

Guided Reading with **Pablo's Pet** *Guided Reading: I* DRA: 16

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Overview: Pablo learns to deal with the loss of his much-loved pet fish.

32 pages, 503 words + activity

Genre:

Realistic Fiction

Focus:

- reading and following conversation
- following a longer story
- maintaining meaning
- sequencing events

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- pictures support and extend the story

High-frequency Words:

was, could, not, have, great, read, friends, his, about, who, he, when, went, usually, this, time, didn't, are, you, will, asked, can, wanted, looked, at, all, and, I'm, but, said, what, to, sometimes, just, knew, how, much, her, school, think, died, started, sorry, dad, my, after, made, remember, they, were, done, out, love, you, then, thought, about, thank

Standards:

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3
- W.2, W.3
- SL.1, SL.2, SL.3, SL.4

Getting Ready to Read

*Please note that *Pablo's Pet* addresses the death of a pet. For more information about how to discuss death with students, please see the background information in this guide before moving on to the questions.

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

- Do you have a pet? What are they like? If you don't have a pet, do any friends or other family members have a pet?
- If you do have a pet, what do you like to do with them? If you don't have a pet, would you like one? What kind of pet would you have if you could have a pet? Why?
- What does your pet mean to you? How are pets important to their owners? Why do you think people enjoy having a pet?
- It can be very sad when a pet dies. Have you ever had a pet that died? What did you do? How did you honor the memory of your pet?

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

- Call children's attention to the title: *Pablo's Pet*.
- Tell children that this book is about Pablo's family and friends helping him through the death of his pet fish, Ruby. They comfort him and remember the great times they had with Ruby.
- Show the back cover and read the copy. Ask



children how they think Pablo's family and friends help him remember Ruby.

- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to tell what they see happening as they turn the pages.

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 that you don't know?"
- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read continued reading beyond an unfamiliar word in order to use the context of the story to unlock the meaning of the word.
- Tell children to think about pets and how people may talk about their pets that are living or how they remember pets that have passed away. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The story is told in three chapters. The book contains a table of contents and chapter headings.
- Page 1, the title page, has a picture that introduces all of the children in the story.
- Page 3, the contents page, has a picture of the neighborhood featured in the story.
- The book contains numerous high-frequency words and many other familiar words.
- The story is written in narrative form; dialogue is interspersed with narrative.
- All the sentences are different; there are no text patterns.
- There are different number of sentences

on each page; many sentences require a return sweep.

- Exclamation points are used to emphasize action and responses.
- The pictures enhance the story, but most of the story is told in the text.
- The last page has several activities for students about pets and dealing with the loss of a pet or another loved one.

Guided Reading Note: Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

Reading the Book

1. Set a purpose by telling children to find out how Pablo's family and friends comfort him after his pet fish, Ruby, dies and how they remember her.

2. Have children read the story silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check on comprehension with simple questions, such as: "What is the story about?" or "Tell me how the story begins." As they read, watch for



indications of comprehension: changes in facial expression, giggles, audible comments, re-reading, turning back to a page. You may want to make notations about what you observe.

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

- Do they have multiple sources for information? Have they begun to cross-check, using a variety of strategies, and self-correct?
- Do they rely less on pictures and more on print when reading?
- Do they have a strong sight vocabulary?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Have they started to use punctuation to gain meaning?
- Do they easily move from page to page?
- Do they make accurate predictions? Do they confirm or revise their predictions while reading?
- Can they connect the text to their own experiences?
- Do they read more automatically and with fluency?
- Do they react to the text even though they are reading silently?
- Have they begun to draw conclusions and make inferences?

4. As children read, note what they are doing.

Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these as signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"

- Encourage children's attempts by making comments, such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that will help them get meaning in the most efficient way, such as: "Did you think about chunking the word?" or "Did you think about reading the rest of the sentence and then going back to the word?"

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

- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies from the known to the unknown when encountering new words.
- Work with inflectional endings: the "-ed" form of verbs.
- Work with the blends and digraphs: blends make two different sounds and digraphs make one sound. The following digraphs are listed in the story: wh; th; wr; kn; The following blends are listed in the story: gr; dr; sp; pl; sh
- Explore the story grammar—characters, setting, problem, and solution.
- 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. Call attention to the use of quotation marks, commas, exclamation points, and question marks in dialogue.
- Model how to revisit the text to find specific examples or ideas in the story.



Revisit Pablo's Pet to review Pablo's feelings and how his friends and family helped him cope with Ruby's death.

After the First Reading

1. Have children tell what they learned about how Pablo copes with his pet Ruby's death. Ask children to talk about how Pablo feels during the story and how he is able to remember the happy times with Ruby with help from his friends and family.

2. Discuss how Pablo feels after Ruby's death and then how his friends and family help him with his sadness. How did their support make Pablo feel?

3. Elicit children's ideas about how Pablo's friends helped him remember the good times with Ruby. What did his friends and family members suggest to Pablo that he should do to honor Ruby's life?

4. Have children compare Pablo's feelings about Ruby's death in the beginning versus the end of the story. Discuss how Pablo changes over the course of the book and the different emotions he experiences as he copes with Ruby's death.

5. Make a list of the different suggestions Pablo's friends came up with to acknowledge Ruby's life. Afterwards, have children brainstorm ways that they can feel better if they feel sad after reading *Pablo's Pet*.

6. Ask children to talk about anything in the story that surprised them.

7. Discuss the lesson in the story that could help children in their real lives.

8. Additional questions to ask:

- What did Pablo like to do with Ruby? What was he excited to show her?
- Why did Pablo think Ruby didn't swim to the front of the tank?

- What does Pablo discover the next morning? What do his parents tell him about Ruby?
- How does Pablo feel after he finds out that Ruby died? What do his parents say to make him feel better? How does Ruby's death affect him at school?
- What do his friends notice about Pablo? How do they react after he tells them that Ruby died?
- How do Pablo's friends remember Ruby? What kind of stories did they tell?
- What do Pablo's friends suggest that he do to remember Ruby? What would you suggest?
- How does Pablo want to remember Ruby? Where do Pablo and his dad go after school?
- What did Pablo and his friends make for Ruby?
- Why was Ruby's ceremony at the end special? How did it make Pablo feel?
- Why do you think the book ends with Pablo reading about the fish who could fly again?

Second Reading

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

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers, as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.



- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Background Information: For more information on how to talk with young children about the death of pets, consult the following organizations and their resources about the death of pets:

The American Academy of Child & Adolescent Psychiatry (https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/When-A-Pet-Dies-078.aspx); Michigan State University (https://www.canr.msu.edu/news/talking_with_children_about_the_death_of_pets); and the National Public Radio (<https://www.npr.org/2019/03/04/698309351/the-dog-isnt-sleeping-how-to-talk-with-children-about-death>).

Art: Pablo and his friends created paper fish and planted a tree in honor of Ruby's life. Have students create their own memorial for a pet or loved one who died. How do students want to remember them? Encourage students to create drawings or similar cut outs to the paper fish from the story for their pieces.

Students can create a drawing of a pet or a pet that they would like to have. Have students think about what they like to do with their pet and create a piece of artwork that symbolizes the importance of their pet. For students without a pet, what kind of pet would they like to have? Students can get imaginative with their choices and artwork. If possible, students can accompany the artwork with a writing piece explaining their illustrations.

Language Arts: Encourage students to write a poem about a difficult time that they experienced, whether it was the death of a pet, family member,

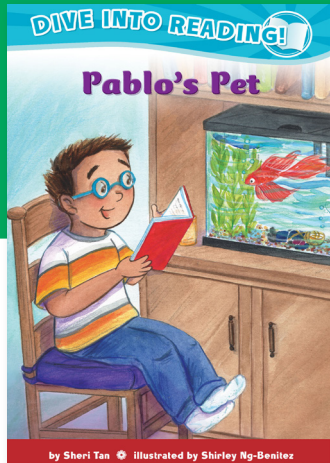
or any other challenging moment. Show different examples of poetry mentor texts to provide students examples. Students can be creative with their word choice about their feelings and emotions. Consult Lee & Low's Poetry Resource Guide for additional information about using poetry with students (https://www.leeandlow.com/uploads/loaded_document/787/PoetryGuide_2020.pdf).

Pablo was very sad to lose Ruby. Ask students if they've ever had to say goodbye to a pet or a loved one that died. Write a letter to say goodbye. What would you say to that pet or person? How was that pet or person special or important to you?

Pablo's friends comforted him when he was sad. Have students brainstorm in small groups the ways that they can support each other when they're going through a difficult time, like the death of a pet or a loved one. Students can think about things that they like to do to feel better, either when they're at home or in school. Afterwards, write all of students' ideas on chart paper and display them in the class for students to refer to throughout the year.

Social Studies: Have students learn about the most popular animals for pets and pets around the world. What pets are popular in the United States (<https://www.avma.org/resources-tools/reports-statistics/us-pet-ownership-statistics>)? What about in different countries? With supervision, students can conduct research about how pets vary by country and by continent (<https://www.cnn.com/2018/05/24/health/pets-parenting-without-borders-intl/index.html>). Afterwards, students can display their findings in a visual presentation. What did students learn about pets and how they vary throughout the world?

Mathematics: Conduct a class wide survey about what pets their classmates have. Students can create a bar chart after they tally up the different pets that each student has and which pet is the most popular in the class. Students can create the survey and distribute to everyone in the class. What did they find? Is it different from what they had originally thought? If possible, expand the survey to different classrooms in their grade or the whole school as part of a larger unit.



English Language Learner Activities With

Pablo's Pet

Guided Reading: I
DRA: 16

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The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. These strategies might be helpful to use with students who are English Language Learners.

1. Assign English Language Learners to partner-read the story with strong English readers/speakers. Children can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each child write three questions about the story. Then let children pair up and discuss the answers to the questions.

3. Depending on children's level of English proficiency, after the second reading:

- Review the illustrations in order and have children retell what is happening on each page orally, then in writing.
- Have children work in pairs to retell either the plot of the story or key details. Then ask children to write a short summary or opinion about what they have read.

4. Have children give a short talk about what they admire about Pablo and how he coped with Ruby's death. Alternatively, students can describe how they honored their own pet or loved one's passing.

5. The book contains several words that may be unfamiliar to children. Based on children's prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have children make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

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ISBN: 9781643792071