

About the Book

Text Type: Fiction/Fantasy Page Count: 14 Word Count: 224

Book Summary

Jupe wants a new pet but cannot decide what kind of pet she would like. The Monsters come to the rescue and give Jupe the perfect birthday pet. Descriptive language and lively illustrations will surely engage young readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Sequence events
- Blend onset and rime
- Produce rhyme
- Recognize proper nouns
- Place selected vocabulary in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*A Pet for Jupe* (copy for each student)
- Chalkboard or dry erase board
- [Sequence events, rhyming words, alphabetical order worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *from, into, little, not, of, our, what, would, your*
- Content words: *alien(s), collar, dinosaur, food, snake, toy, water*

Before Reading

Build Background

- Write the word *pet* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students to identify animals that are commonly kept as pets.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *A Pet for Jupe*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Lesson Plan *(continued)*

A Pet for Jupe

- Write the following repetitive sentences on the board: *Would you like a(n) ____? It is not a ____.* Read the sentences aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: When I read the title on the cover, it reminds me of the first pet I had. It was a little puppy. I remember going with my parents to pick him up from the kennel where he was born.
- Invite students to share how they connected to prior knowledge, based on the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Explain to students that a story is a series of events that happens in a particular order. First one thing happens, then something else, and so on. Explain that the order in which the steps happen is called the *sequence*.
- Model how to sequence the events of a familiar activity, such as making a sandwich.
Think-aloud: When I make a sandwich, first I get the things for the sandwich out of the refrigerator. I take a piece of bread and put mustard on it. Then I put a slice of turkey or ham on top of the mustard. I add a piece of cheese and then a leaf of lettuce. I put mustard on a second piece of bread and place it mustard-side down on top. Finally, I eat the sandwich. If I put the meat, cheese, and lettuce on the plate first and then the two slices of bread on top, it would not make sense. I also cannot eat the sandwich before I make it. The order in which I make the sandwich is important.
- Invite volunteers to share the sequence of other familiar activities. Explain that as they read the story, they should keep track of the sequence in which the main events happen. Doing that will help them remember and better understand the story.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Jupe is looking at a book about animals. Jupe and Lurk both have thought bubbles showing a dinosaur. I wonder if this is the pet Jupe wants.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *snake* on page 4 and say: *I am going to check the picture and think about what would make sense to figure out this word.* The picture shows one of the monsters thinking about a snake. When I look at the first part of the word, it starts with /s/. It also has the /k/ sound toward the end. The word *snake* starts with the /s/ sound and also has the /k/ sound. The sentence makes sense with this word. The word must be *snake*.


Set the Purpose

- Have students use what they already know about the types of animals that make good pets to help them read the book. Remind them to think about the sequence of events as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.

- Model connecting to prior knowledge.
Think-aloud: On page 5, I see Jupe thinking of an alien, and she does not look happy. Jupe wants a pet, but so far the suggestions the other monsters made are not what she wants. I remember trying to catch ants in a cup when I was little, but ants are too little and don't make good pets. I would never want a snake either. Aliens are not realistic pets, but this book is about the monsters, who are make-believe. I am not sure what kind of pet Jupe will decide to have. It may be a real animal or may be make-believe. I will have to keep reading to find out.
 - Invite students to share how they connected with what they already knew as they read.
 - Remind students that keeping track of the sequence in which the events of a story happen will help them understand and better remember a story. Ask students to tell in the correct sequence the main things that happened so far.
 - Introduce and explain the sequence events worksheet. Have students write the topic in the top box: *Jupe wants a pet*. Explain that they may both write and draw a picture that represents the events so far in each space on their worksheet.
 - **Check for understanding:** Have students read to the end of page 10. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
 - Ask students to think about what has happened in the story so far. Have them record the events from these pages on their worksheet, and select volunteers to share their worksheet.
 - Have students read the remainder of the book. Remind them to use what they already know about pets to help them understand new information as they read.
-  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 the discussion that follows.

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.

Reflect on the Reading Strategy

- *Think-aloud: When I read page 11, I thought about animals that are fluffy. I thought about a rabbit because I remember that when I was in third grade, our classroom had a pet rabbit. We each got a chance to take it home for a weekend. But then I looked back at the things that Jupe opened so far, and the food didn't look like the kind of food we fed our rabbit.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about what type of pet Jupe was going to get. Invite them to share and explain their picture to the rest of the class.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events that students wrote and drew on their worksheet so far. Invite them to explain how each of the events on their worksheet moves the story along.
- **Independent practice:** Have students complete the sequence events worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned that choosing a pet is not always an easy task. Not every person likes and wants to care for the same type of animal. Now that you know this information, what things might you consider if you were choosing a pet? What type of animal would you choose?

Build Skills

Phonological Awareness: Blend onset and rime

- Ask students to listen carefully as you say the following word parts: *p-et*. Then blend the sounds together and say *pet* aloud. Have students repeat both the individual sounds and entire word aloud with you.
- Explain to students that the beginning part of a word is called the *onset*, and the ending part is called the *rime*. Point out that the beginning part includes the sound(s) before the vowel.
- Say the following *onset* and *rime*: *g-ift*. Then ask students to blend the sounds with you: *gift*.
- **Check for understanding:** Say the following onsets and rimes and have students blend the sounds to say the words: *sn-ake*, *n-ot*, *b-ox*

Phonics: Produce rhyme

- Write the word *pet* on the board and say it aloud with students. Then say the word *let* and write it below *pet*. Have students say both words aloud, look at the spellings of the words, and then tell what is the same about the words (they rhyme and have the same ending sound).
- Ask students to generate other words that rhyme with *pet* and *let*, and write them on the board. Then challenge students to create a sentence using as many of the words as possible.
- **Check for understanding:** Say the following words aloud. Pause after each one to have students say words that rhyme with it: *big*, *snake*, *you*, *like*, *kitten*.
- **Independent practice:** Introduce, explain, and have students complete the rhyming words worksheet. If time allows, discuss their responses.

Grammar and Mechanics: Proper nouns

- Remind students that a *common noun* names a general person, place, or thing. Provide examples, such as *pet*, *street*, and *girl*.
- Explain that a *proper noun* names a specific person, place, or thing. Provide examples by saying: *The word pet is a common noun. Bucky is a specific pet, so the word Bucky is a proper noun.* Provide other examples as necessary to help students understand what makes a noun a proper noun.
- Explain to students that proper nouns begin with a capital letter, even if they are not found at the beginning of a sentence. Remind them that the word *I* is always capital because it is a proper noun that refers to a specific person, usually the writer or speaker.



Check for understanding: Have students turn to page 7 and locate the proper nouns. Have them underline or highlight all the proper nouns.

Word Work: Alphabetical order

- Write the words *kitten* and *toy* on the board. Underline the first letter of each word. Ask students which letter comes first in the alphabet: *k* or *t*.
- Review or explain that words are sometimes placed in a list by ABC, or alphabetical, order. Words are placed in alphabetical order by looking at the first letter of each word and then deciding which letter comes first in the alphabet. Explain that *kitten* comes before *toy* in an alphabetical list.



Check for understanding: List the following content vocabulary words out of order on the board: *food*, *collar*, *scary*, *birthday*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them sequence the events of the story with someone at home.

Extend the Reading

Fantasy Writing and Art Connection

Have students create an imaginary pet for Jupe. Spark ideas by suggesting that the pet have some features similar to real animals and other features that are unlike any that exist. Have students name the pet and draw a detailed illustration.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Science Connection

Work with students to create a list of animals that would make a good indoor pet.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently connect to prior knowledge to understand text
- accurately sequence events during discussion and on a worksheet
- accurately blend onset and rime during discussion
- produce rhyming words during discussion
- identify proper nouns during discussion and on a worksheet
- correctly place words in alphabetical order during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)