

THE NEW PET

Story Synopsis

The New Pet is a story about a girl named Tori who takes her new pet, Spot, for its first walk. They head for the park and meet many of Tori's friends with their pets along the way. They all (pets included!) react to Spot in a different way: surprised, excited, curious, afraid, shy. This emphasis on facial expression and body language offers a useful entry into drama activities involving the portrayal of emotion. At the park, all the children play with their pets. Spot's identity isn't revealed until the end of the story, giving children a chance to guess what type of animal it might be (before discovering that Spot is an iguana!).

LITERACY ELEMENTS

contractions (it's, can't, you're, I'm)
word endings (-ing, -ed, -s)
past tense (saw)
present tense (sees)

CONNECTIONS

VISUAL ARTS
producing two- and three-dimensional works that communicate ideas for specific purposes

MUSIC
exploring ways of expressing feelings through music

WORDS TO DISCOVER

words that convey emotion:
surprised
excited
curious
afraid
shy
happy

ESL CONSIDERATIONS

Provide the students with opportunities to understand the words that denote the various emotions portrayed by the characters in the story.

Overall Learning Opportunities



Students will:

- demonstrate an understanding of some basic elements of drama
- interpret meaning using some basic drama techniques
- solve problems in everyday situations through role-playing and movement



Students will:

- read a variety of simple written materials for different purposes
- read independently, using reading strategies appropriate for this grade level
- communicate information and ideas effectively and clearly

ACTIVITY MENU

Exploration: An Iguana's Day, page 79

Guided Reading, pages 80–81

As a Group, pages 82–83



- *Show and Say*: creating a tableau to illustrate an emotion
- *A Problem Pet*: creating a role-play in response to the story



- *Pets I Wouldn't Choose*: creating a cutout shape in response to the story
- *All Stuffed Up!*: relating ideas from the story to personal experiences

Independent Work, pages 84–87



- *BLM 29*: lists iguana facts for dramatizing
- *BLM 30*: using imagination to draw an unusual pet
- *BLM 31*: representing body language/facial expressions
- *BLM 32*: describing a stuffed animal as a pet

An Iguana's Day



LEARNING OPPORTUNITIES

Students will:

- communicate their responses to a variety of stimuli
- demonstrate control of their bodies when moving like animals

YOU WILL NEED

- a large picture of a green iguana
- a video about iguanas (optional)
- art materials

OBSERVING FOR ASSESSMENT

Does the student:

- move expressively while pretending to be an animal?
- participate enthusiastically in movement activities?

TEACHING tip

Some students at this age are able to engage in role-playing with their minds and bodies but not yet with words. Video documentation of the students' work is a wonderful assessment tool. However, you have to accustom children to the presence of the camera, until it becomes "invisible." Perhaps an older student in the school can assist you, and become the class videographer.

Reading the Story

Read *The New Pet* with the children, but stop reading just before the last page, and have them close their books. Ask:

- What do you imagine Spot looks like? Can you make a picture with your body and freeze in that shape to show us what kind of animal Spot is?

Starting the Exploration

Have the children "bodystorm" — like brainstorming, except that children use their bodies to communicate their ideas — all the pets that they can think of. You should also make a shape showing what kind of animal you think Spot is. Do not choose an iguana!

Make your pet shape, and model speaking in role. For example, say:

- I am very big. I sometimes rescue people buried in deep snow.

Have the children guess which pet you are.

Invite the children to take their pet shapes again. Then, have them take turns speaking in role (while maintaining their shapes) to describe themselves. Tap a student gently on the shoulder as a cue to speak in role. The other children can make guesses as to the kind of pet.

Have the children read the last page of *The New Pet*. Then ask:

- What kind of animal is Spot?

Working on the Drama

Discuss iguanas. Show a picture of a real iguana, and use **BLM 29** to provide the children with basic information about iguanas. Read each fact on the BLM, then discuss the facts as a class to ensure that the children understand them.



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If you have a video about iguanas, play it. As well, some of the children may have knowledge to share.

Model how an iguana stands (head held up) and moves (long tail curving along behind). Iguanas have long fingers and claws, so extend your fingers as you go.

Brainstorm with the children "An Iguana's Day." Note down the various events of the day on the board. To prepare for the dramatization activity in the Sharing section below, select two or three items on the list and ask the children to demonstrate what an iguana might look like at that moment.

Sharing

Using the board notes, do a voice-over drama. Talk the children through the iguana's day, while they make shapes with their bodies to dramatize what you are saying.

Stop at intervals and ask the children to tell you what an iguana might be thinking and/or feeling at that moment of the day. Have them answer you in role as the iguana.

Extension

Invite the children to use a variety of art materials to create costume elements for an iguana: masks, spines, tails, and claws. (Children can use their creations while doing the Activity "A Problem Pet" on page 82.)

This Exploration works well with Stand-Alone Activity 10: "Time of Day Play" on page 130 and Stand-Alone Activity 23: "Abstract Paper Shapes" on page 143.

LEARNING OPPORTUNITIES

Students will:

- use their knowledge and experience to understand what they read
- reread all or parts of a written piece to clarify their understanding of its meaning
- contribute to small- and large-group interactions

OBSERVING FOR ASSESSMENT

During independent reading, does the student:

- appear to move through the text at an appropriate pace?
- require little, if any, assistance?
- voice- and/or finger-point?

Setting the Scene

Invite the children to talk about their pets, to identify what animal their pet is, and to describe it by telling its size, its colour, and something that it likes to do.

As the children talk about their pets, you can record a sentence about each that captures its essence, for example:

Costa has a small black cat that loves to climb trees.

Nicole has a little green turtle that can't move very fast.

As each child completes the description, read the sentence you've printed to verify the content. Then say:

- The title of the story we're going to read is *The New Pet*.

Ask:

- What do you think the new pet is?

Show the children the cover picture and ask:

- Do you think *Tori's* new pet is big or little?
- What colour do you think it is?
- Does it move quickly or slowly?
- If you close your eyes, can you see it in your mind? Is there anything else you can tell us about *Tori's* new pet?

Reading the Text

Have the children open their books to pages 2 and 3. Ask:

- How do you know that *Tori* is getting ready to take her pet for a walk?

Say:

- This is a special walk for *Tori* because it's her first walk with her new pet. Read these pages to find out the name of *Tori's* new pet and what she can't wait for.

Turn to pages 4 and 5. Say:

- This is *Jonah*. Look at the expression on *Jonah's* face. Look at the expression on his dog's face. Both look surprised. Read these pages to find out why *Tori* thinks they look surprised.

Turn to pages 6 and 7. Say:

- Look at *Annie* and her dog. They're jumping up and down. Read these pages to find out why *Tori* says *Annie* and her dog look excited to see *Spot*.

Turn to pages 8 and 9. Say:

- *Sam* saw *Tori* and *Spot* as they crossed the street. Read these pages to find out why *Tori* thinks *Sam* looks curious.

Turn to pages 10 and 11. Say:

- Look at the picture.

Ask:

- How does *Tori* look?
- How does *Maya* look? How can you tell? Read these pages to find out why *Maya* looks afraid of *Spot* and why she and her dog ran and hid.

Turn to pages 12 and 13. Say:

- This is *Ben*. Look at how shy he looks. Read these pages to find out when *Tori* thinks *Ben* will feel better.

Turn to pages 14 and 15. Say:

- Look at the picture.

Ask:

- How many children are in the park? (six)
- How many pets are there? (six)
- What are the children doing? What are the pets doing?
- Read these pages to find out why *Tori* was feeling so happy.

Ask:

- What do you think Spot is doing right now? Why do you think that?
- Do you think Spot is as happy to be at the park as the other pets are? Why do you think that?
- Do you see the stick that Tori is throwing into the air? Do you think Spot caught it? Turn the page and find out.

Say:

- Read the speech bubble to find out what Sam is curious about now.

Ask:

- What do you think Tori's answer will be?

Independent Reading

Invite the children to enjoy the story again, this time reading it on their own.

After Reading

Invite the children to talk about a time when they got something new and how they felt. Ask:

- What was the new thing you got?
- How did you come to get it?
- Do you remember the first thing you did with it?

Revisit the Story

Discuss the story using open-ended prompts such as:

- What was your favourite part of the story?
- If you could choose any one of the pets in the story, which one would you choose? Why would that one be your choice?

Engage the children in recalling specific information from the story. Say:

- Each of the children did something different when he or she first saw Tori with Spot. Look back in the story to find out what:
 - Jonah did
 - Annie did
 - Sam did
 - Maya did
 - Ben did.

Focus the children on the way the story is told through language. Have them look through the story to find the words to describe the reaction of each of the children, for example, *Jonah* looked *surprised*.

Reinforce the Story

Have the children use **BLM 31** to make a picture showing what they would have done (or what their facial expression would have been) on seeing Spot for the first time.



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TEACHING
tip

Before the students reread the story, invite a volunteer to point to and read the title. Encourage the students to join in.



As a Group

LEARNING OPPORTUNITIES

Students will:

- identify ways in which voice and body can be used to convey thoughts and feelings when role-playing

YOU WILL NEED

- five sheets of chart paper and a marker
- a variety of instrumental music pieces

OBSERVING FOR ASSESSMENT

Does the student:

- use body and voice to convey a particular emotion?

Activity: Show and Say

On each of the five sheets of chart paper, write one of the following words: surprised, excited, curious, afraid, shy. Let the children see you pin up the sheets around the room. Tell them you are going into role. Illustrate one of the words by making a picture with your body and/or speak in role. For example, to illustrate “excited,” you could jump up and down and say “It’s my birthday tomorrow! I am so...”

Divide the class into five groups, each in front of one of the sheets. Invite each group to create a tableau to show what people look like when they are feeling that emotion, and to think of something that people might say when they are feeling that emotion.

For example, a group presenting “shy” might have eyes downcast, feet together, etc., and say, “No, thank you,” in very quiet voices.

Have each group present their tableau and say their words. The other groups should practise being a good audience by listening, watching silently, and supporting with applause.

Extension

Play a variety of instrumental music (see Grade 1 Audio CD Tracks 14, 16, 17, and 19–24). Invite the children to use movement to express the emotion each piece evokes. Brainstorm adjectives that capture that emotion.

This Extension works well with Stand-Alone Activity 19: “Around the World” on page 139.

LEARNING OPPORTUNITIES

Students will:

- communicate their responses to a variety of stimuli using drama
- demonstrate an understanding of different points of view

YOU WILL NEED

- space for movement

OBSERVING FOR ASSESSMENT

Does the student:

- participate in the creation of a role play?
- collaborate with others to prepare a role play?

Activity: A Problem Pet

Ask:

- Do you think an iguana would make a good pet? Do you think it might cause problems?

Encourage children to give reasons for their opinions.

Together with the children, create a short role play in which a pet iguana causes some kind of problem. Be sure that all of the children are involved in the creation of the scenes by having everyone simultaneously play each role as it is developed. For example, brainstorm the basic situation: “My Pet Iguana Goes to a Birthday Party.” Begin by having the children show you the owner putting a leash on the iguana.

Ask the children what they should show you next, and so work your way through

the role play.

Divide the class into groups and have each group prepare its own version of the entire role play

Extension

- Invite children to invent a role-play in which a strange pet is involved. You have to guess what the pet is.
- Have children use **BLM 30** to draw an unusual pet, either a real animal or an imaginary one.
- Using modeling clay or other sculptural material, the children might create 3-D imaginary animals.



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This Extension works well with Stand-Alone Activity 22: “Sawdust Sculptures” on page 142.

LEARNING OPPORTUNITIES

Students will:

- express opinions and give simple explanations
- apply some of the basic rules of participating in a conversation and working with others

YOU WILL NEED

- paper and crayons
- scissors and glue
- construction paper
- chart paper and marker

OBSERVING FOR ASSESSMENT

Does the student:

- provide reasons to support an opinion?

LEARNING OPPORTUNITIES

Students will:

- present ideas in speech in a coherent sequence
- listen to others' ideas and opinions

YOU WILL NEED

- markers
- cardboard strips
- string

OBSERVING FOR ASSESSMENT

Does the student:

- express ideas in a coherent sequence?
- listen attentively to other students?

Activity: Pets I Wouldn't Choose

Say to the children:

- In the story, Tori had a very unusual pet. There are lots of other animals that would make very strange pets. What do you think they are?

List the children's suggestions on chart paper, and talk about why they wouldn't choose each animal for a pet.

Invite each child to create one of these animals. Ask the children to make a mind picture of the animal they wouldn't choose for a pet. Have them draw the outline of their animal of choice on a sheet of photocopy paper or a large sheet of manila tag paper.

Children can use scissors to cut out their animal shape and colour it using crayon(s).

Have the children use the crayon that's the colour of their animal of choice. You can invite family volunteers or older students to assist during the time when the students are drawing the outline and cutting it out.

Children could then make any additional features with construction paper and glue them onto the cutout of their pet shape.

Invite the children to share their animal with the rest of the group by telling what it is and explaining why they don't think it would make a good pet.

Extension

With the children, create a bulletin board display titled *Pets We Wouldn't Choose!* Ask the children to complete the scene with labels for the animals (*hyena, snake*), captions (*hahaha, hissssss*), scenery, and so on.

Activity: All Stuffed Up!

Invite the children to bring in a stuffed animal that they think would make a great pet if it were real.

Set aside a place in the classroom (The Pet Place) for the children to put their stuffed animals until it's time to show them and to talk about them.

Invite the children to talk a bit about their "pets" — name, kind of animal, how long they've had it, where it came from, why they think it would make a good pet if it were real, and so on.

As each child has a turn, encourage the other children to listen carefully and to be ready to ask questions so they can learn more about the "pet."

Extension

- Have the children use **BLM 32** to talk about their "pet."
- The children could make a name card for their stuffed toy (for example, Robert the Rabbit) and hang it around the stuffed animal's neck before putting it back in The Pet Place.
- Suggest that the children use a bedtime theme when they decorate The Pet Place. Use soft background music to help create the appropriate atmosphere.



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This Extension works well with Stand-Alone Activity 15: "Lovely Lullabies" on page 135.

Iguana Facts



1. Iguanas eat every day.
2. Wild iguanas live in trees.
3. Iguanas must lie in a warm, bright place to stay healthy.
4. Iguanas have long fingers and claws.
5. An iguana's tail can break off and grow back.
6. Iguanas can swim.
7. An iguana can have a bath.
8. Iguanas lay eggs.

My name is _____

My Unusual Pet



Make a picture or print a sentence to tell what you would do if you saw Toni and her pet.

My name is _____

Seeing Spot for the First Time!

Jonah stared and stared.

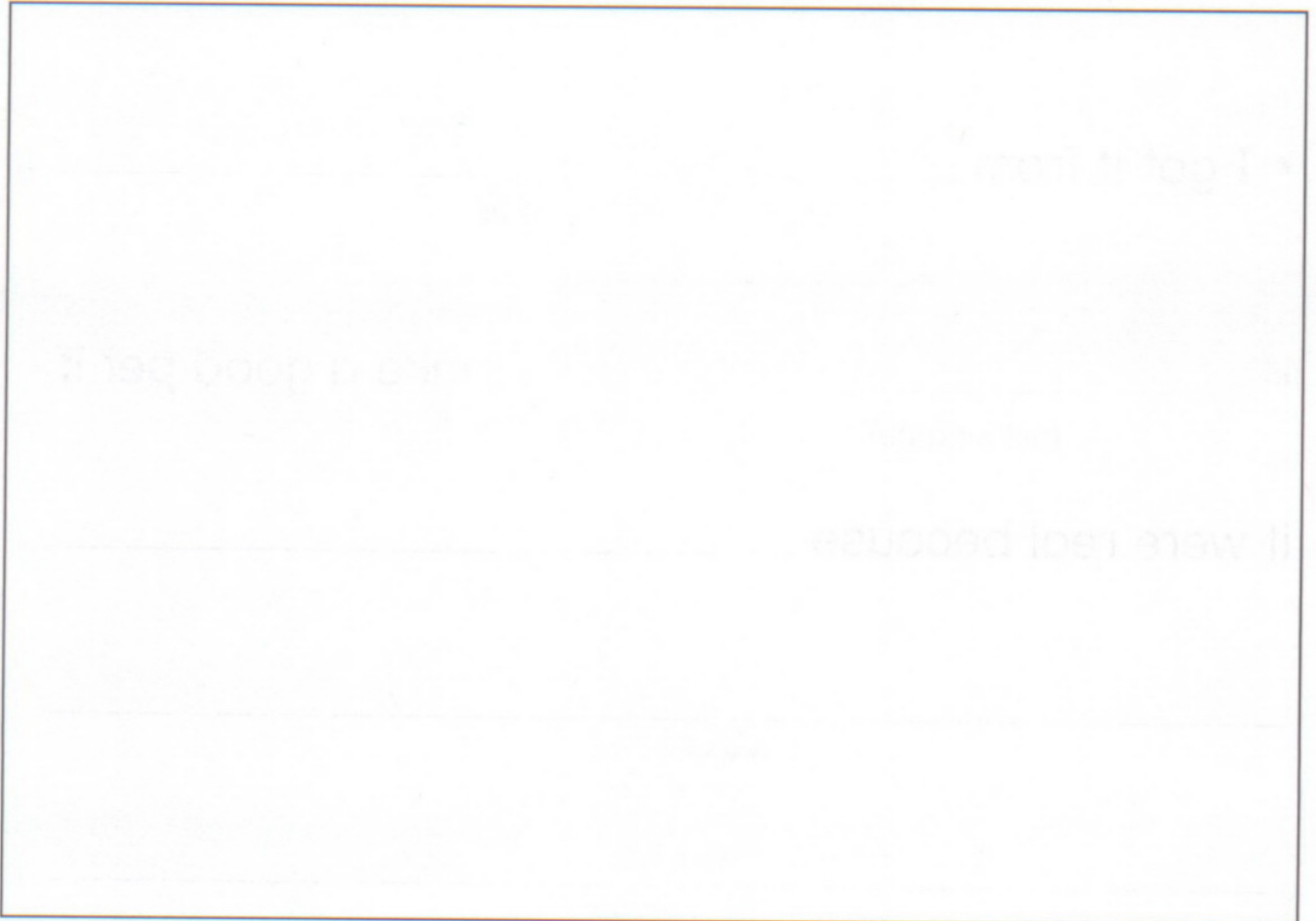
Annie started jumping up and down.

Sam ran to get a better look.

Maya ran and hid.

Ben made a little wave hello.

Make a picture or print a sentence to tell what you would do if you saw Toni and her pet.



My name is _____ .

Write about your pet.

• My pet's name is _____ .

• It's a _____
(kind of animal)

and it's _____ years old.
(age)

• I got it from _____
(name)

• _____ would make a good pet if
(pet's name)

it were real because _____
