

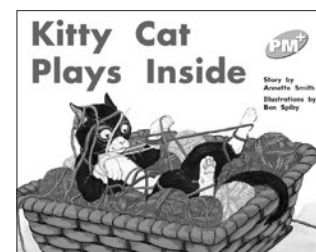
Kitty Cat Plays Inside

PM Level 8

Yellow

Text Type Narrative

Running Words 134



Preparing for Guided Reading

Orientation to the Text

- Have students reread three earlier stories about Kitty Cat: *Kitty Cat* (PM level 3), *Kitty Cat and the Fish* and *Kitty Cat and Fat Cat* (PM level 5).

Prior Knowledge

- Discuss Fat Cat's relationship with Kitty Cat in other texts about these characters. Ask students to talk about some of the things cats like to do when they are inside.

Key Language Structures

- Adverbial phrases add meaning to the verb, e.g. *by the big chair, in the basket, up the curtains*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

big, come, inside, look

Content Words

cold, wool

Decoding

- Teach students to apply their phonemic awareness to decode or predict words, e.g. *st-ay, w-oo-l, b-a-ck*

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- Read the first sentence on pp. 2–3 aloud. Ensure that the students understand that cats like to come inside in cold weather. Model the reading of the last two sentences. Stress the word *Look*.
- Reinforce the importance of using the punctuation as an aid to meaning. The short sentences give urgency to each situation. Allow the students time to reflect on similar experiences with a family cat.
- Discuss why Kitty Cat decides to behave herself at last.

- Discuss the opposites: *in, out; inside, outside; good, naughty; come, go*.
- Exclamation mark – revise the punctuation symbol, name and meaning.
- Introduce the word patterns: *at – cat, fat; ay – stay, away, play; o – no, go*.

Comprehension

- Where did Kitty Cat like to play on cold days? (*Literal*)
- Why was Kitty Cat naughty? (*Inferential*)
- Why did Kitty Cat decide to stay inside and be good? (*Inferential*)

Follow-up Activities

- Make a list of the games that students like to play inside on cold days. Have them illustrate their ideas. Help them to write cause-and-effect statements.
- Make up a class book about Kitty Cat – similar to the text of *My little cat* (PM level 2). However, use vocabulary from this level, e.g. *plays, likes, inside*.
- Discuss the sound Kitty Cat makes. Model the different ways a cat can say 'meow', depending on their emotion or physical state, e.g. happiness, fear, anger, hunger.
- On a wall chart, list a variety of other animals suggested by the children. Beside each animal's name write the sound they make. Add illustrations.

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Date _____

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Learning Intentions

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

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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.

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Guided Reading Notes

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