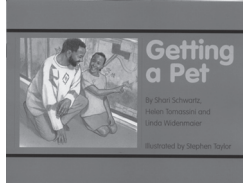


GETTING A PET

By – Shari Schwartz, Helen Tomassini, and Linda Widenmaier
 Illustrations by – Stephen Taylor
 Set 4 – 112 words

Building Anticipation – Setting the Context

Ask the children what pets they have. List their responses on a chart and ask, “Is this a good pet? Why?” With the children, complete the sentence starter “A dog (cat, bird, etc.) makes a good pet because _____.”



What might you say to your parents to try to persuade them to get a particular pet?

Introduce the book and guide the children through a book-walk. Before they start reading, focus the children’s attention on strategies they can use when they come to an unknown word.

Discussion – Book Talk

What reading strategy did you use when you came to an unknown word?

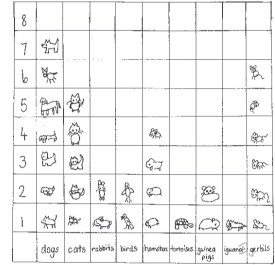
What pet did Linda and her dad finally agree on? Why did Dad not like the puppy? The bird?

Creative Response – Independent Practice

Children can:

- use the readers’ theatre script on the reproducible master to enjoy this story in another way.
- make Popsicle-stick puppets of Linda, her dad, and the pets in the store. Create a puppet show using the dialogue from the story.

- create a class graph showing the number of pets owned by the children. Make up math questions based on the graph, such as “Who has the most pets?”



Class Pets

Read-Aloud Connection

I Want a Cat by Tony Ross. Farrar, Straus & Giroux, 1989.

- A little girl who desperately wants a cat dresses up and behaves like a cat until her parents give in.

The Last Puppy by Frank Asch. Prentice Hall, 1983.

- The story of a boy choosing a puppy and taking the last of the litter.

| Learning About Language - Focused Teaching | | |
|--------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High Frequency Words | good, went, At, get, We, will, Thank, It | Practice writing “It” and “At” on an erasable board. |
| Letters and Letter Clusters | st — store Th — thank | Practice making the blended sound of st. List as many words beginning with this sound as you can (e.g., stone, sting, stop, step). |
| Rhymes and Word Families | fish, dish, wish get, pet, wet, let went, tent, sent | Practice making “fish,” “dish,” and “wish” with movable letters. Make up a sentence using one of these words and one of the high-frequency words from this book. |
| Word Endings | ed — looked sb — fish | Use movable letters to make words ending in ed and sb. |



Getting a Pet

Characters

Narrator Linda Dad

Narrator: *Linda and her dad are reading a book about animals.*

Linda: Can I get a pet?

Dad: Yes. We will go to the pet store.

Narrator: *Dad and Linda went to the pet store.*

Linda: Can I get a puppy?

Dad: No. A puppy is too big.

Linda: Can I get a bird?

Dad: No. A bird is too noisy.

Linda: Can I get a fish?

Dad: A fish? A fish is not too big. Yes!
A fish is a good pet for you.

Linda: Thank you.

Narrator: *At home, Linda and Dad looked at the fish.*

Linda: I like my fish. It is a good pet for me.