Bob and his friend Ann don't agree on which pet is best. Listen to find out what they each think.

The Best Pet

My friend Ann says her pet is better than mine! I have a brown cat named Fluffy. Ann has a black and white dog named Spot. We each think our pet is the best.

I told Ann that cats are better pets because they are clean, quiet and very cute. Cats wash themselves with their tongues. You don’t have to walk them. They use a litter box. Also, cats are sweet and quiet. I think dogs are too noisy! They bark a lot. They don’t clean themselves or use a litter box. Dogs need someone to give them baths, train them and walk them. Dogs are more work.

Ann says that cats are no fun! She says that dogs are better to play with. Spot always wags his tail when he sees her. He can even do tricks. He barks when she says, "Speak". He knows how to roll over! Ann says dogs are also better because they protect their owners. Spot always barks when there is someone at the door. It makes Ann feel safe. So, Ann thinks dogs are best.

I guess Ann’s dog is pretty cool, but so is Fluffy. Maybe different kinds of pets are good for different people.

Teacher Directions to Students (after reading):

• What do you think? Which pet is best—a cat or a dog?

• Turn and talk to a partner about which pet you chose. Be sure to tell your partner WHY you picked that pet.

Allow about 3 minutes for students to discuss their choices.

• Now, use this paper to draw a picture of the pet you chose. I will help you write words under your picture to tell more about your choice.
Kindergarten Opinion Prompt

Teacher Directions

• Read the story, present the question, and allow a few minutes for discussion with a partner. Give out lined or unlined paper. Then, use your typical classroom writing process to support students in completing the writing prompt. The piece should represent first draft writing (done in a single sitting).
• The response should include a picture and whatever sentences, words, or letters the child can add. An adult may assist with sounding out or spelling words and/or transcribe the child’s words if desired.
• Please distinguish the child’s independent production from words or letters produced with adult help by underlining any part of the writing done with teacher support. The writing sample will be most useful to other teachers if it is easy to tell where help was given.
• We understand that, especially in the fall, most Kindergartners have had limited experience with writing.