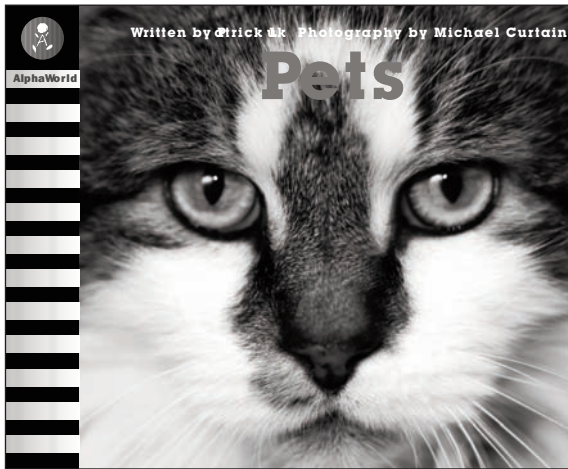


## Pets



**Topic:** Animals and people

**Curriculum link:** Living Things; Society and Environment

**Text type:** Report

**Reading level:** 4

**Word count:** 64

**High-frequency words:** my, she, is, to, a, likes, eat, he, it, this

**Vocabulary:** cat, pet, dog, bones, fish, food, horse, apples, rabbit, carrots

**Possible literacy focus:**

Using sight words to support problem solving with other words.

Reading fluently.

Inferring meaning from text and pictures.

Identifying personal pronouns.

Identifying the various spellings of the vowel digraph /ee/.

## Follow-up activities

### Thinking further

Ask the children:

*Were there any animals in the book that surprised you?*

*Why do people have pets?*

*What responsibilities do people take on when they have a pet?*

*What happens to people who do not look after their pets properly?*

Talk to the children about the role of animal welfare groups. You may like to ask the local vet to be a guest speaker to answer any further questions the children might have.

Have the children write and draw about what people must do to be good pet owners.

### What have we learned?

Invite children to write and draw to show what they know about keeping pets after reading the book. Have the children report back to the group.

Use a chart to record the children's responses.

Discuss ways that reading books can help you to learn about the world.

### Building words

Provide magnetic letters and boards. Have the children form the word 'pet' with the letters. Ask: *How many letters did you use? Which letters did you use? Which letter came first? Which letter came last?*

Have the children use analogy to form other words and list them on a chart: bet, get, let, met, net, set, wet, yet.

Have the children say the word after they have made it.

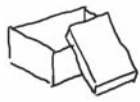
What do we know about pets now?	What else do we want to find out now?

List any questions about pets that the children still have. Discuss ways they could go about finding answers to these questions.

# Make a pet house

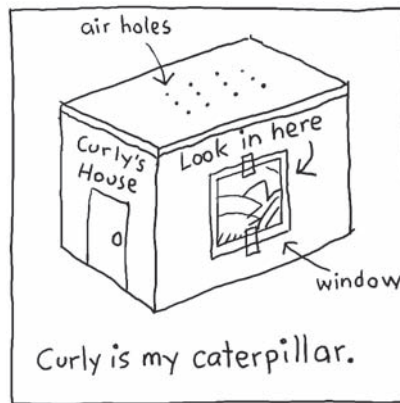


You will need:



boxes cardboard sticky tape scissors string textas glue

1. Choose a pet.
2. Make a home.
3. Write labels.



# Pet matching game



You will need:



pencils



small cards

1. Make a set of cards. On one card draw a pet.
2. On another card draw the food that this pet eats.
3. Make some more cards of pets and pet food.

To play the game

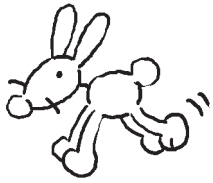
1. Place the cards face down.
2. Take turns to pick up two cards. If they match, keep them and have another turn. If they don't match, put them back and it is the next person's turn.
3. The winner is the person who has the most pairs.

Name \_\_\_\_\_

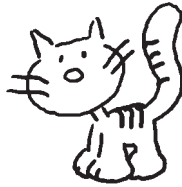
# Make a book

Make a book about a pet animal.

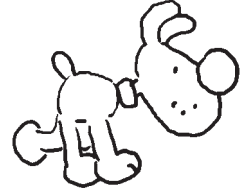
rabbit



cat



dog



horse



cat food



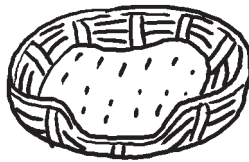
bone



fish bowl



cat basket



kennel



fish food



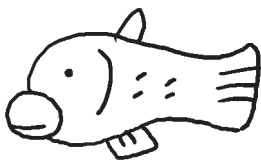
paddock



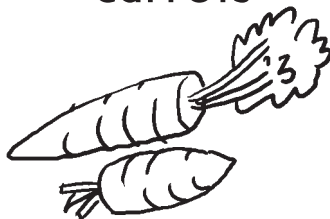
apple



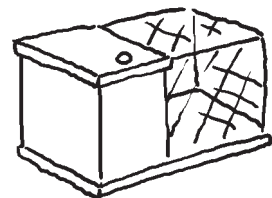
fish



carrots



hutch

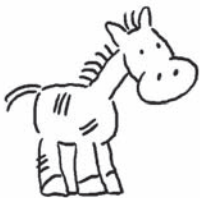
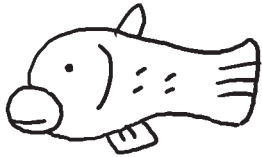
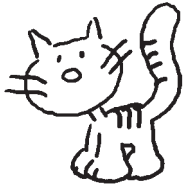
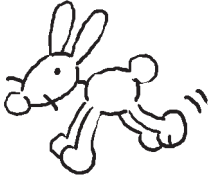


**Instructions** Ask children to use the words in the word bank to make a book about a pet or a group of pets.

Name \_\_\_\_\_

# Hearing sounds

Draw.



**Instructions** To develop their phonemic awareness have the children draw three things that start with the same sound as each of the pictured things.