

How Many Pets Do You Have?



Level: C1 Word Count: 62

Little Books of Answers

Curriculum Connection	Families
Content Vocabulary	cat, dog, five, four, geese, mice, one, parrot, pet, red, sheep, six, three, two, white, yellow
Visual Literacy Element	bar graph
Critical Thinking	further research
Comprehension Strategy	connecting self to text
High-Frequency Words	a, and, are, have, I, my, they

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss pets. Have the students talk about any pets they have. Have them describe the pet and say what they do to care for it. List the pets on the board. Count how many of each pet the students as a group have.

- Give each student a copy of the book *How Many Pets Do You Have ?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find out how many pets people have, to find out if the book has similar pets to them.
- Discuss the cover photo. Ask questions such as – *Who has a pet like this? What is the same as, different from this cat and your cat? Where is this cat? Where does your cat sleep? How many of you have more than one cat?*
- Have the students turn to the title page and identify these animals. Ask if anyone has a pet goose? Who might be the most likely to have a pet goose?

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Tell the students that the words in the labels are numbers. Invite the students to read the labels with you.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions to the students and then invite the students to read them with you. Point out the regular plurals – *cat, cats; dog, dogs; parrot, parrots; and the irregular plurals mouse, mice; goose, geese; sheep, sheep.*
- To extend understanding and vocabulary say things such as, *People keep mice in cages. They often provide things for the mice to play on, like ladders and wheels. They put things like wool and shredded paper in the cages for the mice to use to make nests. Many children who live on farms have pet sheep.*
- Discuss the graph on page 15. Explain to the students that this is a bar graph. Bar graphs are a useful way of showing the number of things pictorially.

Read the Book

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
What are the two pets the author has?
What can the parrots do?
What do the mice do?
What does the author have six of?
- Check inferential comprehension by asking these questions:
Which pets would be the easiest to look after? Why?
Which pets can only live outside?
Are all dogs bigger than all cats? Why or why not?
Which is the smallest pet the author has?
- Have the students classify and categorize the pets in the book in different ways, for example pets that can/cannot fly; pets with two legs/four legs; pets that eat meat/don't eat meat.
- Invite volunteers to choose one pet, and ask another question about it, for example, *What do mice eat?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to find out all about this pet.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw a pet. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

How Many Pets Do You Have?



Level: C1

Name: _____

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Look for these things in the book.
Draw and label two of them.

cat mice geese parrots

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Level: C1

Name:



Read and Draw

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I have three mice.

My parrots are red and yellow.

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