

Pets

PM Level 1

Magenta

Text Type Repetitive

Running Words 33



Preparing for Guided Reading

Orientation to the Text

- Encourage students to talk about pets that they know.
- List animals that students think would make good pets.

Prior Knowledge

- This book is about different animals as pets. Students should be familiar with what a pet is.

Key Language Structures

- This book features simple sentences containing an article plus a noun plus a verb plus an adverb, for example, *The cat is here.*

Building the Balanced Reader

Concepts About Print

- Ensure that page turning and starting-point skills are in place.
- Ensure that sentences are read from left to right and in the correct order.
- Focus on one-to-one word matching.

Vocabulary

Key High-frequency Words

is, here, The

Content Words

cat, dog, bird, rabbit, goldfish, mouse, guinea pig, tortoise

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *is* and *here*.
- Use initial sound and picture clues to help decode content words.

Fluency and Phrasing

- Locate familiar repetitive text to help develop smooth reading.
- Point to each word at a steady rate without long pauses.

Focusing on the Book – Guided Reading

- Read the title. Discuss the cover and title page photographs. Talk about how to look after pets.

- Discuss the photographs throughout the book. Cover the animal name in each sentence and ask students to provide the missing word, using the photograph as a clue. Help students to monitor their predictions by confirming the initial letter cues, e.g. *Cat begins with c.*

Comprehension

- Which pet was sitting in a kennel (*Literal*)
- Why do you think the boy let the bird out of the cage? (*Inferential*)

Follow-up Activities

- Make a class book about pets. Write students' captions using a similar sentence structure to the one in the book.
- Give students some modelling clay and ask them to make models of pets. Have them talk about the pets, sharing their experiences.
- Make a set of cards similar to these ones. Invite students to match the upper- and lower-case versions of the words.
- Re-read *PM Alphabet Starters p*. List words that begin with *p* on a chart. Select children to trace over the *p* in each word. Have students draw pictures of things that begin with *p* for the chart.
- Make a class mural of pets and their houses. Add captions.

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Learning Intentions

- We are learning to hold a book, turn the pages and point to the words.
- We are learning to use different strategies to help us to read unknown words.
- _____

Success Criteria

- I can point from left to right as I read each word.
- I use the beginning sound and the picture to help me to read some unknown words.
- _____

Guided Reading Notes

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