

My Puppy

Written by Anne Brailsford

Photographs by Wolf Kutnahorsky



Text Type: Non-fiction: Description — Personal Account

Summary: This book uses real-life photography and a repeated sentence pattern to show what a girl's puppy needs in order to be healthy and happy.

Audio Available Online
www.lpey.ca

Text Features

- ▶ glossary

Visual Literacy

- ▶ inset photos

Print Concepts

- ▶ repeated sentence pattern
- ▶ exclamation mark
- ▶ question mark

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ predicting

Working with Words

- ▶ attending to print (words, spaces between words, tracking across lines and down pages)
- ▶ using pictures to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ attend to print
- ▶ make predictions about what a puppy needs
- ▶ analyze to find out what a puppy needs
- ▶ join in with predictable and familiar language patterns
- ▶ use pictures to solve unfamiliar words



BEFORE READING

Text features

Activating and Building Prior Knowledge

Show the cover, and read the title and name of the author and photographer. *This book is called My Puppy, the author is Anne Brailsford, and the photographer is Wolf Kutnahorsky.*

Making connections: text to self

Ask, *Do any of you have a puppy or a dog as a pet? Do you know someone with a puppy or dog? Do any of you have another kind of animal as a pet?* Allow time for students to talk about pets they have or pets they know.

ESL Note:

Some students may have limited or no experience with pets. Consider showing a film about looking after puppies or other pets to enable them to make a better connection.

Predicting

Point out the picture on the front cover and invite students to make predictions. Ask, *What do you think this book will be about?* Show the back cover and read the sentence. Ask, *What do you think this book will be about? Do you want to change your predictions? Who do you think is asking the question? What do you think the puppy will need?* Write students' predictions on sticky notes.

Predicting

Setting a Purpose

Say, *Let's read this book together and see if we were right about what this puppy needs.*



DURING READING

Predicting

Show students the title page and explain that the pictures there will help you know what will be in the book. Ask students whether these pictures confirm any of their predictions.

Print concepts/ word solving and building

Tell students that this book has a pattern that will help them to read. Remind students to check the pictures to help with tricky words. Ask students to join you in reading. Say, *I'll start on the left hand side of the page and you can follow the words with your finger.* Invite students to repeat the phrase, "My puppy needs..." on each page. This will allow students to model reading repeated sentence patterns.

Tracking print

Read each page with students. Model how to look at the pictures first and then go to the text. Sweep your finger smoothly along below the words, tracking as you read. On page 2, when you get to the word "food," pause slightly, allowing students to watch and possibly help you decipher the word. You may model by referring to the picture to confirm your guess. Read each page in the same way. Take care to point out to students that print appears only below photographs.

Teaching Tip:

You may want to track print word by word on some pages, and track print smoothly across the lines of text on others. Variety in print tracking supports students who are at different stages in developing print awareness.

Print concepts

Direct students' attention to the exclamation mark on page 7. Explain what it does, and ask, *Why did the author put an exclamation mark here?*

Language predictability

Clarify any words that students find difficult or whose meanings are unclear (e.g., *collar, leash*).



AFTER READING

Analyzing/predicting

Ask, *What are the things that a puppy needs?* Ask, *Were any of the things we predicted a puppy would need in the book? What were they?* As students identify predictions that were confirmed, take each sticky note and place it on the appropriate page. Point out that the words match. Then take the sticky note and place it on a display board under the heading "What Puppies Need." Read the heading to students and explain, *This will help us to keep track of the things that puppies need.*

Predicting

Ask, *Were there any things that we predicted that weren't in the book? What were they?* Discuss these predictions and place sticky notes in a separate place away from the list. Ask, *Were there any things in the book that we didn't predict?* Add any missing "needs" to the list. After the list is complete, read the list, asking students to join in tracking the words as you read together.

Ask students to discuss in partners (think-pair-share) and share a prediction of a need they made that was the same as one in the text.

Second Reading

Reading Strategies

Comprehension

- ▶ making connections: comparing
- ▶ making connections: text to self

Working with Words

- ▶ attending to print (words, spaces between words, tracking across lines and down pages)
- ▶ understanding and identifying the difference between *me* and *my*

Assessment Opportunities

Note each student's ability to:

- ▶ attend to print
- ▶ compare the needs of the puppy in the book to the needs of other puppies/dogs
- ▶ make text-to-self connections
- ▶ understand and identify the difference between *me* and *my*



BEFORE READING

Note: Prepare two sentence strips before the lesson—one with the text from page 2 and the other with the text from page 7. Print the words *me* and *my* in a different colour from the rest of the text.

Analyzing

Activating and Building Prior Knowledge

Show students the book cover, and ask them if they remember this book and what it is called and what it is about. Confirm or correct their responses by reading the title and looking through the first few pages as a reminder.

Ask, *Do you remember what the puppy in this book needs?* After a discussion, refer to the chart with sticky notes from the first reading and reread the list.

Print concepts

Remind students that there is a pattern that will help you read. Say, *The pattern is “My puppy needs...”* Show this pattern in the book.

Text features

Go to page 8 (glossary) and ask students to tell you ways this page looks different from the others in the book (e.g., it doesn't have the pattern, doesn't have sentences, has a title, has circles, doesn't show the puppy, shows only one thing in each circle, etc.). Say, *This kind of page is called a glossary. Have you seen pages like this in other books? What do you think this kind of page is for?* Explain that it shows readers some of the words in the book along with a picture. This helps readers understand words they don't know. Say, *So if you didn't know the word collar, you could look on the glossary page. The picture would help you understand what the word meant.*

Making connections: comparing

Setting a Purpose

Say, *As we read I want you to think about other puppies or dogs you know and what their needs are. Let's read to see if the puppy in this book has the same needs as or different needs from the puppies or dogs you know.*



DURING READING

Tracking print/ building confidence

Invite students to join in with you as you read. Track the print smoothly with your finger, and read so that the repeated sentence pattern is obvious to students.

Text features

Take opportunities to demonstrate how to use the glossary when students come to a word they don't know.

Print concepts

When you come to the final sentence (page 7) change your expression to show that the exclamation mark on this page signals a different inflection.



AFTER READING

Making connections: text to self/comparing

Say, *As you were reading, did you notice things that this puppy needs that are the same as the puppy or dog you know?* Discuss. Refer back to the pages in the book as students refer to the puppy's needs. *Did you notice anything that this puppy needs that is different from the puppy you know?* Discuss.

Print concepts

Draw students' attention to page 7. Say, *Did anyone notice that I read this page differently from the other pages?* Ask, *How did it sound different?*

Say, *I read this page differently because I saw this (point to the exclamation mark) at the end of the sentence. Does anyone know what this is called and what it means?* If students don't know, say, *It is called an exclamation mark. Sometimes people call it a surprise mark, because it means that the sentence is surprising. Why do you think this sentence is surprising? All the other things in the book are things that you can buy/get for your puppy. This is something that you cannot buy, but that puppies must have.* Discuss why *me* would be included in the book as a need (puppies need affection and someone to take care of them).

Word solving and building

Show the sentence strips you have prepared. Tell students that these are two sentences from the book. Ask them to look at the two words printed in a different colour from the others (*me* and *my*). Tell them to look at the words and decide how they are the same (both start with “m”) and how they are different from each other (“e” and “y”). Tell students that these words are *me* and *my* and that they look very similar but are used differently in sentences. Have them say the words with you. Discuss how the sentence would not sound right if we said *My puppy needs my* or *Me puppy needs food*. Explain that it is important for readers to look at the whole word, not just the front of the word when reading.

ESL Note: ESL students may need some extra practice using “me” and “my” in order to internalize the difference in meaning and use. Emphasize that “my” indicates possession/ownership. Have students practise using *me/my* appropriately in a sentence.

Third Reading

Reading Strategies

Comprehension

- ▶ making connections: text to world
- ▶ making connections: comparing

Working with Words

- ▶ using analogy to spell new words

Assessment Opportunities

Note each student’s ability to:

- ▶ make text-to-world connections to determine the needs of other animals/pets
- ▶ predict spellings of words that rhyme with *needs* based on the “eeds” pattern



BEFORE READING

Analyzing

Activating and Building Prior Knowledge

Show the book cover and remind students that this book is about the things a puppy needs. Ask students to recall some of the things the puppy in this book needs.

Making connections: text to world

Ask students to think of other animals that people have as pets. Write the list of animals on chart paper. Read the completed list as a group. Say, *Do these pets need things that are the same as things the puppy needs? Do some pets need different things?*

Teaching Tip: Beside each animal, the teacher may want to draw a simple sketch of the animal as a pictorial clue for students.

Making connections: text to world/comparing

Setting a Purpose

Today as we are reading this book, I want you to think about what things other pets might need. Do they need the same things that the puppy needs, or do they need different things?



DURING READING

Tracking print

Read the book with students, tracking smoothly with your finger as you read. Read so that the pattern is emphasized.

Print concepts

When you get to page 7, read the text with appropriate expression, reminding students that you are paying attention to the exclamation mark.

Text features

Model using the glossary if students are still uncertain about words in the text. Otherwise, read the glossary when you are finished reading the text.



AFTER READING

Making connections: text to world

On a sheet of chart paper, ask students to think of the possible needs of the animals on the list created in Before Reading. Beside each need, a simple drawing can be done to support the words. As a group, reread the list of needs. Introduce the pattern “A _____ needs _____.” For example, *A cat needs food.*

Making connections: comparing

Discuss how the needs of other pets are the same or different as the puppy’s needs.

Word solving and building

Go to page 2 and point out the word *needs*. Say, *This word can help us read and spell other words.* Print the word *needs* on the board or chart paper. Invite students to spell the word with you as you print it. Read the word together after printing it.

Say, *If we know how to spell needs then we can spell other words. We can spell seeds. “My mother planted some seeds in the garden.”* How could we spell *seeds* using the pattern for *needs*? If students respond correctly, spell the word under *needs* as they dictate it. If they do not respond correctly, spell the word *seeds* aloud as you print it under the word *needs*. Say, *We can also spell the word feeds using the pattern from needs. “My mother feeds our puppy every morning.”* Ask students to spell the word for/with you. Print it under *seeds*. Follow the same procedure for the word *weeds*.

Teaching Tip:

You may want to ask students if they can provide the word instead of giving them the word. For example, *I am thinking of something that grows in a garden that we don’t want there. It rhymes with needs, seeds, and feeds. It starts with “wuh.” Do you know what word I am thinking of?* If students can supply the word *weeds*, ask them to spell it with you as you write it on the list. If not, say the word and write it as you spell it on the chart. Reread the entire list of words.



FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Text features

Review the title, author, photographer, the back cover text, and the repetitive sentence pattern in this book.

Print concepts

Review the exclamation mark on page 7. Invite students to join in reading using appropriate expression, e.g., by adding emphasis when they see the exclamation mark.

Tracking print

Continue to track print, but offer individual students roles in print tracking during rereadings. Offer as much support as necessary, e.g., by guiding the pointer with students who need assistance. Add concepts that offer learning opportunities for the range of students in the classroom, e.g., *Some authors write their ideas above the pictures and some write them below. Where do I go now?* (over the page)

Focusing on Comprehension

Making connections: text to world

Invite students to select one animal (e.g., a horse, a cow, or a bird), and discuss the things that particular animal would need. Students could draw the animal they choose and add the text underneath the picture.

Making connections: comparing

Students can compare their animals with other students' animals. Ask, *Do these animals all have the same needs? What needs are different?*

Evaluating

After reading the book together as a class, discuss whether this book is fiction or non-fiction. Ask students what they think and why.

Visual literacy

You may wish to follow a reading of the book with a discussion about whether or not the inset photos are a help to readers.

Working with Words

High-frequency words

Frame a selection of high-frequency words (*a, me, my*) to introduce or review the words. (See list of high-frequency words recommended for kindergarten in the Working with Words Guide.)

Phonological and phonemic awareness/ language predictability

Review the words *me* and *my* to determine if students are distinguishing between the two sounds and the different meanings for these words.

Phonological and phonemic awareness

Read a sentence slowly, as separate words, and point out word spacing.



RESOURCE LINKS

Writing

Model a descriptive text with the class. By a show of hands, choose an animal from the list of other animals created in the third reading. For example, a cat, a rabbit, a fish, or a guinea pig. Start with modelling the pattern "A _____ needs _____." Invite students to give their ideas until they demonstrate that they understand the frame. (Refer to the Descriptive text-type study in the Writing Guide.)



Home Links

Have students bring in books on pets and pet care from home. Help them to compare their books with *My Puppy*.

In pairs or individually, have students select an animal and create a page for a class book. Demonstrate how each student will complete a page by drawing the animal in the top portion of the page. They can then complete the sentence “A _____ needs _____.” by writing the animal name and what it needs in the appropriate spaces. Some students may need more support than others in completing their page. For example, some students may be able to complete their own printing, and others may need a scribe to print for them. When the book is completed, it should be given a cover and bound as a class book.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it.

Independent Reading

Make the six small versions of *My Puppy* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip :

The online audio for this book includes a cloze reading of the text. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Read Aloud

You may wish to read to the class another example of a descriptive account about a pet.