

## LESSON TOPIC: "I Can Take Care of My Pet"

### WIDA Grade Level Cluster 1-2

**Reading:** Distinguish between general and specific language (e.g., flower v. rose) in context.

Put words in order to form sentences.

Make text-to-self connections with prompting.

**Listening:** Apply ideas from oral discussions to new situations.

Interpret information from oral reading of narrative or expository text.

**Speaking:** Use first language to fill in gaps in English (code-switching).

Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

### Entering, Emerging

**LANGUAGE** – Students will be able to use real life connections to understand words and common phrases in English in the passage.

**CONTENT** – Students will be able to read "I Can Take Care of My Pet" fluently in Reading Assistant.

feed	go for a walk	tank	cage
brush	bath	my room	mouse wheel
yarn	play ball	mouse	take care of
best friend	beautiful	eats from my hand	

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Highlighters

Today we will think about things in the story that happen in our real life. We will read a story, and then we will think about what we have done that is the same as in the story.

Give each student a copy of the selection and a highlighter.

One thing good readers do is make connections as they read to help them understand words or parts of a story. Why is it important to understand what we read?

Have students Think-Pair-Share responses.

Ok, as I say a word, you will say it back to me and then find it on your copy of the story. After you find it, you will use your highlighter to color over it.

Model highlighting a word on the page as the students will do. Then review each key vocabulary word with the students, following these steps for each word or phrase:

1. Call out a vocabulary word or phrase. Have students find it in their copy of the selection. If they can't find it, write the word on the board or show them a card with the word on it. After they highlight the word or phrase, ask students if they know what it means.
2. For more proficient speakers, have students come up with their own definition for a word or phrase and then record it on the board for them. For more advanced learners, have them write their own definitions and draw a picture. For beginner learners, tell them what the word means and ask them if they know that word in their native language.
3. Have students talk briefly about the word. Use questions such as these:

When was a time you fed an animal?

Or brushed an animal? What else have you brushed? Your hair? Your teeth?

Do you have a best friend?

Have you ever seen yarn? Gone for a walk? Played ball? Seen something beautiful? Seen fish in a fish tank? etc.

If students need help getting started talking, give them verbal sentence frames such as this:

One time I saw \_\_\_\_\_.

I have a \_\_\_\_\_.

Read the selection aloud with students pointing to the words as you say them. Have students pronounce the words you learned together, without your help where appropriate.

Have students complete the selection in Reading Assistant. Celebrate any high scores.

1. Have students compare and contrast their own experience with a pet with the characters in the selection, either in speaking or writing. Do they take care of their pet like the characters do? What do they do that's similar? What do they do differently?

## Supplemental Material: Selection text

### I Can Take Care of My Pet

I love my cat. She is soft and warm. Every day I feed my cat. Every day I brush her. Every day I play with her. We play with yarn. My cat sleeps on my bed. I love my cat.

I love my dog. He is my best friend. Every day I feed my dog. Every day we go for a walk. Every day I play with him. We play ball. I keep my dog clean. I give him a bath. I love my dog.

I love my fish. They are beautiful colors. Every day I feed my fish. Every week I clean their tank. I watch them swim. My fish stay in my room. I love my fish.

I love my mouse. She is small and soft. Every day I feed my mouse. She likes apples. She eats from my hand. Every week I clean her cage. I watch my mouse run on her wheel. I love my mouse.

I love my pet. I take good care of my pet. I feed my pet every day. I keep my pet clean. I play with my pet. It is hard work to take care of a pet. But it is fun, too. I can take care of my pet.

## Supplemental Material: Vocabulary

feed

brush

yarn

best friend

go for a walk

bath

play ball

beautiful

tank

my room

mouse

eats from my hand

cage

mouse wheel

take care of