



Guided Reading with

A Pet for Charly

Guided Reading Level: G

DRA Level: 8

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Michael Ramirez

Overview: Charly loves animals and wishes she had a pet. Will she find one at the animal park?

8 pages, 215 words

Genre: Realistic Fiction

Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- read varied sentences fluently, with expression and stamina
- adjust voice when reading sentences ending in question marks and exclamation marks
- use commas to support phrasing
- notice and understand function of quotation marks to denote a character speaking
- read with expression to show characters' feelings
- use text and illustrations to visualize story events

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language
- punctuation supports comprehension (e.g. question marks, exclamation marks)
- some line breaks match phrasing

High-frequency words:

- *and, her, go, to, the, can, that, be, my, your, it, is, too, see, this, at*

Phonics:

- soft vs. hard g sounds (e.g., huge vs. tiger)

Common Core Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

ELL/ESL

Una mascota para Chayito

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Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- Do you like animals? Why or why not?
- What makes an animal a good pet? What makes an animal a poor choice for a pet?
- What does it feel like when someone keeps saying "no" when you ask for something (like a pet)? What does it feel like for the person being asked again and again?

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "A Pet for Charly."
- Ask children to predict what will happen in the story.
- Show the back cover and read the copy. Have children predict whether or not Charly will find a pet at the animal park.
- Have children predict some words they might read in the story. Ask them to think about phrases that might be part of a conversation between a parent and child who wants a pet.
- Give children the book and have them look at the pictures. Ask them to describe what the pictures on each page show. Point out examples of quotation marks in the text and review their function.



3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words: and, her, go, to, the, can, that, be, my, your, it, is too, see, go, at, this. It also includes the animal words elephant, giraffe, polar bear, tiger, and turtle.
- Most of the text is an ongoing present-tense conversation between Charly and her mom about getting a pet.
- The text conveys emotion through bolded and capitalized text (e.g., “**NO, CHARLY, NO!**”)

Reading the Book

1. Set a purpose by telling children to read the book to find out if Charly gets a pet.

2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?

- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

4. As children read, suggest a reading strategy if they are struggling: “Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar— characters, setting, problem, solution, and so on.
- Review how to determine what is important in a picture or sentence.



- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas.

After the First Reading

1. Have children confirm their predictions and talk about Charly’s search for a pet.

2. Ask questions like:

- What did Charly do while waiting for a pet? How did her mom respond?
- What did Charly ask her mom at the animal park? How did her mom respond? How did her mom’s responses change the more Charly asked? How did the text show how the mom felt?
- Why do you think Charly’s mom said no to Charly’s requests for the different animals as pets? Do you think Charly’s mom’s reasons were fair/wise? Why or why not?
- What happened when Charly and her mom went to the gift shop?
- Why do you think Charly’s mom finally said yes?
- How do you think Charly felt to finally have a pet?
- What would your parent or caregiver say if you asked for a pet from the animal park?
- If you do have a pet, how did it come into your family?

- What advice do you have for Charly? Do you think there was a different way for her to get a pet?
- Do you think Charly was fair or reasonable in asking for these wild animals as pets? Why or why not?
- Do you think Charly really wanted one of the animals from the animal park or do you think it was her strategy to get a pet?
- How does Charly demonstrate patience and persistence? Do you think the authors want the reader to see Charly as a role model? Why or why not?
- What do you think the lesson of the story is? Why?
- Why do you think Charly’s mom finally agreed to a pet turtle: it was a better option than the other animals Charly wanted or the mom was finally worn down enough to agree to the turtle?
- Do you think a pet turtle will make a good pet for Charly? Why or why not? What challenges might she have with caring for a turtle?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student’s reading behavior.

Cross-Curricular Activities

Language: Have students work in pairs to turn the book into a short performance by acting out



the story events using simple props (e.g., stuffed animals).

Make a two-column list to summarize the story. List the animals Charly asked about on one side and the reasons her mom said no (or yes) on the other side. Talk about the vocabulary words huge, tall, big, and fierce and why those characteristics aren't good for pets. Brainstorm other animals and adjectives that reflect whether or not they are suitable for being pets.

Have students write their own versions of this story as a comic strip. Talk about how words found inside the quotation marks in the text could go in speech bubbles and how characters' facial expressions and body language in the illustrations can also reflect their emotions.

Show picture cards and/or write words from the story and others with hard and soft g sounds (e.g., huge, giraffe, big, tiger, gift.) Sort the words based on the g sound they include. Repeat the exercise with hard and soft c words if appropriate (e.g., cannot vs. fierce.)

Have students read, or read aloud other stories about pets. Make connections and compare the characters' experiences across texts.

Mathematics: Use the animals in the story to explore measurement. Provide students with a chart listing average sizes of each animal. Have them mark out on the floor how large a space each animal would need. Talk about how this information confirms why certain animals wouldn't make good pets.

Have students take a poll of the class. Create two charts: 1) How many students in the class have a pet? 2) For those who have pets, what kind of pets do they have or how many do they have? Discuss the results and predict if students think they would have similar results if they interviewed other classes.

Science: Read informational books and view online content to learn more about caring for pet

turtles. Compile information gathered on a chart or in a class book for a potential pet owner.

Read informational books and view online content to learn more about caring for animals in captivity.

Learn more about turtles as pets: What makes them ideal pets, what makes them challenging to care for. After reading books on turtles, have students brainstorm a list of advice for Charly on how to care for the turtle and help it thrive.

Social Studies:

1. Learn more about typical pets in different areas of the world. Talk about how this book could sound different if written about a different family.
2. Help students learn more about rescue organizations that match pets with potential owners. Read about their criteria for pet adoption, if possible. Make a list of important pet owner characteristics with students (e.g., responsible, caring, etc). Relate the exercise back to the story and why Charly's mom may have been hesitant to let Charly get a pet.

Art: Have students use drawing supplies, paint, or collage materials to create an image of an animal they'd like to have as a pet. Have them add labels or sentences describing the features of that animal that would make it a good pet.

Writing: Have students write a letter to Charly sharing advice on how to care for a pet and their own experiences owning or caring for an animal. Alternatively, encourage students to write a letter to Charly on other ways she could have tried to convince her mom to allow her to have a pet.



Guided Reading Level: G
DRA Level: 12

Guided Reading with **Una mascota para Chayito**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun & Adjective Support

The following animals are listed in the story that Chayito would like to be her pet: elefante, jirafa, oso polar, tigre, tortuguita

The following adjectives are listed in the story that the mother uses to describe why or why not Chayito can have that animal as a pet: enorme, alta, grande, feroz, perfecta

Print the names of the animals and adjectives on separate, individual index cards. Without support from the illustrations or text, have students match each animal with its corresponding adjective from the story.

Verb Support

Before each time Chayito asks her mother for a pet, she uses the following verb phrase: “¿(nombre del animal) puede ser mi mascota?” Have students practice asking a fellow student using “puede ser” with animals that they would like to have as a pet.

For students engaging with both English and Spanish texts, have students note that there are question marks on every other page and an exclamatory statement on the last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children’s oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

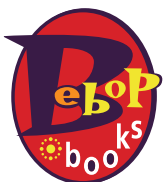
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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