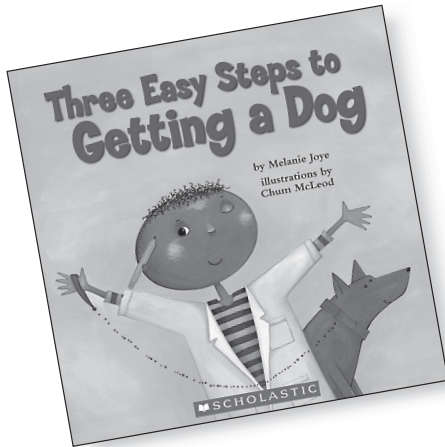


Three Easy Steps to Getting a Dog



Written by Melanie Joye

Illustrated by Chum McLeod

Text Type: Fiction: Persuasive — Humorous Story

Summary: A young boy uses a three-step strategy to persuade his family to get a dog.

Audio Available Online
www.lpey.ca

See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ headings
- ▶ glossary

Visual Literacy

- ▶ surveys/tables
- ▶ text inserts—thought bubbles, sticky notes, letters

Print Concepts

- ▶ numbered steps

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ predicting
- ▶ making connections: text to self

Working with Words

- ▶ word solving and building: language predictability

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions about content
- ▶ analyze: find information in the story
- ▶ contribute personal experience and make appropriate connections
- ▶ analyze the text and illustrations
- ▶ use a variety of strategies to solve unfamiliar words, and use context to work out word meanings

Oral Language Opportunities

- ▶ listening and responding to teacher think-alouds and prompts
- ▶ discussing in a group

Teaching Tip: This book contains many text features, including surveys, letters, and thought bubbles. The first reading focuses on narrative text. It might be confusing for students to read all the text at once. Subsequent readings will look at the surveys, letters, and thought bubbles.



BEFORE READING

**Making connections:
text to self/predicting**

Activating and Building Prior Knowledge

Show the cover of the book, then read the title, and the author's and illustrator's names. Read the back cover. Ask, *What kinds of things do you think you'd have to do to convince someone to get a dog?* Share responses in a whole-group discussion. Tell students about a time when you really wanted something badly. Describe to students whether you were successful in getting it. Ask them to think of a time when this has happened to them. Have them turn to their partners and share their experiences.

Analyzing

Setting a Purpose

Provide students with sticky notes or have them bring notebooks to the reading area. Say, *Let's read the text together to find out what the three easy steps are. As we read, remember to jot down a word or do a quick sketch to remind you of each step.*

ESL Note: Introduce challenging vocabulary (*gather information, investigate, survey*). The meaning of the words should be discussed before the reading to ensure better understanding.

Teaching Tip: Usually, during the first shared reading, the teacher reads most or all of the text, tracking using a pointer and voice expression. Students typically join in on the second reading. Base what you do on the needs of your group.



DURING READING

**Text features/language
predictability**

Turn to page 20 and look at the glossary. Depending on students' previous experiences, discuss the use and layout of a glossary. Say, *Let's read through these words because they're important to helping us understand the story.*

Print concepts

Turn to page 2 and ask students what they notice about this page. Ask, *How is it different from other stories we have read?* Talk about headings and how headings can make it easier to understand the text. Tell students they will see more headings during the reading.

Text features

Turn to page 3 and direct students' attention to the repeated word, "think, think, think!" Use a think-aloud to explain why the author would do this. For example, say, *I know when I repeat something, I do it to make a point. I think the author wants to do that here. Let's read it altogether again: "think, think, think!"* Revisit this concept on page 9 with the word *why*.

Print concepts

Turn to page 5. Draw students' attention to the new heading, *Step 1*. Use a think-aloud again, saying, for example, *Now the author is talking about the three steps mentioned in the title.*

Language predictability

On page 5, the heading includes the words *Make Your Argument*. Remind students that *argument* is in the glossary. Flip ahead to page 20 again to reinforce the use of the glossary.



AFTER READING

Predicting

Say, *Were the predictions you shared before we read close to what actually happened? Did Quenton do any of the things you predicted he might do?*

Analyzing

Ask, *What were the three easy steps Quenton followed to convince his family to get a dog? Have students refer to their sticky notes or notebook recordings. As they identify the steps (pages 5, 9, and 12), turn to those pages in the book to confirm their findings.*

Second Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ analyzing

Working with Words

- ▶ print concepts—understanding the purpose of surveys, letters, thought bubbles
- ▶ language predictability

Assessment Opportunities

Note each student's ability to:

- ▶ infer based on the text and illustrations
- ▶ analyze: identify the problem and solution
- ▶ interpret information from the surveys and notes
- ▶ identify print concepts
- ▶ use a variety of strategies to solve unfamiliar words

Oral Language Opportunities

- ▶ listening and responding to teacher think-alouds and prompts
- ▶ partner sharing
- ▶ discussing with a group



BEFORE READING

Self-monitoring

Activating and Building Prior Knowledge

Have the shared reading book ready. Say, *Before good readers start reading, they preview the title, pictures, illustrations, headings, etc. Let's do that now.*

ESL Note: Create a class survey and graph showing students who have a pet at home and those who do not to enhance understanding of how Quenton uses surveys to help solve his problem. Ask, *In what other situations can surveys be used in everyday life?*

Analyzing Ask, *Who is the main character?* (Quenton) *What is Quenton's problem?* (He really wants a dog and needs to convince his family.) *How did he solve the problem?* (He devised three steps to follow.)

Teaching Tip: When shared reading is used as an instructional approach, it is important that students join in the reading. They must take some of the responsibility for the text.

Analyzing/infering **Setting a Purpose**
Say, *This time when we read the story, we're going to pay particular attention to what Quenton did in each step to convince his family. When we finish reading, we're going to make a list of things he tried and decide which ones worked best.*



DURING READING

Infering When you get to page 4, stop and think aloud, saying, *I wonder what Quenton means when he says he'll "do their thinking for them." What do you think he means?*

Visual literacy Stop at page 6 and look at the survey. Read the title. Now, look at the bottom of the page and read the thought bubble. Read the headings on the survey. Say, *The thought bubble allows us to get inside Quenton's head, so we know what he is thinking.*

Analyzing Look at page 7. Ask, *What are the results of the survey?* Read each column and tally the responses.

Visual literacy/infering Look at the sticky note attached to the survey. Read it together with students. Ask, *What does Mom mean by her note? Do you think Quenton's survey is working?*

Text features/infering Look at the letter on page 10. Read the letter together with students. Ask, *Why would Quenton write a note to his mother?* Now read the letter from Mom on page 11. Ask, *Why do you think Quenton says, "I'm pretty sure I understand my problem much better"?* *What do you think his problem is?*

Visual literacy Read the headings on the survey on page 13. Now read the letter on page 15. Ask, *Has Quenton's letter worked? What do you think made the difference?*



AFTER READING

Infering/analyzing Ask students what Quenton did in each step (surveys, letter, coloured envelope, perfume, candy). List these items on chart paper or the overhead. Ask, *What do the surveys tell us about the family's opinions? Why did Quenton create the survey in the first place? What was Mom's problem with the first survey? What finally convinced Mom to say "yes" to getting a dog? Record on the chart whether the strategy was successful or not. Ask, Does Quenton now have a new problem? If so, what is it?*

Strategy	Successful?—yes/no
survey #1	NO
survey #2	
letter	
coloured envelope	
perfume	
candy	

ESL Note: Create a story map illustrating the sequence of events of what Quenton did in each step. Invite students to draw pictures for each event.

Word solving and building

Invite students to create a Word Wall using any words they might have difficulty with in this text, e.g., *confidential*, *absolutely*, *wrestle*, *envelope*, *allergic*, *address*. Use a variety of strategies to solve the meaning of these words. Ask other students what strategies they used to solve these words.

Third Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ language predictability

Assessment Opportunities

Note each student's ability to:

- ▶ evaluate: express opinions about events and actions in the story
- ▶ analyze information in the story
- ▶ use a variety of strategies to solve unfamiliar words

Oral Language Opportunities

- ▶ listening and responding to teacher think-alouds and prompts
- ▶ discussing with a partner and a group

Teaching Tip: Before beginning the third reading, use sticky notes to cover up challenging words in the story. Remember to use two different sticky notes. Cover up the initial consonants with the first one and the letters starting from the vowel with the second one, e.g., *checked*—"ch" is covered by the first sticky note, then "ecked" is covered by the second.



BEFORE READING

Evaluating

Activating and Building Prior Knowledge

Look at the chart created in the second reading. Look at the strategies Quenton used. Say, *Turn to your partner and share the strategy you would have used and explain why you would have used it.*

Evaluating

Setting a Purpose

Say, *When we read the story today, I want you to think about each family member. When we're finished reading, I'm going to ask if you think it's a good idea for this family to get a dog and why or why not.*



DURING READING

Building confidence

During this third reading, you might divide the class into three, with one group reading the narrative (Quenton's words), the second reading the letters and sticky notes, and the third reading the thought bubbles. Read through the text again, allowing students to read their assigned parts. Pause at the surveys and invite students to comment on them or point out column headings, etc.

ESL Note: Partner ESL students in the earlier stages of English acquisition with more advanced students who can read to them.

Word solving and building

As you read, stop at any difficult words to clarify meaning. Select some words ahead of time and cover with sticky notes. When you come to the word, stop and ask students, *What would make sense?* (record words that students provide). Now uncover the first sticky note (up to the vowel) and ask, *Does it look right?* Go through the list of words, checking to see if any begin with the same consonant or blend. Cross off any that won't work. Now ask whether students could suggest any other words now that they know the initial consonant or blend. Record these. Read through the new list (putting the word in the sentence) and ask, *Does this sound right?* Peel off the second sticky note to reveal the whole word.



AFTER READING

Evaluating

After reading, ask students, *Do you think this family should get a dog? Why or why not? Use evidence from the story to support your opinion.* Have students turn to their partners and share their findings.

Word solving and building

Have students identify any words that were tricky or difficult. Have them share the strategies they used to solve the unfamiliar words. Look at the vocabulary list generated from the word-solving activity in the During Reading section. Discuss which words are synonyms for the covered 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 to students.

For each reading, we suggest 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

Visual literacy

Go through the book and identify all the features of this text. Comment on how each text feature helps you understand the story.

Text features

Design a new glossary. Go through the story and select words students think should be added to help readers understand the story.

Print concepts

Point out the bolded words, words all in capitals, and exclamation marks. Read these selections with expression. Ask, *Why do you think Quenton's words are shown like this?*

Focus on Comprehension

Analyzing

Ask, *If the family can't agree on the type of dog, what should Quenton do?* Ask students to brainstorm for possible strategies or add a fourth step.

Evaluating

Look at the story from the point of view of the mother, father, sister, or brother. Ask, *How do you think they feel about getting a dog? What do you think their thought bubbles might say?*

Sequencing: retelling

Ask, *What did the first survey tell us? What did Quenton do next?* Turn the pages as each item comes up. Continue through the story.

Working with Words

Word solving and building

Look at page 3 and highlight the word *thought*. What sound does the "ou" vowel combination make? Find other words in the story that have vowel combinations, i.e., page 4—*approach*; Page 6—*choices*; page 7—*easy*; and page 9—*counter*. Generate lists of other words that have the same vowel combinations.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing/Oral

Have students choose an argument they would like to put forth. Have them design a survey and collect the data. Be prepared to present your argument to the class (good link to math). See the Persuasive text-type writing study for writing a persuasive argument in the *Writing Guide*.

Independent Reading

Make the six small versions of *Three Easy Steps to Getting a Dog* 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 fluent reading of the story, as well as a Reading with Interactive Questions.



Home Links

Have students design a survey for their family on an issue they would like to convince them of. Include the list of high-frequency words for grade 3. Suggest that parents or other family members work with students to build or spell some of these high-frequency words.

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. For example, see “What Word Wall Word Do You See?” under High-frequency Words, “Where’s My Contraction?” under Word Solving and Building, and “Word Meaning From Context” and “Verbs: What Action!” under Language Predictability in the *Working with Words Guide*.

See also the specific Building Words lessons (“Allergies” and “Chocolate”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Read aloud examples of other books that model persuasive text, such as *Should There Be Zoos* by Tony Stead, and *Dear Mrs. La Rue* by Mark Teague.