

Pets

Pets

I think every boy and girl should have a pet.

You don't have to have a big pet, like a horse or an elephant.

They could cost a lot of money to feed.

You can have small pets that don't eat much, like mice, fish or birds.

Or you could have a pet like a sheep.

They just eat grass and grass is free.

And, if you had a sheep, you wouldn't even have to cut the lawn!

A chicken is a good pet, too, and it could eat your leftover food scraps.

When boys and girls have a pet, they have to look after it.

It is good for children to learn to look after their pets.

They have to remember to give them food and water and not just go off and play.

Pets teach children to be kind and gentle.

Pets can be very friendly and loving if you are kind to them.

Pets can be your friends and it is good to have lots of friends.

I'm sure you will agree that everyone should have a pet.



With your class

Talk about pets.

- What pets do you have?
- What are some things pets do?
- What pet would you most like to have?
- Why is this pet so special?
- How do you look after pets?
- Why is it important to look after pets?
- Do you think that all children should have pets?



Draw the pet you would most like to have.

A large, empty rectangular box with rounded corners, intended for drawing a pet.

With a partner

Tell your partner about the pet in your picture.

Listen to your partner tell you about the pet in his or her picture.

TITLE:

1. Write the name of the exposition.

PURPOSE:

2. What does the writer want to happen? _____

ARGUMENTS:

3. Why does the writer think children should have pets?

CONCLUSION:

4. All children should _____

_____.

Read

1. Colour **yes** or **no**.

(a) Horses don't eat much.

yes

no

(b) Children can look after pets.

yes

no

(c) Pets can be loving.

yes

no

(d) Sheep cost a lot to feed.

yes

no

(e) Pets need food and water.

yes

no

(f) No children should have pets.

yes

no

Read and think

1. Not many people keep elephants as pets because _____

_____.

2. Some people would like sheep as pets because

_____.

3. Some mums and dads won't let their children have big pets because

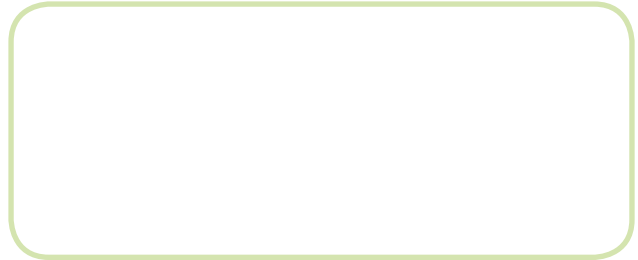
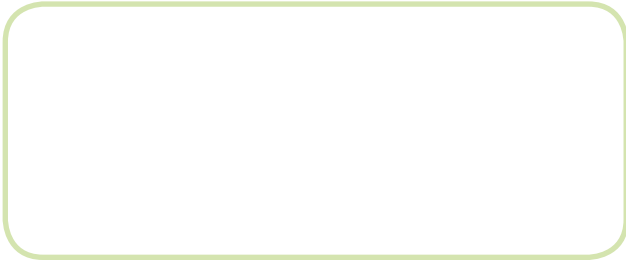
_____.

4. How can you look after a pet? _____

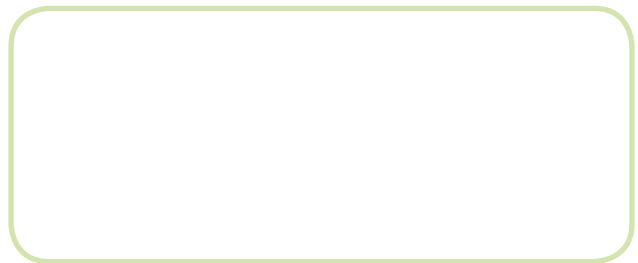
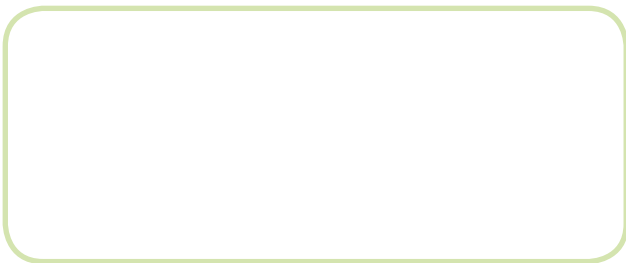
_____.

Think

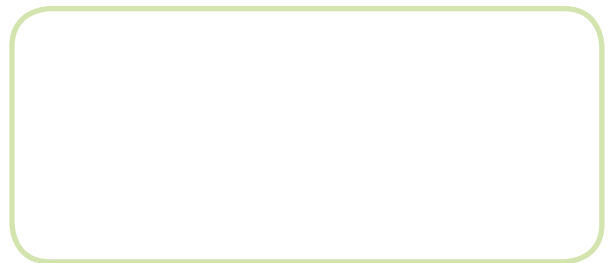
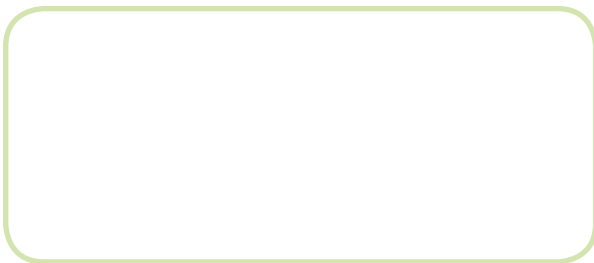
1. Draw two pets you like that would not cost a lot to feed.



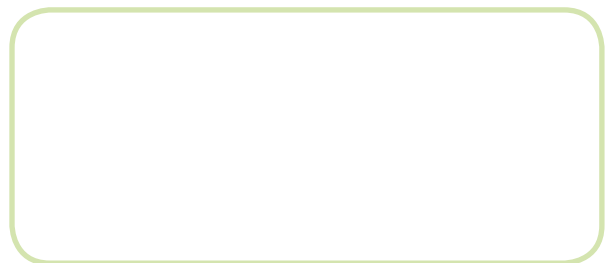
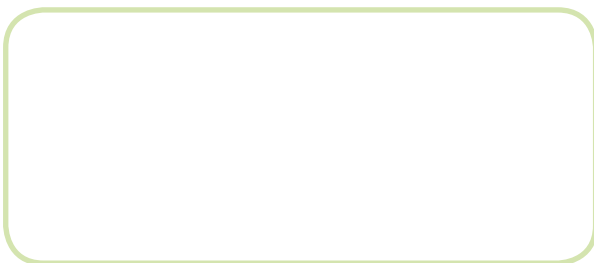
2. Draw two pets you like that would eat a lot.



3. (a) Draw two pets you think would make a lot of noise.



- (b) Draw two very quiet pets.



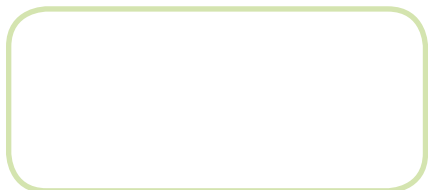
4. (a) A pet I would like to cuddle is _____.

- (b) I think a _____ would be hard to cuddle because it

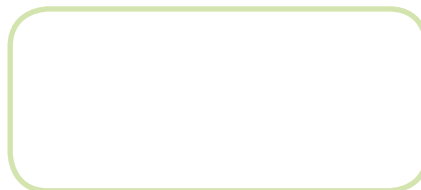
All about words

1. Unjumble these pets and draw a picture.

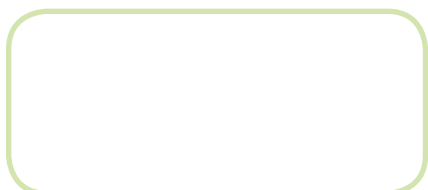
(a) o s h r e _____



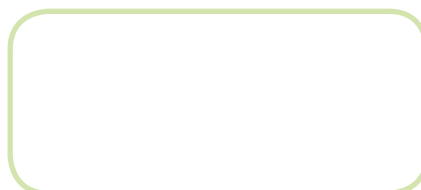
(b) t o a g _____



(c) t a c _____



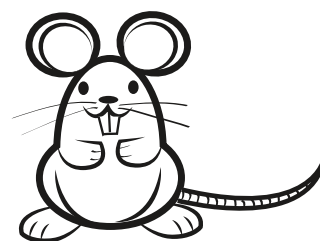
(d) s i h f _____



2. Match each pet to the food it eats.

cat •
sheep •
dog •
bird •
mice •

• grass
• milk
• seeds
• meat
• cheese



3. What am I?

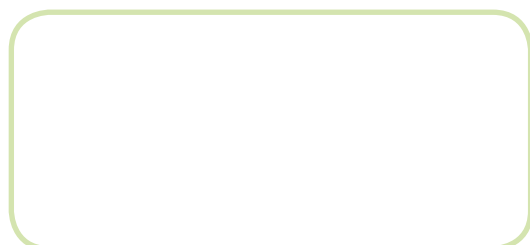
(a) I like to swim.

I don't eat much.

I am very quiet.

I am a _____.

Draw me.



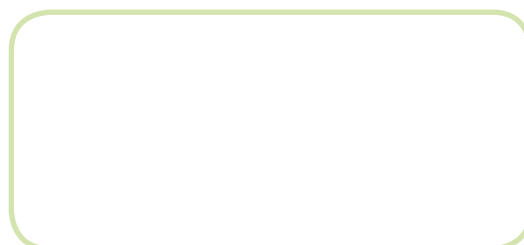
(b) I have four legs.

I like to walk.

I bark.

I am a _____.

Draw me.



ck comes after a short vowel. For example: **sack**, **peck**, **sick**, **sock**, **luck**

1. Circle the short vowel in each word.



sack



neck



lick



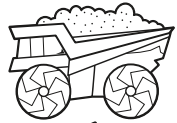
rock



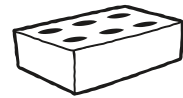
duck

2. Add **ack**, **eck**, **ick**, **ock** or **uck** to make these words.

(a) tr_____



(b) br_____



(c) s_____



(d) st_____



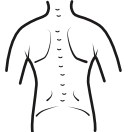
(e) n_____



(f) l_____



(g) b_____



(h) bl_____



(i) s_____



(j) p_____



3. Join the rhyming words. Look at the last three letters.

band

•

•

silk

jump

•

•

send

milk

•

•

camp

mend

•

•

sand

lamp

•

•

nest

post

•

•

gift

best

•

•

lump

lift

•

•

ghost

4. Add **st** or **nt** to make words.

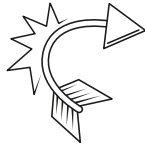
(a) ve_____



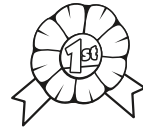
(b) ve_____



(c) be_____



(d) be_____



(e) te_____



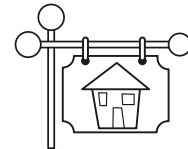
(f) te_____



(g) re_____



(h) re_____



5. Use a word from the box to finish the sentences.

sent wind stamp must help desk gift

(a) You m_____ run home.

(b) He gave me a g_____.

(c) I put a s_____ on my letter.

(d) The boy s_____ a letter to his nan.

(e) My d_____ is made of wood.

(f) The w_____ blew the leaves off the tree.

(g) Please h_____ me.



Capital letters

Every sentence begins with a capital letter. Capital letters are big letters.

1. Circle the capital letter.

- (a) M m (b) s S (c) a A (d) K k (e) L l (f) r R (g) T t

Every sentence must start with a capital letter.

2. Tick ✓ the sentence that starts with a capital letter.

- (a) I went to the park. ☐ (b) we played on the swings. ☐
 (c) there were fish in the pond. ☐ (d) a bird was in the tree. ☐

Full stops

A full stop looks like a dot. A sentence ends with a full stop.

3. Read each sentence and put a full stop at the end.

- (a) A rabbit is a good pet (b) My brother likes snakes
 (c) Children like to have a pet (d) Pets need food and water

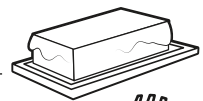
Joining words

4. Circle all the joining words.

My pet is:
 Black and white, smart and bright,
 Soft and strong, little but long,
 Cute and funny, likes jam and
 honey,
 Can run and walk, but doesn't talk.

5. Add a joining word.

- (a) bread _____
 butter



- (b) knife _____ fork



- (c) I can run _____

hop, _____

I can't skip.



1. Plan an exposition to say what you think about the idea that all children must learn how to swim.

TITLE:

My exposition is called _____.

INTRODUCTORY STATEMENT:

Do you think all children must learn to swim?

☐ **yes** ☐ **no**

I think _____

_____.

ARGUMENTS:

(Make a list starting with the strongest one.)

CONCLUSION:

What do you think should happen? _____

2. Write your exposition on a sheet of paper and draw a picture.

Check your work

After you finish writing, check these things to make your work better.

Writing

TITLE: _____

INTRODUCTORY STATEMENT:

Did you state what the topic was? ☐ **yes** ☐ **no**

Did you say what you thought about it?..... ☐ **yes** ☐ **no**

ARGUMENTS:

Did you explain your ideas clearly? ☐ **yes** ☐ **no**

Did you start with your strongest one?..... ☐ **yes** ☐ **no**

CONCLUSION:

Did you say what you thought at the end? ... ☐ **yes** ☐ **no**

Spelling

Did you check your spelling? ☐ **yes** ☐ **no**

Words

Did you think of interesting words to use? ☐ **yes** ☐ **no**

Punctuation

Did you put a capital letter at the start of every sentence? ☐ **yes** ☐ **no**

Have you used a capital letter for **I**? ☐ **yes** ☐ **no**

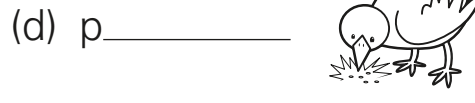
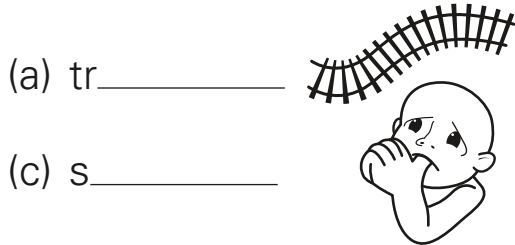
Did you remember full stops? ☐ **yes** ☐ **no**

Have you used question marks? ☐ **yes** ☐ **no**

1. Circle the short vowel in each word.



2. Add **ack**, **eck**, **ick**, **ock** or **uck** to make these words.



3. Join the rhyming words. Look at the last three letters.

stamp	•	•	stand
lend	•	•	swift
band	•	•	ramp
sift	•	•	spend
test	•	•	rest

4. Add **st** or **nt** to make words.



5. Use a word from the box to finish the sentences.

lift

gust

(a) Can you _____ that box? (b) It was a cold _____ of wind.

6. Tick ✓ the sentence that starts with a capital letter.

(a) a cat likes milk. ☐ (b) mice eat cheese. ☐ (c) Rabbits are cute. ☐

7. Use **and** or **but** to join the sentences.

(a) My pet runs _____ walks _____ it can't talk.

(b) My rabbit eats grass _____ lettuce _____ not meat.