

# My Pet

## GOALS

### Comprehension

Re-tell the story using the pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** is, on, my, big, a, as, she, old

**Content Words:** pet, house, small, mouse, fast, hare, soft, chair, noisy, man, gran, tall, tree, famous, TV

### Phonemic Awareness

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

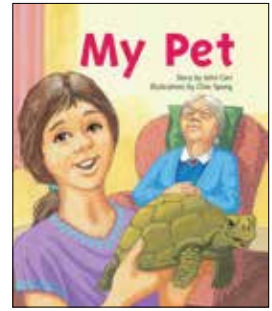
### Phonics

**Letters and Sounds:** r

**Words to Blend and Segment:** chip, chop, chap, chat, chess

### Fluency

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



All of these pets are different.

## Before Reading

- Read the title to students. Discuss the meaning of *pet*. Then read the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What animal is the pet? Whose pet is it? Look at the title page illustration. What is the pet? Who has the pet here? What do you think might happen in the story?
- Talk/walk through the pictures discussing the pets on each page. On page 15 have students 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 how you know the size of the pet animal. Read the words together, *My pet is as big as a house*. 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 the funny ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny? Is the pet really famous?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this clever of the author to make a funny ending?
- Reread the story together. Notice the rhyming words at the end of each page, e.g. *house/mouse, hare/chair, man/gran, tree/TV*.
- Ask students to retell the story using the pictures on each page as a guide. Ask: What pet was first, second and last?
- Talk about the words *as\_\_\_\_\_ as*. These are called similes where one thing is compared to another. Find them in the story, e.g. *as soft as a char, as tall as a giraffe*. Have students make up similes of their own, e.g. I am as hungry as a lion.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /ch/ Students listen to and hear the beginning sounds in *chip*. Say the word slowly, emphasising /ch/. Do the same for chop, chap, chat, chess. Students think of more words beginning with /ch/ to say, e.g. chair, chain, cheese.

## **Phonics**

- Discuss the name and sound of the letters in the digraph /ch/. Write cvc words *chip, chop, chap, chat, chess* on the board to practise blending and segmenting the sounds together as a group, e.g. /ch/ /i/ /p/. Illustrate using alphabet letters for ch, i, p, touching them as the sounds are made for the word *chip*.

## **Word Study**

- Talk about the words *is, as, my, big, she, old*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *is* and *as* on each page.
- On a piece of paper, have students draw a picture of a pet from the story. They write the words *My pet is as ..... as a .....* They find the words in the story and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text for students to repeat. They practise reading the book on their own and then orally to you.

## **Writing**

- Write a new story about *My Pet*. Students draw a pet first then write the story, e.g. Draw a pet dog and write *My pet is as fast as a hare*.
- Make a class big book using each student's individual writing about a pet.
- Students make a time line of the story and use it to retell the story. They can use labels and pictures on their time line.
- Make an enlarged wall story of the book. Have students work in pairs to take a page each from the book to illustrate and write the words.

## **Home/School Link**

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