

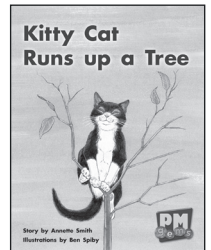
# Kitty Cat Runs up a Tree

PM Level 7

Yellow

**Text Type** Narrative

**Running Words** 129



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about animals that climb and live in trees. Discuss the physical traits of animals that thrive in trees.
- Ask students to consider whether trees are safe places for all cats.

### Orientation to the Text

- This is one of several PM stories about Kitty Cat and Fat Cat. In this story, Kitty Cat is caught stealing some of Fat Cat's food. Fat Cat attempts to chase her up a tree, but chooses a weak branch and falls off.

### Key Language Structures

- Use of dialogue to add interest.
- Use of repetition for dramatic effect: *down ... down ... down!* (p. 15)

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*coming, get, got, hid, his, I'm, like, off, she, your*

**Content Words**

*Kitty, Cat, garden, flowers, Fat, naughty, eating*

### Decoding

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

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- **Cover** Identify Kitty Cat and encourage students to interpret her facial expression. Ask, *Why do you think Kitty Cat is so pleased to be at the top of a tree?*
- **pp. 2–5** Naughty Kitty Cat is eating Fat Cat's food. Ask, *Do you think Kitty Cat will get into trouble?*
- **pp. 6–7** Kitty Cat has been caught in the act of eating Fat Cat's food! Ask, *How do you think Fat Cat feels about Kitty Cat?* Have students predict what Fat Cat will do next.

- **pp. 8–9** Ask, *Do you think the little tree is a safe place for Kitty Cat? Why does she think Fat Cat cannot go up there?*
- **pp. 12–13** Kitty Cat is nearly at the top of the tree, but Fat Cat isn't far below. Ask, *Do you think Fat Cat will catch Kitty Cat? Does the tree look strong enough for both of them?*
- **pp. 14–15** Discuss the use of '*down ... down ... down!*' as a vivid way to describe Fat Cat's descent. Ask, *How do you think Fat Cat feels as the branch goes down?*
- **p. 16** Ask, *Do you think Kitty Cat is safe from Fat Cat now? Why/Why not?*

### Comprehension

- Why do you think Kitty Cat hid in the flowers when she went into the garden? (*Inferential*)
- Why do you think Kitty Cat said, "*You can not come up here.*"? (p. 10) (*Inferential*)

### Follow-up Activities

- Provide students with the BLM. Direct students to complete the activities: writing rhyming words; circling initial blends; choosing correct verbs and nouns to complete sentences.
- Discuss some of the typical cat behaviours displayed by the cats in the story. Make a list of other common cat traits, based on students' own experiences and observations.
- Talk about the rhyming pattern *-at* in *Fat Cat*. Direct students to change the onset to make new words. Have them invent a character with a similar name pattern (e.g. *Fat Rat/Bat*) and draw a picture of it.

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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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 can sequence the beginning, middle and end events to retell the story.

• \_\_\_\_\_

## Guided Reading Notes

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