



**Teacher Edition**

**AlphaWorld**

**Written by Patrick Luk Photography by Michael Curtain**

# **Pets**



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# How to use this book

## Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from 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. 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. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



## After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on 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.



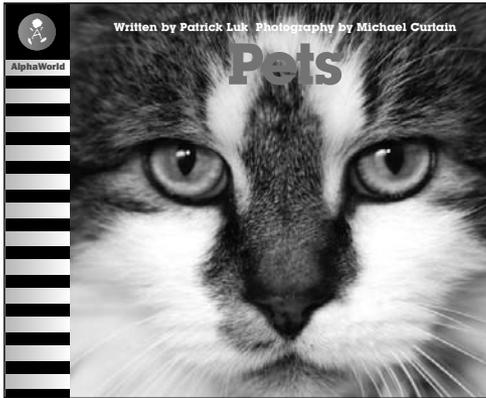
## Setting the context

Ask: Does anyone have a pet? What is it?  
How do you look after it? Why do people  
have pets?

## Introducing the book

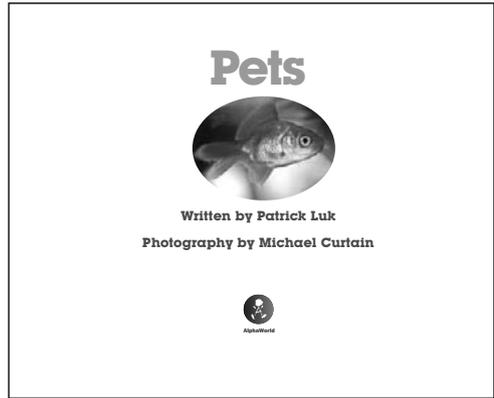
This book is called 'Pets'. It is about the  
different pets some children have. In the  
book they tell us what their pet is and  
what their pet likes to eat.

Listen to the word 'eat'. How many  
sounds can you hear? We hear /ee/t/.  
Look at the spelling of 'eat'. Two letters  
make one sound.



## Front cover

Does anyone have this animal for a pet?  
What does it eat?  
How do you look after it?  
Read the title together.



## Title page

This is the title page. It tells us the title of  
the book.  
Read the title together.



## **Talkthrough**

*This girl has a pet rabbit.*

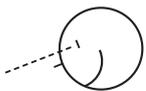
*She tells us that he likes to eat carrots.*

Point out that the girl also uses the word 'he' to refer to her rabbit.

This is my pet rabbit.  
He likes to eat  
carrots.



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## Observe and support

Does the child understand what they are reading at the literal level? Can they show where they got this information from?

*What does the girl's pet rabbit like to eat?*

*Where does it say that in the book?*



### **Talkthrough**

Let children know that in this book similar information is presented about each pet, but not in the same order.

They need to pay attention to the words as they read.

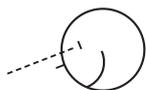
*What is the next pet? Can you find her food on the page? What is it?*

*What does the boy say about his pet cat?*

This is my cat.  
She is my pet.  
She likes to eat  
cat food.



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## Observe and support

Does the child use their knowledge of sight words to support reading other words?

*Can you read the words you know? "This is my \_\_\_\_\_."*

*What could the next word be? What would make sense?*

*What would look right?*



## **Talkthrough**

*What does this girl's pet dog like to eat? If you were looking for the word 'bones' on the page, what would you expect to see?*

*Can you see the word 'he'?*

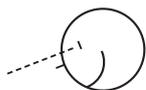
*Who do you think 'he' is?*

My pet is a dog.

He likes to eat bones.



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## Observe and support

Does the child use picture cues and do they check the first letter of an unknown word to support their problem solving? After a successful reading:

*How did you know to read 'bones'?*

*What did you look at?*

Does the child know that 'he' refers to the dog?



## **Talkthrough**

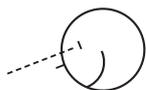
*This boy is feeding his pet. What is he feeding it?  
Can you see the name of the food on the container?  
Can you see these words anywhere else on the page?  
Can you see another word on the page that is used to  
identify the fish?*

This fish is my pet.

It likes to eat  
fish food.



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## Observe and support

Does the child read the text fluently?

If the child is not reading fluently, model fluent reading several times.

*Can you hear how it sounds when I read it?*

*Can you read it with me? Now read it by yourself.*

Does the child know that 'it' refers to the fish?



## **Talkthrough**

*What is this girl feeding her pet?*

*What part of the page helped you to work this out?*

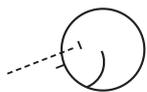
*What other word does the girl use to identify her horse?*

*Which word tells you that it is the horse that likes to eat apples?*

This is my horse.  
She likes to eat  
apples.



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### **Observe and support**

Does the child infer meaning from the text?  
*Does the horse only eat apples? What else might it eat?*  
*How do you know?*



## **Talkthrough**

*This page shows us all the pets in the book. It is the conclusion of the book. It tells us that these animals are pets and that they like to eat food.*

**These are our pets.**

**Our pets like to eat food.**



## **Comprehension check**

*What does the book say the rabbit likes to eat?*

*What other animals can be pets?*

*What else do pet owners need to do to look after their pets?*

## Responding to text

 Using the information gained from the text and the children's own knowledge fill in a class data chart.

Type of pet	Food	What do they need?

 Children could write sentences using personal pronouns: it, he, you, she.

 Children could use analogy and rime to build words from those in the text, e.g. pet – get, wet, yet, net; eat – beat, feat, heat, meat, neat, seat.

**For further literacy activities** see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

## Assessment

Can the child:

- understand literal and inferential meanings in the text?
- use their knowledge of sight words to help them work out unknown words?

- read the text fluently?
- monitor their own reading?

# 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

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## Possible literacy focus

Using sight words to support problem solving with other words.

Reading fluently.

Inferring meaning from text and pictures.

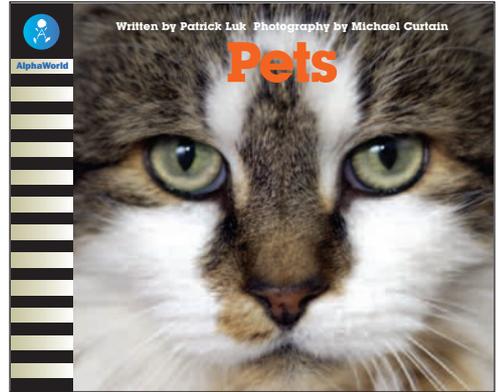
Identifying personal pronouns.

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

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## Summary

This book is a report about different pets and what they eat. It shows how the needs of the pets differ, and how their owners must cater for these needs.



**AlphaWorld**



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