Good Citizen
by Anna Halloran

Fountas-Pinnell Level J
Humorous Fiction

Selection Summary
An unexpected visitor shows up in the classroom one day in the form of a dog named Jet. The teacher, Ms. Pratt, isn’t very happy about having a dog in her classroom at first. Then she finds out just what a polite and helpful “good citizen” Jet truly is.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Humorous fiction</th>
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<tbody>
<tr>
<td>Text Structure</td>
<td>Third person narrative</td>
</tr>
<tr>
<td></td>
<td>Organized chronologically</td>
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<tr>
<td></td>
<td>Problem presented on first page</td>
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<tr>
<td>Content</td>
<td>What one teacher does when a dog shows up in the classroom</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>What is a “good citizen”?</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Conversational language</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Some dialogue</td>
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<tr>
<td></td>
<td>Declarative sentences, introductory phrases, and a few easy-to-understand complex sentences (Jet listened as Mark read his book aloud.)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Special words related to school: classroom, librarian, partner reading</td>
</tr>
<tr>
<td>Words</td>
<td>Mostly words of one to two syllables, such as knock and polite, with the occasional three- and four-syllable words, such as decided and librarian</td>
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<tr>
<td>Illustrations</td>
<td>Realistic illustrations of a dog, students, and teachers in a school setting</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Illustrations support the text</td>
</tr>
<tr>
<td></td>
<td>Nine pages of text, with illustrations on every page</td>
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<td>Text and illustrations always appear in the same position, with text above art.</td>
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**Build Background**
To build interest, ask questions such as the following: *What kind of rules do we have in our classroom? Why is it important to follow those rules? What would happen if a dog came into our classroom? Would that be against the rules?* Read the title and author and talk about the cover illustration. Ask children to point out details on the cover that suggest this story is humorous fiction.

**Introduce the Text**
Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

**Page 2:** Explain that this is a story about a special classroom visitor named Jet.  
*Suggested language:* *Turn to page 2.* One morning, a dog walked into Ms. Pratt's classroom. *How do you think the children feel when they see the dog? How can you tell? What do you think the teacher will do?*

**Page 4:** *Turn to page 4 and look at the picture.* *Why does Ms. Pratt say: “What a polite dog”? What does polite mean?*

**Page 5:** Read this sentence about Jet: *He was a buddy to Mark during partner reading.* *Look at the picture. What does it mean that Jet was a buddy to Mark?*

**Page 8:** On page 8, Ms. Pratt says: *“He obeys all the rules.” What rules do you think Jet obeys?*

*Now turn back to the beginning of the story and read to find out what happens when Jet shows up at the school.*

**Target Vocabulary**
- **attention** – listening to what is going on around you, p. 6
- **buddy** – close friend, p. 5
- **enormous** – very big, p. 9
- **obeys** – follows orders or rules, p. 8
- **safety** – not getting into danger, p. 8
- **speech** – a talk given to a group, p. 8
- **shocked** – very surprised, p. 2
- **station** – a building where people do a certain kind of work, p. 7
Read
As the children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Remind children to use the Monitor/Clarify Strategy as they read to think about what happens and why.

Discuss and Revisit the Text
Personal Response
Invite children to share their personal responses to the book.
Suggested language: What surprised you most in this story? Why?

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

<table>
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<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
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<tr>
<td>• At first the teacher, Ms. Pratt, doesn’t think a dog belongs at school.</td>
<td>• Animals aren’t usually allowed at school, so this story is about an unusual situation.</td>
<td>• The words in quotation marks show what people are saying.</td>
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<tr>
<td>• Jet keeps doing things that impress Ms. Pratt.</td>
<td>• You can change people’s opinions by acting a certain way.</td>
<td>• The pictures help readers check their understanding of what is happening in the text.</td>
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<td>• Ms. Pratt calls Jet a “good citizen” because he is helpful and polite, and he follows the rules.</td>
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Choices for Further Support
• Fluency Invite children to choose a passage from the text to act out. Have children take the parts of the narrator, Ms. Pratt, Jet, and other characters. Allow those characters without text to read to make noises and act out their reactions.
• 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 in reading contractions by using examples from the story. Remind children that contractions are made up of words put together. An apostrophe takes the place of any missing letters when the words are joined. Look at page 2, and ask children to find examples of contractions (can’t, won’t). Ask children which words make up each contraction (cannot, will not). Ask children to find other contractions in the story (Don’t, That’s) and discuss the words that make up each one.
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 15.8.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Cause and Effect  
Remind children that a cause is what makes something else happen. The effect is what happens. Model the skill, using a “Think Aloud” like the one below.

Think Aloud
Jet the dog comes to school one day. That causes the teacher, Ms. Pratt, to get upset. Jet holds the door open for the librarian and helps Mark during partner reading. That causes Ms. Pratt to start thinking about Jet in a different way.

Practice the Skill
Ask children to make a list of other things that Jet does to cause Ms. Pratt to change her mind about his being in class.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the story.

Assessment Prompts
• On pages 4-7, what does Ms. Pratt learn about Jet?
• Which words on page 8 help the reader understand the meaning of the words good citizen?
English Language Development

Reading Support In Introduce the Text (p.2), use pictures, concrete objects, or demonstrations that will help children understand the concepts and ideas in the text. Don’t ask children to read any text they will not understand.

Cognates The story includes words that have Spanish cognates. Review the following English words and their Spanish cognates to help children understand the text: attention/attençion (page 6), station/estaçion (page 7), obeys/obedece (page 8), enormous/enorme (page 9).

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.

Beginning/Early Intermediate

Speaker 1: Who is Jet?
Speaker 2: a dog
Speaker 1: Who is Ms. Pratt?
Speaker 2: a teacher
Speaker 1: Name two things Jet does at school.
Speaker 2: (Sample answer) opens the door; helps Mark during reading time

Intermediate

Speaker 1: Is Ms. Pratt happy to see Jet at first? Why or why not?
Speaker 2: Ms. Pratt isn’t happy to see Jet. She thinks he is trouble.
Speaker 1: Name three things Jet does that change Ms. Pratt’s mind.
Speaker 2: Jet opens the door for the librarian. Jet helps Mark during reading time. Jet helps during the fire drill.

Early Advanced/Advanced

Speaker 1: Why is it a problem for Jet to show up at school?
Speaker 2: Dogs are not supposed to come to school. Ms. Pratt thinks Jet will keep the children from doing their work.

Think About It
Read and answer the questions.

1. What does Jet do when the librarian knocks on the door?
He opens the door for her.

2. Why is Ms. Pratt happy with Jet?
He listens to rules, he helps others, and he cares about safety.

3. Do you think a dog would really make a good reading partner? Explain your answer.
Answers will vary.

Writing About It
Write a persuasive essay about the importance of being a good citizen. Explain what it means to be a good citizen. Focus on the effects of good citizenship.

Responding
Ms. Pratt gives reasons why she thinks Jet is a good citizen. Do you agree with her? Why or why not? Give examples from the story to support your ideas.
Think About It

Read and answer the questions.

1. What does Jet do when the librarian knocks on the door?

2. Why is Ms. Pratt happy with Jet?

3. Do you think a dog would really make a good reading partner? Explain your answer.

Making Connections  Jet and Gloria are both amazing dogs. Which dog would you choose as a pet? Why?

Write your answer in your Reader’s Notebook.
One morning, a dog walked into Ms. Pratt's classroom. Ms. Pratt was shocked. She dropped her pencil.

“We can’t have a dog in our classroom!” said Ms. Pratt to her class. “He will cause trouble, and you won’t get your work done.”

The dog picked up Ms. Pratt's pencil. He gave her the pencil.

“Thank you,” said Ms. Pratt. She noticed the dog’s name on his tag. “Thank you, Jet.”

Just then, Ms. Pratt heard a knock on the classroom door. Jet went to the door before Ms. Pratt could move.

Behavior Code Error

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<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
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<tbody>
<tr>
<td>Read word correctly</td>
<td>✓</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>®</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>-cat</td>
<td>1</td>
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