

# Pet Exercise

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What animals were exercised?

### Vocabulary

**High-frequency Words:** I, my, a, but, has, for

**Content Words:** take, horse, run, dog, walk, snake, slither, parrot, squawk, penguin, slide, crocodile, creep, ride, cat, sleep, myself

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /r/

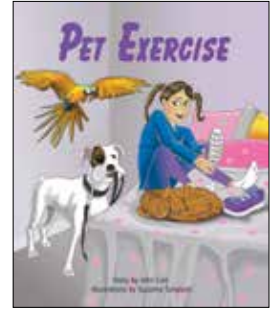
### Phonics

**Letters and Sounds:** r

**Words to Blend and Segment:** run, rat, rap, rip, rug

### Fluency

Students practise reading the book on their own and then orally to the teacher.



A girl makes sure all her pets get plenty of exercise.

## Before Reading

- Together look at the cover picture. Discuss what is happening in the picture. Ask: What animals do you see? What are they doing?
- Read the title to students. Discuss the meaning of *Pet Exercise*. Then reread the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story. Look at the title page illustration. Ask: What is happening here? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the animals and what exercise they are doing on each page. On page 15 look at the basket on the bike to help predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what students think is happening in the picture. Read the words together: *I take my horse for a run*. Follow this pattern for each page up to page 14, discussing the picture and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal a surprise ending. Have students discuss what they see in the illustration.
- Read the text together. Ask: Did the cat have any exercise? Was the ending a surprise? Why is it funny?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? What animals were exercised? Did they expect a cat to be exercising? Was the funny ending a clever idea for the author to think of?
- Reread the story together.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /r/. Say *run* with emphasis on /r/. Have students listen and repeat. Do the same for *rat*, *rip*, *rot*, *ran*.
- Think of other /r/ words for students to listen to and repeat, e.g. *rooster*, *rabbit*, *ride*, *race*.

## **Phonics**

- Discuss the name and sound of the letter r. Write cvc words *run*, *rat*, *rap*, *rip*, *rug* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *run* /r/ /u/ /n/. Students say them separately, then blend them together slowly, *run*.
- Use alphabet letters *r*, *u*, *n*, touching them as the sounds are made for the word *run*.

## **Word Study**

- Talk about the words *I*, *my*, *a*, *but*, *has*, *for*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *my* and *for* on a few pages.
- On a piece of paper, students draw a picture from the story. They write the words: *I take my \_\_\_\_\_ for a \_\_\_\_\_*. They find the words in the story to fill the gaps and read their sentence to a partner.
- Have students make an illustrated T-chart showing what each animal does for exercise, e.g. *horse/run*, *dog/walk*.

## **Fluency**

- Model fluent reading of the story, pointing out/emphasising the rhyming words (*squawk/walk*, *ride/slide*).
- Students practise reading the book on their own and then orally to you.

## **Writing**

- Students write a new story about a different animal using the same pattern, e.g. *I take my mouse or a jog*. They write their story (with help if needed) and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.