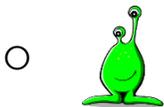


Name _____



Listen.

1.



2.

They multiply.

To feed the snakes.

Many people buy them.

3.

She is playing a joke on him.

He likes rocks.

She thinks they make good pets.



Speak.

1. Was the girl's investigation successful? Explain your answer.

2. Think about the main character of the book. How would you describe her? Use examples from the text to support your answer.



Read.

Reread part two of *The Pet Project*.

1. Which words tell you the goldfish did not cost a lot of money?

ceases to exist

silver coins

ate and ate

2. Why does the author use *italics* in the kitten poem?

To show that the girl is thinking.

To show that the cat is making noise.

To show the difference between the cat's nice side and mean side.

3. How does the girl change at the end?

She learns what she likes and doesn't like.

She gets a pet.

She doesn't change.



Write.

1. Imagine you are making a query about the animal you wrote about in Part 1. Would it make a good pet for you? Write a poem describing your animal. Use the *pros* and *cons* you listed in Part 1.



Listen.

1. What does the girl compare ants to?







2. Why does the pet shop have so many mice?

They multiply.

To feed the snakes.

Many people buy them.

3. Why does the girl give her father a boulder?

She is playing a joke on him.

He likes rocks.

She thinks they make good pets.



Speak.

1. Was the girl's investigation successful? Explain your answer.

2. Think about the main character of the book. How would you describe her? Use examples from the text to support your answer.



Read.

Reread part two of *The Pet Project*.

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Write.

1. Imagine you are making a query about the animal you wrote about in Part 1. Would it make a good pet for you? Write a poem describing your animal. Use the *pros* and *cons* you listed in Part 1.

How to Use this Resource:

Page 1 = Student Copy, Page 2 = Teacher Copy

- **Target Audience:** 1st – 3rd Grade
- **Book:** The Pet Project: Cute and Cuddly Vicious Verses by Lisa Wheeler, illustrated by Zachariah Ohora
- **Start**
 - Read the book aloud to students. You can read the entire book and then reread part 2 or only read part 2, depending on your time constraints. Part 2 starts with the poem, **goldfish**.
 - If you have enough copies for each student, allow them to read along or reread independently.
- **Listen**

This section is intended to assess the students' listening comprehension.

 - Read the prompts and answer choices on the teacher sheet out loud.
 - Repeat as needed. The students do not have the questions written on their sheet.
- **Speak**

These prompts can be used for whole group or small group discussion. Allow students time to think and look back at the book, if needed. Encourage speaking in complete sentences.
- **Read**

Since this is the reading comprehension portion, have students read and answer these questions independently. Encourage and allow students to reference the book as needed.
- **Write**

Used the T Chart/List from Part 1 for Part 2's writing prompt. If students are having trouble making a poem, you can adapt the prompt and have them write a paragraph about their animal. It can be informative or persuasive.