

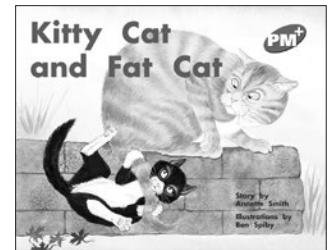
# Kitty Cat and Fat Cat

PM Level 5

Red

**Text Type** Narrative

**Running Words** 98



## Preparing for Guided Reading

### Orientation to the Text

- Re-read *Kitty Cat* (PM level 3) and *Kitty Cat and the Fish* (PM level 5). Discuss the illustrations of both Kitty Cat and Fat Cat. Talk about their different features. Ask students to draw pictures of each character on folded A2 sized paper. Students can use their books to write a label for each cat.

### Prior Knowledge

- Kitty Cat and Fat Cat are now becoming familiar characters. Kitty Cat's playful antics annoy Fat Cat who reacts in a typical way. This story supports students' predictions.

## Building the Balanced Reader

### Concepts About Print

- Talk about the word endings in: *looking, looked*.
- Encourage reasoning and prediction. Ask, *Why do you think ...?*
- Reinforce directionality and the return sweep of longer sentences.

### Vocabulary

#### Key High-frequency Words

*away, here, home, mouse*

#### Content Words

*Cat, ran, red, leaves, Fat, down, tail, up, little, door*

### Decoding

- Recognise high-frequency words within the text.
- 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** Read the title and talk about the illustration.
- **Pages 2–7** Encourage students to use picture clues to predict the text. After reading page 7, many children will be able to anticipate what will happen next. Encourage this skill.

- **Pages 8–11** Demonstrate how to read these pages with intonation in order to express the meaning of the text.
- **Pages 12–15** Talk about the reactions of both cats. Encourage students to reflect these by reading the text with the appropriate intonation. Ensure that they pause at the line spaces.
- **Page 16** Discuss why Fat Cat is unable to follow Kitty Cat in the little door.

### Comprehension

- Why did Fat Cat tell Kitty Cat to go away? (*Literal*)
- Why did the mouse run away? (*Inferential*)
- How did Fat Cat feel when Kitty Cat pulled his tail? (*Inferential*)

### Follow-up Activities

- Ask students to find the part in the story that they liked best. Have them draw a picture to illustrate this section and then share their illustrations with the class. Students could also read the appropriate text from the book or write their own story.
- Using play dough or clay, have students make models of Kitty Cat and Fat Cat. Add labels describing their features or personalities.

# Kitty Cat and Fat Cat

Date \_\_\_\_\_

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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 and words printed in bold in the text.

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## Guided Reading Notes

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