Unit 1 / Week 5

Title: The Perfect Pet

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Persistence can help change people’s minds.

Synopsis

Elizabeth was very determined to convince her parents to get her a pet. No matter what she did, her parents did not agree. Unexpectedly, she finds the perfect pet (a bug!) right under her nose, and her parents agreed.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Elizabeth wanted a pet. Her parents gave her a cactus. Describe a cactus plant. What does **challenge** mean as it is used in the text? How was snuggling the plant a “**challenge**” for Elizabeth? | The cactus has thorns on it that prick. If something is a challenge, then it is difficult to do. Snuggling the plant is a challenge because if she tried to get close to it, it will stick her. |
| What is the first step in Elizabeth’s plan to change her parents mind about letting her have a pet? | Her first step was surprising her parents by waking them up in the middle of the night and asking for a horse. |
| What does the author mean when he writes, “**Scratch** the horse”? In your own words, how would you describe the way in which **scratch** is used in this sentence? Can you think of another way the word **scratch** can be used? | Elizabeth has a plan and once her parents refuse the horse (step one), she scratches it off of her list of optional pets (plan). |
| How does the author show how Elizabeth’s parents view her as a pet owner? How does this picture differ from the one on the top of the page? Why might the author have used these two pictures? | The bottom picture shows her as being irresponsible. She is not going to clean up after her dog. She will only want to play instead of taking care of the animal. This is different than the picture on the top of the page, which shows her all dressed up and ready for a dog. These two pictures show the difference in what Elizabeth thinks and what her parents think. |
| In your own words, summarize the steps Elizabeth has taken in her plan to change her parents’ minds thus far  **(Note: Bullet 2**) | First she wakes them up in the middle of the night and asks them for a horse; next she catches them off guard and asks them for a dog. Then she waits until after they have eaten dinner and ask for a cat. |
| How does the author use of the word **scratch**? | Scratch means to eliminate and item from a list. It also means to cut or scrape. |
| The author titles the next section, “Go for Broke”. What does this imply about Elizabeth’s attitude at this point in the story? Has Elizabeth been successful in getting the perfect pet? | Going for broke means to give it everything you’ve got in one big effort. Elizabeth names every pet she can think of in the hopes that her parents will agree upon one. Her parents say, “No” to each pet, and Elizabeth feels defeated; so she seemingly gives up. |
| Elizabeth gives up on finding a pet. How does her relationship with Doug the bug help her complete her plan? | Elizabeth finds Doug when she least expects it. In her mind, Doug is a perfect pet that would meet all the requirements that her parents would agree to. |
| What do you notice about Elizabeth’s? Why did the illustrator draw her this way? | Elizabeth is really big, and the bug is small. The illustrator wants to emphasize the size difference between Elizabeth and the bug. |
| Explain why Elizabeth is or is not a responsible pet owner. | Elizabeth is a responsible pet owner because she cares for Doug by feeding him, reading to him, and giving him a home in Carolyn’s flower pot. |
| Describe mother and father’s reaction to Doug. How does Elizabeth justify that Doug is the perfect pet? Does she change her parents’ minds? | Her mother screamed when she saw Doug, father wanted to swat Doug. Elizabeth justifies that Doug is perfect by stating that he isn’t big, loud, and doesn’t jump on furniture etc. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | prickly  manage | tad  element  absolutely, suit  definitely  possibly  shrugged |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | challenge  scratch | moaned  healthy  protectively |

Culminating Tasks

Re-Read, Think, Discuss, Write

* *Why did Elizabeth make a plan? Use at least three details form the story to explain how Elizabeth convinced her parents to let her keep Doug.*

Answer:Elizabeth’s plan was to get her parents to agree to a pet. She tried to surprise them and catch them off guard. Her plan didn’t work because her parents said that none of the pets she wanted were perfect.Elizabeth used her parents’ argument against all of the pets she previously asked for when defending Doug—he wasn’t too big or too loud. He didn’t eat much and wouldn’t destroy furniture.

* *Trace the illustrations and think about the animals Elizabeth chose. Use both the text and illustrations to explain how the order in which she presented the various pets to her parents relate to Elizabeth’s plan. Why did she choose this particular order? What was she hoping would happen? Use at least two details from the selection in your answer.*

Answer:Answer will vary based on student’s interpretations. Elizabeth starts off with the biggest pet and works her way down. By starting off big, she hoped that her parents would agree to one of the smaller pets once she made her way down the list to them. Her parents disagreed with the animals she selected based on the size of the animal, damage it could cause, and noise it could make.

Additional Tasks

* *Prickly can mean difficult or having small sharp thorns. The author states, “It had quite a prickly sense of humor.” How does the use of the word prickly make that sentence humorous? (Refer to teacher notes bullet 1)*

Answer: The cactus, which Elizabeth’s parents gave to her as a pet, is a good listener because it cannot speak. The cactus has a difficult sense of humor because it cannot interact with Elizabeth without hurting her (thorns). She wants a pet with whom she can actually play.

* *This story is considered to be Humorous Fiction. It is a made-up story written to make readers laugh. Re-read the story and identify several humorous details. Explain why they were humorous.*

Answer: Answers will vary.

* *Explain what an idiom is, identify at least 2 Idioms from the story, and describe how they impact the meaning of the story.*

Answer:An idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the separate words (Ex. Hit the spot, Go for Broke, Grew by leaps and bounds, etc.

* *Select other words from the text that are multiple meaning words and have students determine the meaning in context, and identify the page number and develop their own sentence using the word in the same context. Use dictionary if needed.*

Notes to Teacher

* Many of the words have multiple meanings. It is important to address these words to show students how to look at words in context in order to figure out their meaning.
* The author used words with suffixes and prefixes. This would be a great opportunity to address related words. Ex. Protect, protected, unprotected, protecting, etc…
* For the cooperative learning group activity, teachers should utilize strategies such as talking chips.
* Dialogue is continuously used throughout the story; teachers should draw students’ attention to the repetitiveness of quotes. Have students identify which character is speaking each time. A good activity would be to have students role play or change voice with each character.