

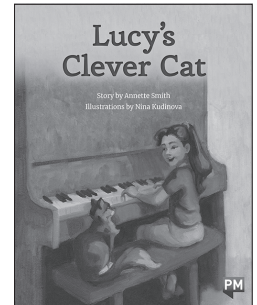
# Lucy's Clever Cat

PM Level 16

Orange

**Text Type** Narrative

**Running Words** 352



## Preparing for Guided Reading

### Prior Knowledge

- Invite students to share a time when they were feeling nervous. Talk about what they were anxious about and what happened in the end.
- Discuss what playing the piano involves and why so much practice is required.

### Orientation to the Text

- Inspired by her clever cat, Boots, Lucy wants to play the piano at her class concert. She practises hard but at the last minute, her nerves start to get the better of her.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*afternoon, begin, herself, how, remember, sing, something, sometimes, surprise, together*

#### Content Words

*clever, concert, piano, shaking, tune*

### Decoding

- Talk about the two sounds that the letter 'c' makes in the word *concert*. Ask, *Can you think of any other words where 'c' makes two different sounds?*
- Encourage students to think about what might happen next in the book to help them to read with fluency and recognise words more easily.
- Look at the word *remember* together. Ask, *What does the prefix 're' at the start of this word mean? How can this help us to work out what the word is?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *How do you think the title relates to the image? What might the cat do that is clever?*
- Look for the apostrophes on page 2 together. Talk about the two main uses for apostrophes with students. Ask, *Why has the author put an apostrophe in Lucy's each time? Why has Ms Webb's got an apostrophe?*
- Continue to page 4. Talk about the characters of Lucy and Ms Webb. Ask, *What do we know about each character so far? What parts of the book tell you that?*

- Read to page 9. Ask, *What do we learn about Lucy on page 9? What words would you use to describe her? Talk about the apostrophe in the word *That's* and why it is there.*
- Look at the words ending in 's' on page 12. Ask, *Why don't these words have apostrophes in them?*
- Read page 14 together. Ask, *Why were Lucy's hands shaking? What does this tell us about her?*
- Read to the end of the book. Ask, *How do you think Lucy is feeling now? What makes you say that?*
- Ask students to scan the book to find all the apostrophes. For each one, discuss what its function is and why it is placed where it is in the word.

### Comprehension

- What did Lucy's friend Piper do at the concert? (*Literal*)
- Why do you think Ms Webb wanted to help Lucy learn a tune for the concert? (*Inferential*)
- Who else might have been in the audience at the concert? (*Applied Knowledge*)

### Follow-up Activities

- Draw up a T-chart. On one side, list words and phrases that students would use to describe Boots the cat. On the other side, list the evidence students find in the book that shows why the descriptions apply to Boots. Together, use the information to write a short description of Boots.
- Talk about strategies that students can use to control nervousness, such as simple breathing exercises. Guide students through a simple routine, such as slowly counting to five as they breathe in, then counting to five again as they breathe out. Students may like to lie down and close their eyes as they practise relaxing.
- As a group, choose something to learn that requires practice, such as juggling or rubbing your tummy and patting your head at the same time. Discuss how people learn some things faster than others, and how persistence is often required to learn something new. Allocate a few minutes each day to practise your chosen skill.

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## Learning Intentions

- We are learning to understand when and why apostrophes are used.
- We are learning to make inferences about characters.

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## Success Criteria

- I can recognise apostrophes and identify whether they are used for possession or for contractions.
- I can suggest why characters behave in a particular way based on what I read.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up