Lesson 5

Vocabulary in Context

1. Read each Context Card.
2. Tell a story about two pictures, using the Vocabulary words.

**TARGET VOCABULARY**

- wonderful
- noises
- quiet
- sprinkled
- share
- noticed
- bursting
- suddenly

**Context Cards**

1. **wonderful**
   Pets are wonderful. They make very good friends.

2. **noises**
   Big dogs bark loudly. Small dogs do not make such loud noises.
3. **quiet**
   A lizard is a very **quiet** pet. It does not make a sound.

4. **sprinkled**
   The fish food was lightly **sprinkled** on top of the water.

5. **share**
   These kittens all **share** a bowl of food.

6. **noticed**
   This pet rabbit **noticed**, or looked carefully, at the carrot held for it to eat.

7. **bursting**
   Look at this crowded basket. It is **bursting** with puppies!

8. **suddenly**
   A pet parrot might surprise you if it **suddenly** says a word.
Background

**TARGET VOCABULARY** Classroom Pets  Which animals make the quietest classroom pets? They are not birds. Birds make loud noises. The classroom can be quiet, and suddenly a pet bird is bursting into song. They are not guinea pigs. When they run around, their wheels squeak and their cages rattle. The quietest pets are fish. They are so quiet they may not get noticed. Fish quietly eat food sprinkled in their tank. Why not share the classroom with wonderful pet fish?

The Most Popular Classroom Pets

<table>
<thead>
<tr>
<th>Pet</th>
<th>Number of Student Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bird</td>
<td>3</td>
</tr>
<tr>
<td>Guinea Pig</td>
<td>5</td>
</tr>
<tr>
<td>Fish</td>
<td>13</td>
</tr>
</tbody>
</table>
Comprehension

✓ TARGET SKILL Story Structure
Where does Teacher’s Pets take place, and who is in it? What problem does a character face, and how is it solved? Use a story map like this one to tell the main parts of the story. List details about the setting, characters, and plot.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
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✓ TARGET STRATEGY Visualize
Visualizing, or drawing pictures in your mind, makes stories come to life. Use story details to visualize what happens at different parts of the story.
MEET THE AUTHOR
Dayle Ann Dodds
Dayle Ann Dodds received a very special honor in 2007. Her book Teacher’s Pets was read to hundreds of kids on the lawn of the White House during the annual Easter egg roll.

MEET THE ILLUSTRATOR
Marylin Hafner
Readers of Ladybug magazine know two characters created by Marylin Hafner, Molly and her cat, Emmett. For fun Ms. Hafner designs rubber stamps, usually with kids or animals on them.

TARGET VOCABULARY
- wonderful
- share
- noises
- noticed
- quiet
- bursting
- sprinkled
- suddenly

TARGET SKILL
Story Structure Tell the setting, characters, and plot in a story.

TARGET STRATEGY
Visualize Picture what is happening as you read.

GENRE
Realistic fiction is a story that could happen in real life. Set a purpose for reading based on the genre.
Good Morning Class.
My name is Miss Fry.

Monday was sharing day in Miss Fry's class.
"You may bring something special," said Miss Fry.
"May we share a pet?" Winston asked.
"Yes," said Miss Fry. "But just for the day."
On Monday, Winston brought in his pet rooster.

“I call him Red. He eats corn, and he crows. The neighbors say he crows too much.”

“What a wonderful pet,” said Miss Fry. “We’re happy he can visit us today.”

COCKADOODLE-DOO!

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COCKADOODLE-DOO!
But that afternoon, after all the children had left, there was Red, still sitting on his roost near Miss Fry’s desk.
She sprinkled corn in Red’s dish, then locked the door and went home to her quiet little house.

On Tuesday, Winston told Miss Fry, “The neighbors wonder if Red can stay at school for a while.”

“Of course,” said Miss Fry. “How lucky for us.”
The next Monday was Patrick’s turn. “My tarantula’s name is Vincent. He likes to eat bugs and hide inside my mother’s slippers.”

“What a wonderful pet,” said Miss Fry. “Don’t forget to take Vincent home with you at the end of the day.”

**STOP AND THINK**

*Author’s Craft* What does “pet” mean above? What else can “pet” mean, as in a “teacher’s pet”?
But that afternoon, after all the children had left, there was Vincent, still sitting in his jar on Miss Fry’s desk. She gave Vincent a big juicy bug, sprinkled corn on Red’s dish, then locked the door and went home to her quiet little house.
On Tuesday, Patrick told Miss Fry, "My mother says Vincent likes her slippers too much. We’re wondering if he can stay at school for a few days."

"Of course," said Miss Fry. "How lucky for us."
The next week, Roger brought in his cricket.

"His name is Moe," said Roger. "He eats leaves from the garden and sings chirrup-chirrup all night long."

"What a wonderful pet," said Miss Fry.
That afternoon, after all the children had left, Miss Fry noticed Moe sitting in his box on the table. Miss Fry looked at Moe. He almost seemed to smile. “Welcome to our class, Moe.”

STOP AND THINK

**Story Structure** How does Winston start a big change in Miss Fry’s classroom?
Right before her eyes, he did a huge somersault—up, up in the air. "Bravo!" said Miss Fry.

She gave fresh green leaves to Moe and a big juicy bug to Vincent, sprinkled corn in Red's dish, then locked the door and went home to her quiet little house.

The next day, Roger said to Miss Fry, "My mother says Moe chirps too much."

"He's welcome to visit as long as he likes," said Miss Fry.
And so it went.
Alia shared her pet goat named Gladys. It said Baaaaa! and ate her sister's homework.

Amanda shared her pet dachshund. It liked to chew bones and the pillows on her aunt Judy's new sofa.

Jerry brought in his pet boa constrictor. It never made a sound. No one knew exactly what it liked to eat, but Jerry said his father's expensive tropical fish had suddenly disappeared one day.
There was Megan’s cat,

Mitchell’s mice,

Daniel’s ducks,

and Tom’s iguana.
and something square and fuzzy that Avery brought in.

“It looks like a kitchen sponge,” said Bruce. “A really old kitchen sponge.”

“It’s my pet,” said Avery, and that was that.
Before long, Miss Fry’s classroom was bursting with the happy noises of all the children’s pets.

STOP AND THINK
Visualize All the animals are making sounds at once. What picture do you get in your mind of what is happening behind Miss Fry’s door?
On Parents’ Night, the mothers and fathers walked around the classroom with great big smiles on their faces.

“Isn’t it great,” they said, “that Miss Fry loves pets so?”
Only Roger’s cricket sat quietly in his box.

“You must miss your garden,” Miss Fry said.

Chirrup, said Moe softly. He crawled under one of his shiny green leaves.
On the last day of school, Miss Fry’s class had a party with balloons, hats, and ice-cream cups.

“Good-bye, children!” Miss Fry sang out.

“Have a nice summer . . . and don’t forget to
take home your pets!”

One by one, the children disappeared, and with them went their pets.
“No more pets,” said Miss Fry.
She looked around the quiet, empty room.
Then Miss Fry noticed a box sitting on her desk.
She peeked inside. A little face looked up at her.
It almost seemed to smile.
A note inside read:

DEAR MISS FRY,
PLEASE TAKE CARE OF MOE.
HE LIKES YOU BEST.
ROGER

“How lucky for me,” said Miss Fry.
Moe did a huge somersault—up, up in the air.
Miss Fry carried her new pet to her quiet little house and placed him in the garden, among the rainbow of roses.
That night, Miss Fry opened her window.
She climbed into bed. She turned off the lamp.
By the light of the moon, from outside in the
garden, came a happy noise.
Chirrup-chirrup!

Welcome home, Moe. What a wonderful pet
you are.
1. The word **wonderful** on page 129 most closely means —
   - ☐ friendly
   - ☐ angry
   - ☐ great

2. **TARGET SKILL** Story Structure
   What happens on the last day of school? Use a story map to tell that part of the story. **TEKS RC-200**

3. **TARGET STRATEGY** Visualize
   Use story clues to visualize Miss Fry as she sets Moe free. Draw a picture of what you see. **TEKS 2.1B, ELPS 41**

4. **Oral Language** Use the Retelling Cards to tell a partner about what happens to Moe. Use complete sentences. **TEKS 2.29**

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**TEKS** 2.3B: ask questions/clarify facts/details/support with evidence; 2.39 share information/ideas by speaking clearly; RC-200 retell important story events; **ELPS 41** employ inferential skills to demonstrate comprehension.
Welcome to Westburg!

The best way to see our town is on Bus Number 33. Get the bus in front of our Welcome Center. After you get on board, read this pamphlet. Just follow the numbers sprinkled on the map as you go. We are happy to share our wonderful town with you.
1. Welcome Center
   Find the Welcome Center. It is **bursting** with pamphlets, maps, and books about Westburg.

2. Library
   The Public Library is on Blue Avenue. The children’s room is a great place for books, computer games, and movies.

3. Rainbow Park
   Cross Blue Avenue to get to Westburg’s largest park. People come here to play, walk, or have some quiet time.

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**Key**
- River
- Bus route
- Bridge
4 School
Take the bridge across the Silver River. When you get on the other side, Chávez Elementary will be on your left.

5 Bike Path
Have you noticed how the bike path follows the curves of the Silver River? What a great view!

6 Safety Center
If you suddenly hear siren noises as you pass the Safety Center, a fire truck or ambulance may be whizzing by!
Making Connections

Text to Self

Write About School  If you were a student in Miss Fry’s class, what pet would you bring to school? Write to explain. Share your ideas with a partner.

Text to Text

Connect to Math  Would you rather spend a day in Miss Fry’s room or a day in Westburg? Vote with the children in your class. Record the votes on a chart and find the difference.

Text to World

Research an Animal  Choose a pet from the story Teacher’s Pets that you would like to know more about. Research how to care for that type of pet.

TEKS 2.2.5A, ELPS 41

Gather evidence from conversations, interviews, and record information in visual formats. Employ reading skills to demonstrate comprehension.
Grammar

**Singular and Plural Nouns** A *singular noun* names one person, animal, place, or thing. A *plural noun* names more than one person, animal, place, or thing. Add -s to most nouns to name more than one.

**Sentences with Singular Nouns**
- The teacher talks loudly.
- This playground looks big.

**Sentences with Plural Nouns**
- The two teachers talk to their students.
- All playgrounds are fun.

**Academic Language**
- singular noun
- plural noun

**Turn and Talk**
Work with a partner. Read the sentences aloud. Name the singular nouns and plural nouns.

1. Two crickets sat in a cage.
2. My friend has three cats.
3. Her bird ate some seeds.
4. Our teacher loves pets!
Conventions Edit your writing carefully. Make sure you have written nouns that name more than one in the correct plural form.

<table>
<thead>
<tr>
<th>Singular Nouns</th>
<th>Plural Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>one frog</td>
<td>two frogs</td>
</tr>
<tr>
<td>a turtle</td>
<td>many turtles</td>
</tr>
</tbody>
</table>

Connect Grammar to Writing

When you edit your true story, be sure to write the correct form of all plural nouns.
Sentence Fluency When you write a true story, use time-order words to let your reader know when things happened.

Raj drafted a story about the day he read a story to the class. Later, he added time-order words to tell when things happened.

Revised Draft

Last week it was my turn for the Author’s Chair. I chose my story about Uncle Sanjay. At first and the spider, I was nervous. Then I practiced in front of my family.
My Day in the Author’s Chair
by Raj Bhatti

Last week it was my turn for the Author’s Chair. I chose my story about Uncle Sanjay and the spider. At first I was nervous. Then I practiced in front of my family. Finally I read the story to the class. I read the part about how Uncle Sanjay screamed when he saw the spider. The class laughed.

I used time-order words to tell when things happened.

Reading as a Writer

What time-order words does Raj use to tell when things happened? What time-order words can you add to your true story?
The King’s Woods

1. Long ago, an old man lived deep in the King’s woods. One day the prince rode through the woods. He saw the old man and shouted, “Get out of my woods!”

2. The man went to pack his things. Then he saw a sad sight. The prince’s horse had fallen. The prince was injured. The old man ran to get help.

3. When the prince was better, he called for the old man. “You saved my life,” he said. “You may have anything you want.”

4. “I only want to stay in the woods,” the man replied. And so he did.
1. What happened after the man went to pack his things?
   - The prince told the man to get out of the woods.
   - The prince called for the old man.
   - The prince’s horse fell.

2. When does this story take place?
   - In the future
   - Today
   - Long ago

3. What does the word *injured* mean in paragraph 2?
   - Happy
   - Hurt
   - Inside
A Birthday Surprise

Mom was baking a cake. "It's for Mrs. Lopez's birthday," Mom said. "She is eighty-one years old today." Carlos liked Mrs. Lopez. She had some trouble seeing, but it never slowed her down. He wanted to do something special for her.

Then he got a **superb** idea. He got a book and went next door. "Surprise, Mrs. Lopez!" he said. "I'm going to read to you."

"I love to listen to you read," she said.

1. Why is Mom baking a cake?
   - It is Carlos's birthday.
   - It is Mrs. Lopez's birthday.
   - Carlos asked her to.

2. The word **superb** in paragraph 2 means –
   - great
   - old
   - silly

3. What did Carlos do first in the story?
   - Carlos got an idea.
   - Carlos read to Mrs. Lopez.
   - Carlos got a book.