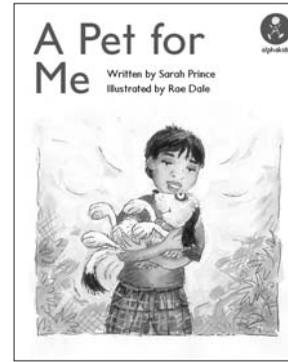


# A Pet for Me

*Written by Sarah Prince*

*Illustrated by Rae Dale*



## Getting ready for reading

Discuss: *Have you ever wanted a pet? Which one did you want? Why did you want it?*

## Talking through the book

You might say: *This book is called 'A Pet for Me'. Ask: What do you think the book will be about? What type of book will it be – information or story?* Turn through the book. You might say: *Which pet is the child thinking about here? What is hard about this pet?*

## Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

## Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

### ***Being a meaning maker***

Discuss these questions. Encourage children to support their responses with evidence from the book.

*Which pets does the child think about getting?*

*Why didn't the child choose a turtle?*

*Which pet does the child finally decide to get?*

*Why do the child choose this pet?*

### ***Being a code breaker***

#### **Vocabulary**

- High-frequency words: *a, for, me, says, I, can, have, don't, know, one, to, get, I, will, little, my, too, two, would, like, with*
- Word families: *cat – bat, chat, fat, hat, mat, pat, rat, sat, vat*  
*frog – bog, cog, dog, fog, hog, jog, log, Trog*  
*mice – nice, spice, trice, ice*  
*fish – wish, dish, swish*

## TEXT FEATURES

- **This book tells the thinking of a child who is trying to decide which pet to get.**
- **Extensive use of rhyming text.**
- **Text placed consistently on the page.**
- **Up to five lines of text per page.**
- **Line breaks support phrasing.**
- **Some of the story is carried in the illustrations.**

## Sounds and letters

- Hearing words: Children can identify the rhyming words on each page.

## Writing conventions

- Punctuation: capital letters, full stops, exclamation marks
- Grammar: contractions – *don't, it's*

## Being a text user

Discuss:

*Would this book help you to learn about pets? How?*

*Why type of text is it? Information? Narrative? Explanation?*

## Being a text critic

Discuss:

*Are dogs the best pets for everyone? Why not cats or turtles?*

*Does everyone have a pet of his or her own?*

*Would this book be as interesting if it was not written in rhyme?*

## Literacy learning centres

### **Writing centre**

Children make up and perform a television advertisement for each of the animals in the book. Explain that they need to describe the animals in a way that will make people want to buy them.

### **Interactive literacy centre**

Have children work in cooperative groups to make an audiotape of the text as a choral reading or a rap. They will need to practise before taping the final performance.



### **Word centre**

Children use the text to create a rhyming word chart using words from the book and other rhyming words from around the room, or as found in familiar texts.

### Keeping track

Annotated work samples can be compared over a period of time to indicate progress and issues that need to be addressed.