Read each Context Card.

Tell a story about two pictures, using the Vocabulary words.

**wonderful**
Pets are wonderful. They make very good friends.

**noises**
Big dogs bark loudly. Small dogs do not make such loud noises.
**quiet**
Lizard is a very quiet pet. Does not make a sound.

**sprinkled**
The fish food was lightly sprinkled on top of the water.

**share**
These kittens all share a bowl of food.

**noticed**
This pet rabbit noticed, or looked carefully, at the carrot held for it to eat.

**bursting**
Look at this crowded basket. It is bursting with puppies!

**suddenly**
A pet parrot might surprise you if it suddenly says a word.
Background

**Target Vocabulary** Classroom Pets Which animals make the quietest classroom pets? They are not birds. Birds make loud noises. The classroom can be quiet, and suddenly a pet bird is bursting into song. They are not guinea pigs. When they run around, their wheels squeak and their cages rattle. The quietest pets are fish. They are so quiet they may not get noticed. Fish quietly eat food sprinkled in their tank. Why not share the classroom with wonderful pet fish?
Comprehension

TARGET SKILL  Story Structure

Where does Teacher's Pets take place, and who is in it? What problem does a character face, and how is it solved? Use a story map like this one to tell the main parts of the story. List details about the setting, characters, and plot.

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<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
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TARGET STRATEGY  Visualize

Visualizing, or drawing pictures in your mind, makes stories come to life. Use story details to visualize what happens at different parts of the story.
Dayle Ann Dodds received a very special honor in 2007. Her book *Teacher's Pets* was read to hundreds of kids on the lawn of the White House during the annual Easter egg roll.

Readers of *Ladybug* magazine know two characters created by Marylin Hafner, Molly and her cat, Emmett. For fun Ms. Hafner designs rubber stamps, usually with kids or animals on them.
Teacher's Pets

by Dayle Ann Dodds
illustrated by Marylin Hafner

Essential Question
What clues tell you where and when a story takes place?
Monday was sharing day in Miss Fry's class.

"You may bring something special," said Miss Fry.

"May we share a pet?" Winston asked.

"Yes," said Miss Fry. "But just for the day."
On Monday, Winston brought in his pet rooster.

"I call him Red. He eats corn, and he crows. The neighbors say he crows too much."

“What a wonderful pet,” said Miss Fry. “We’re happy he can visit us today.”
But that afternoon, after all the children had left, there was Red, still sitting on his roost near Miss Fry's desk.
She sprinkled corn in Red's dish, then locked the door and went home to her quiet little house.

On Tuesday, Winston told Miss Fry, “The neighbors wonder if Red can stay at school for a while.”

“Of course,” said Miss Fry. “How lucky for us.”
The next Monday was Patrick's turn. "My tarantula's name is Vincent. He likes to eat bugs and hide inside my mother's slippers."

"What a wonderful pet," said Miss Fry. "Don't forget to take Vincent home with you at the end of the day."

**STOP AND THINK**

*Author's Craft* What does "pet" mean above? What else can "pet" mean, as in a "teacher's pet"?
But that afternoon, after all the children had left, there was Vincent, still sitting in his jar on Miss Fry's desk. She gave Vincent a big juicy bug, sprinkled corn on Red's dish, then locked the door and went home to her quiet little house.
On Tuesday, Patrick told Miss Fry, "My mother says Vincent likes her slippers too much. We're wondering if he can stay at school for a few days."

"Of course," said Miss Fry. "How lucky for us."

The next week, Roger brought in his cricket.

"His name is Moe," said Roger. "He eats leaves from the garden and sings chirrup-chirrup all night long."

"What a wonderful pet," said Miss Fry.
That afternoon, after all the children had left, Miss Fry noticed Moe sitting in his box on the table. Miss Fry looked at Moe. He almost seemed to smile. "Welcome to our class, Moe."

STOP AND THINK
Story Structure How does Winston start a big change in Miss Fry's classroom?
Right before her eyes, he did a huge somersault—up, up in the air. "Bravo!" said Miss Fry.

She gave fresh green leaves to Moe and a big juicy bug to Vincent, sprinkled corn in Red's dish, then locked the door and went home to her quiet little house.

The next day, Roger said to Miss Fry, "My mother says Moe chirps too much."

"He's welcome to visit as long as he likes," said Miss Fry.
And so it went.
Alia shared her pet goat named Gladys. It said Baaaaa! and ate her sister's homework.

Amanda shared her pet dachshund. It liked to chew bones and the pillows on her aunt Judy's new sofa.

Jerry brought in his pet boa constrictor. It never made a sound. No one knew exactly what it liked to eat, but Jerry said his father's expensive tropical fish had suddenly disappeared one day.
There was Megan's cat,

Mitchell's mice,

Daniel's ducks,

and Tom's iguana.
Fronkies frog,

Lily's monkey,

Frankie's frog,

Lily's monkey,

Terrence's turtle...
and something square and fuzzy that Avery brought in.

"It looks like a kitchen sponge," said Bruce. "A really old kitchen sponge."

"It's my pet," said Avery, and that was that.
Before long, Miss Fry's classroom was bursting with the happy noises of all the children's pets.

STOP AND THINK

Visualize All the animals are making sounds at once. What picture do you get in your mind of what is happening behind Miss Fry's door?
On Parents' Night, the mothers and fathers walked around the classroom with great big smiles on their faces.

"Isn't it great," they said, "that Miss Fry loves pets so?"
Only Roger's cricket sat quietly in his box.

"You must miss your garden," Miss Fry said.

Chirrup, said Moe softly. He crawled under one of his shiny green leaves.
On the last day of school, Miss Fry's class had a party with balloons, hats, and ice-cream cups.

"Good-bye, children!" Miss Fry sang out.

"Have a nice summer . . . and don't forget to
take your pets!

One by one, the children disappeared, and with them went their pets.
“No more pets,” said Miss Fry.
She looked around the quiet, empty room.
Then Miss Fry noticed a box sitting on her desk.
She peeked inside. A little face looked up at her.
It almost seemed to smile.
"How lucky for me," said Miss Fry.
Moe did a huge somersault—up, up in the air.
Miss Fry carried her new pet to her quiet little house and placed him in the garden, among the rainbow of roses.
That night, Miss Fry opened her window. She climbed into bed. She turned off the lamp.

By the light of the moon, from outside in the garden, came a happy noise. *Chirrup-chirrup!*

"Welcome home, Moe. What a wonderful pet you are."
Make a Mask

Think about the pets that the children in Miss Fry’s class brought to school. Which pet do you like best? Make a paper plate mask of that animal. With a small group, take turns telling why you each chose the animal you did. Then have an animal parade with your class. SMALL GROUP

Tell About Setting

Where do most of the events in Teacher’s Pets take place? With a partner, look at the first page of the story. Find clues about the story’s setting, using the picture and words. Talk about what you find. STORY STRUCTURE