

# The Birthday Kitten

PM Level 8

Yellow

**Text Type** Narrative

**Running Words** 148



## Preparing for Guided Reading

### Prior Knowledge

- Discuss with students some of the responsibilities of owning a kitten or puppy.
- Talk about the need to be kind and patient with young animals.

### Orientation to the Text

- In this story, Anya is given a kitten for her birthday. The kitten gets up to all sorts of mischief until Anya finds a game she can play with it.

### Key Language Structures

- Use of dialogue to add drama and interest.
- Longer, more complex sentences: *Anya said to her birthday kitten, "I love you, Jojo."*

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

*get, got, of, out, outside, play, with, yes*

Content Words

*Happy, Birthday, Anya, Mum, Nico, box, kitten, curtain, basket, chair, paper, Jojo*

### Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

### 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

- **Cover** Direct students to look at the writing on the box. Ask, *Why has Anya been given the kitten today? Do you think she is happy about receiving the kitten?*
- **pp. 2–3** Ask, *Do you think Anya can guess what is in the box?*

- **pp. 4–5** Talk about Anya's response to seeing the kitten. Ask, *What has been put in the box to keep the kitten comfortable?*
- **pp. 6–7** Ask, *How do you think the kitten feels in its new home?*
- **pp. 8–9** Ask, *Why do you think the kitten ran up the curtain? How did Mum catch the kitten?*
- **pp. 10–11** The kitten is now in the basket. Ask, *What words would you use to describe the kitten's behaviour?*
- **pp. 12–13** The kitten is now on a big chair. Ask, *How do you think the kitten got up onto the chair?*
- **pp. 14–15** Anya is playing with the kitten, using a piece of paper. Ask, *Do you think the kitten is having fun with the paper?*
- **p. 16** Ask, *Do you think Anya and Jojo will be good friends?*

### Comprehension

- Why did Nico say, "Sh... Sh..."? (p. 3) (*Inferential*)
- Why do you think Nico said that the big chair was not for the kitten? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: choosing and writing correct words to complete sentences; rewriting words in the provided spaces; writing correct words in phrases to match pictures; choosing correct words to complete sentences from the story, and drawing a matching illustration.
- Ask students to think of a time when they, or someone they know, received a pet as a birthday present. Ask, *Why would it be important to be sure that the person really wanted a pet for their birthday?* Record students' responses.
- Ask, *If you were given a kitten, what name would you choose for it?* Have students write names and share them with the class. Then, have students decide together what name they would choose if the class were to share a kitten.

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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.
- \_\_\_\_\_

## 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