingson and his yellow Lab guide, Roselle. Mr. Hingson wrote the book's Foreword in which he recounted the events of September 11, 2001 when Roselle led him out of "a collapsing 110-story building." He stressed that he would not be alive to write the Foreword to Mrs. Mueller's book if it were not for "Roselle's guidance and friendship." Based on your research about the breed of dog, what do you think makes the Labrador Retriever so well suited to be a guide dog for the blind?

Chapter Twenty-Five-Twenty-Seven

Pre-Reading Activity:

1. At the graduation ceremony, Kimberly Louise must express her gratitude to Diego for being Aloha's puppy trainer. How would you express to someone your appreciation for giving you back your

independence and making you feel complete again? Write what you would say to Diego and read it to the class.

VOCABULARY

1. obstacles
2. intensified
3. reunion
4. affable
5. infatuated
6. chignon
7. chic
8. gracious
9. reunion
10. affable
11. infatuated
12. gracious
13. podium

Discuss:

Imagine having raised a pet from the time it was weaned until it was over a year old. How would you feel if after investing time and love in its training, you now must give your pet to a virtual stranger?

QUESTIONS

1. Why did Diego's mother think only Diego should go to dinner with Kimberly Louise?

Post-Reading Activity Chapter Twenty-Five:

Kimberly Louise calls Diego and invites him to join her for dinner the evening before the graduation ceremony. She wanted to express her gratitude for all that Diego had done to train Aloha. Working with a partner, write out a script of the conversation that might have taken place in the restaurant between this blind woman and the twelve-year old boy. Be prepared to act out your play before an audience of your peers.

Barbie comments, “These dogs are so much better than walking around with a big white stick.” Some sight-impaired people prefer using the white stick to help them navigate their surroundings. Others prefer to use guide dogs like Aloha. In teams of three to four students, research both sides, choose a preference and prepare to debate a team of your peers who hold an opposing view.

ART ACTIVITIES

1. Draw a picture of the human eye and label the parts.
2. Diego has passed Aloha’s leash to Miss Kimberly Louise. Aloha has earned her place as a certified guide dog. Create a special dog tag to adorn Aloha’s harness.

EXTENSION ACTIVITIES

1. Research and draw a diagram of the human eye and include the importance of the optic nerve. Use illustrations.
2. Watch the movie “The Miracle Worker” and write a summary.
3. Research Walt Disney and complete a 2 page report about his life.
4. Research why it would be colder in the Pacific Ocean than in the Atlantic Ocean?
5. Research Braille and explain it to the class.
6. Complete a research report on Epicurus.
7. Contact the local Lion’s Club for information about how they help the visually impaired. Ask if they would visit your school and discuss their organization.
8. In an effort to give back to their community, Diego, Jeremy and Alma have formed a team to go out and speak to the schools about the Puppy Raising Program. This program is one they care deeply about, and the boys have become experts in their field. Prepare a demonstration to be presented before your class, about a hobby, craft or pastime at which you excel. The presentation should be given in a “how-to” format with visuals. You should also have handouts for your audience.
9. Invite a sight-impaired person and their guide dog to class so that students may see a guide dog at work.

SUMMARIZING ACTIVITY

The students will complete their demonstration of understanding the concept of guide dogs for the blind by creating a brief report on the topic. Forms attached.

Name _____ Period _____ Date _____

Name _____ Date _____

Guide Dog Report Planner



Introduction. Write a short paragraph stating how you came to study the information on guide dogs and what you have done to learn more information. Briefly state three main ideas you will write more information about in the body of the report.

Body. Write three sentences stating what you have learned about guide dogs. These will be the main ideas for three body paragraphs in the report. In each paragraph, you will write the supporting details for the topic sentence.

1. _____

2. _____

3. _____

Conclusion. Complete the following sentence with supporting ideas to serve as the concluding paragraph of the report.

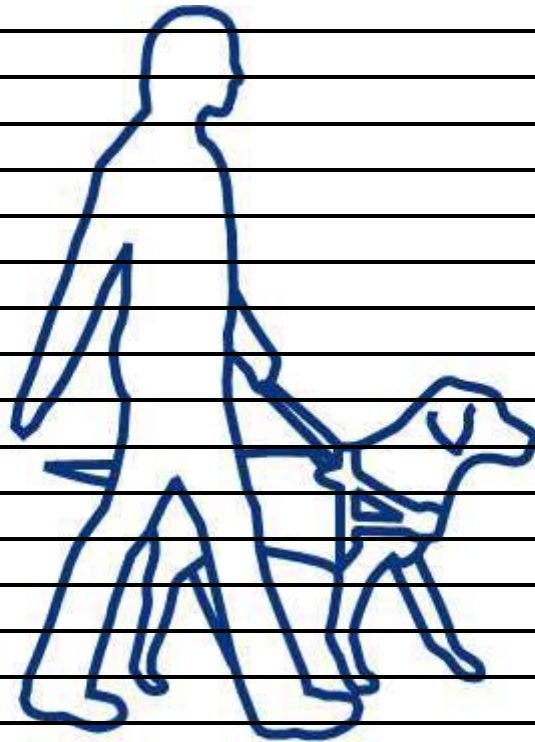
The most interesting fact I learned was

List the resources you used to find this information. (See bibliography page for examples)

Name _____ Period _____ Date _____

If you need more space to write, staple another piece of paper to this page.

My report on Guide Dogs



Name _____ Period _____ Date _____

References