Hi! My name is Ken. This is my pet Pete. He is such a cute pet.

Pete can stretch like a cat. He stretches in the grass. Pete can run and fetch like a dog. He fetches a big top.

I take Pete to my class. Pete bends, and I hop on. Then we go! Pete stops here and knows when to cross.
The kids in my class like Pete. They use him like a big, big slide. It’s lots of fun to ride on Pete. Pete is the best pet. He is huge and cute!

Pete is huge, but he fits in my class. Miss Rice asks, “How much are 5 cubes and 5 cubes?” Pete has his hand up! Pete knows that 5 and 5 is 10.
Before Reading

Connect Sound-Spelling: long u /ü/ spelled u_e; long e /ē/ spelled e_e

Remind children that the short-u sound is the sound that begins umbrella. Write the word cub for children and sound it out together. Then add the letter e to the end of cub to make the word cube. Underline the u_e spelling. Tell children that in cube, the letter u and the silent e work together to make the long-u sound. The long-u sound says its name /ü/ and the e is silent. Then write huge and have a volunteer circle the spelling pattern u_e in huge.

Write the name Pete. Underline the e_e spelling. Tell children that in Pete, the letter e and the silent e at the end work together to make the long-e sound. The long-e sound says its name /ē/, and the e at the end is silent. Have a volunteer circle the spelling pattern e_e in Pete.

List other words for children with the u_e and e_e spellings, and have a volunteer circle the spelling for the long vowel in each word.

Model Blending Sounds to Make Words

Model for children how to use the u_e spelling pattern to read new words. Write the letters c, u, t, e. Remind children that the long-u sound says its name /ū/, and the e is silent. Run your finger under the letters as you slowly blend together the sounds to read the word cute, /c/ /ū/ /t/.

Practice Reading Decodable Words

For practice, write the following words for children to read:

here cube huge cute Steve these use Pete tube

• Ask children to find the two words that rhyme.
• Have children read the word huge and say the sound that the letter g makes.
• Ask children to read the words that are names.

Introduce the High-Frequency Words: my, knows

Write this sentence with the high-frequency words my and knows.

My mom knows a nice game.

Read aloud the sentence.

• Ask children to find and circle the high-frequency word my. Have children listen for the beginning sound in my. Elicit that the letter m makes the beginning sound in the word my. Say the word slowly and have children say it after you. Have children read and spell the word my.
• Ask children to find and circle the high-frequency word knows. Point out that the letters kn make one sound, the /n/ sound because the k is silent. Write the word for children to take turns tracing with a finger. Have children read and spell knows.
• Help children write the words my and knows.

First Reading

• Read the title and have children repeat it.
• Read aloud the story modeling how it should be read, echo-read it, or have children whisper-read on their own.
• Invite children to take turns reading to a partner.
• Listen to children read and give help as needed.
Second Reading

- Ask a volunteer to read the title.
- Have children whisper-read on their own, this time with intonation.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.

After Reading

Discuss the Story
After children read, talk about what the children in the story are doing. Use the following questions to monitor comprehension.

- **What is the name of Ken’s dinosaur pet?** Words and Phrases in Context
- **In what way is Pete like a cat? In what way is Pete like a dog?** Compare and Contrast
- **When Ken and Pete are at school, what do the kids use for adding?** Words and Phrases in Context
- **What clues in these pictures tell you that this story is a fantasy?** Genre: Fantasy
- **Retell the story in your own words.** Retell

Extend the Discussion
Share and discuss these questions. Encourage children to support their thinking with ideas from the text.

- **How do the illustrations help you understand just how unusual a pet Pete is?**
- **Why do you think Pete is so likable?**
- **Why might having a dinosaur for a pet be lots of fun?**

Write From Dictation
Have children write this sentence. Children may illustrate the sentence as well. You may want to model the writing.

Pete is huge and cute.

Write About Reading
Have children choose one or both of the following options:

- **Draw and write about what Pete might do next at school.** (Narrative)
- **Draw and write about your favorite part of this story.** (Opinion)