

# Lesson 5



## TARGET VOCABULARY

wonderful

noises

quiet

sprinkled

share

noticed

bursting

suddenly

Vocabulary  
Reader



Context  
Cards



**TEKS** 2.58 Use context to determine meaning

## Vocabulary in Context

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

### 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

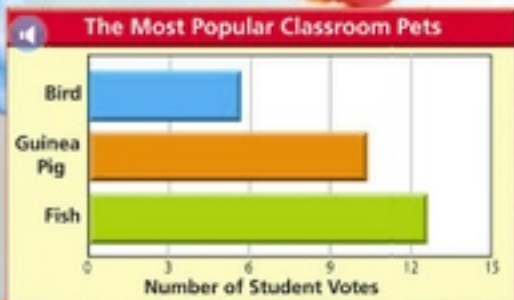
**suddenly**

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?





# 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.

Characters	Setting
Plot	

## **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.



## Main Selection



### 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.

**TEKS** 2.1C *read/bk pages/words*  
*comprehend*

### 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.



# Teacher's Pets

by Dayle Ann Dodds  
illustrated by Marilyn Hafner



## Essential Question

What clues tell you where and when a story takes place?



Monday was sharing day in Miss Fry's class.

"You may bring something special," said Miss Fry.

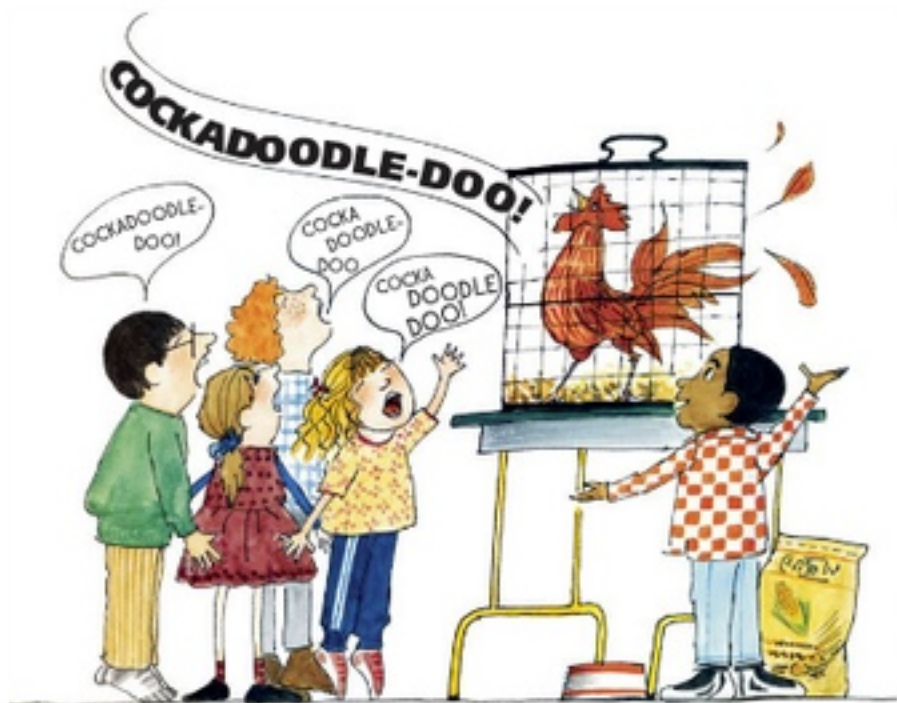
"May we **share** a pet?" Winston asked.

"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."





- 4 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"?

**FOCUS** 2.56, 2.11

- 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.



- 4 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?

**FOCUS** 2.38



4 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.

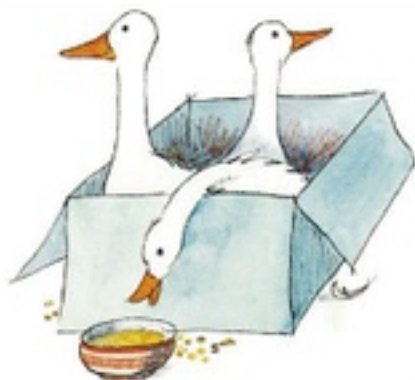




◀ There was Megan's cat,



◀ Mitchell's mice,



◀ Daniel's ducks,



◀ and Tom's iguana.



Frankie's frog.



Lily's monkey.



Terrence's turtle ...

4 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.



- 1 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?

YUKA RC-202



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?"



- 4 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.



4 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.



14 A note inside read:



15 "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!*



## Your Turn

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-201


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** 4I

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



Retelling Cards



**TEKS** 2.29 asks questions/only locate facts/details/support with evidence; 2.29 does not require ideas by speaking clearly; RC-201 read important story events; **ELPS** 4I employ inferential skills to demonstrate comprehension.

Connect to

## Social Studies



### TARGET VOCABULARY

wonderful	share
noises	noticed
quiet	bursting
sprinkled	suddenly

### GENRE

**Informational text** gives facts about a topic. This is a pamphlet.

### TEXT FOCUS

A **map** is a drawing of a town, state, or other place.

# See Westburg by Bus!

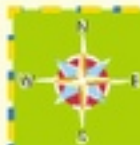


## Welcome to Westburg!

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.





SILVER RIVER

Red Street

Brown Street

2



1

Blue Avenue

Pine Street

3

Rainbow Park

### 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.

#### 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

TEKS 2.21A, 2.25C

**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

TEKS 2.25A, ELPS 41

**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 2.25A** 3 (or an evidence from videotaped interviews), **2.25C** record information in visual formats, **ELPS 41** 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.

## Academic Language

singular noun  
plural noun

### 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.

### 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.



### Singular Nouns



one frog  
a turtle

### Plural Nouns



two frogs  
many turtles



### Connect Grammar to Writing

When you edit your true story, be sure to write the correct form of all plural nouns.



Reading-Writing Workshop: **Revise**

# Write to Narrate

**✓ 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.

## Writing Process Checklist

Prewrite

Draft

► **Revise**

- Does my story have a beginning, middle, and end?
- Does the beginning make the reader want to read more?
- Did I use time-order words to tell when things happened?
- Does the ending wrap things up?

Edit

Publish and Share

## Revised Draft

Last week it  
It<sup>was</sup> was my turn for the  
Author's Chair. I chose my  
story about Uncle Sanjay  
and the spider. <sup>At first</sup> I was  
<sup>Then</sup> nervous. <sup>I</sup> practiced in  
front of my family.



## Final Copy

### 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?



# Test POWER

Read the selection. Then read each question.  
Choose the best answer for the question.



## 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



GO ON 

## ◀ A Birthday Surprise

- 1 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.
- 2 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."
- 3 "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.