

Pussy and the Birds

PM Level 4

Red

Text Type Narrative

Running Words 76



Preparing for Guided Reading

Orientation to the Text

- Provide motivation for a discussion by having a real cat in the classroom or a large coloured picture of a cat.
- Encourage the children to talk about their own or their neighbours' experiences with cats.

Prior Knowledge

- This is an animal story that describes a real situation within the experiences of a young child.
- The details of the plot emerge from the first page and unfold gradually, sustaining interest throughout.

Key Language Structures

- This book reinforces variations in sentence structure within a page.

Building the Balanced Reader

Concepts About Print

- Rhyming sounds – *cheep, asleep*.
- Identify first and last words in a sentence.
- Listen to the final sound – *y, naughty, pussy, hungry*.

Vocabulary

Key High-frequency Words

are, down, for, looking, not, you

Content Words

asleep, bed, bird, hungry, Pussy, safe, tree

Decoding

- Locate some high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- Discuss the cover picture. Look at the details of Pussy's sitting position. Encourage the use of descriptive vocabulary – crouching down, ears pricked forward, twitching whiskers, curling tail. Role-play these actions.
- Continue to use expressive vocabulary as you discuss the rest of the illustrations. Ask, *How do you think the birds felt on page 9 and page 16? Why? What was the bird in the tree doing on page 16?*

Comprehension

- What was Pussy looking for? (*Literal*)
- Why were the birds safe up in the tree? (*Inferential*)

Follow-up Activities

- Draw or paint a large picture of the family cat. Write about the cat, describing something special about its habits.
- Discuss the many places in which cats love to sleep or hide. Write these statements in natural, flowing language. The children could illustrate their pictures with crayon and dye. Display this work on the sides of large cardboard boxes that have been painted.
- Make a list of the 'naughty' things that cats often do. Make a large concertina floor story of these ideas.
- While the children are telling these ideas to the group, record the discussion on a cassette tape. Edit the tape. Other children could listen to these recordings, then locate the appropriate story on the concertina book.
- Make a list of the food that the family cat likes to eat. Record this information in a variety of forms.
- Discuss the analysis of the information. Record on a chart for further reading.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks in text.

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Guided Reading Notes

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