PETS LEVEL I

INTRODUCE THE BOOK

Before students begin to read, prepare them for a successful first reading of the story. Familiarize them with the plot, important concepts, new words, and language structures in the book. Begin by providing a brief synopsis of the book.

SYNOPSIS OF THE STORY

This book is about the different types of pets you can have.

BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:

1 “On page 2, it says, There are furry pets, and there are pets with scales.”
2 “On page 4, it says, Many people have dogs as pets. What letter would you expect Many to start with? Find the word Many.”
3 “On page 6, it says, Cats can communicate with you.”
4 “On pages 8-9, there are some rodents. They are nocturnal; they are active at night.”
5 “What kind of pets do we see on pages 10-15?”
6 On page 16, look at the Glossary. Talk about how the Glossary can help them with new words in the book.

READ THE TEXT

After you look through the book together, have the students begin to read. Encourage the students to read the entire book in a soft reading voice. Listen to the students’ reading, and prompt for and/or praise strategic processing. See Prompting Guide I for reading behaviors to observe and support.

DISCUSS AND REVISIT THE TEXT

Start a conversation about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Engage the conversation by asking students to make predictions, inferences, and connections to personal experiences or other stories. Stay away from questions that can be answered with “yes” or “no.”

YOU MIGHT ASK:

• “What are some pets that are furry?”
• “What kind of pets would you want to have? Why?”