

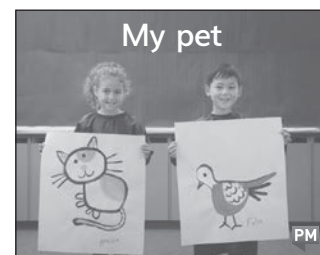
# My Pet

PM Level 1

Magenta

**Text Type** Description

**Running Words** 33



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the concept of owning a pet and the different pets that people commonly have.

### Orientation to the Text

- In this book children introduce a photo and matching painting of their pets.

### Key Language Structures

- The story follows the structure 'Look at my', ending with a type of pet.
- Capital letters and full stops are the punctuation used.

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

at, Look, my

Content Words

bird, cat, dog, fish, guinea pig, lizard, rabbit, turtle

### Decoding

- Look at the word *at*. Ask, *What two sounds can you hear in 'at'? What words do you know that rhyme with 'at'?*
- Look at the word *my*. Ask, *How many letters are in the word? How many sounds?*

### Fluency and Phrasing

- Model reading the first two sentences of the text. Ask, *How did I change my voice when I got to the full stop? What else did I do?* Have students modulate their voices and practise pausing at the end of the sentences while reading the same pages with you.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *What pets can you see? Do you have any pets?*

- Look at pp. 2–3 together. Read the sentence for students and have them point to each word as you say it. Ask, *How many words does this sentence have?*
- Look at pp. 4–5. Read *Look at my* and invite students to look at the picture to help them predict what the remaining word is. Look at the initial letter of *dog* together to confirm if their prediction was correct.
- Continue to p. 10. Read *Look at my* together. Then look at the initial letter of the next word. Ask, *What sound does the letter make? What do you think the word might be?*
- Look at p. 14. Direct students to point to the full stop. Ask, *How many sentences are on the page?*
- Read p. 16. Ask, *What can you see? Who painted the lizard?*
- Reread the text together, practising pausing at each full stop.

### Comprehension

- What did Felix paint? (*Literal*)
- What is this book about? (*Literal*)
- Whose painting do you like the best? Why? (*Inferential*)

### Follow-up Activities

- Invite students to organise to bring their pets in to show the class. Brainstorm questions that you could ask about pets before the visits and spend some time orally describing each animal and writing about them together after the visit.
- Discuss what you need to do to take care of a pet. In pairs, have one student be the pet and the other act out taking care of it. The rest of the group guesses what kind of pet it is and what was being done to look after it.
- List adjectives that can be used to describe pets. Have each student choose one of the words, such as 'fluffy' or 'cute', and draw a pet that shows that quality. Display their work as a reference for writing time.

## Learning Intentions

- We are learning to use picture clues with initial sounds to help us work out words.
- We are learning to recognise punctuation and what it is used for.

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## Success Criteria

- I can read some words using picture clues and the first sound.
- I can stop at full stops when I read.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up