

# Our Pets

PM Level 8/9

Yellow

Text Type Report

Running Words 163



## Preparing for Guided Reading

### Prior Knowledge

- Discuss the layout of this text. Talk about the different responsibilities each child has to his or her pet.

### Orientation to the Text

- In this book, children tell the reader about their pets, and their roles in looking after them.

### Key Language Structures

- Text presented in the form of dossier-style pet profiles.

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

*clean, from, have, her, his, lots, of, our, swim*

Content Words

*pets, fun, dog, bowl, cat, fish, bird, crab, mouse, wheel*

### Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

### Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

### Focusing on the Book – Guided Reading

- **Cover** Talk about the dog in the photo. Ask students if they think it is a young dog or an older dog.
- **pp. 2–3** Discuss the fact that pets are fun but that they come with the responsibility of care. Talk about what the children in the photos are doing to entertain and care for their pets.
- **pp. 4–5** Ask students why it's important to keep a dog's water bowl full at all times.

- **pp. 6–7** Ask students why they think it would be important to brush a long-haired cat.
- **pp. 8–9** Discuss why it is important to make sure fish are fed each day. Mention that people need to be careful not to overfeed their fish.
- **pp. 10–11** Discuss the need to keep the bird's food bowl full. Talk about other foods that birds should eat too, to stay healthy.
- **pp. 12–13** Talk about the importance of keeping the tank clean for a water creature like a hermit crab. Discuss the sorts of things, such as old food, that could make the water dirty.
- **pp. 14–15** Ask, *Why is it important to keep a pet mouse busy, and safe from other animals in the house?*

### Comprehension

- Why do you think Jessica's dog Buddy likes to go for walks? (*Inferential*)
- What sort of games would Chris play with his mouse? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: categorising and writing words by their initial blends; completing sentences to describe the animals in the book, then drawing them; choosing words to complete sentences, then drawing illustrations to match; writing what the children in the book do to care for their pets.
- Have students choose one of the pets in the story and imagine they are taking this pet home. Have them make a list of all the equipment the creature would need, such as a tank or cage, and draw the creature in its new happy home.
- Have students find words in the text, beginning with the sounds: *bl, cl, fl, pl, sl*. Make a list of more words beginning with these sounds.

## Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- \_\_\_\_\_

## Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- \_\_\_\_\_

## Guided Reading Notes

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