

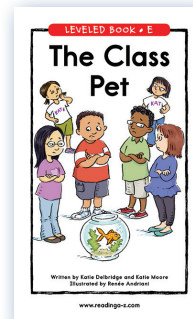
Focus Question:

How do Kate and Kat help their class?

Book Summary

Text Type: Fiction/Realistic

Class pets can be fun but can also create some problems. In *The Class Pet*, the class has to figure out who is going to help feed the class fish during school breaks. Vivid illustrations and high-frequency words make this story a good fit for early readers. The book can also be used to teach students how to identify the problem and solution as well as how to recognize and use proper nouns that name people.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Identify problem and solution
- ☐ Describe information provided by illustrations
- ☐ Recognize and identify syllables
- ☐ Identify initial consonant *Ff*
- ☐ Recognize and use proper nouns that name people
- ☐ Identify and use the high-frequency words *can, said, the*

Materials

- ☐ Book: *The Class Pet* (copy for each student)
- ☐ Problem and solution, initial consonant *Ff*, proper nouns: names of people worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) words appear in the lesson but not the book.

- **High-frequency words:** *can, said, the*
- **Words to Know**
Story critical: *feed* (v.), *help* (v.), *problems* (n.), *solve* (v.), *turn* (n.), *wanted* (v.)
- **Academic vocabulary:** *problem* (n.), *solution* (n.)*

Guiding the Reading

Before Reading

Build Background

- Write the word *problem* on the board and read it aloud with students. Discuss as a class examples of problems and record them on the board.
- Have students draw a picture of a problem they have had and share it with a partner. Have partners discuss possible solutions to their problems and then share how they solved their problem. Invite students to share their pictures and solutions with the class.

Introduce the Book

- Give students their copy of *The Class Pet*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, authors' names, illustrator's name).

Introduce the Reading Strategy: Retell

Explain to students that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Discuss how stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event, it's important that the details are explained in order. Point out that people retell as part of their daily lives, such as what they did at school or what happened in a movie they saw. Use a book that the class recently read or a familiar story, and demonstrate how to retell a story in correct order. Invite volunteers to help you with the retelling.

Introduce the Comprehension Skill:

Problem and solution

- Explain to students that in stories, there is often a problem that needs to be solved. Point out that if there is a problem, then there is a solution, which is what happens in the story to fix the problem.

Guiding the Reading (cont.)

Write the words *problem* and *solution* on the board and read them aloud to students. Explain that characters in stories have problems just like people in everyday life and that they need to work to find solutions for them.

- Review with students a book the class has read. Have students work with a partner to determine the problem and solution in the book, and guide students to a class consensus. Have students look at the title and picture on the cover of this story and make a prediction as to what the problem may be. Invite volunteers to share their predictions with the class.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help students better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about the problem the students in the story have with their pet and how they solve the problem. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Who are Kate and Kat, and what are they good at?* (level 1) page 3
- *What is the problem facing the class in this story?* (level 2) pages 4 and 5
- *Who is Fred?* (level 1) multiple pages
- *Which students want to help feed Fred?* (level 2) pages 6–9
- *How did Kate and Kat solve the class problem?* (level 1) page 11
- *How does the class feel about Kate and Kat’s solution? How do you know?* (level 3) page 12

Text Features: Illustrations

Explain that illustrations, or drawn pictures, are helpful when reading because they show the reader exactly what something looks like. Point out that illustrations often give more information than what is written by the author. Reread page 4 aloud with students as they follow along. Then, have them look at the illustration and discuss with a partner what information is provided in the illustration that is not included in the text. Invite students to share their ideas with the class. Have students reread page 5 with their partner. Ask students: *What did you learn from the illustration that was not written in the story? Why did the author choose to include this illustration?* Invite volunteers to share their answers with the class.

Skill Review

- Model retelling the events of the story using the illustrations to assist you. Remind students that retellings include details and descriptions about the events of a story in the correct order. Ask students to retell the beginning of the story to a partner.
- Model identifying a problem and solution.
Think-aloud: I know that characters in stories usually face a problem that they must figure out how to solve. I read that the class was having a problem with its class fish, Fred. The fact that there are too many kids who want to help feed Fred during school breaks is the problem in the story. As I read, I pause every now and then to think about how the class can decide who will feed the fish. By doing this, I can better understand and enjoy what I am reading.
- Have students work in small groups to discuss by whom and how the problem got solved. Ask them if they think the solution was a good one. Invite them to think of other ways the problem could have been solved.
- Model how to complete the [problem-and-solution worksheet](#). Remind students to use specific examples and details from the text.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Problem and solution

Review the problem-and-solution worksheet that students completed. Invite volunteers to share their answers with the class.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample answer: *Kate and Kat help their class by coming up with a schedule where a different student can feed Fred during each school break.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Identify syllables

- Explain that all words are made up of *syllables*, or word chunks. Model how to identify syllables using the word *solving*. Clap to identify each syllable in the word *solving* (two syllables). Repeat the process with the word *wanted* (two syllables).
- Have students practice identifying syllables by clapping out the syllables in the following words with a partner: *good*, *problem*, and *fish*.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands to indicate the number of syllables: *class*, *teacher*, *during*, *kids*, *help*, *home*, and *idea*.

Phonics: Initial consonant Ff

- Write the word *fish* on the board and read it aloud with students.
- Have students say the /f/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /f/ sound in the word *fish*.
- Have students practice writing the letter *Ff* on a separate sheet of paper while saying the /f/ sound.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant *Ff*: *fit*, *fall*, *far*, and *fun*. Say each word one at a time, and have volunteers come to the board to add the initial *Ff* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Ff worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics:

Proper nouns: Names of people

- Review or explain to students that words used to tell the names of specific people, places, and things are called *proper nouns*. Explain that these words begin with a capital letter.

- Write the names of five students on the board, using lowercase letters only. Invite volunteers to explain why the names are written incorrectly, and ask students to come to the board to correct the mistakes.
- Place students into small groups. Give each group a list of ten words, each written on a notecard or strip of paper, that all begin with lowercase letters. Five should be proper nouns that name people, such as *Mary* or *Ben*, and five should be common nouns that name people, such as *girl* or *uncle*. Have students sort the words into common nouns and proper nouns first and then rewrite the proper nouns correctly. Invite students to share their answers with the class.
- **Check for understanding:** Have students look through the book to locate all the proper nouns. Ask them to share with a partner five proper nouns they found and confirm that each one is proper and not common.
- **Independent practice:** Introduce, explain, and have students complete the [proper-nouns-names-of-people worksheet](#). If time allows, discuss their answers.

Word Work: High-frequency words *can*, *said*, *the*

- Write the words *can*, *said*, and *the* on the board and read them aloud with students. Explain to students that they will often see these words in books they read and that they should memorize them so they can decode them right away.
- Spell the word *can* aloud with the students and have them clap as they say each letter. Have students work with a partner and repeat this exercise several times. Ask students to write the word *can* in the air with their finger as you spell it aloud with them, pointing to each letter as you say the letter name with the students.
- Read page 11 aloud to students and point to the word *can*. Have students read the sentence aloud as a class. Ask students to work with a partner and use the word *can* in a complete sentence. Invite volunteers to share their sentence with the class, and ask other students to give a thumbs-up signal if they used the word correctly.
- Repeat the above process for the words *said* and *the*.
- **Check for understanding:** Have students reread the story with a partner and circle the high-frequency words *can*, *said*, and *the*.

Connections

- See the back of the book for cross-curricular extension ideas.