

Minty, My Pet Rabbit

PM Level 10

Blue

Text Type Description

Running Words 179



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of what is required to look after a pet.
- Students should also be familiar with what a rabbit is and what rabbits look like.

Orientation to the Text

- A boy describes why his rabbit, Minty, makes a good pet and how he looks after her.

Key Language Structures

- A range of adjectives is used throughout the text – *big, black, brown, clean, clever, good, green, hungry, little, white*.
- Complex sentences include the conjunction *after*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

clean, fast, favourite, food, jumps, out, Then, very

Content Words

apples, clever, grass, hungry, rabbit, water

Decoding

- Talk about the difference between *too* and *to* as you read.
- Look at the word *rabbit* on page 2. Ask, *How many syllables are in this word? How many sounds?*

Fluency and Phrasing

- Discuss the role of commas and full stops in the text, and support students to practise how long to pause for each when reading.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students what they can tell about the main character and his pet and what they think they might find in the text.
- Point out the table of contents to students. Explain what chapter headings are and how to find which page each chapter starts on.
- Together, look at pages 2–3. Remind students of the chapter headings and ask them to suggest what the boy might do to look after Minty.

- Continue to page 5. Discuss how the labels on the illustration relate to the text.
- Read page 8 together. Ask, *What sound do 'g' and 'r' make together? Find two words on the page that start with the 'gr' blend.*
- Continue to page 14. Ask, *What is this chapter called? How do you know?*
- Read to the end of the text, then return to the table of contents. Ask, *Do you think they were good chapter headings? Why or why not?*

Comprehension

- What does Minty like to eat? (*Literal*)
- Why do you think Minty's cage is off the ground? (*Inferential*)
- What does Minty do for exercise? (*Inferential*)

Follow-up Activities

- Together, look at the illustration on page 5 and discuss the use of labels. Talk about why the author chose to include them and how they help a reader to understand what is being described. Give students a selection of magazines and ask them to find a picture of an animal to cut out. Have students glue the picture in the centre of a piece of paper and label some of the animal's features.
- Together, discuss and list the needs of living things. Choose a common pet, such as a dog, and model writing a description of what needs to be done to look after it. Invite students to contribute ideas based on any experiences they have with looking after pets.
- Brainstorm different types of pets that people have. Instruct each student to choose their ideal pet and write a few sentences about what they would do to look after it. Have students draw a picture to go with their writing, encouraging them to use labels where appropriate.
- In pairs, ask students to choose one of the pets you discussed and to mime how an owner might look after it. Have students perform their mimes for each other and try to guess which animal is being portrayed.

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Learning Intentions

- We are learning to read unfamiliar words.
- We are learning to identify the features of non-fiction texts.

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Success Criteria

- I can recognise and read two-letter blends at the beginning of words.
- I can read and use a table of contents.
- I can find and read labels in the illustrations.

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Guided Reading Notes

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