

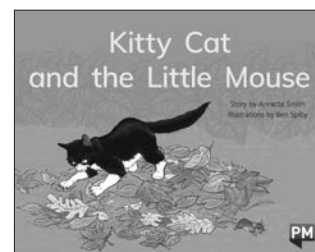
Kitty Cat and the Little Mouse

PM Level 4

Red

Text Type Narrative

Running Words 74



Preparing for Guided Reading

Prior Knowledge

- Students may be familiar with mischievous Kitty Cat and grumpy Fat Cat from other PM books.
- Students should understand that cats chase smaller animals for food.

Orientation to the Text

- When Kitty Cat wakes up Fat Cat while chasing a little mouse, the mouse is not the only one that has to run to find safety.

Key Language Structures

- Repetition is used to support fluency and understanding.
- Prepositional phrases are introduced to add detail – *for a little mouse; in the leaves.*

Building the Balanced Reader

Concepts About Print

- Ask students to show you a letter, a word and a sentence as they read. Discuss the difference between each.

Vocabulary

Key High-frequency Words

can, comes, for, here, looking, not, see, too

Content Words

hungry, little, mouse, safe

Decoding

- Guide students to look at the first sound in a word and use the rest of the sentence to help them work out what the word is.
- Look at the word *Mouse* on the title page. Ask students to tell you what sound 'ou' makes in the word.

Fluency and Phrasing

- Read a page to students without stopping at any punctuation. Talk about what you could do to make it sound better and practise reading together using the punctuation.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to describe what they can see in the pictures and what they think is going to happen in the story.

- Look at page 3 together. Ask students what punctuation they can see on the page and how it helps them to read.
- Continue to page 5 and instruct students to look at the pictures. Ask, *What do you think will happen next? Why?*
- Look at the word *leaves* on page 9 together. Guide students to look at the picture and break the word into sounds to help them work it out.
- Continue to page 13. Talk about how the exclamation mark changes how you read *Look at Kitty Cat!*
- Ask students to find the bold word on page 13. Discuss why it is there and practise reading the sentence with expression.
- Read to the end of the text together. Ask, *What surprised you about the ending? What did you predict?*

Comprehension

- Why did Kitty Cat chase the mouse? (*Literal*)
- Why wasn't Fat Cat happy? (*Inferential*)

Follow-up Activities

- Look at the words *Kitty Cat* together and ask students which letter is making the 'k' sound in each word. Together, make a list of other words with a 'k' sound and help students to identify which letter or letters are making the sound.
- Talk about the characters of Kitty Cat and Fat Cat. Draw a Venn diagram and work together to record what is similar and what is different about the two characters.
- Ask students who their favourite character was in the text and which character they think they are most like.
- Invite students to talk about their pets and how they take care of them. Have students draw a picture of their real or ideal pet and support them to write a sentence about how they look after the pet.

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Learning Intentions

- We are learning to read with expression.
- We are learning to predict what will be in a text.

• _____

Success Criteria

- I can change my voice when there are exclamation marks or bold words.
- I can say what I think will happen next in the story and why.

• _____

Guided Reading Notes

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