

Teacher Edition

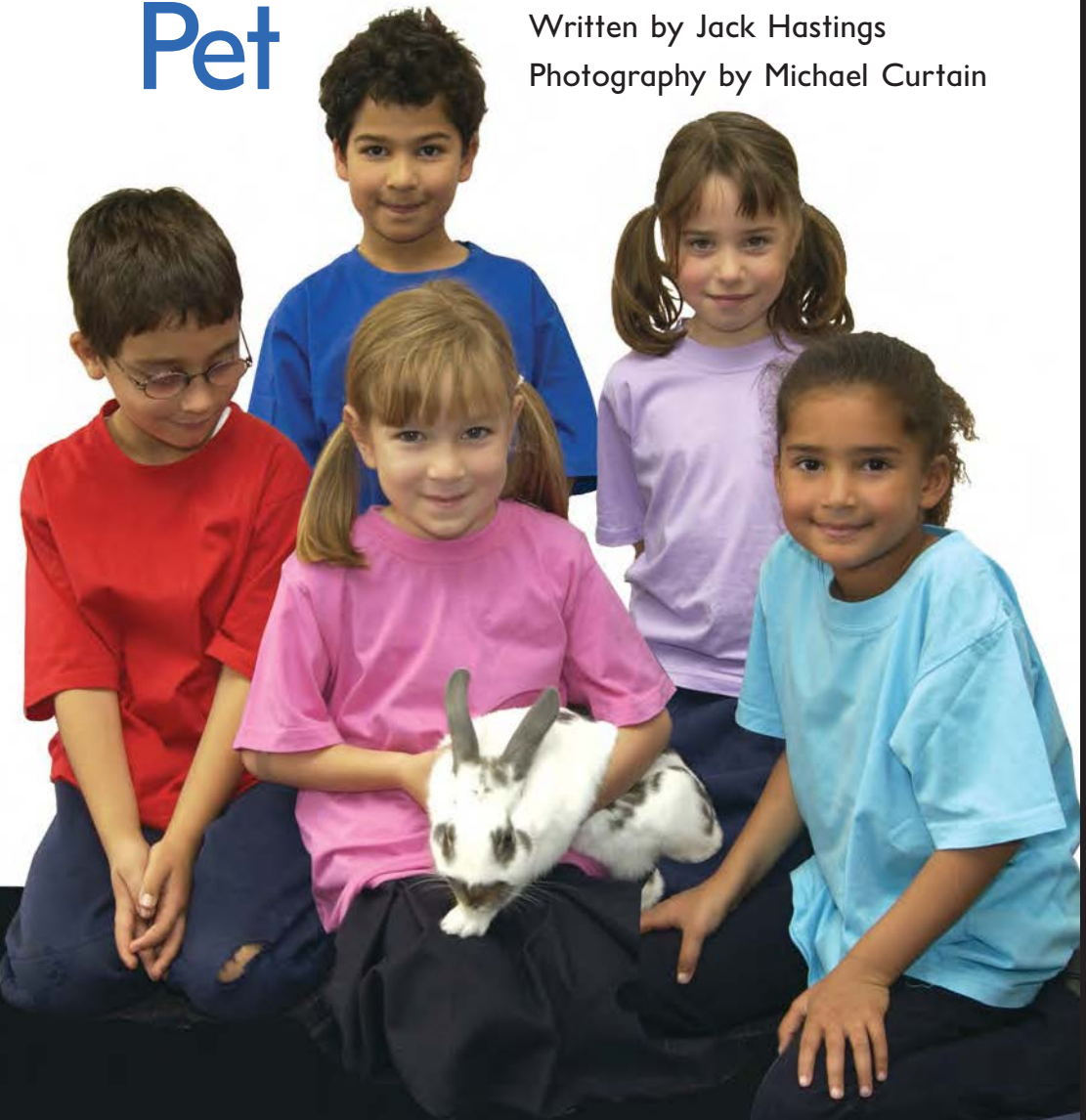
Our Classroom Pet



alphakids

Written by Jack Hastings

Photography by Michael Curtain



Horwitz Education
A Division of Horwitz
Publications Pty Ltd
55 Chandos Street
St Leonards NSW 2065
Australia

Horwitz Gardner
Education
Unit 53, Cressex
Enterprise Park
Lincoln Road
High Wycombe,
Bucks, HP12 3RL,
United Kingdom

Published edition
© Eleanor Curtain
Publishing 2003

First published 2003

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Jenny Feely
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions


Printed in Hong Kong

ISBN 0 7253 2831 2
Pack ISBN 0 7253 2773 1
(6 Student Books + 1 Teacher
Edition)

1 2 3 4 5 6 7 8 9
03 04 05

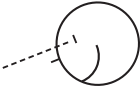
How to use this book

Before reading: Talkthrough




Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- Data chart and web pages
- Information about the needs of pets rabbits
- Colour photographs support the text

Vocabulary

litter tray, hutch, rabbit pellets, pet, Internet, housing, cleaning, feeding, straw, hay, fresh vegetables

Setting the context

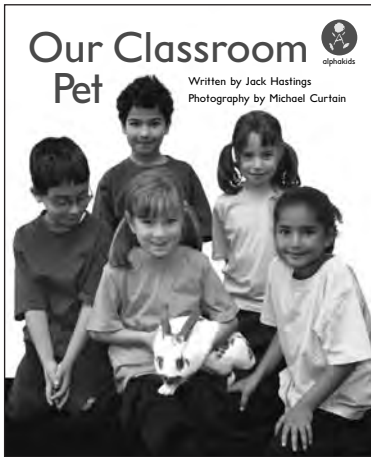
Ask: *Have you ever had a pet? How did you decide which pet to get? What did you need to do to look after your pet?*

Background information

Rabbits need a range of foods to be healthy. Contrary to popular belief lettuce and carrots are not a well-balanced diet and can make a rabbit ill. Rabbits also need salt in their diet.

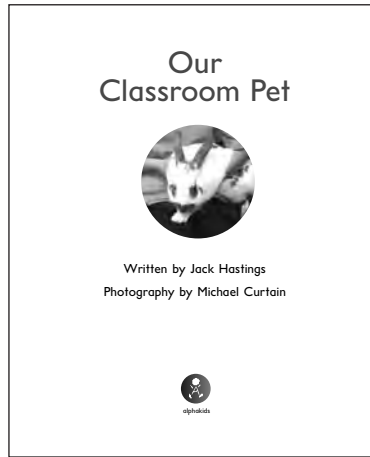
Introducing the book

This book is called 'Our Classroom Pet'. It is about a group of children who wanted to get a pet for their classroom. They worked together to decide which pet to get and then looked up information about how to look after their pet.



Front cover

What does the cover tell us about the book? Which pet do you think the class decided to get? How might they have gone about deciding this?



Title page

Read the title together.
Point out the names of the author and the photographer.

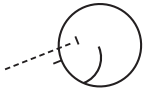


Talkthrough

What are the children and the teacher doing?

Point out the data chart.

What does this tell us? What did the children do? Which animal did most of the children want to get for the classroom pet?



Observe and support

Can the child explain the information provided in the data chart?

Why is this chart included in the book? What does it tell us?



Our class wanted to get a pet.

We talked about what kind of pet we wanted to get.

Which pet will we get?	
Animal	Votes
fish	✓✓
bird	✓✓✓✓
guinea pig	✓✓✓
rabbit	✓✓✓✓✓✓

Most of us wanted to get a rabbit.



Talkthrough

The children needed to find out about how to look after rabbits. How did they do this research?

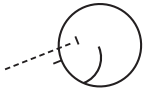
Point out the web page on page 5.

This shows what the children are seeing on the computer.

What have they found out?

Point out the web page on page 6.

What does a rabbit need for housing? Can you see a hutch on the page? Can you see a litter tray? What else does a rabbit need?



Observe and support

Can the child use the text to interpret the information contained in the photographs?

What is a hutch? Why does a rabbit need one?



We needed to find out how to look after a rabbit.
We looked on the internet.

4



5



A rabbit needs a hutch to live in with space for the rabbit to run around and a place to hide.



6



Rabbits need straw to sleep on and to keep warm.



Rabbits also need a litter tray.

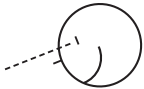
7



Talkthrough

*Then the children found out about the food rabbits need.
What do you think they learned? Where on the page did you
look to find that out?*

Point to each food item shown ensuring that children can identify it.



Observe and support

Does the child use contextual information to understand the meaning of new vocabulary?

What are rabbit pellets? What things on this page helped you to work it out?

Home Next Quit Search

Food for rabbits

- Hay
- Pellets
- Vegetables
- Salt



Rabbits like to eat hay, rabbit pellets and some fresh vegetables.

They also need new water every day.



Rabbits also need some salt.
They get this from a block of salt.



Talkthrough

Look at the photograph on page 10.

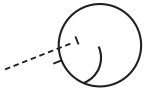
What are the children doing?

What items might they put on their shopping list?

Look at pages 12–13.

What do you think is in the box?

What might the children be feeling?



Observe and support

Does the child monitor their own reading, noticing when errors occur?

What did you notice? Why did you read that again? How do you know that you are right this time?

We made a shopping list for all the things
our rabbit would need.
Our teacher bought them for us.



We put the straw, the litter tray
and the food bowl into the hutch.



At last everything was ready
for our rabbit.

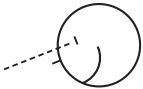


Some of us went to get the rabbit.
We were very happy.



Talkthrough

Here is the rabbit. His name is Snowflake. What do you think the children would have to do each day to look after Snowflake? How do you think they look after Snowflake during the holidays? The children say it is a lot of work looking after Snowflake, but that it's lots of fun too.



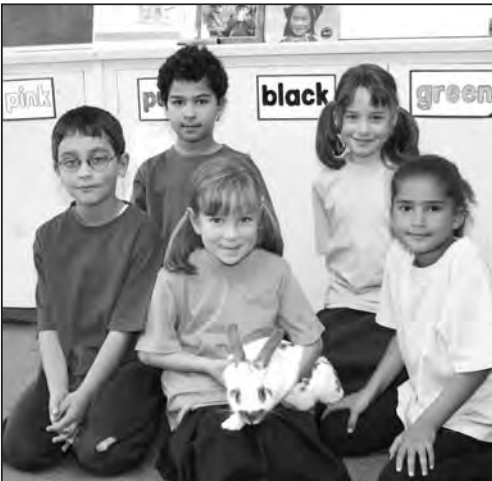
Observe and support

Does the child read the text fluently?

I liked the way you read that. It sounded like talking.

Our rabbit is called Snowflake.
We take turns feeding him
and cleaning his hutch.

In the holidays, we take turns
to take Snowflake home
and look after him.



It is lots of work looking after a rabbit
but it's lots of fun.

16

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:
What do you need to look after a pet rabbit?

Why do the children take Snowflake home during the holidays?

Why should people look after pets properly?

Being a code breaker

Children may like to explore the following language features:

- The short /e/ sound as in ‘pet’: pellets, fresh, get, went, everything, very, internet.
- Visual patterns used to represent the long /e/ sound: feed, eat, needed, sleep, keep, need, cleaning.
- Use of contraction on page 16: ‘it is’ and ‘it’s’.

Being a text user

What kind of book is this? Fiction or information? How do you know?

What does this book help you to learn about?


Is there enough information for you to be able to look after a pet rabbit? What else do you need to know?


Being a text critic


Do all classrooms have pet animals?

Why might your class not be able to have a pet?

Responding to text

 Children could look through books, videos, CD-ROMs and websites to find out and write about how to care for other possible classroom pets. Children may be interested in more unusual pets such as water dragons, snakes and tarantulas.

 Children could work in cooperative groups to build a model or make a poster showing what you need to keep a pet rabbit. Provide cardboard boxes, Plasticine, paper, straw, yoghurt pots, etc. Encourage children to label parts of their model or poster explaining why the rabbit needs each item.

 Children could list all of the words from the book with the

short /e/ sound as in pet. These could be illustrated where appropriate. Provide other familiar books to assist children to extend the list.

Writing links

Shared writing

Discuss the way the book is written as a recount. Ask the children to assist you to retell the text as a flowchart. Outline each step that the children undertook to decide upon, find out about, get ready for and look after their pet rabbit.


Independent writing

Have the children write a recount of something that they have done. This could be a recent class event, how they look after their own pet or about a topic of the child's choosing.

Assessment

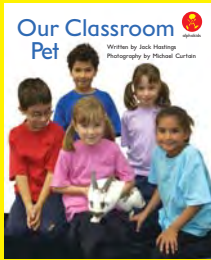
Can the child:

- Explain how to read the different text features in the book, e.g., data charts and web pages?
- Explain how to look after a classroom rabbit?
- Provide an opinion about whether classrooms should have pets or not?

 whole text activity

 sentence activity

 word activity



Teacher Edition

Topic: Social systems, Living things

Curriculum link: Studies of Society and the Environment; Science

Text type: Recount

Reading level: 14

Word count: 205

Vocabulary: litter tray, hutch, rabbit pellets, pet, Internet, housing, cleaning, feeding, straw, hay, fresh vegetables

Possible literacy focus

Understanding data charts and web pages.

Understanding what pet rabbits need.

Thinking critically about the book: should classrooms have pets?

Summary

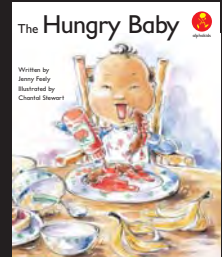
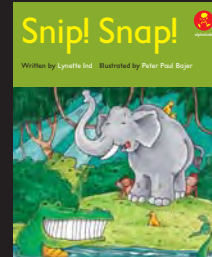
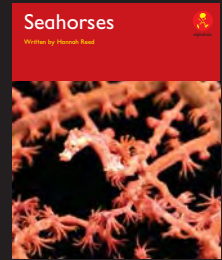
This book is about the research a class undertook to select and provide for a new class pet – a rabbit.

ISBN 0-7253-2831-2



9 780725 328313

Other books at this level



alphakids