

Can We Get a New Pet?

Name

Date

Student Response

My score for this book is/10.

It was a book.

1. Can I get a pet?

Mum and I went to the p..... shop.

“Can I g..... a pet?” I said.

I looked at the c..... .



“No,” said Mum.

I looked at the d..... .

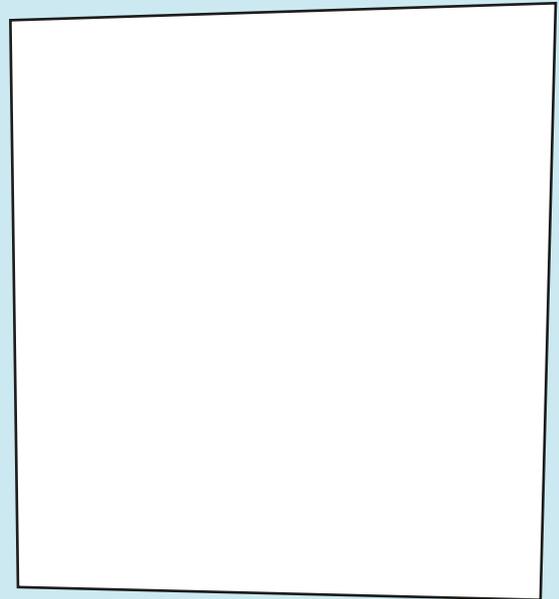
“No,” s..... Mum.

I l..... at the goldfish.

“Yes,” said Mum.



2. Draw your pet.



3. Read, cover, spell!

Read	Cover	Spell
can	can
get	get
look	look
looked	looked
cat	cat
dog	dog
said	said
we	we
went	went



You've finished!
What will you read next?

Teaching Unit

Can We Get a New Pet?

Level 6 Fiction – Narrative

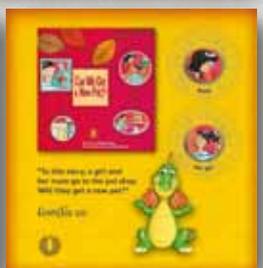
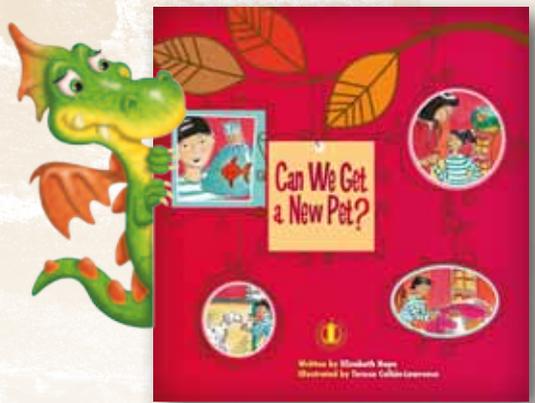
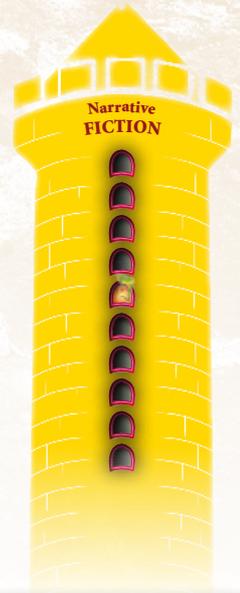
Curriculum Topics: English; Biological Sciences.

Book Synopsis: A narrative set in a pet shop follows a girl trying to convince her mother that she needs a new pet.

Non-High Frequency Words: All words are decodable and supported by clear images.

High Frequency Words: *Can We Get a New Pet?* has a very high percentage of high frequency words and a high percentage of repeated text.

Comprehension: The Teaching Unit's focus is on seven areas of comprehension – connection, inference, importance, questioning, summarising, synthesis and visual. We advise teachers to tailor literal comprehension questions for each group.



Inside Front Cover: Glossary

Title Page: Story Introduction

Page 2

Narrative – Orientation

Introduce the characters, place and purpose.

Language Features

Adjective and noun: new pet

Punctuation: speech and question marks

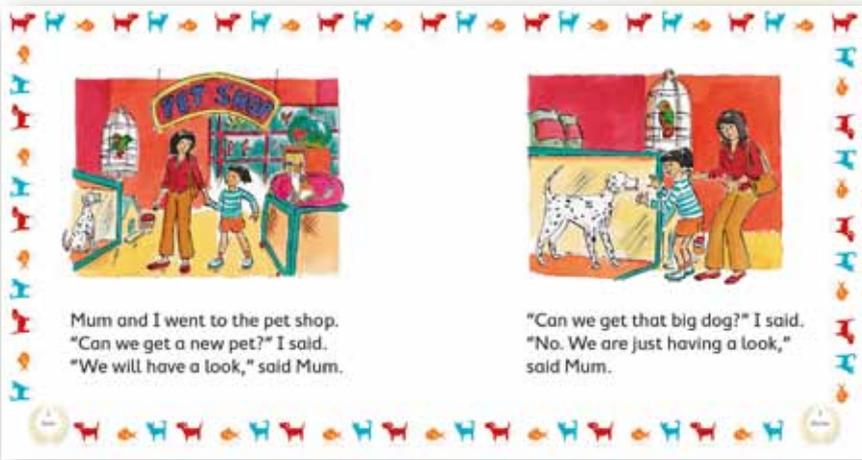
Word starting with "w": went, we, will

Comprehension – Inference, Visual

Imagine the dog could talk. What might the dog say to convince the girl that she should choose him as her pet?

English, Geography and Arts Activity

Discuss the layout and the sign for the pet shop. Students design a sign for the pet shop, e.g. "Pets for Good Homes".



Page 3

Narrative – Event

The girl begins by asking for a big dog.

Language Features

Adjective and noun: big dog

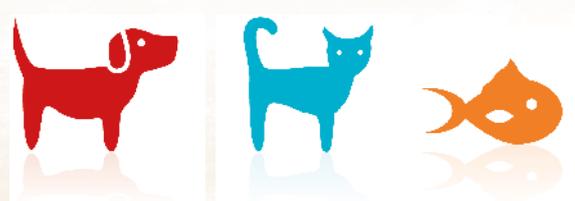
Revise punctuation: speech and question marks

Comprehension – Importance, Connection, Question

What is another question the girl could have asked Mum? If you were the girl which animal would you have asked for? Why?

English, Arts and Health and Safety Activity

Students choose to make a sign for the dog enclosure or a sign asking people to behave quietly around the animals.



Pages 4 and 5

Narrative – Event and Complication

The girl persists by asking for a cat.

Mum's answer is still, "No."

Language Features

Adjective and noun: cute cat

Word family: look, looked, looking

Words starting with "m": Mum, maybe

Comprehension – Inference, Synthesis

Why do you think Mum is changing her mind?

What may have been Mum's concerns about getting a cat? Do you agree?

English and Arts Activity

Students design a colourful and soft-looking bed for a cat.





The narrative continues, and the girl has found a more suitable pet. That's great!

Pages 6 and 7

Narrative – Event

The girl finds a pet Mum might agree to.

Language Features

Adjective and noun: good pet)

Revise word family: look, looked

Words starting with “g”: good, goldfish

Comprehension – Connection, Importance

Have you been in a similar situation? Why did

Mum agree that a goldfish was a good pet?

What important point did Mum say to the girl?

English, Arts and Mathematics Activity

Students draw each of the four animals (on page 2) from smallest to largest. Write adjective and noun captions, e .g. a big dog.



"Can we get that goldfish?" I said.
"It would make a good pet."
Mum looked at the goldfish.

"Yes, a goldfish would make
a good pet," said Mum.
"But you will have to look after it."

The narrative ends. The girl is thankful that her mother has changed her mind and I'm sure she will look after her goldfish.

Page 8

Narrative – Resolution and Coda

The girl acknowledges that Mum only wanted to have a look.

The girl thanks her mother for allowing her to have a pet goldfish.

Language Features

Punctuation: exclamation marks, commas

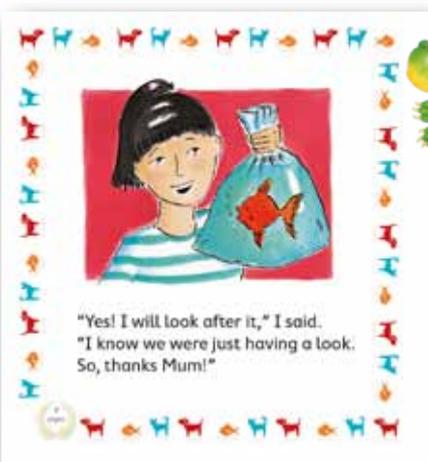
Revise words starting with “w”: we, will and new word “were”

Comprehension – Summarise, Importance

Imagine you had to tell another reading group in your class about the important events in the story. What would you say?

English, Biological Sciences and Arts Activity

Students draw three goldfish in an aquarium. Write two captions, e.g. “Do not put goldfish in a bowl.”; “Goldfish like other goldfish in an aquarium.”



"Yes! I will look after it," I said.
"I know we were just having a look.
So, thanks Mum!"



SCIENCE Goldfish

Goldfish were first bred in China over 2 000 years ago. They lay eggs which adhere to water plants, and hatch within a few days. Goldfish come in many colours. Their teeth are in their throat which helps them break up food.

Student Activity Group Activity

Student activity sheet
(free download/PDF)

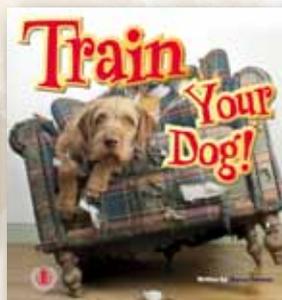


Chart: “Our Pet Shop”

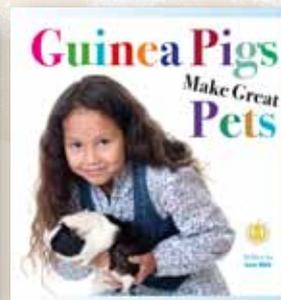
Students draw either a small, medium or large animal. Or, they draw an animal from a certain environment, e.g. land, water or air.



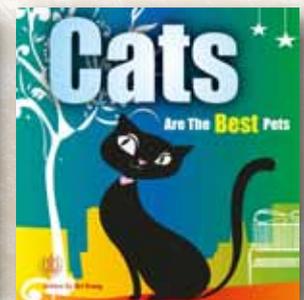
Check out these other books for projects on pets.



Train Your Dog
Level 4: Non-fiction,
Exposition



Guinea Pigs Make Great Pets
Level 6: Non-fiction,
Exposition



Cats are the Best Pets
Level 16: Non-fiction,
Persuasive



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