

About the Book

Text Type: Nonfiction/Persuasive Page Count: 16 Word Count: 681

Book Summary

The author introduces readers to a cat and dog awaiting a second chance at life while living at an animal shelter. She explains that there are many different animals to choose from at a shelter and that they are often healthier than pets that are sold by a breeder or pet store. The book includes information about veterinarians and adoption counselors, and the fees that are collected upon adoption at a shelter are explained. A persuasive last point is made: every time someone adopts from a shelter, he or she saves an animal's life.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Correctly distinguish fact or opinion
- Recognize and read consonant digraphs *sh* and *ch*
- Identify subordinating conjunctions
- Locate and understand homographs

Materials

Green text indicates resources available on the website

- Book—*Shelter Pets Are Best* (copy for each student)
- Chalkboard or dry erase board
- Index cards
- KWLS/ask and answer questions, fact or opinion, subordinating conjunctions, homographs 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

- Content words:

Story critical: *breeders (n.)*, *counselors (n.)*, *microchip (n.)*, *purebred (n.)*, *shelter (n.)*, *veterinarian (n.)*

Enrichment: *lifestyle (n.)*, *obedience training (n.)*, *owner (n.)*

Before Reading

Build Background

- Write the phrase *animal shelter* on the board. Have students share what they know about the subject. Encourage them to explain what they know about what animal shelters are used for and what they might find at an animal shelter. Ask students if they know where their local animal shelter is, and ask if anyone has visited one.
- Ask students if they own a pet and if they know where their pet came from.

- Create a KWLS chart on the board and hand out the [KWLS/ask-and-answer-questions worksheet](#). Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for the knowledge we learned, and the *S* stands for what we still want to know about the topic. As various topics are discussed, fill in the first column (*K*) on the board with information students know about the topic. Have students complete the same section of their KWLS/ask-and-answer-questions worksheet.
- Ask students what they would like to know about shelter pets. Have them fill in the second column (*W*) of their worksheet. Write their questions on the class chart.

Preview the Book

Introduce the Book

- Give students their copy of the book. 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, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Ask and answer questions**

- Discuss with students how having prior knowledge about the topic, and asking and answering questions while reading, can help readers understand and remember the information in a book.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the information in a book and how it is organized. After previewing the table of contents, use it to model asking questions.
Think-aloud: I can use the table of contents to think of questions I would like to have answered about the shelter pets. For example, the third section is titled "Many Animals to Choose From." This makes me think that animal shelters have more than just cats and dogs. I wonder what other types of pets are available for adoption at an animal shelter. I'll have to read the book to find out. I'll write this question on the chart.
- Have students look at the other section titles. Have them write any questions they have, based on the covers and table of contents, in the *W* section of their KWLS/ask-and-answer worksheet.
- Have students preview the rest of the book, looking at the photographs. Invite them to read through the glossary. Have them add any additional questions they might have to their worksheet. Invite students to share their questions aloud. Write shared questions on the class chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Fact or opinion**

- Explain that a *fact* is something that a person can prove to be true. An *opinion* is a belief, based on a personal feeling. Talk about the many different kinds of cats and dogs in the world, some of which may seem sweet and adorable to one person but pesky and annoying to another. Relate this information to the concept of fact versus opinion.
- Have students turn to page 4 in their book. Read the introduction aloud. Model how to identify and compare fact and opinion.
Think-aloud: When I read about Buzz, I thought about how much I would enjoy having that gentle, snowy white dog sit on my lap. I personally would love to adopt a dog like Buzz because he seems like a beautiful, wonderful pet. That is my opinion, based on a personal feeling. On the other hand, the author can prove her statement that pets like Buzz end up in animal shelters because people cannot care for them. Therefore, that information is a fact.
- Write the following on the board: *Fact: Millions of animals live in shelters in the United States. Opinion: I think adopting a pet from a shelter is a wonderful thing to do.*

- Have students turn to a neighbor and talk about Michelangelo the cat. Ask students to tell their partner their opinion of Michelangelo, and have volunteers share some responses aloud. Write the following on the board. *Fact: Michelangelo was put in a shelter because his owner couldn't take care of him. Opinion: I don't like cats. (Or Opinion: Stacy thinks someone will adopt Michelangelo right away because he is a beautiful cat.)* Many different opinions may be shared and can be written on the board. Discuss the possibility of there being many different opinions.

Introduce the Vocabulary

- Write the following content vocabulary words on the board: *breeders, lifestyle, obedience training, and veterinarian*. Read the words aloud with students. Ask them to share what they know about the meaning of each word. Point out to students that using familiar words might help them identify the meanings of the words. (For instance, the word *lifestyle* is a compound word, and the two words that make up the compound word can help them in thinking about what *lifestyle* might mean.)
- Write the content vocabulary words on four different pieces of poster board (one word per poster). Place students in small groups and assign each group to a poster. Have them discuss what they know about the meaning of their word and write a definition on the poster. Rotate the groups and have them repeat the process with the other words.
- Review all four words and the information about the words that students wrote on the posters. Create a single class definition for each word, based on students' knowledge, and write it on the board.
- Have a volunteer read the definition for each word in the glossary. Compare students' definitions with the glossary definitions. Use the comparison to modify the definition for each word on the board.

Set the Purpose


- Have students think about what they already know about shelter pets as they read the book to find answers to their questions and write what they learned in the *L* section of their KWLS/ask-and-answer-questions worksheet.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 6 to the end of page 8. Remind them to look for information about shelter pets that will answer questions on their KWLS/ask-and-answer-questions worksheet. Encourage students who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their KWLS/ask-and-answer-questions worksheet that were answered and write any new questions that were generated.
- Model answering a question and filling in the third section (*L*) of the KWLS chart.
Think-aloud: *I wanted to know what other types of pets are available for adoption from an animal shelter. I found out that shelters typically have a lot of cats and dogs to choose from. However, I read that they often have rabbits, birds, guinea pigs, ferrets, and turtles as well. I wonder if shelters are able to keep these animals healthy while in their care. I will write this question on my chart.*
- Have students write answers to the questions they circled in the *L* section of their KWLS/ask-and-answer-questions worksheet. Invite them to share the information they learned and the questions they generated as they read the book. Record shared responses on the class KWLS chart.
- Have students turn to page 6. Have volunteers reread the page aloud. Ask students their opinions of pet owners who give up their pets. Write on the board: *Fact: Many animals are in shelters because their owners can't take care of them anymore. Opinion: I think a shelter is an amazing service provided for lost or abandoned pets.* Encourage others to share their opinions.

- **Check for understanding:** Have students read to the end of page 10. Have them write any answers they found while reading in the *L* section of their KWLS/ask-and-answer-questions worksheet and additional questions they raised in the *W* section. Invite them to share the information they learned and the questions they generated as they read pages 9 and 10. Write shared responses on the class KWLS chart.
- Ask volunteers to tell facts and opinions about adoption counselors and pet-store workers.
- Have students read the remainder of the book. Remind them to continue to look for and write answers to their KWLS/ask-and-answer-questions worksheet questions, and to look for different facts and opinions. Encourage them to add new questions they might have to their worksheet as they read.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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:** *I wanted to know if shelters are able to keep animals healthy while in their care. I read that pets at shelters are often healthier than ones that come from a pet store or a breeder. I also read that all shelter animals are checked by a veterinarian and get shots to prevent sickness. I'd like to know more about becoming a veterinarian for an animal shelter. I will write this question in the S column of my chart.*
- Ask students to share questions they added to their KWLS/ask-and-answer-questions worksheet while reading, and ask them what questions were answered (or not answered) in the text. Have students write answers they found while reading in the *L* column of their KWLS/ask-and-answer-questions worksheet.
- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they have read.
- Point out to students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions. Invite students to fill in the final section (*S*) of their KWLS/ask-and-answer-questions worksheet with information they would still like to know about shelter pets.

Reflect on the Comprehension Skill

- Have volunteers provide examples of different facts from the book (something that a person can prove to be true in real life). Have other volunteers offer examples of their opinions about those facts (a belief, based on a personal feeling). Write the examples on the board.
- **Check for understanding:** Ask students to turn to page 13 and reread the information about saving a pet's life. Ask a volunteer to share the facts (shelters have limited space and money; when overcrowded, healthy animals may be given a shot to end their life; shelter workers are sad when this happens; if more people adopted from shelters, not as many pets would be "put to sleep"). Ask students to share their opinions about those facts. Write the facts and opinions on the board.
- **Independent practice:** Introduce, explain, and have students complete the **fact-or-opinion worksheet**. Discuss their answers aloud once everyone has finished working independently.
- **Enduring understanding:** In this book, you learned about animal shelters and the pets that are waiting to be adopted into loving homes. Now that you know this information, how does it make you feel about the importance of the service that animal shelters provide for our community?

Build Skills

Phonics: Consonant digraphs *sh, ch*

- Write the words *shelter* and *chore* on the board and read them with the students. Underline the *sh* and *ch* digraphs and explain that these pairs of letters each combine to make one sound. Ask students to repeat the words and listen for the sounds that the letters represent.
- Explain that the letter combinations can be at the beginning or end of a word. Write the words *shut*, *China*, *rush*, and *touch* on the board. Read each word aloud with students. Ask them where they hear the /sh/ and /ch/ sounds in the words.
- Have students write the *sh* digraph on one index card and the *ch* digraph on another index card. Write the following words on the board: *_ _air*; *_ _eep*; *_ _ip*; *_ _in*; *pea _ _*; *fi _ _*. Say each word, one at a time. Provide the following clues for each word, one at a time, and ask students to hold up the card that shows the correct digraph to complete the word: *something you sit in (chair)*; *an animal that says baaa (sheep)*; *another name for a boat (ship)*; *the part of your body below your mouth (chin)*; *a fruit that's juicy when ripe (peach)*; *animals that live in the water (fish)*. Ask students to tell you whether the digraph is at the beginning or end of the word.



Independent practice: Have students look through the book, working individually to circle all of the words that contain an *sh* or *ch* digraph. When everyone has finished working independently, review answers aloud.

Grammar and Mechanics: Subordinating conjunctions

- Explain or review that a conjunction is a word that links and relates two parts of a sentence together. Two different types are *coordinating* and *subordinating* conjunctions. Tell students that the coordinating conjunctions: *for*, *and*, *nor*, *but*, *or*, *yet*, and *so* link two independent clauses.
- Explain that a subordinating conjunction comes at the beginning of a subordinate (or dependent) clause. Tell students that a subordinating conjunction turns the clause into something that depends on the rest of the sentence for its meaning. Examples of subordinating conjunctions are: *after*, *although*, *before*, *whenever*, *until*, *as long as*, *even if*, and *while*.
- Ask students to turn to page 11. Write the following sentence from the book on the board: *After choosing the right pet, a family pays a shelter fee.* Point out the conjunction *after* and the comma separating the dependent clause and the independent clause. Have a volunteer come to the board and circle the dependent clause (*After choosing the right pet,*). Have another volunteer underline the independent clause (*a family pays a shelter fee*). Review what makes an independent clause independent.
- **Check for understanding:** Ask students to turn to page 14. Write the following sentence from the book on the board: *When you adopt from a shelter, you are likely to get a pet that is healthy and happy.* Have a volunteer come to the board and point to the conjunction (*when*). Ask students to tell what type of conjunction *when* is (subordinating). Have a volunteer come to the board, underline the independent clause, and circle the dependent clause.
- **Independent practice:** Introduce, explain, and have students complete the [subordinating conjunctions worksheet](#). If time allows, discuss their responses.

Word Work: Homographs

- Write the word *train* on the board. Have students locate and read the word on page 6. Ask students to suggest other uses for the word, besides *a way to help a pet* (for example: to travel by *train*). Review or explain that words that are spelled the same and have different meanings are called *homographs*. Point out that some sets of homographs may sometimes be pronounced differently (*read* and *read*).
- Have students reread page 8, looking for homographs (*pet*, *shots*). Write the words on the board. Have students tell the meaning of each word as it is used in the book. Ask students to tell you other meanings for the words and use them in sentences (for example: He made two free-throw *shots*).

- **Check for understanding:** Have students turn to page 10 and read the first sentence on the page. Point out the word *kind*. Ask students to suggest other uses for the word, besides *a certain one* (for example: She was very *kind*).
- **Independent practice:** Introduce, explain, and have students complete the [homographs worksheet](#). Discuss their answers aloud after students finish.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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 students also take home their completed KWLS/ask-and-answer-questions worksheet and explain what each column means. Have them tell someone at home about the information they wrote on the chart.

Extend the Reading

Persuasive Writing Connection

Review or explain to students that in persuasive writing, a writer takes a position *for* or *against* an issue and writes to convince the reader to believe or do something. Have students settle on their opinion regarding which animal would make the best possible pet. Then have them write a persuasive paragraph convincing their readers why they should choose that animal as a pet (or if they prefer, they can write about why their readers should not have a pet at all). Require that students include at least three strong arguments to support their position. Encourage writers to read their finished paragraph to a small group. Visit [Writing A-Z](#) for a lesson and leveled materials on persuasive writing.

Social Studies Connection

Supply students with an assortment of library books about veterinarians. Allow students time to read the books to learn more about this vocation. Find websites that are appropriate for students to learn more about becoming a veterinarian. Have them write information they find on index cards, answering questions such as: How much schooling does it take to become a vet? What types of classes do veterinary students take in college? What do they need to learn in order to become a vet? How do they receive their license to practice? How do they get a job? Have students share the information they recorded within small groups, and require each small group to produce a poster with the gathered information. Display these posters in the room or hallway.

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 ask relevant questions about a topic prior to and during reading; locate answers to their questions and write them on a worksheet
- correctly distinguish fact or opinion during discussion and on a worksheet
- associate beginning and ending consonant digraphs *ch* and *sh* with phonetic elements
- identify subordinating conjunctions during discussion and on a worksheet
- understand and use homographs during discussion and on a worksheet

Comprehension Checks

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