

A Most Unusual Pet

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Illustrated by Cindy Revell

Text Type: Fiction: Narrative — Humorous Story

Guided Reading Level: I

Summary: All of Mike's friends can do something for the fall fair, but Mike worries that there is nothing he can do. He finally realizes that he can enter the "Most Unusual Pet" contest.



Word Count: 380

Text Supports

- ▶ illustrations are highly supportive of text
- ▶ clear page layout (consistent layout of text and illustrations)

Possible Text Challenges

- ▶ vocabulary related to fall fair: *midway, judge, calf*
- ▶ contractions: *don't, I'm, it's, there's, I'll, doesn't*
- ▶ compound word: *midway*

Reading Strategies

Comprehension

- ▶ predicting
- ▶ inferring

Working with Words

- ▶ identifying compound words (word solving and building: using known words and/or chunks to solve compound words)
- ▶ identifying contractions

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences using text and picture cues
- ▶ make meaningful predictions about characters and plot
- ▶ use background knowledge to solve compound words and identify contradictions
- ▶ use a variety of word-solving strategies as they process new text

Oral Language Opportunities

- ▶ discussing with group and a partner



BEFORE READING

Predicting/inferring

Activating and Building Prior Knowledge

Show students the front and back covers of the book. Read the title and back cover texts aloud. Ask students to predict what the unusual pet might be. Record predictions on a board or on chart paper. Explain to students that the story is going to take place at a fall fair. Talk about what happens at a fall fair and what might take place in this story.

Teaching Tip: Before they begin, remind students that good readers use both the written work from the author and pictures from the illustrator to understand the text.

Word solving and building

Overcoming Text Challenges

Give each student a copy of the book. Direct students' attention to page 2, and have them place their fingers on the word *midway*. Say, *What two words make up this word? Words that are made up of two words are called compound words. Look for more compound words as you read the story.*

Inferring

Setting a Purpose

Remind students of their predictions based on the title. Ask students to think about the following two questions as they read the book: *What is Mike's problem? How does Mike solve his problem?*

ESL Note: To familiarize ESL students with the vocabulary of a fall fair, do a picture walk to page 9, discussing the illustrations and bringing out the vocabulary. Avoid looking at the pictures beyond this page because it will spoil the purpose for reading. If more assistance is needed with the vocabulary, the book might be too difficult for students as guided reading and would be better used as shared reading.



DURING READING

Observe and listen to students as they read independently, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. As students read, observe their understanding of contractions by having them read a sentence with a contraction in it. Then ask them to reread the sentence, but with the two words separated. To check students' understanding of inferring, ask, *Why do you think it's important to Mike to have something to do at the fair, like his friends do?*

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner what they thought about Mike's decision.



AFTER READING

Predicting

When all students have finished reading the text, refer them to the chart to check their predictions. Did anyone predict that the unusual pet would be a pet rock? Have students suggest other pets that might be unusual.

Inferring

Ask, *How did Mike solve his problem?* If necessary, prompt students by saying, *How did Mike feel about himself at the beginning of the story? How did Mike feel about himself at the end of the story? How do you know?*

Word solving and building

Based on your observations, review the challenging words. Write the words on the board and ask students to explain how they figured them out.

Evaluating

Discuss the ending with students. Ask, *Do you think Mike should have won third prize? Why or why not?*

Rereadings

Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Inferring

Special Treat

Say, *When Mike won a toonie for his prize, he treated his friends to some fries. Why do you think Mike decided to spend his prize money this way?* Discuss Mike's decision with students, then ask them to think about how they would have spent the money.

Making connections: text to world

Pet Rock Design

Have students imagine Mike's pet rock as a toy for children. Have them design a colourful advertisement for the rock. Ask students who they think would like to buy this product. Ask, *Do you think children would want a pet rock?* Encourage students to invent different features for the pet rock. Ask, *What can your pet rock do? Is there something special it can do?*

Word solving and building

Contractions

Have students find and list all the contractions in the text. Beside each one, have them write the two words used to form the contraction.

Inferring

Character Relationships

Distribute copies of the BLM to students and have them think about the relationships between the characters. They should put Mike in the middle circle and briefly describe their thoughts and feelings about him. Then have them put Luca, Anna, Katie, and Jonas in the other four circles and do the same for their characters. Ask, *How does Mike feel about the other characters? How do the other characters feel about Mike? How do you know?* Students should provide examples from the text to support their ideas.

Character Relationships

Name: _____

