

## Emergent Lesson Plan

### The Pets in our Street

Emergent Level 5

#### Lesson rationale

The students will

- Identify sequences
- Make inferences based on the text and illustrations
- Recall aspects of the text

#### Before the lesson

Read the text yourself.

Familiarize yourself with how the text is organized.

*The houses are numbered one through six and the text rhymes.*

Realize how the illustrations and text work together.

*The illustrations show the text described and feature numbered letterboxes as support for the reader.*

Read through the lesson plan. Prepare and provide the resources needed for the follow-up activity.

#### Reading and thinking

Introduce the comprehension strategies that are the focus of this lesson.

Read the title on the cover of the book.

Have the students name the animals illustrated.

Ask if the animals illustrated would make good pets.

Turn to page two.

Tell the students that this is the street where the girl lives. Ask them what they think about her street. Point out the numbered letterboxes. Read the text.

Turn to page four.

Read the text. Talk about the meaning of the word “scary” and other words that could fit. Discuss the illustration of the girl.

On page five talk about the illustration first. Ask what animal lives at this house. Discuss the illustration, pointing out the hair all over the ground. Ask the students what they think the girl is thinking. Read the text.

Page six is relatively simple. Ask the students what is the issue with the elephant at number three. Read the text.



On page seven read the text first. Remind the students that the word at the end of the sentence would need to rhyme with "loud" – *proud*. Discuss the meaning of "proud" and how it relates to a peacock. Also talk about the illustration, showing the peacock walking away from the girl. Again discuss how the girl is thinking and feeling.

Continue reading pages eight and nine in a similar way.

At page ten, tell the students that the pattern of the text has changed. Ask them to look carefully at the next illustrations and guess what might be going on. With questioning, extend their thinking so they can predict what the text on these pages will say. Read the text.

### **More thinking**

Praise the students for their reading of the book and the thinking that helped them read so well.

Ask them to remember the animals in the story and choose one that they would like to have at their house. Discuss the issues the girl in the story had with each pet and the ideas the students have for dealing with their "new" pets.

Use the BLM sheet to record their ideas.