

Oh, Theodore! Guinea Pig Poems

Written by Susan Katz, Illustrated by Stacey Schuett



RedRover Readers Program Objective 3: Lesson 3C

Goals and Objectives: Students will relate narratives to their own lives to understand how people and animal characters in the story may feel and do things the same or differently than they would.

Time: 40 minutes (20 reading and discussion, 20 poem writing activity)

Materials: Anchor text (“Oh, Theodore! Guinea Pig Poems”), paper and pencils to create a poem, an area to play a game

1. Before Reading: As a class, discuss the following topics:

- How many of you have *seen* a guinea pig? How can we learn about a guinea pig?
- This book is a series of poems that tell a story. What do you think these poems will be about?

2. During Reading: Read the book to the class. Pause on different pages and discuss the story.

- How did the boy feel about getting a guinea pig at first? How would you feel if you were in the same situation?
- On the poem “Danger,” ask, “How do you think Theodore feels in this picture? How can you tell?”
- After the poem “Statue,” ask, “Why do you think the boy acts like this?” “What would you do to get to know a new pet?”
- Why do some people talk to animals such as guinea pigs?
- On the poem “Come Back,” ask, “How do you think the boy feels in this picture and why?” “How would you feel?”

3. After Reading: Review the story’s illustrations with students and ask to reinforce and extend their understanding of the text:

- In what ways can a guinea pig be a companion to someone?
- By the end of the story, how does the boy feel about having a guinea pig for a pet?
- What do guinea pigs need that humans also need?
- How might a guinea pig react to something differently than a person would?

4. Poem Writing Activity: Create an Acrostic Poem for Theodore. Work in small groups and create a sentence for each of the letters in “Theodore” that describes how Theodore or the boy felt. Example, T: Tiny little pet feel scared by big new people. H: He hates loud noises, etc.

5. Guinea Pig Green Light: Play this game just like the game Red Light Green Light, only instead of saying “green light”, make noises like a guinea pig (cheep, peep, squeak) to show when students should move, and instead of “red light”, squeal like Theodore did to show when students should freeze.



6. At the End of the Lesson: Ask students to reflect on these questions. Try this with the whole group, in a sharing circle or ask students to fill out index cards.

- How did you feel about today's book and discussion? Did today's book and discussion change how you think about anything in your life? What did you learn from today's book and discussion that you didn't know before?

7. Report about your reading: Please share your students' response in your online report by going to RedRover.org/teach, and click on the link near top of the page that reads [\[Report about your reading\]](#)

