

# Lesson 26    Read “Pine Tree Pet Shop”

## Objective

In this lesson, students read a short story and discuss the main conflict.

## You Will Need

☐ *Leap into Reading* pages 189-192

☐ sticky notes

☐ *What Am I?* book

## Before You Begin

### Avoid Making Corrections Too Soon

When your student misreads a word in a sentence, resist the temptation to correct him immediately. Let him reach the end of the sentence before you interrupt, giving him the chance to realize on his own that he made a mistake.

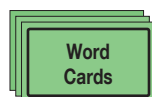
For example, if your student reads *The hot sat with a thud*, he will probably self-correct because the sentence obviously doesn't make sense. He will look back to see where his error is and reread the sentence correctly as *The hog sat with a thud*. If he does continue reading without correcting himself, ask him if the sentence he just read makes sense.

When you interrupt your student immediately after he makes an error, he is deprived of the opportunity to monitor what he is reading for meaning. In the example above, the phrase *The hot...* does make sense in itself, as it could be *The hot day* or *The hot lunch*. If you give your student time to reach the end of the sentence, though, it will most likely be clear to him that he has misread a word.

## Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

## Read the Warm-Up Sheet for “Pine Tree Pet Shop”

Lesson 26 – Warm-Up Sheet for Pine Tree Pet Shop

**Words Taught in Previous Lesson**

|        |        |        |       |
|--------|--------|--------|-------|
| free   | sweep  | greet  | sheet |
| street | sweets | sleeps | steel |
| week   | creep  | peer   | reed  |
| been   | seed   | freeze | feel  |
| tree   | feed   | green  | three |
| need   | wheel  | peek   |       |


**Phrases**

Pine Tree Pet Shop  
 Reed Street  
 broke her leg  
 pick up the snake

I have been  
 ring up sales  
 help with odd jobs  
 sheet of steel

cannot get free  
 run the store  
 peer at the rats

sniff the seeds  
 quick as a wink  
 stares at the rats



a rat runs on the wheel

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Turn to page 189 in the *Leap into Reading* activity book.

Have your student practice reading words and phrases that are found in “Pine Tree Pet Shop.”

## Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the rat on the wheel on the Warm-Up Sheet. “Some people keep white rats as pets and give them a running wheel so they can exercise in their cages. You can buy pet rats and running wheels at a pet shop.”

“Do you think it would be fun to work in a pet shop? You could feed the animals, sweep the floors, and give names to the pets. What would you name a puppy? How about a kitten? What would you name a pair of bunny rabbits?”

“In our next story, something unexpected happens at the Pine Tree Pet Shop. Let’s find out what it is!”

## Read “Pine Tree Pet Shop”

“Turn to page 161 in your reader and read ‘Pine Tree Pet Shop’ aloud. In this story, the main character faces a big problem. See if you can find out what this big problem is. Once you find it, put a sticky note next to it.”

Discuss your student’s ideas for the question below when you come to it.

**After page 169:** “Why do you think the main character says, ‘I feel my skin creep’?”

## New Teaching

(continued)

## Discuss the Main Conflict

“In a story, the problem that a character faces is called the *conflict*. What do you think is the biggest conflict in this story?” Encourage your student to look for the sticky note(s) if necessary.

“What does the main character do to solve the problem?”

“What does the main character say that he or she would do to prevent that problem from happening again? Skim the text for the answer.”

## Complete Activity Sheet

“Now let’s solve some other conflicts.”



### Solve Your Problem

Remove pages 191-192 from the activity book.

Cut out the cards. Place the Problem cards in a stack and arrange the Fix It! cards on the table with the solutions facing up. Have your student select a Problem card and read it aloud. Then have him select an appropriate Fix It! card to solve the problem. Some of the solutions are suitable for more than one problem. Discuss your student’s choices.

Continue until all the problems have been solved.

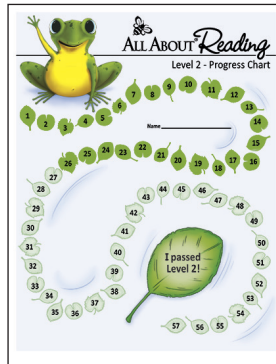
## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 26 on the Progress Chart.

ACK! Snakes on the loose!  
Did your skin creep? Mine sure did!  
Snakes eat frogs, you know!

Let's get on to the next lesson ...  
and hop to it!





## Did you enjoy this activity? Then you'll love **All About® Reading!**

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