

THE PET SHOW



You can use Poster 4 with this storybook.

LITERACY ELEMENTS

opposites: e.g., up/down
positional language: e.g., through, under, between
apostrophe
contractions: e.g., let's, it's

MATH CONNECTIONS

GEOMETRY AND SPATIAL SENSE
positional language

WORDS TO DISCOVER

in front
beside
left
through
around
over
under
below
behind
right

ESL CONSIDERATIONS

Act out the positional words.

Story Synopsis

This story about positional relationships begins with Matt signing up for the pet race. He and his dog, Goldie, get to work learning the routine: up the slide, down the steps, through the hoop, over the bench, and on top of the table. Goldie has trouble getting it right, but comes through in the end by imagining she's chasing a ball. Children will have the opportunity to follow Goldie's movements.

Overall Learning Opportunities

- 1, 3 Students will:
 - understand basic concepts in transformational geometry using concrete materials and drawings
- A, B Students will:
 - read a storybook for information
 - express clear responses to written materials, relating the ideas in them to their own knowledge and experience
 - read aloud in a way that communicates the meaning

ACTIVITY MENU

Investigation: Positional Relationships, page 117

Guided Reading, pages 118–119

As a Group, pages 120–121

- 1, 3 • *Matt Says*: following directions and using positional language
- 1, 3 • *Following Directions*: giving and following directions using positional language
- A, B, C • *The Peculiar Pets Shop*: imagining and describing a peculiar pet
- A, B, C • *Opposites Attract!*: identifying and using directional and positional opposites

Home Connections, page 122

- H • *BLM 55*: exploring direction and positioning by playing games

Independent Work, pages 123–127

- 1, 3 • *BLM 56*: creating a path and describing it
- 1, 3 • *BLM 57*: creating and describing obstacle courses using pictures
- 1, 3 • *BLM 58*: creating pictures or designs from shapes
- A, B, C • *BLM 59*: determining True/False statements from the story
- A, B, C • *BLM 60*: matching opposite words to create funny sentences

Positional Relationships

LEARNING OPPORTUNITIES

Students will:

- follow directions to move or place an object in relation to another object
- describe an object in relation to another, using positional language

YOU WILL NEED

- large sheets of paper
- drawing and writing materials
- scissors and glue

OBSERVING FOR ASSESSMENT

Does the student:

- use appropriate language to give directions and describe position?
- follow the given instructions and directions?

TEACHING tip

When children are directing their classmates through a path in the classroom or elsewhere, ensure that safety is kept in mind at all times.

Reading the Story

After reading the story, present the practice course on pages 10–11 and the obstacle course on pages 14–15. Discuss the words that help you understand where Goldie is in each scene and what she is doing. Make a list of the positional words that are used.

Starting the Investigation

Ask a volunteer to stand behind her or his seat. Call on other children to give the volunteer directions, one direction at a time, to get from that spot to the classroom door. Repeat the process with other volunteers. Discuss how the directions are similar and different. Refer to the list of positional words and identify the ones used in the directions. On other occasions, create obstacle courses in the gym or playground. Have children direct one another to go through the course in a specific way. Encourage the use of a variety of positional terms.

Working On the Problem

Provide children with large sheets of paper, glue, drawing materials, and a copy of **Blackline Master 57**. Have children cut out the pictures and arrange them on their sheet of paper to create a large playground scene. Have children consider where they would place a path in the scene before they glue the pictures in place. Encourage children to add further details to their scene by creating a path and drawing objects in different positions so they represent as many of the positional terms as possible (such as: in, on, under, between, beside, up, down, above, below, behind, to the left, to the right).



Page 124

Sharing Solutions

Children can begin by sharing their work with a partner. In turn, each child can give his or her partner directions on how to move a counter or small toy through a path in the scene.

As a large group, invite volunteers to share and describe the scene they created and the location and position of different objects within it.

Extension

Interested children may enjoy writing a story to accompany the scene they created. Encourage them to use as many positional terms as possible.

LEARNING OPPORTUNITIES

Students will:

- retell a simple story in proper sequence and recall information in it accurately
- reread all or parts of a written piece to clarify their understanding of its meaning
- predict what may happen next in a story, and revise or confirm predictions

OBSERVING FOR ASSESSMENT

During independent reading, observe and make note of the student's specific reading behaviours. Does the student:

- show an interest in reading the book independently?
- appear to move through the book with ease?
- demonstrate perseverance?

Setting the Scene

Engage the children in a discussion about their pets. Chart the list of animals as the children mention them.

dog	√√
cat	√√√√
goldfish	√
hamster	
guinea pig	

Tell children the title of the book. Ask:

- Have you ever been to a pet show? Tell us about that time.

Show the book cover, focus children's attention on the cover art, and ask:

- What do you think the story will be about?

Encourage many predictions.

Reading the Text

- Have the children turn to pages 2–3.

Say:

- Look at the picture. Can you find Matt and his dog, Goldie?
- Look for the sign that tells about the pet show. What time does it start?
- Let's read together the list of events.
- Put your finger on Barko in a baby carriage; on Ally on a leash; on Dot, that's lying down; and on Max chasing a squirrel.

Turn to pages 4–5. Say:

- Find the starting line.
- Find the slide in front of the starting line.
- Put your finger on the bench. The shed. The table. The tree.

Turn to the pictures on page 6–7. Ask:

- What is Matt explaining to Goldie?
- What do you think Matt wants Goldie to do with the hoop?

Turn to pages 8–9. Ask:

- Can you tell from the picture what Goldie was supposed to do and what Goldie did?

Point to page 9. Ask:

- What was Goldie supposed to do? What did Goldie do?

Turn to pages 10–11. Ask:

- What is Goldie doing in each of these pictures?
- What do you think Matt is saying to Goldie as they sit under the tree?

Turn to pages 12–13. Ask:

- Where are Matt and Goldie going?
- How can you tell that Goldie is happy and excited?
- Read this page and find the words that tell that it's time for the pet show.

Turn to pages 14–15. Say:

- The race is on. Look for the dogs we met earlier in the story.
- Can you find Matt? Can you find Goldie?
- Look for the words that tell all the directions that Goldie goes during the race. When I say the word, put your finger on it: over, under, on top, below, in, out, up, down.

Turn to page 16. Ask:

- How can you tell from the picture that Goldie finishes her best race yet?
- Now it's your turn to read the story on your own.
- Have the children read the whole book independently.

TEACHING tip

During *After Reading*, keep the conversation about contests light so that children will not feel that winning is the only thing that matters. Share a time you entered a contest and any problems you experienced.

After Reading

Invite children with pets to share any experiences they've had entering their pet in a contest. Encourage children with a pet that hasn't been in a contest to tell how they think their pet would do in such a situation.

Using **Blackline Master 59**, invite children to cut and glue the true sentences.



Page 126

Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- How did you enjoy this story?
- What is your favourite illustration? Why?
- Could this story really happen? Why do you say that?

Engage children in recalling specific information from the selection. Have children take turns retelling the story, starting at page 2. As everyone turns to page 2, have the children look at the picture, read the page to themselves, and then listen to the first volunteer's recount of what's happening. Continue the pattern through to the end of the story.

Focus children on the way the story is told through language by asking:

- Were there any words that gave you a struggle? Which ones?
- How did you figure them out?

Have children locate words by spelling them out, defining them, or giving the opposite. For example, say:

- Find and spell the word on page 5 that means the opposite to "right."
- On page 11, find the word that means "quick."

Reinforce the Story

Have children reread the book and rehearse it in preparation for reading it to a classmate or a small group. Pair or group the children so that each child has an opportunity to practise reading aloud to an audience.

LEARNING OPPORTUNITIES

Students will:

- follow directions to move or place an object in relation to another object
- describe an object in relation to another, using positional language

YOU WILL NEED

- drawing materials

OBSERVING FOR ASSESSMENT

Can the student:

- follow directions by placing objects in the described position?
- describe how to go from one identified location to another, using positional language?

Activity: Matt Says

Invite children to identify the directional and positional vocabulary used in the story. List the words on the chalkboard.

Play a variation of *Simon Says* by giving instructions using the listed words. Have children stand in an area where they have space to move about without touching anyone or anything. Begin by giving simple instructions. Children follow the instructions that begin with “Matt says” and ignore the instructions that begin with “Put.”

For example, children would follow these first three instructions and not the last:

“Matt says put your hands behind your back.”

“Matt says stand beside your chair.”

“Matt says put one hand on top of your head.”

“Put your arms stretched out in front of you.”

Once children are familiar with the game, invite volunteers to assume the role of the person giving instructions.

Extension

Give each child 2 copies of **Blackline Master 56**. On the first copy, have children create their own pathway from the dog to the doghouse.



Page 123

The children should then switch papers. Have each child use the second (clean) blackline master to re-create the path of his or her partner.

LEARNING OPPORTUNITIES

Students will:

- demonstrate spatial sense in relation to self and to objects in the environment
- follow directions to move or place an object in relation to another object
- describe an object in relation to another using positional language

YOU WILL NEED

- envelopes containing shapes cut from BLM 58
- colouring materials

Activity: Following Directions

Give each child an envelope containing shapes cut from **Blackline Master 58**. Divide children into pairs. Have pairs decide what colour each shape should be and then have them colour the shapes.

Demonstrate how children should then use the shapes to play a game. Explain that to be successful they have to listen carefully and also describe what they want very precisely. Discuss how in *The Pet Show* Matt had to be clear in his directions to his dog Goldie and Goldie had to pay attention to Matt to be successful. Children should sit across from one another and erect a barrier, such as a book standing upright, between them.

One child uses the shapes to make a picture and then directs his/her partner

to create the identical picture by explaining where to place the shapes. (For example: Put the large blue square down first. To the left of it put the small yellow rectangle. Make sure the long sides of the rectangle are beside the square.)

Have children take turns giving and following directions.

Extension

Children create pictures using the shapes cut from **Blackline Master 58**. They glue the shapes in place and then describe the picture telling where the shapes are located in relationship to one another.



Page 125

LEARNING OPPORTUNITIES

Students will:

- use linking words such as and, then, and but to connect ideas in speech
- allow others to speak, and wait their turn in conversations or class discussions

YOU WILL NEED

- paper for painting
- paints of various colours
- scissors

LEARNING OPPORTUNITIES

Students will:

- reread all or parts of a written piece to clarify their understanding of its meaning
- use pictures and illustrations to determine the meaning of unfamiliar words

OBSERVING FOR ASSESSMENT

Does the student:

- understand what is meant by locating and direction words?
- understand what is meant by “opposite in meaning”?
- connect “opposite in meaning” to “antonym”?

Activity: The Peculiar Pets Shop

Challenge children to think of a creature that would make a very peculiar pet. Without telling anyone, they should think about how this pet looks: size (length, height), colour, unusual features (scales, long tail, very big or very small eyes), and so on. When children have a clear idea in their mind of what their pet looks like, they can, in turn, talk about their pet without disclosing what creature it is. Encourage the other children to guess the creature.

To set the model for the pet talks, you could start by sharing your own peculiar pet. For example, “My peculiar pet is very long, mostly because it has a very long tail. (Pause.) It has lots of very sharp teeth (pause) and a big mouth (pause). It has four legs (pause) and long toes with sharp nails (pause).”

Extension

Invite children to paint a picture of the peculiar pet and cut it out for a Peculiar Pets Shop bulletin board.

Activity: Opposites Attract!

Go through *The Pet Show* with the children and identify all the locating and directional vocabulary, noting all the words with opposites listed. As they identify the words, list them on the chalkboard. Encourage children to offer the opposites (in front of/behind, left/right, up/down, and so on) and list them appropriately.

Confirm children’s understanding by challenging them to match the opposites on **Blackline Master 60**. Have them work in pairs to complete the funny sentences.



Page 127

Extension

Revisit the text to locate other words for which children can supply an antonym and list both on a chart (loves/hates, come/go, day/night, you/me, no/yes, I/you, and so on).

Post the complete list in the classroom and encourage the children to suggest additions to it as they come across other words in their reading or conversations.



The Pet Show

Dear Family,

We've enjoyed reading the book *The Pet Show*. This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

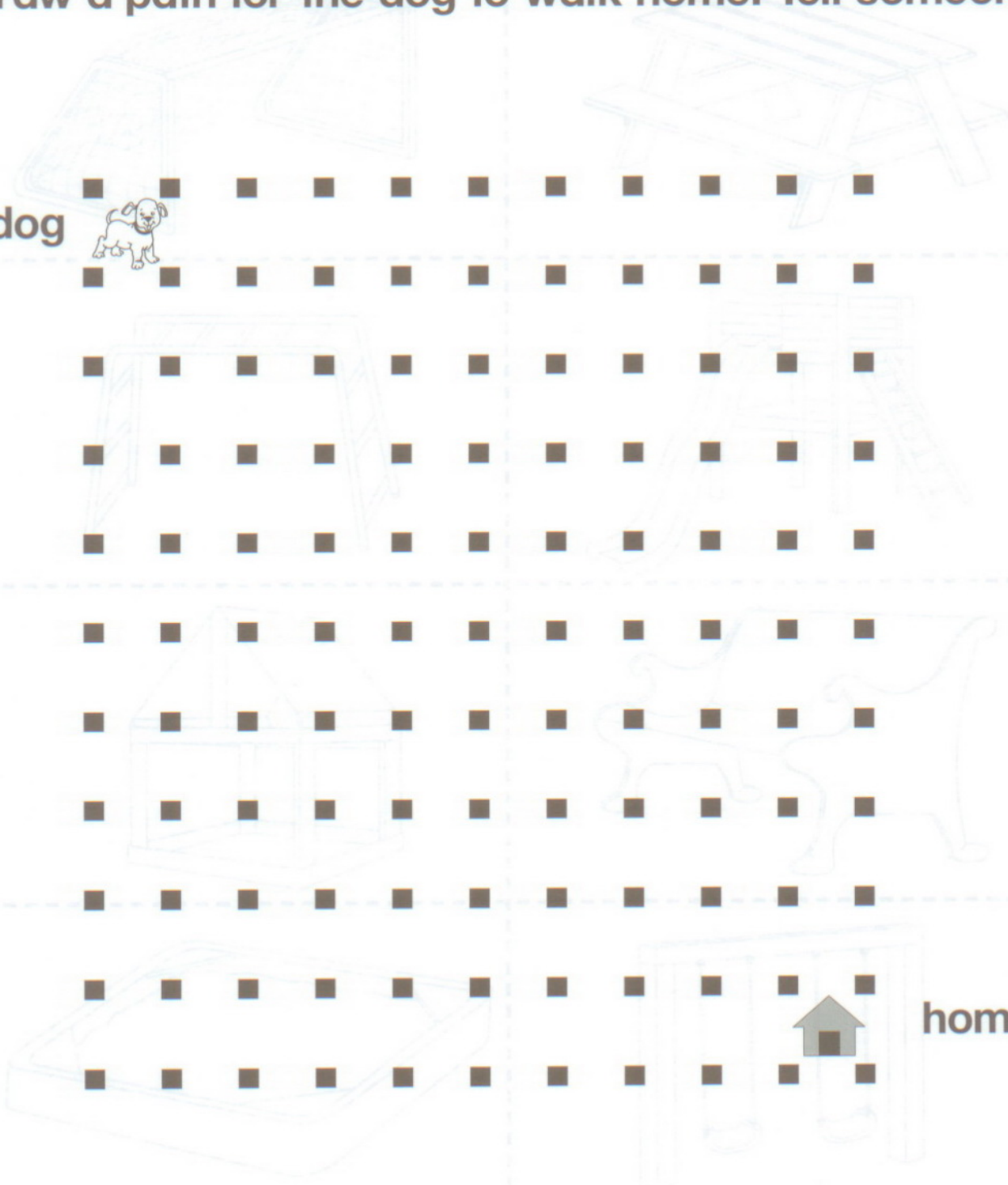
- Matt sets up an obstacle course and gives Goldie directions regarding how to move herself in relation to the objects. Words and phrases such as under, over, on top, below, up, down, behind, to the right, and to the left convey position. Outside or at the playground, take turns instructing one another through your own "obstacle course," using lots of positional language.
- Hide an object. Give your child a series of clues that will lead him or her to the object. Include positional language in your directions by saying something such as, "Stand to the right of the table. Go around the chair and walk through the door. Stand under the lamp and look down. In the box you will find the hidden object." Switch roles and play again.
- Play a game called "Make My Picture." Secretly draw a simple picture or design. Without showing your child, give him or her instructions for creating the same picture or design by saying something such as, "At the bottom of the page, draw a brown line. On top of the brown line draw two red flowers. On the right, draw a tree. On the left draw a dog. Above the tree, draw a bird flying." Compare the pictures. Switch roles and play again.

Remember to send the storybook back to school with your child.

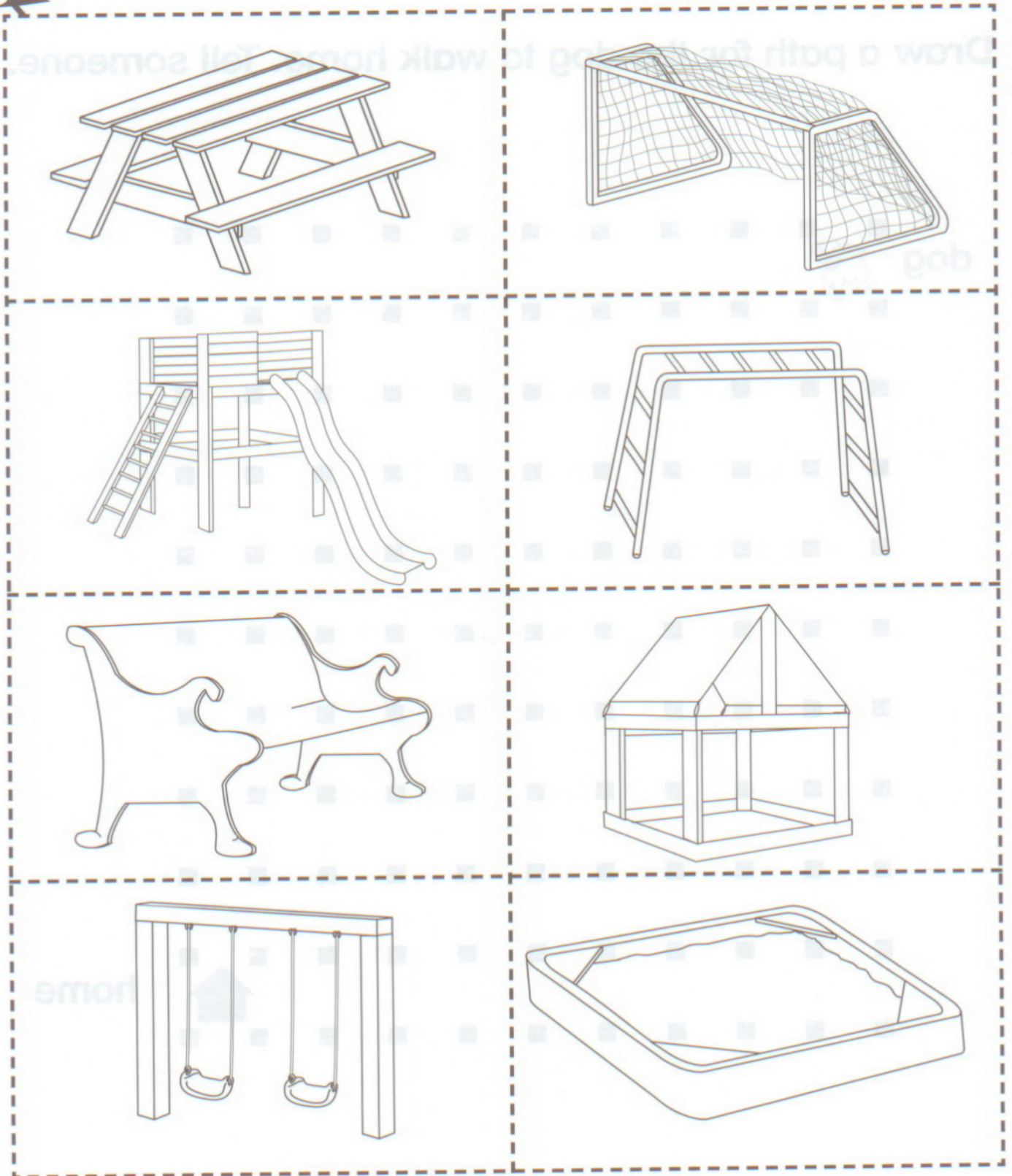
My name is _____

Draw a path for the dog to walk home. Tell someone.

dog

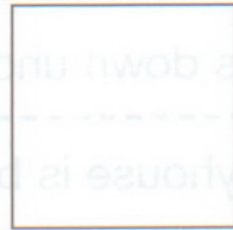


home



My name is _____

Use the shapes to make a picture.



My name is _____.

True or False? Glue the true sentences here.



Matt lies down under a tree and Goldie sits beside him.

The playhouse is behind the starting line.

The boy's name is Goldie.

Matt is a boy.

The dog's name is Matt.

Goldie is a dog.

Matt says, "The race will be fun."

The whistle blows.

Matt said, "Sit on top of the table."

Goldie wins the race!

My name is _____.

Join the opposites.

up	finish
over	stop
around	right
go	under
left	slow
start	down
fast	between

Print to make funny sentences.

Matt is a _____.

boy	dog
-----	-----

The bench can go _____ the shed.

on top of	beside
-----------	--------

Matt said, "Go _____ the slide."

up	down
----	------

Goldie is a _____.

dog	table
-----	-------