

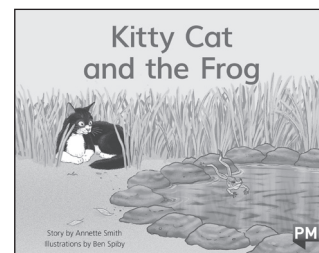
Kitty Cat and the Frog

PM Level 8

Yellow

Text Type Narrative

Running Words 150



Preparing for Guided Reading

Prior Knowledge

- Talk with students about the fact that many cats like to eat wildlife like frogs.

Orientation to the Text

- Kitty Cat is in the garden when she sees a frog jump into the pond. She notices that Fat Cat is planning to eat the frog, so she distracts Fat Cat and saves the frog.

Key Language Structures

- This book features Kitty Cat and Fat Cat's thoughts as dialogue. Identify speech marks around the words that are thought by the characters.
- Sentences are becoming more complex at this level. Look at the sentence on page 4, *Kitty Cat lay down in the grass by the pond.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

again, by, liked, out

Content Words

frog, outside, pond, safe

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *liked*. Encourage students to sound the word out. Ask, *What sound does the letter i make in this word?*
- Look at the word *by*. Encourage students to sound the word out. Ask, *What sound does the letter y make in this word?*

Fluency and Phrasing

- Locate familiar words to develop smooth reading.
- Apply change in voice to reflect punctuation marks, especially question and exclamation marks.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration. Ask students to predict what the story might be about. Ask, *Do cats eat frogs?*
- Read page 2 together. Ask, *Why does Kitty cat feel safe?*
- Read page 4 together. Ask students to predict what might happen next. Continue reading to page 8 and check your prediction.
- Look at the illustration on page 9. Ask, *What do you think Kitty Cat will do?* Read on to page 12 and check your prediction.
- Look carefully at the illustration on page 12. Ask, *How did Fat Cat feel when Kitty Cat hit his tail?*
- Read the whole story together, encouraging students to respond to the intonation (structure) cues – darkened (bold) print, question and punctuation marks.
- Have students identify the orientation of the story (who, what, where, when), the complication (Fat Cat is planning on eating the frog) and the resolution (the frog escapes because Kitty Cat distracts Fat Cat).

Comprehension

- Where was Kitty Cat sitting when she saw the little frog? (*Literal*)
- Why did Kitty Cat hit Fat Cat's tail? (*Inferential*)

Follow-up Activities

- Recall the main events of the story. Make a sequenced wall chart for students to illustrate.
- Discuss alternate endings for the story from page 12. Write a wall story featuring an alternate ending.

Kitty Cat and the Frog

Date _____

PM Level 8
Yellow

Learning Intentions

- We are learning that a narrative has an orientation, a complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- _____

Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- _____

Guided Reading Notes

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