

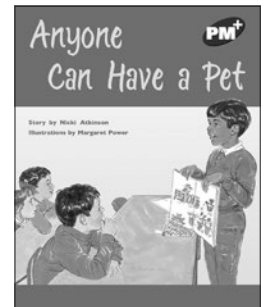
# Anyone Can Have a Pet

PM Level 20

Purple

**Text Type** Narrative

**Running Words** 505



## Preparing for Guided Reading

### Orientation to the text

- Encourage students to share their knowledge of bird and animal life in Australia.

### Prior knowledge

- Brad is a new character to the **PM Plus** series. He lives in a block of apartments where pets are not allowed. In this Australian story about bird and animal life, he uses his art skills as a way of sharing when his class talks about pets.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*drawing, drawn*

#### Content Words

*desk, kookaburra, leaned, patio, picture, pointed, skateboard*

### Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### Focusing on the story – guided reading

- Read the title and study the cover and title page illustrations. Predict what the story might be about.
- Discuss reasons for Brad's despondency. Talk about how he will feel if he is the only one without a pet to talk about.
- It is important that students understand that Brad would have welcomed any pet! Talk about the repetition of *Brad wished he ...* Notice how these short statements reinforce Brad's feelings of despondency.
- Ask students to predict what Brad's idea might be.
- Admire Brad's talent for art. Enjoy the way he has successfully used his skills and initiative to overcome a difficult situation.

- Discuss words that contain soft *c*: *face, terrace*; and soft *g*: *huge*.
- Look at letter clusters: *brought, thought*. Make a list of words that contain this cluster.
- Discuss compound words familiar to students, e.g. *skateboard, clothesline, grasshopper*.
- Introduce more difficult letter clusters: *squawked, draw; desk*.
- List words that describe sounds made by birds, e.g. *squawked, whistled, chirped*, etc. Use dictionaries and a thesaurus to explain their meanings. Write the words in sentences.
- Revise medial vowel substitution, e.g. *desk, dusk; grin, green; road, read; lived, loved*.

### Comprehension

- Which animals had Brad drawn in his drawing book? (*Literal*)
- Why didn't Brad want the teacher to call his name? (*Inferential*)
- How would the frog call out to Brad? (*Inferential*)

### Follow-up activities

- Observe the detail in Brad's drawing. Invite students to do observational drawings of birds, animals and/or plant life in the school environment. When completed, display these with appropriate captions.
- Talk about what it would be like if everyone brought a pet to school for the day! Encourage students to paint or draw large pictures of some of the funny things that could happen.
- Talk about the amusing antics of some pets. Ask students to write a short story about a funny incident (fiction or non-fiction) involving a pet.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, and to integrate reading skills and strategies to derive greater meaning from the text.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, and use various reading skills and strategies to improve my understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

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