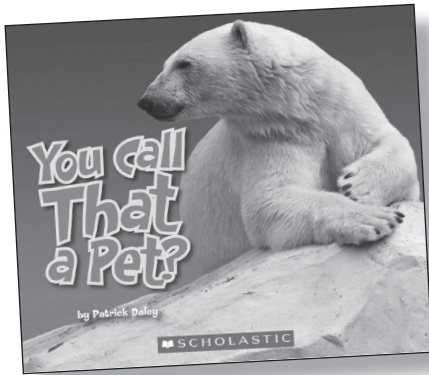


You Call That a Pet?



Written by Patrick Daley

Text Type: Info-fiction: Narrative — Realistic Story

Guided Reading Level: K

Summary: In this story, a boy who wants a pet does some research to find the best pet for him.

Text Features

- ▶ dialogue
- ▶ two different styles of type
- ▶ punctuation marks

Visual Literacy

- ▶ coloured text to highlight repeated passages and for emphasis
- ▶ illustrations and photographs

Text Supports

- ▶ photographs support the text
- ▶ repetitive sentence structure
- ▶ problem followed by solution story structure
- ▶ repeated sentences: “You call that a pet?” and “Yes. A ____ is a perfect pet!”

Possible Text Challenges

- ▶ concept of research may be new
- ▶ story told mostly in dialogue
- ▶ long paragraphs filled with factual information
- ▶ complex sentence structure
- ▶ some unfamiliar vocabulary: *fantastic, information, squid, anaconda*

Reading Strategies

Comprehension

- ▶ predicting
- ▶ self-monitoring

Working with Words

- ▶ using photographic clues, background knowledge, and word-solving strategies to solve unfamiliar words
- ▶ identifying contractions

Assessment Opportunities

Note each student’s ability to:

- ▶ make predictions based on pictures, textual information, and personal knowledge
- ▶ change and modify predictions as more information becomes available
- ▶ monitor their own understanding and to know when meaning breaks down
- ▶ use a variety of strategies to solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in groups and pairs
- ▶ presenting to the group

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Three Reading Guide.



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Ask students if they, or any of their family members or friends, have pets. Invite students to turn to a partner and share what kinds of pets they have.

Does anyone have a pet? What kinds of animals are they?

Analyzing

- ▶ Hand out copies of the book and tell students to only look at the front cover. Invite them to read the title and author's name with you. Have students discuss the title with a partner, and then share their ideas with the class.

What do you notice about the title? (The word "That" is larger than the others.) What animal do you notice on the cover?

Analyzing

- ▶ Invite students to read the title again, with emphasis on the biggest word in the title. Have them consider whether the text and picture match.

We just talked about the kinds of animals that are pets. Does this title make sense with the cover picture? How should we read the word "That"?

Predicting

- ▶ Ask students to predict what is going to happen in the text. Quickly record their ideas on chart paper or a whiteboard.

We don't have much information to use right now, but what do we think might happen in the text?

Teaching Tip:

The predicting strategy is not about being right or simply guessing. As the evidence and information increase, students should be able to modify and adapt their predictions, based on the additional evidence.

Text features

Discussing Supports and Challenges

- ▶ Have students turn to page 2 and note how the text is placed on the page. Explain that while this text is read like a story, it also contains a lot of factual information.

This is an info-fiction text, and we need to read it like we would read a story. But we also need to think about the information we are getting from the text, so we can learn as much as we can about the topic. Where should we begin reading?

Print concepts

- ▶ Ask students to note the dialogue and punctuation marks. Explain that this story is like a conversation between two characters.

The author has used a lot of dialogue, and we can tell when characters are talking to each other because quotation marks are around what they are saying. Can anyone tell me who is speaking first?

Print concepts

- ▶ Have students turn to pages 4 and 6. Focus their attention on the coloured text.

Imagine as you are reading that you are the character. How would you read "Yes. An owl is a perfect pet!" What was the clue to read this with extra emphasis? How would you read "You call that a pet?" on page 6? Notice that these sentences are repeated in the text.

Predicting

Setting a Purpose

- ▶ Focus readers on a comprehension purpose.

As you are reading, remember your predictions about what is going to happen. Are they accurate?

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading Lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Self-monitoring

Self-monitoring Word solving

Predicting

- ▶ Ask each student to read up to page 11 independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Did that make sense? Reread the sentence and think what would make sense and sound right.
 - Where are you stuck? See if the picture can help you make sense.
 - Can you break the word up into smaller parts?

- ▶ Remind students about their predictions and compare what has happened so far with their original ideas of what the book might be about. Change or reinforce predictions as necessary before directing students to continue reading.

We have more information now. Have we learned anything that might change our predictions? Based on what we know, what do you think will happen in the rest of the book?

- ▶ Ask early finishers not to talk about what happened in the text until everyone has finished reading. They can think about how closely their predictions matched what happened in the story.
- ▶ Note successful reading strategies and any remaining reading challenges.

ELL Note: In groups, have students choral read the book. First students can read the whole book aloud together with you. Then small groups of students can be assigned the roles of the boy and Mom in further choral readings.



AFTER READING

Predicting

Predicting/self-monitoring

- ▶ Revisit the purpose for reading.
- ▶ Discuss the predicting strategy.

You were reading to see if your predictions worked out. Let's check the chart paper to see if any of your predictions match.

*How did our predictions help us as we read? What did we do when the predictions were accurate? (We kept going.)
What did we do when the predictions were not accurate? (We changed the predictions.)*

Evaluating/infering/ making connections

- ▶ Extend comprehension by offering prompts to continue the discussion:
 - What did you learn about some of the animals?
 - Do you think the boy will be happy with his choice of a puppy? Why or why not?
 - What kind of pet would you like to have? Why is it perfect for you?

Making connections/ evaluating

- ▶ Discuss with students the merits of each animal as a pet. Then ask them to talk in pairs about what makes a good pet.

Why were most of the animals not good pets? What do you think makes a good pet? Why?

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

Tia had predicted that the book would be about finding a way to make the polar bear into a pet. After she read the first few pages, I heard her say "This isn't what I thought would happen at all." That was good thinking because she was self-monitoring as she was reading, as well as remembering her prediction. Good thinking, Tia!"

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 your students' needs.

Write Another Page for the Book

- ▶ Invite students to create another page for the book by selecting another animal and following the repetitive pattern established in the text. Students can present their research pages to the class, describing their animal and the process they went through to create the page.

ELL Note: ELL students might identify an animal in which they are interested but have no idea of the correct English word to name it. Have some pictures and names of additional animals available.

Dramatize

- ▶ Students could assume the roles of mother and child and partner read as those characters, or act out the story for the class. Provide time for students to practise reading the book aloud, using different voices for the two characters.

Contractions

- ▶ Invite students to find the contractions in the text (e.g., *that's, I'm, won't*). Record the words on cards and write the two words that they represent on another card. Brainstorm for other contractions and print them on cards. Put the cards in a zip-lock bag to use as a matching game.

Word solving and building