



This is my Pet

Book Band Yellow B

RR Level 7

Text Type Report

Length 16pp (128 words)

Letters and Sounds Phase 4

Year 1, term 1

Phonics Bug Up to Unit 12

High-frequency words like,
have, little

Summary

This book describes some of the unusual pets that children have. On each page, useful information is given about a particular pet followed by its correct name.

Text features

- contents page
- photographs
- picture index
- headings
- speech bubbles

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p.11 ENG 1–17a (CfE) WS6 (W) R10 (NI)	Reading Understand [...] books [...] by: [...] what they already know or background information and vocabulary [...]	Y1 t1, Literal Comprehension Answer questions about information on a selected page.
Y1, RC, p.11 LIT 1–02a (CfE) OS6 (W) T&L 4.11 (NI)	Spoken Language Develop [...] vocabulary and understanding by: [linking] what they read [...] to their own experiences	Y1 t1, Range of Texts Understand that some books are stories and other books contain facts about the world (non-fiction).
Y1, WC, p.14 LIT 1–22a (CfE) WS6 (W) W6 (NI)	Writing Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Y1, Grammar and Punctuation for Accuracy Uses some end-of-sentence punctuation appropriately.

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

RC = Reading – comprehension, National Curriculum in England (2013)

WC = Writing – composition, National Curriculum in England (2013)

W = Foundation Phase Framework for children's learning for 3 to
7-year-olds in Wales (2008)



PCM

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Session 1: Reading

Before Reading

Phonics for Reading

Write the following words from the book on the board or flipchart: *stick, insect, short, long, hard, swim, land*. Set a timer for one minute, and explain that you want the children to read as many of the words as possible before the timer goes off. Ask a child to sound-talk the first word (e.g. *s-t-i-ck*) and then blend the word to read it. Repeat with the other words and other children, until the time runs out.

Walkthrough



Talk about the front cover and Contents page. Encourage predictions.

- Discuss the use of the word *Odd* on the Contents list and ask the children to give some examples of pets that are a little out of the ordinary.
- Encourage the children to use the information on the front and back covers and Contents page to find out about the book.

During Reading

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

Main question: **What do all the pets in the book have in common?**
(Y1 t1, Literal Comprehension)

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

Page 5: Do you think a stick insect would be an interesting pet? Why, or why not?

- Page 7: Find out two things about how the mini donkey looks. (The donkey has big ears and he is little.)
- Page 11: What does the mini turtle like to do? (She likes to swim.)
- Page 13: Check that the children can use their decoding skills to read the word *tarantula*.
- Page 16: Which do you think is the oddest pet?

After Reading

Discuss the main question as a group. Draw attention to the fact that all of the pets are unusual or odd – though some are odder than others! Have a vote to find out which pet the children think is the oddest, the most interesting or the most fun.

Refer to the Contents page to help the children remember what they have found out about the odd pets. Ask the children to work in pairs, with one child reading the description of a pet (without reading its name) and the other guessing the pet's name. Ask the children to report back to the group.

Quick Finishers

- What does the tarantula have for dinner?
- What can the walking fish do on land?
- If you could choose one of these pets, which would it be and why?



Session 2: Spoken Language & Writing

Phonics for Writing

Give each pair of children two short lists of words with adjacent consonants (e.g. 'stick', 'swim', 'flap'; and 'long', 'insect', 'slip'). One of the pair should read the words on one of their lists out loud while the other sound-talks the words and writes them down. Then the pairs swap roles to read and write the words on the other list.

Spoken Language

Ask the children to talk about their own pets, or others that they might know well, and to give short descriptions of what they look like and how they behave. Before this session, ask them to bring in photographs of their pets. Discuss well-known stories that have animals as characters and ask the children to talk about their favourite animal characters. Ensure that all of the children are given the opportunity to contribute their ideas.

(Y1 t1, Range of Texts)

Writing

Using the PCM, the children can follow a simple model, based on a stick insect, to write a sentence about the mini donkey.

(Y1, Grammar and Punctuation for Accuracy)

Making Links

Ask the children to draw a picture of their pet(s), using photographs to help.