Volunteer Series

Animal Shelter

NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	**Teacher's Pages** **Pre-reading Discussion** **Post-reading Discussion**	 Activate students' background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5–8	**Reproducible Worksheets**	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9–10	**Language Experience**	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	**Answer Key**	

BEFORE READING THE STORY

1. Share Ideas

Ask the students to think about pets. Print the following questions
on the board:

> What kinds of pets do people have?
>
> Where do pets come from?
>
> Why do people have pets?
>
> Do you have pets?
>
> > Why or why not?

Have the students move into pairs. Read the questions out loud. Encourage
the students to share their ideas with one another using the questions as
prompts. After students share their ideas, ask if anyone would like to share
their ideas with the group as a whole. This will provide more confident
students with an opportunity to speak in front of larger groups.

2. Preview the Book

Choose Option A or B:

Option A: Tell the students that they are going to read about Ann. Explain
to the students they are going to preview the book in order to get an idea
of what the book is about. Read the title out loud to the students. Give the
students time to look at the front cover. Ask, "What do you learn about Ann
from the photo and the title?" Then direct the students to the back cover.
Read the text out loud to the students. Give the students time to look at the
back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

<div align="center">True or False?</div>

(a) _____ Ann volunteers
         with children.

(b) _____ Ann likes cats.

(c) _____ Ann likes cats only.

(d) _____ The animals give
         something to Ann.

Direct the students to the photo on the front cover of the book. Say, "This is Ann." Ask questions to elicit information about the photo (e.g. What do you see in the photo? What is Ann doing?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Encourage the students to give one reason for each response.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

3. Predict the Content

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. Have the students mark the statements probably (P), maybe (M), or probably not (PN). Have the students compare and give reasons for their responses.

(a) _____ A dog bites Ann.   (c) _____ The animals love Ann.

(b) _____ Ann sells some cats.   (d) _____ Ann talks to a lot of people.

AFTER READING THE STORY

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *Animal Shelter*. Have the students as a group share the details they remember. As students agree on details, print the details on the board. *(Note: The details can be left on the board as support for students as they work through the student activities on pages 5 to 8.)*

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

   (a) What do the animals give Ann?

   (b) What words would Ann use to describe her volunteer job?

   (c) How does Ann help the sleeping cat?

   (d) Would you like Ann as a friend?

        Why or why not?

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

(a) _____ The animals make Ann feel good.

(b) _____ Ann might think her volunteer job is boring.

(c) _____ Ann helps the sleeping cat.

(d) _____ I would like Ann as a friend.

3. Discussion: Beyond the Story

Have the students discuss the following questions as a group or in pairs:

   (a) Would you like to volunteer at an animal shelter? What would be your favourite jobs to do at an animal shelter? Your least favourite jobs? Explain why.

   (b) Cats help people. For example, cats catch mice. How else do cats help people? How do dogs help people? What other animals help people? How?

   (c) Are you interested in wild animals? Which ones? What do you know about those animals? What would you like to learn about those animals?

1. Letter Names

Look at the sentences on pages 22 and 23.

Find words that begin with the letter **l**.

Copy the words on the lines.

_____   _____   _____

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **l** make?

Read the words with your teacher.

Think of three more words that begin with the sound /l/.

Your teacher will print the words on the board.

Copy the words.

_____   _____   _____

3. Word Family

(a) Say these words: lot

                                      hot

These words belong to the **ot** word family.

(b) Read these sentences. Circle the words in the **ot** word family.

    1. Ann gives a lot of love.

    2. The letter i has a dot.

    3. A cot is a kind of bed.

(c) Print words that belong to the **ot** word family.

_____ lot _____   _____   _____

_____   _____   _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Ann brushes the dogs.
2. She spends time with the dogs.

3. Ann talks to the cats.
4. She plays with the cats.

(a) _____

_____

(b) _____

_____

(c) _____

_____

(d) _____

_____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

(a) Ann _____ at an animal shelter.

(b) Ann _____ the cats.

(c) She brushes the _____ .

(d) She _____ the sleeping cat.

(e) Ann _____ a staff person.

(f) The cat is _____ .

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

(a) animals / Ann / likes _____

(b) Ann / cats / pets / the _____

(c) with / She / the / dogs / plays _____

(d) cat / Is / the / sick _____?

(e) nice / the / staff person / Is _____?

(f) not / is / Taffy / sick _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) The cat just wants to <u>sleep</u>.

The cat just wants to _____ .

The cat just wants to _____ .

The cat just wants to _____ .

The cat just wants to _____ .

(b) I get a lot of <u>love</u>.

I get a lot of _____ .

I get a lot of _____ .

I get a lot of _____ .

I get a lot of _____ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to think about the people they love and how they show those people their love.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. My aunt is old and I talk to her every day.) Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

> The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.
>
> **Note:** Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *Animal Shelter* was **l** /l/. Have students find and copy the words that start with the letter **l**. Repeat the process for the word family **ot**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.
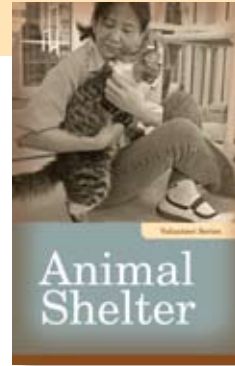
Example:

I phone her every <u>week</u>.

I phone her every *<u>month</u>*.

I phone her every *<u>night</u>*.

I phone her every *<u>birthday</u>*.

ANSWER KEY

Teacher's Pages

After Reading the Story

2. **Check Comprehension:**

    Option A: (a) The animals give Ann love. They make Ann feel good. They make Ann happy. **(b)** Students will have different answers. **(c)** Ann tells a staff person about the cat. The staff person makes a note. Somebody on staff will read the note and check to make sure that the cat isn't sick. **(d)** Students will have different answers.

    Option B: (a) True. The animals give Ann love. Love makes people feel good. **(b)** False. Ann might think her volunteer job is perfect because she loves animals, and her job is holding, walking, brushing, and playing with cats and dogs. **(c)** True. Ann tells a staff person about the sleeping cat. The staff person makes a note. Somebody on staff will read the note and check to make sure that the cat isn't sick. **(d)** Students will have different answers.

Worksheets

1. **Letter Names:** likes, lot, love

2. **Letters and Sounds:** Students will have different answers.

3. **Word Family: (b) 1.** lot **2.** dot **3.** cot **(c)** Possible answers*: lot, hot, dot, cot, got, jot, not, pot, rot, sot, tot,

4. **Matching: (a)** She plays with the cats. **(b)** Ann brushes the dogs. **(c)** Ann talks to the cats. **(d)** She spends time with the dogs.

5. **Predict Words*: (a)** volunteers **(b)** loves, likes, holds, helps, pets, cuddles, hugs, plays with, talks to **(c)** dogs, fur, animals **(d)** helps, sees, looks at, worries about **(e)** tells, calls, talks to **(f)** sleepy, sleeping, sick, playing, Taffy, cute, black

6. **Scrambled Sentences: (a)** Ann likes animals. **(b)** Ann pets the cats. **(c)** She plays with the dogs. **(d)** Is the cat sick? **(e)** Is the staff person nice? **(f)** Taffy is not sick.

7. **Sentence Frames:** Students will have different answers.

Other answers are good if they make sense.