

# PET DAY

by Joy Allcock

## Emergent Level 2

Teacher guide by Joy Allcock

### Phonemic Awareness

#### 1. Rhyming

A number of one-syllable words in Pet Day can be used to generate rhyme. Choose any of those from the following list and ask students to think of words that rhyme with each one.

<i>bring</i>	fling, king, ring, sing, thing, wing
<i>my</i>	by, die, fly, guy, high, lie, pie, sigh, sty, sly, shy, sky, tie, why, thigh
<i>dog</i>	cog, fog, hog, jog, log
<i>cat</i>	bat, fat, hat, mat, pat, rat, sat, scat, slat, that, chat, vat
<i>hen</i>	Ben, den, Glen, men, pen, ten, when, then
<i>pig</i>	big, dig, fig, jig, rig, sprig, wig
<i>we'll</i>	deal, feel, heel, keel, meal, kneel, peel, reel, seal, steal, teal, veal, she'll
<i>all</i>	ball, call, fall, hall, mall, Paul, stall, small, tall, wall, shawl
<i>pet</i>	bet, debt, get, jet, let, met, net, set, vet, wet, yet
<i>day</i>	bay, Kay, Fay, gay, hay, lay, may, neigh, pay, ray, say, stay, sway, way, they

#### 2. Hearing sounds in words

Focus on words that start with the same sound. Give students a word and ask them to see how many words they can think of that start with the same sound.

##### For example:

What sound does *cat* start with (a 'k' sound)? What other words can you think of that start with 'k' (*kite, king, keep, kind* etc.)?

'd' as in *dog*

'p' as in *pet*

'r' as in *rat*

'h' as in *hen*

### Phonics

#### NOTE

In Pet Day the aim of the phonics instruction is for students to discover that the sounds that make up words can be written down using letters of the alphabet. When each letter (from left to right in the word) is turned into a sound and the sounds are blended together, students will hear the pronunciation of the word and know what it "says".

The picture that relates to the content word on each page is hidden under a flap so that students cannot use the picture to guess the word. Students are learning to turn letters into sounds and sounds into words. They are learning that the letters in a word will give them the information they need to pronounce it.

Each content word in this book can be decoded one letter—one sound. If students need to learn the principle of decoding one letter at a time, you can use Pet Day to teach this.

**For example:**

*I'll bring my*

If students have not met these three high-frequency words before and cannot read them as sight words, read them out. When you reach the content word *cat*, say, “The **c** sounds like ‘k’, the **a** sounds like ‘a’ and the **t** sounds like ‘t’ – ‘c’ ‘a’ ‘t’. If we squash these sounds together, what word do we get? *Cat!* Do you think we are right? Let’s lift the flap and see if we are. Yes, there is the cat.”

Repeat this strategy with as many content words in Pet Day as you choose.

If you are using the Talking Pen, touch each letter in the content words, drag it slowly across the letters in the content words (*cat, dog, pig, rat, ant*) to hear each sound pronounced separately.

## Vocabulary Development

Use the words for animals in the book as a springboard for discussion that builds vocabulary knowledge and background knowledge.

What words would you use to describe a cat? A dog?

Where do pigs live? What do they look like? What do they eat?

Describe a hen. Why do people keep hens? What do hens look like? Feel like? What sort of noise do they make?

Do any of you have a rat for a pet? What do rats look like? What do they eat? What do they feel like?

Where would you keep a pet rat?

What other pets do people have? Describe them – what they eat, where they live, the noises they make, what they feel like.

What are the important things we need to remember when we have pets to look after?

What is the same about a cat and a dog? What is different about them?

What is the difference between a mouse and a rat?

## Comprehension

### 1. Before reading

Introduce the book by discussing the front picture and the title. Ask, “What do you expect this book to be about?”

Then read the synopsis on the back out loud. Ask, “Why would children be bringing their pets to school? Have any of you taken a pet to school for pet day? Can you take all kinds of pets to school? What about a horse?”

### 2. After reading

Ask questions such as the following to establish and build on understanding.

Could there be any problems if the children took all these pets to school at the same time?

What would the children have to do to keep their pets safe?

Do you have a pet? How would you bring it to school for pet day?

## Fluency

### 1. Lift the flap

Make up some pages with a fold for a flap. On the visible side of each page place the words *I'll bring my*. You could either word process these words and print them out on each page before folding or ask students to copy them onto their own folded page if they are able to.

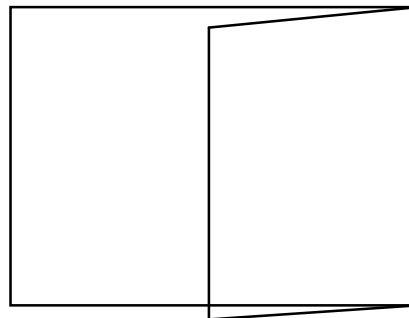
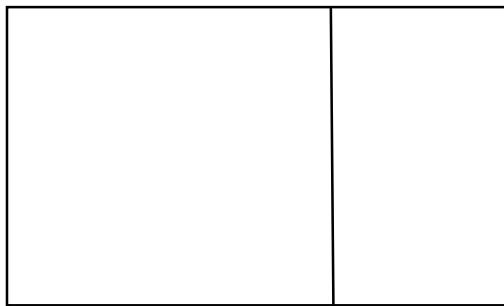
Students draw their pet (or a pet they would like) under the flap. Each student in turn then shows their page, with the picture of the pet hidden under the flap, and gives the class some clues about it. Everyone tries to guess what the pet is.

#### For example:

My pet is big. You can ride it.

My pet is small and furry. It has a long tail. It meows.

When each pet has been “guessed”, help the students write the word for their pet in the sentence under the flap. You could staple or spiral-bind these pages together to make a class book about Our Pet Day.



### 2. Word cards

#### High-frequency words and content words

Photocopy the content words and high-frequency words onto cardboard and cut them up.

Students could read them as an independent activity in pairs or in groups. One option is for one student to hold up the card and the other student(s) to read the words. Alternatively “deal” out that cards to students in the group. Each student places their words face down. In turn, students turn over one card and have a try at reading it. If the student can’t read their word, someone else in the group has a try at it.

Make duplicate or triplicate sets of the words for students to sort into matching piles.

I'll	bring	my
we'll	all	our
it's	day	

cat	dog	pig
rat	ant	hen
pet		

## Reading Running Record

Name..... Text Title **Pet Day**  
 Age..... Level **2**  
 Date..... Seen / Unseen (circle)

Recorder:.....

**Analysis:**

Error rate 1:.....Accuracy.....(%) Self-correction rate 1:.....

Level (circle)      Easy      Instructional Difficult

**Analysis:**

Information Used (Meaning **M**) (Structure/Syntax **S**) (Visual **V**)

When decoding successfully

When decoding an unknown word

When attempting self-correction

Pg	Title <b>Pet Day</b>	E	SC	E MSV	SC MSV
2	I'll bring my cat.				
3	I'll bring my dog.				
4	I'll bring my pig.				
5					

	I'll bring my hen.				
6	I'll bring my rat.				
7	I'll bring my ant.				
8	We'll all bring our pets.				
	It's Pet Day!				
	Running word count: 34 (including title)				