



About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 146

Book Summary

The residents of the White House include not only presidents and their families, but also their pets. Students will learn that the White House has been home to not only dogs and cats, but farm animals, woodland creatures, and even an alligator.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand informational text
- Understand and identify main ideas and details
- Segment words into syllables
- Associate vowel digraphs with the long /e/ sound
- Read and write the plural form of some nouns
- Sort content vocabulary words into categories

Materials

Green text indicates resources available on the website

- Book—*Weird White House Pets* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, plurals, categorization worksheets
- Discussion cards



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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on Vocabulary a-z.com.

- High-frequency words: *they*, *went*
- Content words:
 - Story critical: *lived* (v.), *odd* (adj.), *pets* (n.), *presidents* (n.), *White House* (n.), *zoo* (n.)
 - Enrichment: *alligator* (n.), *bears* (n.), *flying squirrel* (n.), *goats* (n.), *raccoon* (n.), *sheep* (n.), *snake* (n.)

Before Reading

Build Background

- Ask students if they know who the president is. Ask them if they know where the president lives. Using a map of the United States point out Washington, D.C., and tell students this is the city the president lives in. Have students tell what they know about what kind of house the president lives in. If necessary, explain that the president lives in the White House with his family.
- Ask students if they know whether the president and his family have a pet.

Book Walk

Introduce the Book

- Show students the front and back covers and the title page. Then read the title of the book. Tell students that good readers use the covers, title page, and title of a book to make predictions about what the author is going to tell about when they are reading nonfiction informational text. Encourage students to make predictions about what the book is about, based on the title and pictures on the covers and title page. Ask them to share their predictions and their reasons for making them.
- Show students the table of contents. Explain that there are two sections in the book. Read the section titles and tell students that the number that follows the section name tells the page number on which the section begins. Have students tell the section title they think might tell about pets that aren't cats and dogs. Have them tell the section title they think might tell about wild animals. Demonstrate using the table of contents by turning to the page where the first section begins.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Tell students that a fun way to read that helps them understand and remember what they read in a book is to predict, or make guesses, about what they will find in the book.
- Ask students to look at the cover and title page again. Ask them to guess what kinds of animals might have been pets at the White House. Create a modified KWL chart on the board with two columns. Write students' predictions in the first column. Then have them look at the back cover.
- **Think-aloud:** *When I look at the information on the front cover and title page, I think that presidents had dogs and cats as pets. I am surprised to see a cow on the back. I wonder why. The picture of the cow makes me think that maybe long ago presidents kept farm animals as pets because the pets gave them food. I think that maybe this book isn't going to be about just cats and dogs as pets. I think it's going to be about farm animals that have been pets at the White House, too. I'm going to add farm animals to my chart.*
- Encourage students to look at the table of contents. Read with them the first section title ("Odd Pets"). Ask them to look at the pets in the chart. Ask them if they think the pets listed in the chart are odd. Tell them they can revise their predictions, or change their guesses, about what pets lived at the White House to include this new information. Ask them to name animals that might be odd pets. Record their predictions in the first column of the chart. Explain that as you read, you are going to put an *I* in the second column of the chart next to each guess if it is in the book and an *N* if the animal isn't in the book. Tell students that as they read, they will find out what pets lived at the White House.

Introduce the Vocabulary

- Go through each page of the book with students. Ask students to name the animals in the pictures. Help them with the animal names if they have trouble. Use language patterns they will encounter in the text when describing the animals.
- Write the high-frequency word *they* on the board. Have students say the word in a sentence and locate the word in the book. Do the same activity for *went*.
- Have students find the word *lived* on page 5 in the book. Read the sentence to students. Have students find the word *lived* on other pages of the book. Explain that the word *lived* is an action word that tells what happened in the past. The pets in the book do not live in the White House now.

Set the Purpose

- Tell students to read the book to find out if their predictions about what kinds of pets have lived at the White House are correct.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book and have them read to the end of page 8. Tell students to reread the pages if they finish before everyone else.
- Listen to individual students read the text orally. Monitor their use of reading strategies and intervene when necessary to prompt for strategy use. Encourage students to share their thinking and predictions as they read the text.
- Model confirming and revising predictions.
Think-aloud: When I started reading, I predicted that farm animals would be pets that lived at the White House. Sheep and goats lived at the White House, so my prediction was correct. I'm going to add an I next to farm animals on my chart. I did not predict that a snake would have been a president's pet—that was a surprise. I wonder what other odd animals presidents and their families had as pets. I'm going to guess that since a snake lived at the White House, maybe another wild animal lived there too, like a monkey. I'll add monkey to my chart.
- Have students finish reading the book independently to find out other odd animals that have been presidents' pets.



Tell students to 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


- Have students tell what odd pets have lived at the White House. Ask students about animals on the list that weren't in the book.
- **Think-aloud:** *I thought I might read about a monkey that lived at the White House. There weren't any monkeys in the book, but there was an alligator that was a president's pet. Making guesses about what is in the book, and then finding out I was right or that I needed to change my guesses helped me think about what I was reading.*
- Have students help you fill in the chart with I's and N's. Ask them to try to remember what pets lived at the White House without looking at their book.

Teach the Comprehension Skill: Main idea and details

- **Discussion:** Ask students what they thought of the book. Ask which of the unusual pets is their favorite. Ask them to tell why it is their favorite.
- **Introduce and model:** Explain that authors who write informational reports have a big idea in mind when they write a book. Tell students that the "big" idea of a book is what most of the sentences are about. Give students the [main-idea-and-details worksheet](#). Have students turn to page 4 in their book. Tell students that books like this one often tell the big idea in the title or at the beginning of the story. Ask students to read the last sentence on page 4. Explain that when they look back through the book, they find that all of the sentences are about odd pets that lived at the White House. Direct students to write "odd pets" in the large oval on the worksheet. Next, model how to turn to page 5 to find details about the big idea. Say: *This page tells about sheep. Sheep are odd pets, so I know that's a detail about the big idea. In the smaller oval below the main idea, I'll write the word sheep. This sentence tells me that sheep trimmed the grass. That the sheep trimmed the grass is a detail about the sheep. I can write those words in the rectangle.*
- **Check for understanding:** Have students turn to page 10. Ask them what odd pet this page tells about (bears). Then ask them to find a detail about this odd pet (walked in the garden).
- **Independent practice:** Have students complete the main-idea-and-details worksheet. Discuss their responses.

Lesson Plan *(continued)*

Weird White House Pets

 **Extend the discussion:** Have students tell what kind of unusual pets they have or someone they know has. Instruct students to use the last page of the book to draw a picture showing one of the pets from their discussion. Have them label the picture “odd pets” and write a sentence about what makes the pet odd.

Build Skills

Phonological Awareness: **Segment syllables**

- Say the word *presidents*. Tell students that you are going to count the syllables, or parts in the word. Repeat the word, clapping on each syllable. Tell students that you clapped three times because there are three parts to the word. Use clapping to demonstrate syllables for several other content vocabulary words from the book (*alligator, raccoon, snake*).

Phonics: **Long /e/ vowel digraphs**

- Ask students to turn to page 6 and read the second sentence. Ask them to say the word with the long /e/ sound (*leash*). Write the word *leash* on the board. Underline the two vowels (ea). Read the word and emphasize the medial vowel sound. Explain that when the vowels e and a are together in the middle of a word, they sometimes make the long /e/ sound. Have students turn to page 5 and find the word *sheep*. Write *sheep* on the board and explain that two e’s together can make the long /e/ sound, too.
- Have students brainstorm for other words that have the long /e/ sound. Write the ea words on the board under *leash* and the ee words on the board under *sheep*. Any words without these digraphs should be put in a separate column. Ask volunteers to come to the board to circle the letters that make the long /e/ sound.

Grammar and Mechanics: **Plurals**

- Draw one dog on the board. Write *dog* under it. Draw two dogs on the board. Write *dogs* under them. Underline the s. Explain that the s ending tells that there is more than one.
- Have students read the second sentence on page 4. Have them tell what words end in s and mean more than one (*dogs, cats, birds, horses, pets*). Use the board to write the singular and plural forms of each of these words.

 Have students circle the rest of the plural words in the book.

- Write on the board the following singular nouns from the book: *raccoon, snake, tiger, and president*. Ask students to change the words to their plural form.
- Give students the **plurals worksheet** to practice forming plurals by adding s.

Word Work: **Categorize words**

- Ask students to remember what different kinds of pets have lived in the White House. Explain that there are several different categories of pets that have lived in the White House. Ask students what groups the animals in the chart you made could be divided into (*normal pets, farm animals, woodland animals, unusual pets, and pets that went to the zoo*).
- Give students the **categorization worksheet**. Tell them to cut out the cards with the names of different kinds of animals. Tell them to sort the animal names into the groups: *normal pets, farm animals, zoo animals*. Guide them to put the words *sheep, cow, horses, and goats* in the *farm animals* category. Have students sort the rest of the cards into the other two groups. Then tell them to come up with other groups the animals can be divided into and then sort the cards.

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.

Extend the Reading

Writing and Art Connection

Write the sentence: _____ *lived at the* _____ *house*. Ask students to fill in the first blank with a kind of pet in their neighborhood. Ask them to fill in the second blank with a word describing the house where the pet lives, such as the color. Then write the sentence: *It* _____. Ask students to fill in this blank with something the pet does. Have them illustrate their sentences.

Science Connection

Provide nonfiction picture books about pets. Have partners choose one pet to research. Have them write what they learn using their own words, including what it eats and how it acts. Have them share their research with the class by reading their papers aloud.

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 make, revise, and confirm predictions
- understand and identify the main idea of the book and details about the main idea
- consistently clap words into syllables and count the syllables
- read and understand the digraphs *ee* and *ea* make the long /e/ sound.
- read and write the plural forms of words by adding *s* to the base word
- put animal words into categories and create categories for animal groups

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**