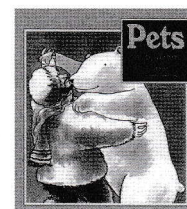


# Pets

by Joy Watson

illustrated by Gavin Bishop



## Book Summary

The narrator can't understand why people laugh at the pet giraffe when so many of the neighbours have pets that are just as wacky.

## Features of the Book

- The regular rhythm.
- The use of rhyme on every page.
- The similarities between the pets and their owners.
- The humour in the illustrations.
- The convention of beginning each line with a capital letter.
- The use of boxes to define the text.
- The double "oo" vowel – "pool" and "door".
- The repeated "wh" blend – "why", "what", "when", and "white".
- The blends – "sh", "ch", "sn", "th", and "st".

## Purpose

*Pets* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** identifying the plot and characters within the story;
- S** developing effective strategies for reading unknown words within a story;
- S** discussing the organisational structure of the text;
- S** writing using capital letters for the beginning of sentences and the names of people and places.

## Introducing the text

Discuss family pets. Let the children describe their pets and tell the group about any funny things their pets have done.

– *Do you know of any unusual pets?*

Look at the cover together and read the title.

– *Do you think the animal on the cover is a pet? Would it really be a safe pet to own?*

## Reading the text

- S** Identifying the plot and characters within the story.
- S** Developing effective strategies for reading unknown words within a story.
- S** Discussing the organisational structure of the text.

Title page – Read the title and the names of the author and illustrator.

Page 2

– *What is going on in this illustration? Why are the people laughing?*

Establish the rhyming pattern on each page.

Reinforce the names of the characters in your questions to help the children predict the rhymes.

Pages 5 and 7 – Clarify the meaning of "tame" and "galore".

Pages 10 and 11 – There are a lot of unusual pets.

– *Why do people laugh at the giraffe?*

Page 12

– *Now do you know?*

The children now read the book independently.


## Revisiting the text

Look at the double "oo" vowel. Find two examples in the story. Say the words together.

Listen to the difference in the "oo" sound between the two words.

– *Can the children add further examples of words with both sounds? (school, fool, tool or floor; door)*

## Following Up

- S** Writing using capital letters for the beginning of sentences and the names of people and places.
-  Rewrite pages 3 to 8 to give each human character a new pet. The new sentences don't have to rhyme. Use capital letters for the beginnings of sentences and the names of the characters.

**B** Complete the blackline master opposite.