

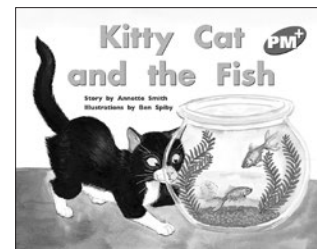
Kitty Cat and the Fish

PM Level 5

Red

Text Type Narrative

Running Words 73



Preparing for Guided Reading

Orientation to the Text

- Reintroduce the characters Kitty Cat and Fat Cat by re-reading *Kitty Cat* (PM level 3).

Prior Knowledge

- Kitty Cat's mischievous nature leads her into trouble with her owner and with Fat Cat, once again.

Building the Balanced Reader

Concepts About Print

- Exclamation mark – talk about the punctuation symbol, name and meaning.
- Encourage reasoning and prediction. Ask, *Why do you think ...? How will ...?*
- Notice the letters and hear the sounds at the end of the word *looking*.

Vocabulary

Key High-frequency Words

away, fish, here

Content Words

Cat, hungry, little, naughty, runs, safe, Fat, tail, up, down

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** Talk about the illustration. Read the title with students. Observe their use of the picture clue and the initial letter to decode the word *fish*. Encourage students to share their own experiences of cat and kitten behaviour.
- **Pages 2–7** Predict what Kitty Cat might do next before turning each page.
- **Pages 8–9** Ask, *Who does the hand belong to?* Model how this page should be read. Discuss the purpose of the exclamation marks.

- **Pages 10–11** Ask, *Who do the legs and feet belong to?* Observe students as they read the word *safe*.
- **Pages 12–13** Talk about Fat Cat's actions. Predict what Kitty Cat might do next.
- **Pages 14–15** Ask students how they think Fat Cat will react.
- **Page 16** Ask, *How is Fat Cat feeling? Is Kitty Cat scared? Why/Why not?*

Comprehension

- Was Kitty Cat being good? (*Literal*)
- Why did Kitty Cat want to stop Fat Cat from catching the fish? (*Inferential*)
- How did Kitty Cat stop Fat Cat from catching the big fish? (*Inferential*)

Follow-up Activities

- Ask students to draw and write about the two parts to the story – *Kitty Cat and the little fish*, and *Fat Cat and the big fish*.
- Encourage students to share personal experiences about going fishing. They could read and talk about the family who goes fishing in *Fishing* (PM level 2/3).

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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