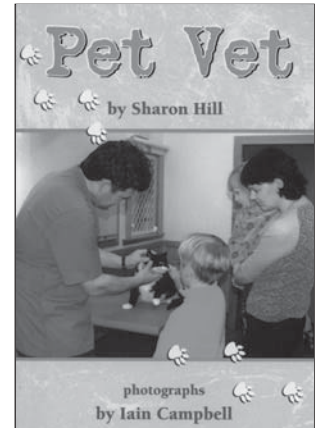


Pet Vet

by Sharon Hill

photographs by Iain Campbell



Book Summary

A busy city vet talks about his work. Readers follow a day in his life as he treats Pets that children have brought in.

Features of the Book

- Nonfiction text features – glossary, index, definitions, case studies, photographs, labels
- First-person narrative in the present tense
- Case studies of animals
- Descriptions of people's occupations
- Specialized vocabulary – *veterinarian, clinic, receptionist, schedule, temperature*
- Animal words – *parakeet, turtle, rabbit, cat, dog, guinea pig*

Purpose

Pet Vet can be used to introduce and reinforce the following skills:

- S** making connections between children's experiences and the text;
- S** formulating questions;
- S** developing strategies for reading unknown words;
- S** using charts and diagrams to record important details.

The Guided Reading Lesson

- S** Making connections between children's experiences and the text
- S** Formulating questions

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: a copy of the blackline master and a pencil for each child

Introducing the text

Ask questions to establish the children's experiences of pets and vets.

- *What happens when a pet gets hurt or is sick?*

Discuss the cover of the book and read the blurb on the back together.

- *How might a vet help all these animals?*
- *What do you think we are going to learn in this book?*

Explain that asking questions like this when we start a new nonfiction book can help us to think about what we are going to read.

- *What other questions do you think this book might answer?*

Encourage the children to ask what, how, and why questions. List their questions on the board.

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Look through the table of contents with the group. Introduce the children to Michael, the veterinarian, by reading page 3 together. Look at pages 4 and 5 with the group.

- *Why are these people needed at the clinic?*
- *Do they remind you of some of the people who work at a doctor's clinic? At our school?*

Encourage the children to see the similarities between the professionals they are familiar with and those in the story.

Tell the children that on page 7 we learn that Michael's first job each day is to do the rounds.

- *What are some of the other things that he might have to do during the day?*

Ask the children to read to the end of chapter 2.

Check to see if they have any questions about what they have seen or read so far. Add them to the board.

Day Two

Review what the children have learned so far.

- *What do you think the vet will do next? Why?*
- *Look at the heading for chapter 3. What does "operate" mean?*

Ask the children to read chapters 3 and 4 and then to discuss the chapters with a partner. Add any further questions the children may have to the board.

Read the name of chapter 5.

- *What does this mean? How would we read it aloud?*

Discuss the children's predictions and the use of the ellipsis to indicate the writer's uncertainty.

When everyone has finished reading the book, remind the children of the questions they have accumulated.

- *Have you learned what you thought you would from this book?*
- *What can we do about the questions that were not answered?*

Discuss places where the children could find more information, including a visit to a local vet clinic if possible. Make other resources such as reference books and the Internet available to the children.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Developing strategies for reading unknown words

Ask the children to write down three or four words that they didn't know before they read this book. If necessary, suggest they look for specialist words, like "veterinarian." List the words on the board or a chart.

- *What did you do when you came to this word in the story?*
- *What are some strategies good readers use when they come across new words?*

Discuss using the glossary and then prompt the children to talk about other strategies they use.

Some examples may be:

- chunking (use appropriate examples from their list, such as "stu/dent");
- finding small words inside long words (such as "over/night");
- using the context, including any pictures ("I examine the animal");
- using a dictionary;
- asking a partner or an adult as a last resort.

Confirm that these are all useful strategies and encourage the children to apply them whenever they read.

S Using charts and diagrams to record important details

Review the list of questions made during the guided reading lesson. Remind the children of the question words – who, what, where, why, how.

- *What questions would you want to ask a vet?*
- *Which questions are the best ones to ask?*

Through discussion, help the children to formulate open-ended questions that will yield plenty of information. Write these on a chart. The children can then interview a vet if possible or role-play.

B The children can complete the blackline master on page 77.