

A Pet for Every Person

Teacher's Guide

Grades 3–5



Pat Miller



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Introduction

Reading and making sense of nonfiction requires different skills than reading and comprehending fiction. The reader must read the content at a more deliberate speed in order to absorb the material. Nonfiction text includes features such as sidebars, graphs, tables, close-ups, and captions that add more information to the main text. Other features, like the table of contents and the index, help organize facts for quick access. The ability to confidently use nonfiction text features is an important skill for literacy and is included in the Common Core State Standards.

The high-interest content of *A Pet for Every Person*, along with the activities in this teacher’s guide, are designed to familiarize students and give them practice with nonfiction text features. Primary children enjoy learning about animals; the text will interest and involve students while supporting your curriculum.

The book can be used as a general introduction to the content and text features, or you can use targeted sections to reinforce the particular feature you want students to work on. The big book makes the information visible to large groups, and the matching student editions are useful for individual or small group work. Students will also enjoy reading the book on their own; keep a basket of student editions handy for students to read during free time in the library.

The activities included in this guide are meant to be used after reading *A Pet or Every Person* together as a class. Students will consult student editions for specific activities.



Activity Directions

Nonfiction Bingo

CCSS: RI.3.4; RI.4.4; RI.5.4

Objective: Students will become familiar with the terms for common text features.

Materials needed:

- Nonfiction Bingo worksheets and word cards (pages 14–15)
- Small objects to use as markers (e.g., dry beans, buttons)
- Writing tools
- *A Pet for Every Person* big book or student books to show students the text features as you call out the terms (*optional*)
- Projector and screen (*optional*)
- Prize coupons (*optional*, page 15)

Make photocopies of the Nonfiction Bingo worksheet (one for each student). Copy and cut out the word cards. Distribute the worksheets and review the words in the word bank at the top of the sheet. Then have students use the word bank to fill in the bingo grid. Instruct students to insert the words randomly so that not everyone has the same grid. Have them write “FREE” in one space of their choice.

Shuffle the deck of word cards or place them in a box. Draw one card at a time and read the word aloud. You may want to project the word onto a screen. Use the big book or direct students to a page in the student books to show an example of that text feature.

Once a student has gotten five terms in a row, he or she will call out “Nonfiction!” Check the student’s bingo sheet. Give the first five students to get bingo a coupon for an additional book when they check out.

The Keys to Nonfiction Books

CCSS: RI.3.4, RI.3.5; RI.4.4, RI.4.7; RI.5.4

Objective: Students will understand the purposes of different types of text features.

Materials needed:

- Nonfiction books (several books for each group)
- Set of keys (the larger the keys, the better)
- Nonfiction Keys worksheet (page 16)

Pull nonfiction books from your collection, at least one for every student. Make sure to select books that contain the text features listed on the Nonfiction Keys worksheet. Make photocopies of the worksheet (one for each group).

Introduce the activity by showing your set of keys. Explain: Keys can be used to open things, like doors. Text features, like captions, indexes, and graphs, help us unlock nonfiction books. There are different types of nonfiction keys:

Visual keys show information using pictures or other graphic elements. For example, a graph can illustrate different types of information by using color, shapes, lines, and so forth.

Informational keys use words to give us more information about something in the text. For example, a caption gives you more information about a photo or a graph.

Organizational keys help us locate information. For example, an index helps you find which pages a topic appears on.

Place students in small groups. Distribute the books and worksheets. Instruct students to work with their group to decide whether each nonfiction key is visual, informational, or organizational. Students should be able to back up their decisions with examples from a book.

After students have had time to discuss each key and complete the worksheet, have the groups share how they sorted the keys. You may want to record the students' choices on a chalkboard or whiteboard. Share the answers given on page 17. Ask: Do you agree or disagree with these answers? If you disagree, explain your reasoning. (Note: The answer key is suggested. Give credit for any reasonable answers.)

Nonfiction Card Games

CCSS: RI.3.4; RI.4.4; RI.5.4

Objective: Students will know the terms for and definitions of common text features.

Use the cards on pages 18–23 for a variety of games in small groups, as a whole group, or with teams. You can also set the cards out at an activity center to allow for individual review.

To make play more challenging for experienced students, black out the bold word on each definition card.

Small Groups

Copy sets of the playing cards on card stock. (You may want to laminate the cards for durability.) You will need one set for each group of students. Cut out the cards and place them in an envelope.

- **Concentration**

Remove the Melvil Dewey card from each set.

Distribute one set of cards to each group. Students should shuffle the cards and then lay them out on the floor or table, facedown in a 5 x 5 grid (five cards across and five down). The remaining cards are stacked in the draw pile.

The first player turns over a card, reads it aloud, then turns over a second card and reads it aloud. If the cards match (i.e., the student has turned over a term and its matching definition), the student reads the cards aloud to the group and then keeps the cards. The student replaces them with two cards from the top of the draw pile. The player's turn is done, and play proceeds

clockwise. If the cards don't match, the student turns them facedown and play proceeds clockwise. The person with the most cards when all the cards have been matched is the winner.

- **Melvil Dewey**

Distribute one set of cards to each group. Have the students shuffle the cards and deal them out evenly to the all the players in the group (one player will have an extra card). Students will look through their cards to find any matches (i.e., a term and its definition). If they make a match, they will read aloud the term and definition, and then place the cards face up on the table or floor.

When all matches have been made, play begins. The player to the left of the dealer draws a card of his choosing from the player to his left. If the cards match, he reads them aloud and then lays them down. The first person to be out of cards is the winner. The person who has the Melvil Dewey card at the end becomes the dealer for the next game.

- **Go Fish**

Remove the Melvil Dewey card from each set.

Distribute one set of cards to each group. Have the students shuffle the cards. The dealer gives five cards to each player. The rest of the cards are placed facedown in the center of the group as the "fish pond."

Students will look through their cards to find any matches (i.e., a term and its definition). If they make a match, they will read aloud the term and definition, and then place the cards face up on the table or floor.

After all the initial matches are made, the player to the left of the dealer asks any player for a particular card. For example: "Bonnie, do you have a graph?" If she has either the term or the definition, she hands it over to the first player. The first player reads aloud the cards and then lays them down. Turn passes to the next player on the left.

If the player who has been asked for the card does not have either the word or definition card,

she says, “Go fish,” and the first player selects a card from the fish pond. If that card is a match, the player reads aloud the cards and then lays them down. Turn passes to the next player on the left.

If the card from the fish pond is not a match, the first player adds it to his hand. Play passes to the next player on the left.

Whole Group

- **Partner Match**

Create a set of cards with one card per student. Make sure that each card has a match (i.e., each term card has a matching definition card). Distribute one card to each student. Have students find their match without talking. Once students have found their match, they should sit down together. After everyone is in a pair, have the students read their cards aloud to reinforce the vocabulary for the group.

Team Play

- **What’s My Card?**

Make two decks of cards. Remove the Melvil Dewey card from each deck. Separate each deck into two smaller decks: terms and definitions (you’ll have four decks altogether). Black out the bold words on the definition cards.

Active Version: Divide the students into two teams. Place one set of term cards in front of each team. On one large table or two small tables, spread out the definition cards face up (you can separate the two sets of definition cards, one for each team, or put both sets out together).

On your mark, the first student from each team takes a term card from the pile in front of the team. The students run to the table with the definition cards and search for a match. Once they’ve found the matching definition, they return to the starting line with both cards. If the student has made a correct match, the next player on her team takes a term card and races to the definition table. If the match is incorrect, the student must return to the definition cards

and try again. The first team to match all the cards wins.

Quiet Version: Divide the students into two teams. Give each team a complete deck (terms and definitions). Have teams work together to match the cards. When a team has matched all the cards, they should signal that they are done (e.g., waving a small flag, sending a student to your desk). The first team to correctly match all the cards is the winner.

Use the Table of Contents

CCSS: RI.3.5; RI.4.4; RI.5.4

Objective: Students will understand how to use the table of contents to locate information.

Materials needed:

- *A Pet for Every Person* big book
- Table of Contents worksheets (one copy per student or pair; page 24)
- *A Pet for Every Person* student books (one per student or pair)
- Projector and screen (optional)

Read *A Pet for Every Person* aloud. Then show students the table of contents in the big book or have them turn to that page in the student books. Explain: The table of contents (TOC) is an organizational tool that lists the chapter titles in a book and tells the page on which each chapter begins. Larger books may also include chapter subheadings in the table of contents.

Distribute the Table of Contents worksheets. Students may work individually or in pairs. Instruct students to use the table of contents from *A Pet for Every Person* to identify the chapter title and page number where they would look for information about each of the animals listed on the worksheet. Using think-aloud, model how you would complete the first two or three items. Review the answers as a group (answer key on page 35).

Note: For younger students, you may want to review the animals on the worksheet by projecting pictures on a screen.

Locate Keywords

CCSS: RI.3.1, RI.3.4, RI.3.5, RI.3.7; RI.4.1, RI.4.4; RI.5.4

Objectives:

- Students will practice identifying key words.
- Students will understand how to use an index.

Materials needed:

- *A Pet for Every Person* big book
- Set of keys (the larger the keys, the better)
- Use the Index worksheets (one copy per student or pair; page 25)
- *A Pet for Every Person* student books (one per student or pair)

Show students the set of keys and ask them to guess what each key unlocks.

Explain: “Keys are important because they open up the doors to where I want to go. But I have to know which key is the right one for each door.

“Keywords can also help you get where you want to go. Keywords can help you find the information you want. For example, keywords are important when you search the library catalog or Google.

“An index is a list of keywords in a book. The index can tell you whether the book has information about the topic you are researching and where to find the information without having to read the whole book.

“When you are searching for information, you begin with a question. Then you identify the key words that will help you find the information to answer your question.”

Distribute the Use the Index worksheets. Students may work individually or in pairs. Instruct students to underline the keyword(s) in each question. Then, they should use the index from *A Pet for Every Person* to identify on which page they could find information to answer the question. Using think-aloud, model how you would complete the first two or three items. Review the answers as a group (answer key on page 35).

Note: For younger students, you may want to review the keywords they underlined before having them use the index.

Build an Index

CCSS: RI.3.4, RI.3.5; RI.4.4; RI.5.4

Objective: Students will deepen their understanding of the purpose and form of an index.

Select a short nonfiction text that you have multiple copies of (at least one copy for every two students), or make copies of several pages from a longer nonfiction text. Review the definitions for *keywords* and *index*. Using the big book or student books, review the format of an index.

Form small groups and distribute the chosen text. Instruct students to read through the text and then work with their group members to create an index from the pages that they read. Ask them to make a list of keywords from the pages and then write each word and its page number on a strip of paper. When they have finished, they should arrange the strips in alphabetical order. Allow time to compare the indexes that the students created to those of other groups and to the book’s own index (if one is available). Discuss why the students chose the words they included in their indexes.

Read a Graph

CCSS: RI.3.5, RI.3.7; RI.4.7

Objective: Students will use a graph to get information.

Materials needed:

- *A Pet for Every Person* big book and/or student books
- Reading a Graph visual (page 27)
- Read a Graph worksheets (one copy per student or pair; page 26)
- Document camera, projector, and screen

Review the definition of a graph: Visual illustration of information using colors, shapes, or lines to show

patterns or make comparisons.

Show the Reading a Graph visual. Share the various types of graphs and point out common features, such as the axes, labels, and keys. With older students, discuss when you might use each type of graph.

Distribute the Read a Graph worksheets. Students may work individually or in pairs. Instruct students to complete the worksheet using the “Number of Pets in the United States” graph on page 16 of the book. Using think-aloud, model how you would complete the first two or three items. Review the answers as a group (answer key on page 35).

Create a Graph

CCSS: RI.3.5, RI.3.7; RI.4.7

Objective: Students will deepen their understanding of how graphs represent information.

Materials needed:

- *A Pet for Every Person* big book and/or student books
- Reading a Graph visual (page 27)
- Create a Graph worksheets (one per student; page 28)
- Graph paper (one sheet per person)
- Writing tools
- Projector and screen, or chart paper, chalkboard, or white board

Review the definition of a graph, types of graphs, and the parts of a graph.

Distribute the Create a Graph worksheets. Poll the class by reading the name of each pet and having students raise their hands if they or their immediate family has that pet. Record the totals. Instruct students to create a bar chart that illustrates the information.

Alternative: If pets are not common in your community, you could ask which pets the students would like to have.

Extensions:

- Use the information gathered to create graphs

online. Create a Graph (nces.ed.gov/nceskids/createagraph) lets students create bar, line, area, pie, and XY graphs.

- Put students into small groups. Assign each group a type of graph (line, pie chart, pictograph). Each group should come up with a survey question appropriate for their type of graph. Students can poll the class for their data. Then they should create a graph to illustrate the answers to their question. Allow time for students to share their graphs.

Use a Chart

CCSS: RI.3.7; RI.4.7

Objective: Students will understand how to use information in a chart.

Materials needed:

- *A Pet for Every Person* big book
- Student copies of *A Pet for Every Person* (one per student)
- Writing tools

Review the definition of a chart: A chart organizes information into columns and rows to make the information easier to understand and compare.

Using the big book or projecting a chart onto a screen, review the parts of a chart (columns, rows, heads, source, etc.).

As a group, discuss the Popular Pet Names chart in the student book. Instruct each student to write three questions based on the information given in the chart. Example: For which type of pet was Shadow one of the most popular names?

Divide the class into two teams. Give the teams a few minutes to compare and compile their questions. Then, have one team ask a question. The other team has five seconds to answer the question. Award one point for a correct answer. Take turns until each team has asked ten questions. You can add your own bonus questions, such as How many pet names begin with B? (7) or Which names are popular for all 3 species? (Bella and Max).

Locate Information with a Map

CCSS: RI.3.5, RI.3.7; RI.4.7

Objective: Students will practice using a map alongside text.

Materials needed:

- *A Pet for Every Person* big book and/or student books
- Copies of the Use a Map worksheet (one per student or pair; page 29)
- World maps or atlases (optional)

Review the definition of a map: a two-dimensional visual representation that shows a larger three-dimensional place. Maps can show a room, a building, a city, a country, a world, or a solar system.

Distribute the Use a Map worksheets and student copies of *A Pet for Every Person*. Students can work



individually or in pairs. Instruct students to use the Pets Around the World map on page 15 to complete the worksheet. If necessary, provide access to world maps or atlases to help students locate the countries and continents. Review the answers as a class.

Extensions:

- Have students investigate pet facts from their city or state.
- Challenge students to find three more facts about pets and/or animals in one of the countries/continents from the worksheet (or allow them to choose a different country). Invite them to make posters or bookmarks that include the facts that they found.

Label a Diagram

CCSS: RI.3.5, RI.3.7; RI.4.7; RI.5.7

Objectives:

- Students will understand the purpose of a diagram.
- Students will be able to use information from text to create a diagram.

Materials needed:

- *A Pet for Every Person* big book and/or student books
- Label a Diagram worksheets (one copy per student or pair; page 30)
- Books and/or websites that identify the parts of a dog
- Document camera, projector, and screen

Review the definition of a diagram: a two-dimensional representation of a three-dimensional object. Diagrams include labels to identify parts of the object and/or give more information.

As a group, look at the diagrams of Parts of a Bird (page 8 of the book) and Inside a Worm (page 13 of the book). Discuss why a book might include diagrams: What do you learn that isn't in the text? How does the diagram help you to better understand the text?

Distribute the Label a Diagram worksheets. Students can work individually or in pairs. Make available books and/or websites that label the parts of a dog. Some useful sites include <http://www.dummies.com/how-to/content/dog-anatomy-from-head-to-tail.html> and <http://kids.britannica.com/elementary/art-168318/An-illustration-shows-the-parts-of-a-dogs-body>.

When students have completed the worksheet, project the image onto a screen and review the answers together (answer sheet on page 35).

Use a Bibliography

CCSS: RI.3.5

Objective: Students will practice using a bibliography to locate information.

Materials needed:

- *A Pet for Every Person* big book and/or student books
- Use a Bibliography worksheets (one per student or pair; page 31)

Review the definition of a bibliography: a list of additional resources that provide more information about the topic of the book. Bibliographies may include books, websites, DVDs, and other types of resources.

As a group, look over the bibliography on page 19 of *A Pet for Every Person*. Ask: What types of books or websites are included in this bibliography?

Distribute the Use a Bibliography worksheets. Students can work individually or in pairs. Instruct students to use the bibliography from *A Pet for Every Person* to find books that would help them answer the questions on the worksheet. Remind them that they only need to identify the source they could use—they don't need to answer the question. When students have completed the worksheet, review the answers as a group (answer key on page 35).

Note: This activity can also be used to review keywords. Have students underline or circle the keywords in the questions before identifying the potential source.

Build a Bibliography

CCSS: RI.3.5

Objectives:

- Students will be able to identify the elements of a bibliography.
- Students will be able to create a bibliography.

Materials needed:

- *A Pet for Every Person* big book and/or student books
- Nonfiction books from your collection (at least one per student)

Review the definition of a bibliography. As a group, look over the bibliography on page 19 of *A Pet for Every Person*. Identify the parts of the bibliography: author name, date of publication, title, and publisher. Then, using *A Pet for Every Person*, show where each element of the bibliography can be found in a book.

Have students form small groups. Distribute nonfiction books (at least one per student) to the groups. If possible, use the same books in each group. Have the students create bibliographies from the books in their groups.

Read a Time Line

CCSS: RI.3.3, RI.3.5, RI.3.7; RI.4.7

Objective: Students will order a series of historical events in time line order.

Materials needed:

- *A Pet for Every Person* big book and student books
- Create a Time Line worksheet (one per student; page 32)
- Scissors

Review the definition of a time line: a visual representation of time, with events listed in chronological order (i.e., the order in which they occurred). As a group, look over the time line on page 6 of *A Pet for Every Person*.

Distribute the Create a Time Line worksheets and scissors. Instruct students to cut apart the items on the worksheet and, using the time line in the book as a reference, put the items in chronological order. Review the correct order as a group.

Extensions:

- Invite students to research a favorite pet or other animal and make a time line of important dates in that animal's history.
- As a class project, create an oral history of pets. Have students work in pairs or small groups to interview staff at the school, family, or members of the community about a favorite pet. The students will create a time line of the pet's life based on the information from the interviews.

Use the Glossary

CCSS: RI.3.5; L.3.4d, L.4.4c, L.5.4c

Objective: Students will be able to use a glossary to define words from a text.

Materials needed:

- *A Pet for Every Person* big book and student books
- Dictionaries

Review the definition of a glossary: a list of special terms used in the book, along with definitions. Terms that are included in the glossary may appear in bold type or a different color in the text.

As a whole group, have students identify glossary terms in *A Pet for Every Person* and find the definitions in the glossary on page 20 of the book. Then have the students work individually or in pairs to select five more terms from the book that they think should be included in the glossary. Using the dictionaries, they should create glossary entries for those terms.

More Ideas

- Using the Create a Venn Diagram worksheet on page 33, have students compare and contrast two types of pets.
- Have students use the information from the book

to find at least one fact that they could use to convince their parents to let them have one of the following pets: wild bird, hamster, rabbit, tarantula, or worms.

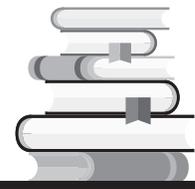
- Use the information in the Minimum Pet Expenses Chart (page 17 in the book) to calculate how much it would cost on average to have a dog or cat. Have students work in pairs or small groups to compute how much each pet would cost annually, weekly, and daily.
- Check students' comprehension and ability to use text features with the Locate Facts worksheet (page 34; answers on page 36).
- Invite students to investigate a potential pet, using *A Pet for Every Person* as well as other nonfiction titles from your collection or websites. Have the students write a 30-second script in which the animal lists its good qualities and why it would make a good pet. Students can then find a photo of the animal and use Blabberize (<http://blabberize.com>) to create a short video in which the animal "speaks" for itself.
- Cats vs. Dogs! Have students choose sides, write a brief persuasive speech about why cats or dogs are better, and then video record their speeches. Post the videos on Flipgrid (<http://flipgrid.com>), and invite your school and community to vote on which side they find most convincing.
- Use an augmented-reality app (like Layar, <http://layar.com>) to create a multimedia art display. Have students research a favorite pet, write a report, and then create a visual representation of the animal. Use the augmented-reality app to upload an image of each student's project and embed it with links to the student's report and other information about the animal.

Nonfiction Bingo

appendix	chart	cutaway	glossary	label	summary
author	close-up	dedication	graph	map	table of contents
bibliography	comparison	diagram	illustrator	photograph	time line
caption	copyright	font	index	sidebar	title page

B	I	N	G	O

Appendix	Bibliography	Caption	Chart	Close-up
Comparison	Cutaway	Diagram	Font	Glossary
Graph	Index	Label	Map	Photograph
Sidebar	Table of Contents	Time Line	Dedication	Title page
Author	Illustrator	Copyright	Summary	



**can check out an additional
book for winning our library game!**

Nonfiction Keys

Discuss the following keys with your team. Use the nonfiction books to help you. Decide what kind of key each one is. Sort them onto the correct key ring by writing their names in the boxes.

- | | | |
|--------------|----------|-------------------|
| appendix | cutaway | label |
| bibliography | diagram | map |
| caption | font | photograph |
| chart | glossary | sidebar |
| close-up | graph | table of contents |
| comparison | index | time line |

 Visual Keys	 Informational Keys	 Organizational Keys

Nonfiction Keys

Suggested Answers

Some conventions can be more than one type of key.
Accept any answer that can be backed by a logical reason.

 Visual Keys	 Informational Keys	 Organizational Keys
close-up	caption	appendix
comparison	chart	bibliography
cutaway	diagram	glossary
font	label	index
graph	sidebar	table of contents
map		
photograph		
time line		

Nonfiction Cards

Label	Label: Explains part of a picture.
Diagram	Diagram: Labels an outline of an object to explain parts of the whole.
Photograph	Photograph: Shows exactly what something looks like.
Caption	Caption: Sentence or two that explains an illustration or photo.

Comparison	Comparison: Shows the size of something you know next to something you don't.
Cutaway	Cutaway: Removes part of the outside to show you the inside.
Map	Map: Helps you locate where things are in the world.
Font	Font: Highlights words that are important.

<p>Close-up</p>	<p>Close-up: Shows details of an object.</p>
<p>Table of Contents</p>	<p>Table of Contents: Tells the order of the chapters or topics in the book.</p>
<p>Index</p>	<p>Index: Alphabetical list of all the topics with their page numbers so you can easily find them.</p>
<p>Glossary</p>	<p>Glossary: Explains difficult words in the book.</p>

Appendix	Appendix: Adds additional information at the end of the book.
Time Line	Time Line: Orders events in the time periods in which they happened.
Bibliography	Bibliography: Lists of books and Internet sites used in the book.
Sidebar	Sidebar: Boxes of information to the side of the main text.

<p>Chart</p>	<p>Chart: Organizes information in columns and rows so it is easier to understand.</p>
<p>Graph</p>	<p>Graph: Shows numerical information so comparisons can be made.</p>
<p>Melvil Dewey</p>	

Nonfiction Cards—Key

Appendix	Adds additional information at the end of the book.
Bibliography	List of books and Internet sites used in the book.
Caption	Sentence or two that explains an illustration or photo.
Chart	Organizes information in columns and rows so it is easier to understand.
Close-up	Shows details of an object.
Comparison	Shows the size of something you know next to something you don't.
Cutaway	Removes part of the outside to show you the inside.
Diagram	Label an outline of an object to explain parts of the whole.
Font	Highlights words that are important.
Glossary	Explains difficult words in the book.
Graph	Shows numerical information so comparisons can be made.
Index	Alphabetical list of all the topics with their page numbers so you can easily find them.
Label	Explains part of a picture.
Map	Helps you locate where things are in the world.
Photograph	Shows exactly what something looks like.
Sidebar	Boxes of information to the side of the main text.
Table of Contents	Tells the order of the chapters or topics in the book.
Time Line	Orders events in the time periods in which they happened.

Table of Contents

Use the Table of Contents in *A Pet for Every Person*. On which page would you begin to look to find information on these pets?

- 1. garter snakes _____
- 2. puppies _____
- 3. parakeets _____
- 4. Webkinz™ _____
- 5. goldfish _____
- 6. Siamese cat _____
- 7. hamster _____
- 8. iguana _____
- 9. parrot _____
- 10. rabbit _____



Use the Index

Use the index on page 24 of *A Pet for Every Person*. To which page would you turn to answer the following questions?

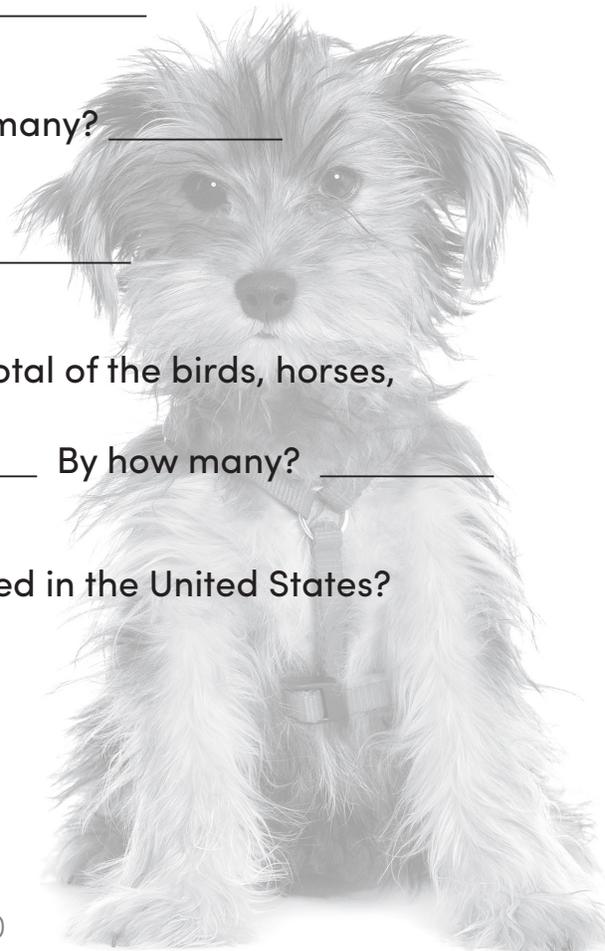
1. Do chameleons make interesting pets? _____
2. What is the most popular pet name? _____
3. What does my hermit crab eat? _____
4. What kinds of virtual pets are available? _____
5. How often should I give my pet tarantula water? _____
6. When does my hamster like to run? _____
7. In which country are cats thought to bring bad luck? _____
8. What environment makes worms happy? _____
9. Where in the world are crickets considered lucky? _____
10. What kinds of fish get along? _____



Read a Graph

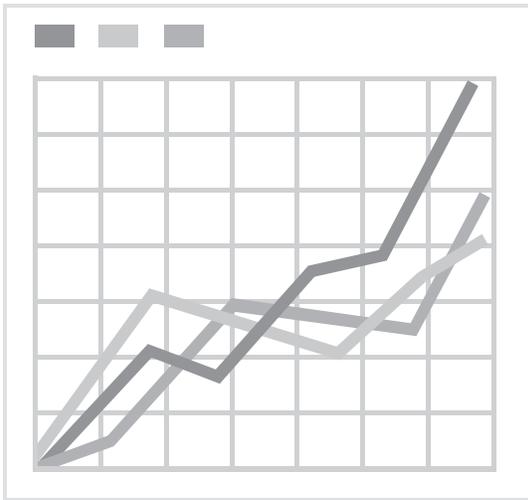
Use the Number of Pets in the United States graph on page 16 of *A Pet for Every Person* to answer these questions.

1. How many types of pets are being compared? _____
2. What do the bars represent? _____
3. What do the numbers across the bottom of the graph represent? _____
4. Where do these statistics come from? _____
5. When were the statistics compiled? _____ How old are they? _____
6. Which pet is most common? _____
7. Are dogs or cats more popular? _____ By how many? _____
8. Which pet is least popular? _____
9. Which is larger, the number of dogs owned, or the total of the birds, horses, reptiles, small animals, and saltwater fish? _____ By how many? _____
10. Based solely on this graph, how many pets are owned in the United States?

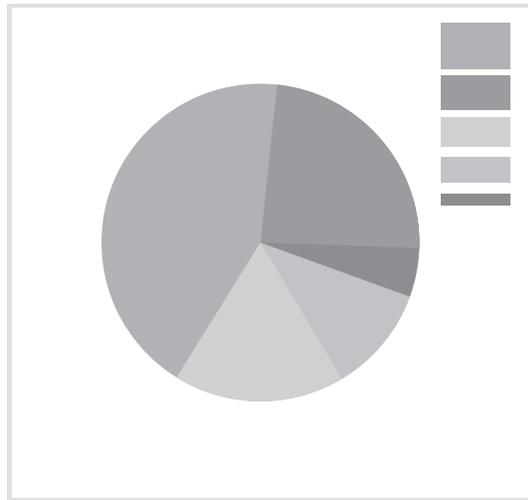


Reading a Graph

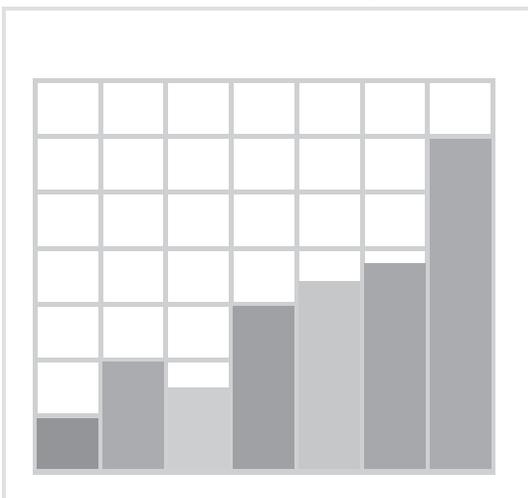
Line Graph



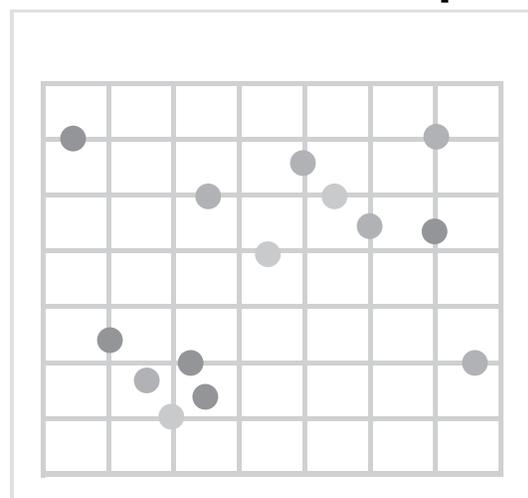
Pie Chart



Bar Graph



Scatter Graph

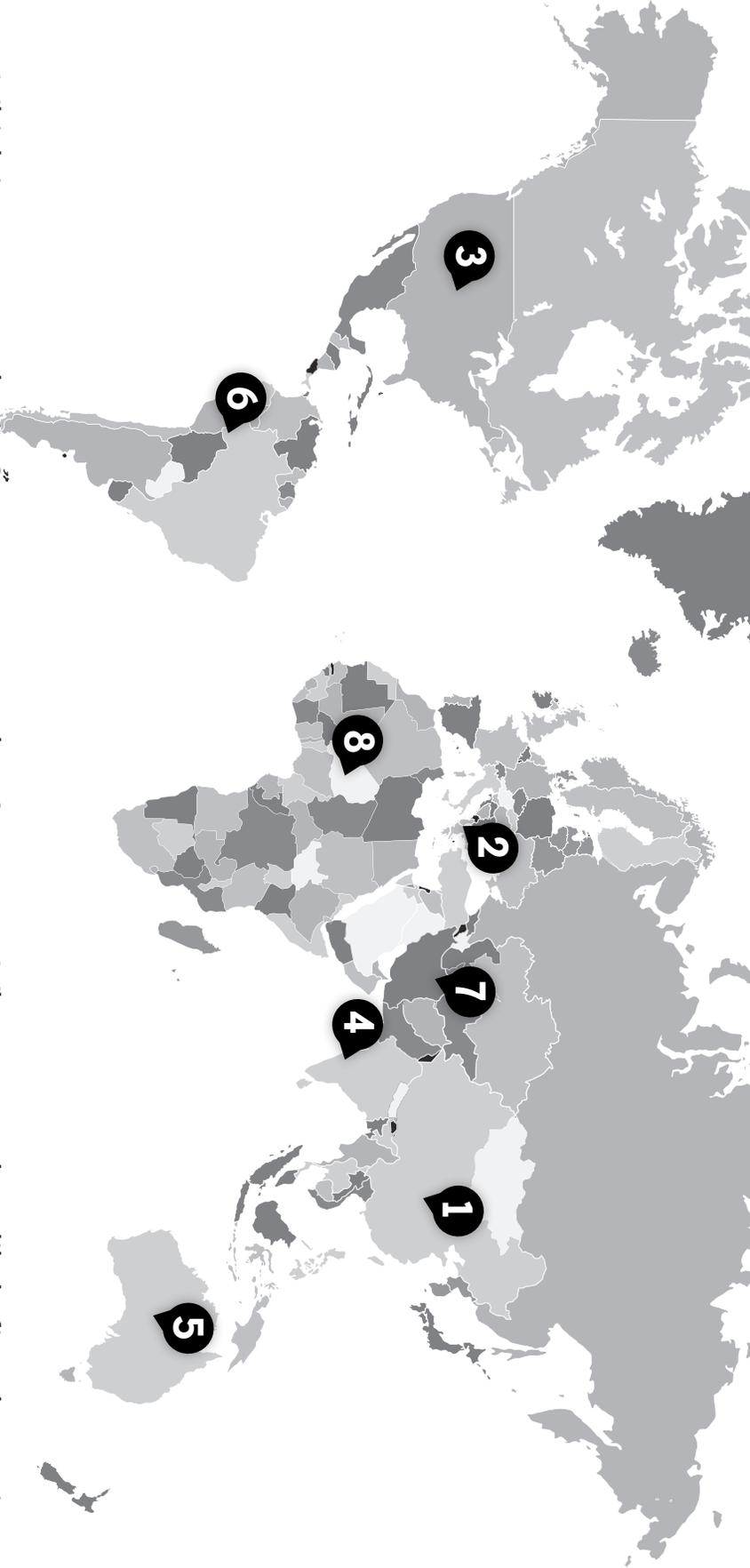


Create a Graph

Use the chart below to gather information about how many people in the class have each type of pet. Use graph paper to create a bar graph to illustrate the information. Compare the class chart with the Number of Pets in the United States graph on page 16 of *A Pet for Every Person*.

Breed	Total
birds – parakeets, parrots, budgies	
cats	
dogs	
freshwater fish	
horses	
reptiles – turtles, snakes	
rodents – mice, rats, guinea pigs, hamsters, gerbils	
saltwater fish	

Use a Map



1. Which is more popular in Country 1: cats or dogs?

2. Are people in Country 2 more likely or less likely to own a pet?

3. From which continent did domesticated cats originally come from?

4. In which country are people most likely to have a pet?

5. Where were dogs likely first domesticated?

6. In Country 3, are there more cats or dogs?

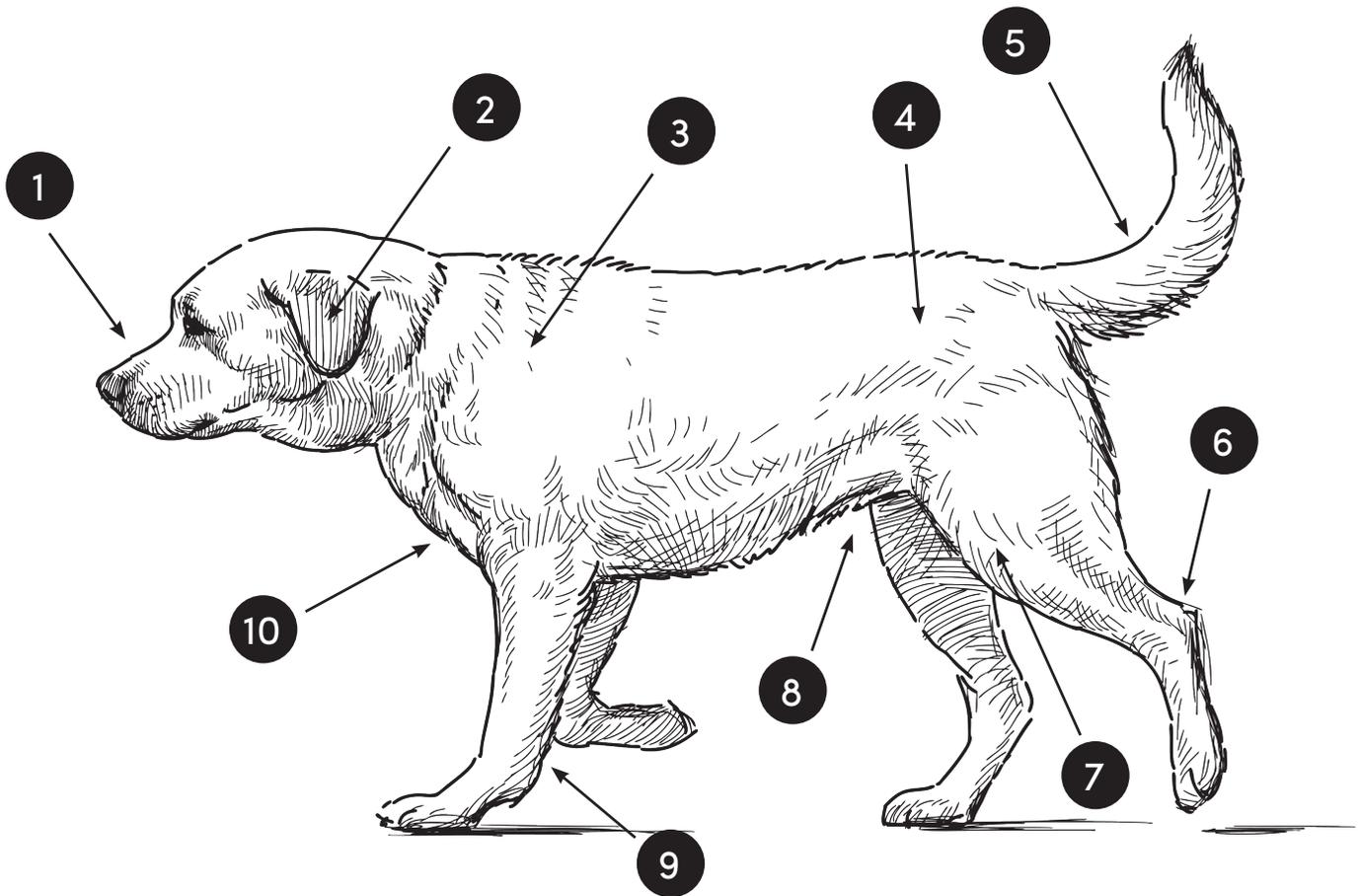
7. In Country 4, do you think people are likely to keep cats as pets: yes or no?

8. Where did guinea pigs originally come from?

Label a Diagram

Use a dog book, dictionary, or encyclopedia to label the parts of a dog. Write the number of the corresponding part in the table below.

Croup		Ear		Fore chest	
Hock		Muzzle		Pastern	
Stifle		Tail		Tuck-up	
Withers					



Fun Fact

Did you know that dogs are measured at the withers, not their head? The world's smallest documented dog was a Chihuahua named Peanuts who was only 5½ inches at the withers. The tallest on record? A Great Dane named Shangret Danzas at 41½ inches.

From *How Smart Is Your Dog?* by Caroline Coile. Sterling, 2003.

Use a Bibliography

A bibliography is a list of books for readers who want to know more about a topic. Use the bibliography on page 19 of *A Pet for Every Person*. Which book would help you answer the following questions? Give the title of the book, NOT the answer.

1. How can I keep my hamster from escaping his cage?

2. Which small mammals are popular pets for kids?

3. How long can my clownfish live?

4. Which US president had a donkey, a bobcat, and a wallaby as pets?

5. Which dogs are the best pets for kids?

6. How can I help dogs that are homeless?

7. How do people and their pets communicate?

8. How often should I feed my garter snake?

9. How are pet birds different from wild birds?

10. How do I take care of my horse?

Create a Time Line

Cut the cards apart. Then refer to the time line on page 6 of *A Pet for Every Person* to put them in time order.

Cats outnumber dogs in US homes.

Cats are used for pest control in China.

Cats come to America with colonists.

Cats kill rats that carry the bubonic plague.

Egyptians domesticate wild cats.

The first cat show is held in London, England, in 1871.

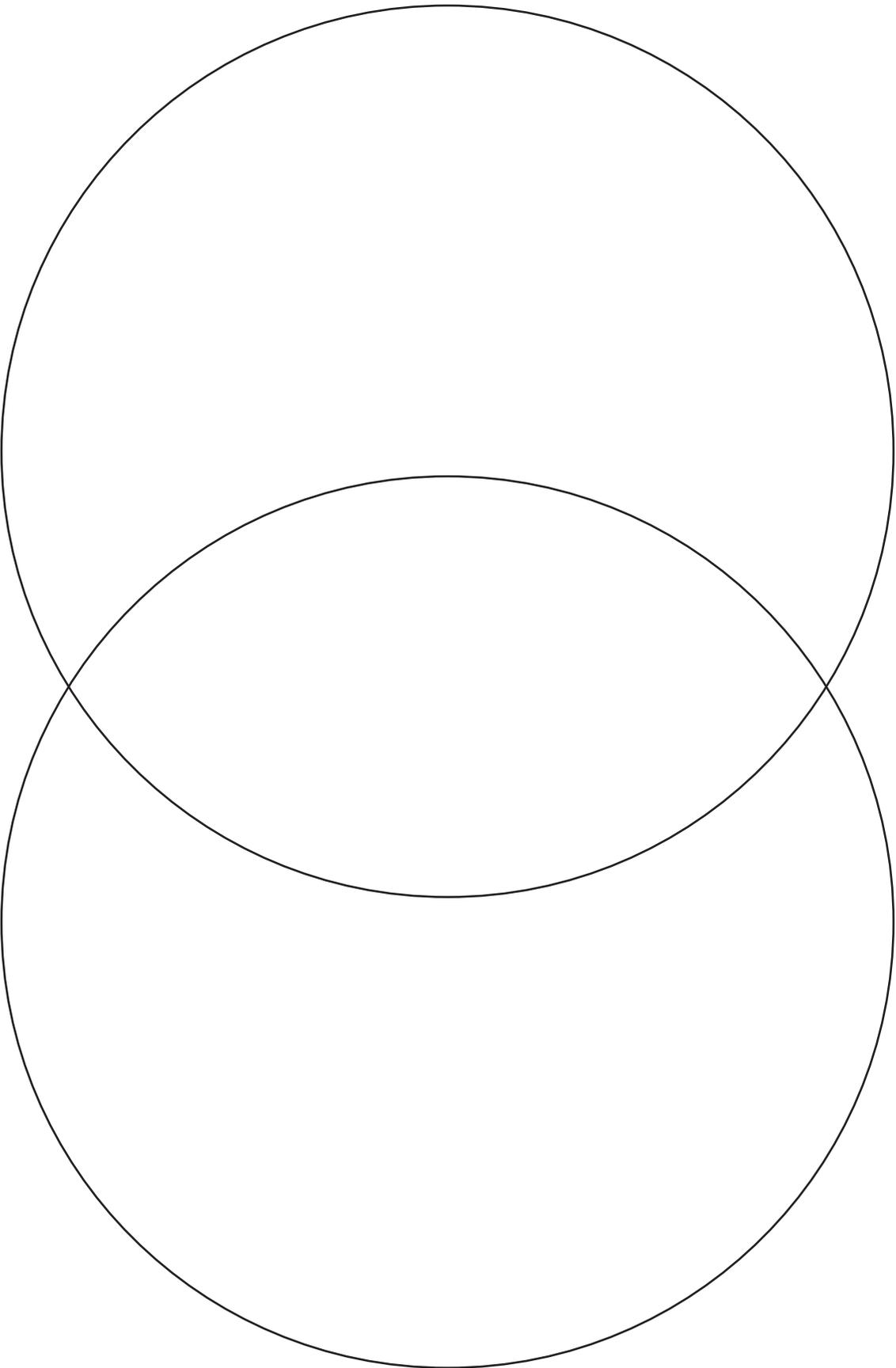
Leonardo da Vinci includes cats in his paintings.

Lewis Carroll writes about a Cheshire cat in *Alice in Wonderland* in 1865.

Dr. Seuss writes *The Cat in the Hat* in 1957.

Create a Venn Diagram

Use the information in your book to complete the Venn diagram below.



Locate Facts

Use the bird facts found in *A Pet for Every Person* to answer these questions.

1. What are four reasons to choose a bird for a pet?

2. Which live longer, parakeets or finches? _____

3. Why would a parrot not be the best choice for a pet?

4. Before you get a bird, what do you need to find out?

5. What are some disadvantages of having a bird?

6. Which bird would you select for a pet? Why?

7. On which part of the bird are its downy feathers?

8. How many species of wild birds are there? _____

9. A hummingbird is about the size of how many pennies side by side? _____

Answer Key

Table of Contents (page 24)

- | | |
|-------|--------|
| 1. 9 | 6. 5 |
| 2. 1 | 7. 12 |
| 3. 7 | 8. 9 |
| 4. 14 | 9. 7 |
| 5. 10 | 10. 12 |

Use the Index (page 25)

- | | |
|-------|--------|
| 1. 9 | 6. 12 |
| 2. 16 | 7. 15 |
| 3. 13 | 8. 13 |
| 4. 14 | 9. 11 |
| 5. 13 | 10. 10 |

Read a Graph (page 26)

- | | |
|---------------------------------|-----------------------|
| 1. 8 | 6. Freshwater fish |
| 2. Kinds of pets | 7. Cats, 12.3 million |
| 3. Millions | 8. Horses |
| 4. APPA Nat'l Pet Owners Survey | 9. Dogs, 11.2 million |
| 5. 2013–14, calculate | 10. 396 million |

Use a Map (page 29)

- | | |
|-----------|------------------|
| 1. Cats | 5. Middle East |
| 2. Less | 6. Cats |
| 3. Africa | 7. No |
| 4. 5 | 8. South America |

Label a Diagram (page 30)

1. Muzzle
2. Ear
3. Withers
4. Croup
5. Tail
6. Hock

7. Stifle
8. Tuck-up
9. Pastern
10. Fore chest

Use a Bibliography (page 31)

1. *How to Look After Your Hamster: A Practical Guide to Caring for Your Pet*
2. *Top 10 Small Mammals for Kids*
3. *Tropical Fish*
4. *Presidential Pets: The Weird, Wacky, Little, Big, Scary, Strange Animals That Have Lived in the White House*
5. *Top 10 Dogs for Kids*
6. *No Shelter Here: Making the World a Kinder Place for Dogs*
7. *Talking Tails: The Incredible Connection Between People and Their Pets*
8. *Lizards and Snakes*
9. *Birds: Your Pet at Home and in the Wild*
10. *Choosing a Horse: How to Choose and Care for a Horse*

Create a Time Line (page 32)

1. Cats are used for pest control in China.
2. Egyptians domesticate wild cats.
3. Cats kill rats that carry the bubonic plague.
4. Leonardo da Vinci includes cats in his paintings.
5. Cats come to America with colonists.
6. Lewis Carroll writes about a Cheshire cat in *Alice in Wonderland* in 1865.
7. The first cat show is held in London, England, in 1871.
8. Dr. Seuss writes *The Cat in the Hat* in 1957.
9. Cats outnumber dogs in US homes.

Locate Facts (page 34)

1. Song or chatter, entertainment, non-allergic, lease won't allow dogs/cats
2. Parakeets
3. They require more care than some other birds, and bigger parrots bite.
4. What kind of food, cage, and company the bird needs.
5. They are messy, their cage has to be regularly cleaned, and they can die easily.
6. All you have to do is observe them and perhaps set out wild bird food for them.
7. Answers will vary.
8. Stomach/Chest
9. More than 10,000
10. 2 or 3 pennies

