Fun Pets
by Vidas Barzdukas

Fountas-Pinnell Level H
Nonfiction

Selection Summary
Many animals besides cats and dogs make good pets. Animals that live on farms, such as sheep, goats, chickens, and horses, can make fine pets. Animals that live in cages, like hamsters, and animals that live in tanks, like fish, turtles, frogs, and lizards, can also make interesting pets. It is great fun to share pets with friends.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Three to six lines of text plus color photos on each page</td>
</tr>
<tr>
<td></td>
<td>Animals introduced in categories (live on farms; in cages; in tanks)</td>
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<tr>
<td></td>
<td>Questions directed to reader about pets with similar characteristics</td>
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<tr>
<td>Content</td>
<td>Variety of unusual pets</td>
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<tr>
<td></td>
<td>Animals that share specific characteristics</td>
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<td></td>
<td>Differences among pets</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Pets have different qualities, but all pets are interesting.</td>
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<tr>
<td></td>
<td>It's good to consider pets other than the usual cats and dogs.</td>
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<tr>
<td></td>
<td>You should think about an animal's qualities and needs when choosing a pet.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Simple, clear language; no use of description or figurative language</td>
</tr>
<tr>
<td></td>
<td>Questions directed to reader</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Simple sentences, some with phrases</td>
</tr>
<tr>
<td></td>
<td>Questions</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Animal names such as sheep, goat, turtles, lizard</td>
</tr>
<tr>
<td>Words</td>
<td>Two- and three-syllable words, some of which may not be familiar, such as sprinkled, bursting, noticed, energy, suddenly, wonderful</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Cheerful photographs of pets, often with their child-owners, support the text</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Nine pages of text; photos on every page</td>
</tr>
<tr>
<td></td>
<td>Placement of text varies between top and bottom</td>
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<tr>
<td></td>
<td>Colorful borders</td>
</tr>
</tbody>
</table>

**Fun Pets** by Vidas Barzdukas

**Build Background**
Help children use their knowledge about animals to make connections with the text. Build interest by asking a question such as the following: *What unusual pets have you seen or heard about? What animal would make the best pet?* Read the title and author and talk about the cover photo. Explain to children that this book will give them some new ideas about different kinds of pets.

**Introduce the Text**
Guide children through the text, noting important ideas and nonfiction features. Help with unfamiliar language so they can read the text successfully. Give special attention to target vocabulary. Here are some suggestions:

**Page 3:** Tell children that this book gives information about a lot of animals that make good pets. Explain that the author organized the information by grouping together animals that have something in common.

*Suggested language:* Turn to page 3. Look at the photo and read the first sentence: *Some pets live on farms. What pets do you see in the photo? What do they have in common?*

**Page 4:** Read the sentences: *A chicken can be a pet. It makes noises when food is sprinkled on the ground. To feed chickens, you sprinkle bits of food on the ground so they can peck at it. What is the noise chickens make?*

**Page 6:** Ask children to read the sentence with the highlighted word: *Hamsters can be wonderful pets. Do you agree? What is one thing that is wonderful about a hamster?*

**Page 8:** Read the sentence: *Suddenly, this frog noticed a fly. Have you ever noticed a fly and tried to catch it? You have to move suddenly — the minute you see it — before it flies away!*

Now turn back to the beginning of the book and read to find out about interesting and unusual pets.

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**Target Vocabulary**

- bursting — full and ready to break open suddenly, p. 5
- noises — loud sounds, p. 4
- noticed — saw, felt, or heard something, p. 8
- quiet — making very little or no sound, p. 7
- sprinkled — scattered small pieces or drops, p. 4
- share — to use or do something with others, p. 10
- suddenly — without warning, p. 8
- wonderful — very good, p. 6
Read
As children read *Fun Pets*, observe them carefully. Guide them as needed, using language that supports their problem-solving ability.

Remind children to use the Visualize Strategy and to picture what is happening as they read.

Discuss and Revisit the Text

**Personal Response**
Invite children to share their personal responses to the text.
**Suggested language:** *Which of the animals in the book is your favorite? Why would it be a fun pet?*

**Ways of Thinking**
As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Many animals make good pets.</td>
<td>• Unusual pets can be just as fun as cats and dogs.</td>
<td>• The author asks questions to make readers think about different pets.</td>
</tr>
<tr>
<td>• Animals that live on farms, and quiet animals in cages and tanks make good pets.</td>
<td>• All animals are interesting and valuable in their own way.</td>
<td>• The author talks about a wide variety of animals.</td>
</tr>
<tr>
<td>• Sharing pets with friends is fun.</td>
<td>• Anything is more fun if you share it with friends.</td>
<td>• The information is organized by grouping animals with similar characteristics together.</td>
</tr>
</tbody>
</table>


**Choices for Further Support**

• **Fluency** Invite children to choose a page from the text to read aloud. Remind them to raise their voice when they read a sentence that ends with a question mark.

• **Comprehension** Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Point out words that have short vowel (CVC) patterns, such as *pet* (p. 2) and *fur* (p. 3), and words that have long vowel (CVCe) patterns, such as *cage* (p. 6) and *make* (p. 4). Have children find and read other examples from the text.
Writing about Reading

Vocabulary Practice
Have children complete the Vocabulary questions on BLM 5.1.

Responding
Have children complete the vocabulary activities on page 11. Remind them to answer the Word Teaser on p. 12. (Answer: share)

Reading Nonfiction
Nonfiction Features: Photos Remind children that nonfiction has many features to help readers find and understand important information. Photos are one of these features. Explain that photos, in addition to being beautiful to look at, are an important source of information. They help readers understand the text, and often they add new information that is not included in the text. Have children look again at the photo on page 6. Ask what information they can learn from the photo (how the hamster gets water and exercise; what he might dig in or sleep on). Then have children choose a photo in the book and tell a partner what they learned from it.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6.

Assessment Prompts
• Which words on page 10 help the reader understand the meaning of the word *share*?
• The word *sprinkled* means _________________________________.

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English Language Development

Reading Support Pair beginning and intermediate readers to read aloud a few pages of the text, or use the audio or online text.

Idioms The text uses the word *bursting* in a nonliteral sense. Discuss with children the meaning of the expression *bursting with energy* (page 5), and compare it to a more literal use of the word (*bursting a balloon*).

Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
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</thead>
<tbody>
<tr>
<td><strong>Speaker 1:</strong> What is this book about?</td>
<td><strong>Speaker 1:</strong> What farm animals make good pets?</td>
<td><strong>Speaker 1:</strong> Why do you think hamsters might be wonderful pets?</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> pets</td>
<td><strong>Speaker 2:</strong> Sheep, goats, chickens, and horses are farm animals that make good pets.</td>
<td><strong>Speaker 2:</strong> Hamsters like to run and climb. It would be fun to watch them. They live in a cage. You could keep them in a house or apartment.</td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> Where do sheep and goats live?</td>
<td><strong>Speaker 1:</strong> What do horses and hamsters both like to do?</td>
<td><strong>Speaker 1:</strong></td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> What do horses and hamsters both like to do?</td>
<td><strong>Speaker 2:</strong> They like to run.</td>
<td></td>
</tr>
</tbody>
</table>

Responding

**Word Builder**

What noises do pets make? Copy the chart below and fill in more pets and their noises.

<table>
<thead>
<tr>
<th>Pet</th>
<th>Noise</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>bark</td>
</tr>
<tr>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

**Write About It**

**Text to Self** Write a few sentences about your favorite pet. Try to use words from the Word Builder.

Target Vocabulary

Read each question. Then write the Target Vocabulary word that answers each question.

1. Which word goes with *exploding*? bursting
2. Which word goes with *great*? wonderful
3. Which word goes with *water*? sprinkled
4. Which word goes with *hush*? quiet
5. Which word goes with *sounds*? noises
6. Which word goes with *hard to see*? noticed
7. Which word goes with *give a part of*? share
8. Which word goes with *all at once*? suddenly

Name __________________________ Date ____________

Lesson 6: Fun Pets

Grade 2

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Fun Pets

Thinking Beyond the Text

Think about the questions below. Then write your answer in one paragraph.

On page 10, the author says: “All pets are great.” Do you agree? What makes an animal a good pet? Choose two animals from the book and tell why one would make a good pet and the other pet would not. Give reasons for your answers.

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____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Name ______________________ Date _____

Target Vocabulary

Vocabulary

bursting  share
noises  sprinkled
noticed  suddenly
quiet  wonderful

Read each question. Then write the Target Vocabulary word that answers each question.

1. Which word goes with **exploding**? ______________________

2. Which word goes with **great**? ______________________

3. Which word goes with **water**? ______________________

4. Which word goes with **hushed**? ______________________

5. Which word goes with **sounds**? ______________________

6. Which word goes with **had seen**? ______________________

7. Which word goes with **give a part of**? ______________________

8. Which word goes with **all at once**? ______________________.
Fun Pets • LEVEL H

Many people have dogs and cats. Many other animals can be pets, too.

Some pets live on farms. A sheep can be a pet. It has a coat made of wool. A goat can be a pet, too. It has a coat made of fur. What other pets have fur?

A chicken can be a pet. It makes noises when food is sprinkled on the ground. “Cluck, cluck, cluck,” it says. What other pets make noises?

A horse can be a pet. Horses like to run. They are bursting with energy. What other pets like to run?

Comments:

Behavior Code Error

Read word correctly ✓ cat 0
Repeated word, sentence, or phrase © cat 0
Omission cat 1
Substitution cut cat 1
Self-corrects cut cat 0
Insertion the cat 1
Word told © cat 1

Accuracy Rate (% words read correctly/97 × 100)

Self-Correction Rate (number of errors + number of self-corrections)/(number of self-corrections + number of self-corrections)