

TEACHER READING GUIDE

*Mother Doesn't Want a Dog*

written by Judith Viorst



**Essential Question:** How does a differing point of view and perspective add meaning to the text?

**BOOK SNAPSHOT**

Selected from Florida's ELA B.E.S.T. Standards Sample Text List

**Text Type:** Poetry

**Genre:** Poem

**Themes/Topics:** Pet Ownership, Animals, Responsibility

**Lexile:** No published Lexile level

**SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS**

**Word Work**

**ELA.4.F.1.4**

Read with appropriate prosody or expression.

**Vocabulary**

**ELA.4.V.1.1**

Use grade-level academic vocabulary. (Tier 2)

**Comprehension**

**ELA.4.R.1.3**

Explain the difference between a narrator's point of view and a character's perspective.

**BUILDING BACKGROUND**

- Introduce the poem "Mother Doesn't Want a Dog."
- Students will predict why the narrator's mother doesn't want a dog.
- As you read the poem, revisit the students' predictions.

**STUDENT LEARNING TARGETS**

**Today I am:**  
identifying the narrator's point of view and the character's perspective.

**So that I can:**  
explain how they are different.

## WORD WORK – FLUENCY

**ELA.4.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.**

- **Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text.**

**Prosody** refers to variations in the elements of speech, e.g., rhythm, stress, intonation, volume, and pitch. To read with **prosody**, students must understand phrasing, grouping words, syntax, and word order. The reader should be able to group words in a way that makes sense as they read.

Practice Prosody with Choral and Echo Reading

- Model prosody by reading a section of the text aloud, demonstrating how printed words turn into expressive phrases, lines, and stanzas.
- Ask students to chorally read the section of the text with you.
- Ask students to read the same section of the text aloud to a partner.
- Repeat with various sections of the text.

## TALK ABOUT NEW AND INTERESTING WORDS

**ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.**

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words centered around concepts featured in this book are:

### Quick Tip

If there are limited Tier 2 words, concentrate on teaching overarching concepts of the text during explicit vocabulary instruction.



**commitment:** A **commitment** describes a responsibility someone has that regularly takes up some of their time. Having a dog is a **commitment** because you have to walk it and clean up after it multiple times a day.



**disobedient:** If something or someone is **disobedient**, they do not do what they are told to do. Mother claims dogs are **disobedient** because they do not sit when you tell them to.



**alternative:** An alternative describes an option different from the one already offered. The narrator's **alternative** to getting a dog is getting a snake.



**claim:** When someone makes a **claim**, they make a statement that something is true or is a fact, although other people might not believe it.\* The narrator makes the **claim** that the mother doesn't want a dog.

\*Language is pulled from the Florida ELA B.E.S.T. Standards.

### Vocabulary Extension Activity

Make connections to target words with a cloze sentence activity.

- Ask students to write cloze sentences with the vocabulary word omitted. Students will exchange their cloze sentences with a partner to determine the missing vocabulary word.
  - For example, My grandpa wasn't sure if I was ready to join the football team. It would be a big \_\_\_\_\_.

# READ FOR MEANING – POINT OF VIEW VS. PERSPECTIVE

ELA.4.R.1.3: Identify the narrator’s point of view and explain the difference between a narrator’s point of view and character perspective in a literary text.

- **Clarification 1:** The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.



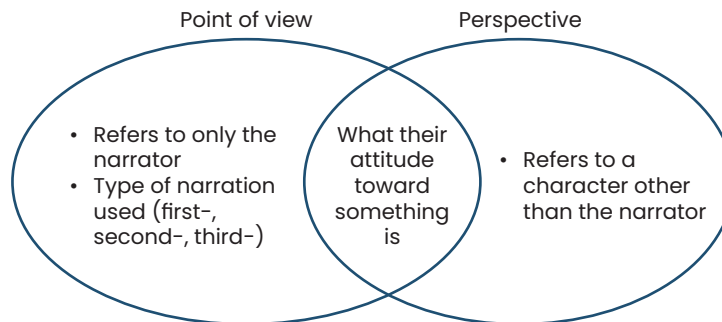
## Before:

The purpose of this read aloud is to identify the **narrator’s point of view** and explain the difference between the **narrator’s point of view** and a **character’s perspective** in the text to increase comprehension.

- The **narrator** is the speaker telling the story.\*
- **Point of view** refers to the type of narration used (as in first-, second-, or third-person narration); it is a way of looking at or thinking about something.\*
- **Perspective** refers to a character’s particular attitude toward or way of regarding something.\*

Recreate the Venn diagram on the board. Discuss the relationship between **point of view** and **perspective**.

- For example:



## During:

**First read:** Provide each student with a copy of the poem. Guide students in annotating the poem’s lines, stanzas, and rhyme scheme. Read the poem aloud, modeling automaticity and prosody.

**Second read:** Recreate the graphic organizer below on the board or chart paper. As you read, identify the topic to which both the narrator and the mother have varying feelings toward.

	Narrator’s point of view	Mother’s perspective
<b>How does the character feel about <u>owning a dog</u>?</b>	The narrator wants a dog.	The mother doesn’t want a dog.
<b>How do you know? (Text evidence)</b>	The narrator claims his mom is making a mistake for not wanting a dog.	

\*Language is pulled from Florida’s ELA B.E.S.T. Standards.

## Paired Text Suggestion

**Paired texts** are intentionally grouped around a common topic or theme and motivate students to make connections across texts, build critical thinking skills, and deepen their understanding of a text. Reading paired texts allows students to build background knowledge, expand their vocabulary, and scaffold comprehension of a complex text.

The B.E.S.T. text “Mother Doesn’t Want a Dog” pairs well with the New Worlds Reading Initiative book *Who Would Win? Alligator vs. Python* by Jerry Pallotta to support Florida’s ELA B.E.S.T. benchmark **ELA.4.R.2.4: Argument**.

Both texts feature authors who make claims, and provide reasons and evidence to support their claims.

## READ FOR MEANING – POINT OF VIEW VS. PERSPECTIVE



- **I Do:** Model how to determine the narrator's point of view, and identify the supporting text evidence. Say:
  - "I noticed the word *I* in the third stanza of the poem. What type of narration uses the pronoun *I*?"
  - "First-person narration uses the pronoun *I*. First-person narration offers the author an effective way to give the reader direct access to the speaker's thoughts. In "Mother Doesn't Want a Dog", the speaker shares a personal experience with their mother."
  - "The speaker says, 'She's [the mother] making a mistake.' What mistake is she making?"
  - "The speaker thinks their mother is making a mistake for not wanting a dog. What does this reveal about how the speaker feels toward owning a dog?"
  - "The speaker wants to own a dog."
- **We Do:** Use the suggested prompts to guide students in identifying the mother's perspective with text evidence.
  - What adjectives does the mother use to describe dogs?
    - What do these adjectives reveal about her perspective toward owning a dog?
  - What actions does the mother claim dogs do?
    - How do these claims show the mother's perspective toward owning a dog?



### After:

- Review the graphic organizer with students. Discuss the difference between the narrator's point of view and the mother's perspective.
- Present the writing prompt: Write an argumentative paragraph about how dogs make good pets.
  - Guide students in making a connection to the claim that dogs make good pets.
- Brainstorm logical reasons on the board or chart paper to support how dogs make good pets.
- The argumentative paragraph will consist of:
  - A sentence stating the claim
  - Two reasons supporting the claim
  - Evidence to support the reasons