






Animals may not be able to talk, but they have their own special ways of communicating with us. For example, did you know that:

-  dogs often lick their lips when they're hungry
-  a happy rabbit clicks its teeth
-  cats can understand around 35 commands!

With the help of this guide, soon you will be able to understand what your pet and other animals are trying to say to you!

What Your  
Pet is **REALLY**  
Thinking



**Rob Alcraft**



Also available:



MERCURY / Brown A



ISBN 978-1-5104-5347-0



9 781510 453470

[www.risingstarsreadingplanet.com](http://www.risingstarsreadingplanet.com)

## A note from the author



My dog says hello! Tuppy loves everyone. She's always excited to see people. I got the idea for this book when I was watching her tail wagging, and doing other crazy behaviour for a visitor. In our research, Tuppy and I discovered many fascinating things – such as gorillas stick out their tongues when they're cross. Tuppy wants to see this for herself – so now we have to go out every day, looking for gorillas. Got to go!

### Now try this!

Imagine that some aliens have arrived on Earth, and they've never met a dog. Use the information from this book to make them a helpful guide to dog behaviour. You can draw some dogs, too!

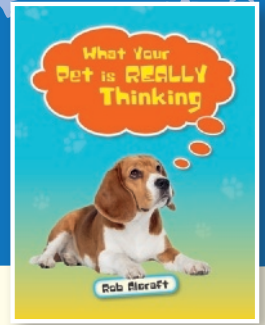
Which animal from this book would you most like to be? Write a few sentences about why you would like to be your chosen animal.

Imagine you're a cat! Your name is Spangle. Write a diary of your perfect day.

Spend some time watching animals – it could be a family pet, or birds you see outside. Watch them carefully, and note down what they do. Are they relaxed or excited? Can you tell what they are thinking?

# What Your Pet is Really Thinking

Rob Alcraft



## Book overview

This book explores the many different ways animals use body language to communicate their feelings and needs to each other or to humans. Each section looks at different aspects of an animal's body language, including ways of showing greetings, happiness, anxiety and anger. It also looks at how animals use smell, play and sound to communicate with each other or to protect themselves. It ends with ideas and actions to make sure our pets are looked after and safe.

This book includes a range of non-fiction features to develop the children's understanding of how information texts work and different ways of presenting and retrieving information. These features include a contents page, images, captions, labels, bulleted lists, a glossary and an index. The book also has colour-coded sections to help the children sort and locate information more quickly. Extra literacy devices include speech/thought bubbles and italic direct speech.

## Curriculum links

This book can be used as part of a science topic on animals, as well as offering a PSHE focus on caring and respecting living things.

## Key words

Discuss these key words with the children to test understanding before reading or as you read. Remind the children that they can use the glossary to understand tricky words.

**communicate** (p3), **grooming** (p6), **scent**, **irresistible**, **sense**, **glands** (all p12), **express** (p15), **signal** (p16), **confronted** (p20), **territory**, **mate** (both p21), **basking** (p23), **supply**, **burrow** (both p24), **sociably** (p25), **herds**, **pod** (both p27)

## Reading and SPaG\* objectives

This text and the suggested activities will support the children to:

- ★ check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
- ★ identify how language, structure, and presentation contribute to meaning
- ★ retrieve and record information from non-fiction.

## Before reading

Together, look at the book cover.

- ★ Invite the children to read the book title and back-cover blurb. Check they understand what 'communicate' means. Reinforce the meaning by asking: *How does a dog communicate that it is hungry?*
- ★ Point to bullet list in the blurb. Ask: *How do we know this is a list of animal facts? What animal-linked design shows the start of each list item? (paw prints) Why might these animal facts make you want to read the book?*
- ★ From the blurb, read out: 'With the help of this guide ...' Discuss how a guide gives the reader important and useful information about a topic, such as different ways animals communicate their needs and feelings.

## During reading

Together, explore the contents page. Note how its layout, design and wording helps readers understand what each section may be about, as well as providing a way to find specific information.

- ★ Ask: *What do you notice about the section headings and page numbers?* (E.g. *They have different colours.*) Ask why the list is presented this way. (E.g. *To help find the section quickly.*) In pairs or individually, challenge them to choose a colour heading and then flip through the book to find its matching coloured section. Discuss the way the colour is used in a section (E.g. coloured backgrounds for main text, headings in a colour shape, colour frames around photographs). Discuss reasons for the use of colour. (E.g. To help locate information; to remind readers of the section they are in.)
- ★ Invite the children to read out the section headings. Note how they sound like someone is speaking them. Ask: *Who do you think the words belong to – a human or an animal?* Allocate different section headings to pairs of children. Ask them to think of a question relating to the heading and then check the section to see whether the answer is there. Ask: *Were your predictions correct? What information weren't you expecting?*



Ask the children to read pages 2–3 out loud.

- ★ Ask: *Why is it a good idea to have a section at the beginning of the book to introduce the topic?* Point to 'body language' in bold. Ask: *Why is this in bold?* (E.g. *It is a glossary word.*) Ask the children to find its meaning in the glossary.
- ★ Discuss how body language shows us how people might be feeling. Encourage the children to act out ways our feelings can be shown through body language, e.g. sulking, feeling cross, happy, hungry. Model orally ways to describe communicating, e.g. folding arms and frowning, wiggling arms in excitement.

Use the sections to encourage discussion, questioning and skills in using images to help check the text makes sense.

- ★ Ask: *What is the main title of this section?* Note how the sub-heading outlines the main focus of the section. Ask: *What other headings and sub-headings could be used instead? Why?*
- ★ At different points, ask the children to look at the animal pictures on a page before they read the text. How do they think the animal is trying to communicate? Encourage their use of verbs. Let the children scan the text to find the actual description.
- ★ After each section, return to parts of the text that share interesting information or facts about an animal. Have a group discussion about the information, encouraging the children to ask their own questions about what they've learned or would like to know more about (e.g. *How do honey birds work with honey collectors?* – see page 9).
- ★ Encourage the children to share their reactions about what they have learned. *What did you find surprising or interesting? Have you seen any animals do these types of actions? Where?* (E.g. *own pets; animals in books; films; wildlife parks; zoos*)

- S** Look at the labels on page 4. Read out: 'eyes looking at you softly'. Point to 'softly'. Explain that the word 'soft' is an adjective, but when we add the suffix *-ly*, it becomes an adverb, which describes an action (in this case, how the dog is looking). Give out PCM1 for more recognition and practice of spelling words ending in *-ly*.

Once the children have read the book, encourage them to practise their skills in retrieval of information.

- ★ Return to pages 6–7. Note how focusing on the animal noun and their action verb can help us find information that we need quickly. Model scanning the text to look for sentences that identify how animals show friendship (e.g. 'A pet rabbit might lick you.'). Write them on the board and underline
- G**

the animals and verbs. Ask the children to go through the rest of the text to find and list other animals and their actions. Let them work in pairs to create more lists using other sections.

- ★ Use the lists created in the vocabulary activity for a retrieval quiz. Ask questions and encourage the children to look through the book to find the answer and page number.
- ★ Have a colour-coded fact retrieval game. Call out one of the colours used in the book. Ask the children to find three pieces of information from that coloured section. When they feed back their findings, ask what section it was from.
- V** Give the children PCM2. In pairs or individually, the children use information from the book to complete a table that compares the different body language actions of dogs and cats. Encourage them to share and discuss their findings.

## Reading for pleasure

As part of your discussion at the end of the book, encourage the children to discuss whether they liked the book. You could rate the book as a class alongside the other books you've read.

- ★ Ask: *What did you like about the style of the book? How did it help you find information? Which features did you like the most? Why?*
- ★ *What information or facts did you find the most interesting? How has it changed the way you think about animals and their behaviour?*
- ★ *Was there anything that you would change about the book? Is there anything the children would have liked to learn more about, or other features to be included, e.g. more detailed facts, tables, a quiz.*
- ★ *Can you think of any other books like this that you've enjoyed?* Ask the children to think about subjects they would like to learn more about. Can they find any books about those subjects in the school or local library?

## Follow-up activities

Ask the children to create captions and labels for some of the pictures in the book. Encourage the use of verbs and adverbs to describe how each animal is acting. They could also create animal thought bubbles with short sentences from some of the animals.

Use pages 28–29 to discuss how we should look after our pets. Make a list of the different ideas, e.g. food and water, clean cage or bed, exercise, toys, etc. Ask the children to create a poster about how to look after one of these pets.

## What Your Pet is Really Thinking

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Animal adverbs *-ly*

We can make adverbs by adding *-ly* to the end of adjectives.

‘The dog’s soft eyes look at me.’

The word ‘soft’ is an adjective – it describes the dog’s eyes.

‘The dog’s eyes look at me softly.’

The word ‘softly’ is an adverb – it describes the way the dog is looking at me.

#### 1 Add *-ly* to these adjectives to make adverbs.

loud \_\_\_\_\_

urgent \_\_\_\_\_

quick \_\_\_\_\_

slow \_\_\_\_\_

#### 2 Complete the sentences using the adverbs you made above.

- Monkeys yell \_\_\_\_\_ when they think they are in danger.
- A dog can run \_\_\_\_\_ when it’s chasing a ball.
- A cat makes an annoying meow when it \_\_\_\_\_ needs something.
- A cat blinks \_\_\_\_\_ when it is relaxed.

#### 3 The adjective ‘hungry’ ends in the letter ‘y’. To turn it into an adverb, we change the ‘y’ to an ‘i’ and then add *-ly*.

hungry becomes *hungrily*

Change these adjectives into adverbs.

happy \_\_\_\_\_ (page \_\_\_\_\_)

angry \_\_\_\_\_ (page \_\_\_\_\_)

#### 4 Both these adverbs are used in the book. Look through the book to find what pages they are on and write them next to the words.

#### 5 What other words ending in *-ly* can you find in the book?

## What Your Pet is Really Thinking

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Comparing cats and dogs

1 With a partner, look through the book to find information on the different ways cats and dogs use their body language. Record the information you find in the table.

Body language	Cat	Dog
Saying hello		
Best friends		
Making sounds		
Being happy		
Playing		
Being scared		
Being angry		
Being relaxed		

2 Share your table with others. How are cats and dogs alike? How are they different?