

SCHOLASTIC  
**Moving Up**  
 with Literacy  
 Place  
 4-6



# PET OF THE WEEK

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**TEXT TYPE:** Fiction: Narrative—Realistic Short Story  
**GUIDED READING LEVEL:** R

**SUMMARY:** Aiden reluctantly helps his friend Preeja post information about a cat on a humane society Website in hopes that it will be adopted. Tootsie, the cat they are trying to get adopted, is 12 years old and it doesn't appear that she is likely to be adopted. Aiden takes a particular liking towards Tootsie and tries different strategies to convince others to adopt her.

## TEXT FEATURES

- two-column page layout
- quotation marks
- highlighted and enlarged text quote

## VISUAL LITERACY

- illustrations and text insets

## TEXT SUPPORTS

- topic of interest to students

## POSSIBLE TEXT CHALLENGES

- use of conversation to carry the plot
- new and challenging words, e.g., 'forte,' 'consultant,' 'caterwaul'

## FOCUS COMPREHENSION STRATEGY

- sequencing

## FURTHER COMPREHENSION STRATEGIES

- making connections: text to self, text to world
- evaluating

## ORAL LANGUAGE OPPORTUNITIES

- Place Mat strategy
- discussing with a group
- sharing ideas
- 'Three Reasons' activity (option 3 in Focused Rereading)

## WORKING WITH WORDS

- language predictability: using context to work out word meanings
- word solving and building: noticing a familiar word embedded within a larger word

## ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- retell main story details in sequence
- think about cause and effect
- link one event with another
- evaluate and think about the ideas and impact of an advertisement
- arrive at a word's meaning using context as a guide

## ASSESSMENT TOOLS

Select from the following:

- Sequencing Strategy Checklist
- Comprehension Strategies Anecdotal Record

## BEFORE READING

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### Making Connections: Text to World

#### **Activate and build prior knowledge**

- Ask students if they know what a humane society is and the work it does for animals.

**ESL NOTE:** During the discussion ask ESL students to share the type of pets they had when they lived in their birth country, and how they obtained their pets.

### Self-monitoring

- Pose the following question to students, *What are the challenges in owning a pet?* In groups of 4, have students write their response to this question on their own section of a Place Mat (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*). Once students have completed their writing, have them share their ideas, and in the centre of the Place Mat write the summary of their findings.

### Inferring and Evaluating

- If possible, obtain an advertisement of a pet looking to be adopted and share it with students. Encourage students to discuss their reactions towards this type of advertisement. Ask what overt and implied messages are used in the ad. Highlight some of the techniques (such as the targeted use of language, graphics, photographs, and ideas) used to persuade people to adopt pets. Ask if students think this ad is effective and why.

### Text Features

#### **Introduce supports and challenges**

- Have students look at the first page of the text and point out the use of quotation marks, interspersed by narration. Discuss with students what the quotation marks represent and how each time a new speaker talks a new paragraph is formed. Further discuss with students that as they read the dialogue they could attempt to use different voices to help them distinguish between the various speakers.

### Language Predictability and Word Solving and Building

- Point out the word ‘forte.’ Note that although the ‘e’ might appear silent this word is actually pronounced ‘for-tay.’ Have students encountered or heard of this word before? Ask them if they can figure out the word’s meaning by considering how it appears in the sentence. Use this method of solving words for other challenging words, such as ‘caterwaul.’ Then point out the word ‘consultant’ and write it on the board. To figure out its meaning suggest students try looking for a familiar word embedded within and connect the meaning of that word with ‘consultant.’

### Sequencing

#### **Set a purpose for reading**

- Review with students how fictional stories are often structured with a traditional sequence of a beginning, middle, and end. Provide students with 6–8 sticky notes, and as they are reading have them place the stickies at what they think are the key, or main, events of the story. Think about where it fits in the general plot of the story—what came before it and what might happen as a result of this event.

**Provide for early finishers**

- When students are finished have them retell you the main events of this story in sequence. This can be done orally or written out in a few short paragraphs.

**DURING READING**

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**Monitor reading**

- As students read independently, have them read a portion of the text aloud to you. Ask a comprehension question about sequencing, such as: *Aiden was running out of ideas about how to solve Tootsie's adoption dilemma and was desperate for a solution. What happened next?*
- Provide positive feedback to each student you listen to on their successes, and highlight an area they might wish to work on.

**Observe**

- Make observations on your assessment tools. (See the Sequencing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)

**AFTER READING**

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**Revisit the purpose for reading**

- Have each student read aloud what they chose as the first key event in the story and record this on chart paper. Proceed in a similar manner with the other events of the story. After students have identified and agreed on what they felt were key events, link these events together with their help. Discuss the cause of these events and how they affect the other key events in the story. You can model this sequencing activity by first applying it to a popular movie or book's plot, like a Harry Potter film or book.
- Afterwards, review the 6–8 key events of the story that are agreed on and ask students if they feel anything is missing.

**Check on outstanding challenges**

- Discuss with students if they felt the author may have been able to tell this story without as much dialogue.
- Discuss and clarify any other outstanding challenges students experienced that you noted from your observations.

### **Note successful strategy use**

- Explain a successful reading strategy you observed, e.g., *Paul noticed at the end that Aiden had come out of his shell quite a bit, as his dad had wished he would. He went back throughout the events of the story to see how this had happened and came to the conclusion that Aiden's concern for Tootsie prompted him to do things he was not comfortable with, but felt he had to do. This is not only a fine example of sequencing but of synthesizing the events and ideas of this story. Well done!*

## **FOCUSED REREADING**

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Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

### **Written**

- Invite students to think of a pet that they might like to adopt and write a persuasive argument using three key reasons. To help scaffold students' work have them reread the bottom of page 4 and top of page 5 to see how Preeja and Aiden formatted their arguments. Students could add a coloured illustration, magazine cut-out, or digital image of their pet to accompany their persuasive argument. Point out that winning someone over with this kind of persuasive letter requires presenting your arguments and main points in an organized way. This could include following a sequenced order as seen on pages 4–5, or a structured framework that links their thoughts into a compelling whole.

### **Artistic**

- Provide students with a piece of legal size paper, having them divide it into 6–8 equal sections, so they may create a comic strip of the story. Students might want to utilize the chart from the After Reading discussion to recreate the main events of the story. Encourage students to utilize speech and thought bubbles to move the plot along in their comic strip. If students are unable to complete the task in the 8 boxes, provide them with additional paper to extend their comic.

### **Oral/dramatic**

- In groups of 3 or 4 play a game of 'Three Reasons' with students. On a piece of paper each student completes the statement: 'Give me three reasons why you can't \_\_\_\_\_.' (Model some examples such as, 'wash the dishes,' 'clean up your bedroom,' and 'forget your homework.')
- Place the pieces of paper with the completed statements in a container or hat, and then have one student draw one (the student must put the piece of paper back and redraw if they have selected their own idea). The student must read aloud the sentence and then provide three reasons why they can't do that task. For an added challenge you can place a time limit for responding.

**Making Connections:  
Text to Self**

**Sequencing**

**Making Connections:  
Text to Self**