



Just the Job

Book Band Turquoise B
RR Level 18
Genre Fantasy fiction
Length 24pp (450 words)
Letters and Sounds Phase 6

Year 2, terms 1–2
Phonics Bug Up to Unit 30
Interest words peculiar,
wanted, liked, walked,
unusual

Plot Summary

Pete wants a job, but unfortunately everything he tries ends in disaster. When animals start appearing on his doorstep looking for a home, Pete lets them in. Before long Pete's house is full of weird and wonderful creatures. Pete has so many animals he is able to open a Pet Shop. Just the job for Pete!

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18 LIT 1–14a (CfE) RS8 (W) R8 (NI)	Reading Understand [...] books that they can already read [...] by: making inferences on [...] what is being said and done.	Y2 t2, Making Inferences Demonstrate understanding of simple cause and effect [...] where the link between cause and effect is strongly implied.
Y2, RC, p.18 LIT 1–09a (CfE) OS12 (W) T&L 6 (NI)	Spoken Language Participate in discussion about books, poems and other works [...] taking turns and listening to what others say.	Y2 t3, Personal Response and Evaluation of Text With support, use empathy to help them understand characters and their motivation.
Y2, WC, p.21 ENG 1–31a (CfE) WS9 (W) W3 (NI)	Writing Develop positive attitudes [...] and stamina [...] by: writing for different purposes.	Y2, Text Structure and Purpose The child's writing shows some features appropriate to the purpose, across a wider range of texts.



Key
CfE = The Curriculum for Excellence (2009)
NI = Northern Ireland Primary Curriculum Foundation Stage (2007)
RC = Reading – comprehension, National Curriculum in England (2013)

W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)
WVGP = Writing – vocabulary, grammar and punctuation, National Curriculum in England (2013)

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<http://mybugclub.pearson.com>



Session 1: Reading

Before Reading

Phonics for Reading

(Blend together the syllables of longer words to aid their reading)

Write the word 'pterodactyl' on the board. Ask the children how they would tackle a tricky word like this. Start by splitting it into syllables (pter/o/dac/tyl). Explain that sounding out doesn't really help with the first syllable because of the silent 'p', but you can read the three other syllables by sounding out. Do this together, and then return to the first syllable (which children will probably now be able to work out!).

Walkthrough



Explore the front and back covers of the book. Encourage the children to make predictions about the story:

- Can you find Pete in the cover picture? What kind of person do you think he is?
- What kind of job do you think Pete will find?
- What kind of job would you like to do, and why?

During Reading

While the children read, ask them to think about the main question.

Main question: **Why do the animals like Pete? How does he help them? (Y2 t2, Making Inferences)**

Additional prompts to help you sample the children's reading:

Page 5: Why is Pete feeling sad?

Page 7: What do you think will happen to Pete next?

- Page 9: Why do the stray animals like Pete?
- Page 14: Why did Pete find it difficult to open the door?
- Page 15: What does Mopsy want Pete to do?
- Page 17: What does Pete do to help the Griffin?
- Page 24: Do you think 'Pete's Peculiar Pet Shop' is a good name for the pet shop? Why?

After Reading

Discuss the main question with the group. Ask the children to locate evidence in the text and pictures that shows that the animals like Pete (e.g. the slugs follow him home; animals turn up on his doorstep looking for a home; the Griffin says, 'I like it here. This will be my new home.'). Talk about the different ways that Pete helps the animals (e.g. he lets the stray animals ride on the bus to keep warm; he nurses the poorly griffin back to health) Ask: Do any of the animals help Pete? What do they do? Do the children think that running a pet shop will be a good job for Pete? Why?

Quick Finishers

Do you think Pete will want to keep any of the animals as his own pet? Which ones would you keep if you were Pete?

Why does Pete lose the two jobs he does before he buys the pet shop? Do you think it was fair that he lost these jobs?



Session 2: Spoken Language & Writing

Phonics for Writing

Look at pages 2 and 3, and ask the children to find two verbs ending in 'ed' (*wanted* and *liked*). Write the words: want/ed, lik/ed. Ask: How do you turn 'want' into 'wanted'? (Just add 'ed' after 'want'.) How do you turn 'like' into 'liked'? (Take off the 'e' in 'liked' before you add the 'ed'.) Find more verbs with a split-vowel digraph (e.g. 'race', 'care', 'stare', etc.) Practise adding 'ed' to these. (NB: The children may find irregular verbs, e.g. 'take' or 'make' – if so, discuss how these are exceptions to the rule.)

Spoken Language

Ask the children to form pairs and look through the book to find one of the animals that turn up at Pete's house looking for a home. Ask one of them to be Pete, and the other to be the animal, and role-play, with actions, a conversation between the two. **(Y2 t3, Personal Response and Evaluation of Text)**

Writing

Tell the children to pretend they are one of the animals that comes to Pete's house. Ask them to write a letter from the animal to Pete, asking to be allowed to live with him. You can use the PCM to structure this activity.

(Y2, Text Structure and Purpose)

Making Links

In circle time, ask the children to describe what job they would like to have when they are older and to explain why they think it would be 'Just the Job' for them.