

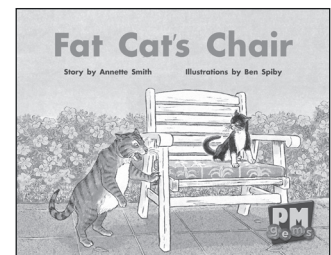
# Fat Cat's Chair

PM Level 9

Blue

**Text Type** Narrative

**Running Words** 146



## Preparing for Guided Reading

### Prior Knowledge

- Discuss the history of humorous conflict between Kitty Cat and Fat Cat.
- Talk about teasing and bullying.

### Orientation to the Text

- In this story, Kitty Cat falls asleep on a chair that Fat Cat regards as being his. He chases Kitty Cat off the chair. Kitty Cat runs through her cat door to take refuge in the house.

### Key Language Structures

- Use of dialogue to add humour and show character.
- Longer, more complex sentences: *Kitty Cat jumped up on the big chair in the garden.*
- Elisions: *I'm, can't.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*but, can't, fast, have, her, jump, off, outside, saw, very*

#### Content Words

*Kitty, Cat, chair, garden, sun, steps, door, house, clever*

### Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

### Fluency and Phrasing

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

### Focusing on the Book – Guided Reading

- **Cover** Direct students to read the title and look at Fat Cat. Ask, *Do you think this chair really belongs to Fat Cat?*
- **pp. 2–3** Ask, *How do you think Kitty Cat feels about being curled up on the big chair?*
- **pp. 4–5** Discuss Fat Cat's "**Meow!**", in bold text. Ask students if they think it was a friendly *Meow*, or otherwise.

- **pp. 6–7** Ask, *Do you think Kitty Cat is worried about Fat Cat? Do you think Fat Cat would be happy to share the chair?*
- **pp. 8–9** Ask, *Why do you think Fat Cat is so angry with Kitty Cat?*
- **pp. 10–11** Direct students to look at the way Kitty Cat is leaping from the chair. Ask, *Why do you think Kitty Cat is so sure that Fat Cat won't be able to get her?*
- **pp. 12–13** Discuss the agility with which Kitty Cat leaps through the cat door. Ask, *Why do you think Kitty Cat is smiling?*
- **pp. 14–16** Ask, *How do you think Fat Cat feels about Kitty Cat's escape? What do you think he will do now?*

### Comprehension

- Why do you think Kitty Cat decided to sleep on Fat Cat's chair? (*Inferential*)
- If Kitty Cat hadn't been able to get inside the little cat door in time, what do you think she might have done? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: choosing opposite words and rewriting them; writing the correct phrases to complete the sentences from the story; writing words into boxes according to their initial blends; ordering words and rewriting them to fit the sentences from the story.
- Ask students to consider if they have any personal items, such as toys, that they are reluctant to share. Prompt them to question why they are so reluctant, and have them draw pictures of themselves happily sharing the item with a friend or sibling.
- Have students think of a time when a friend or sibling refused to share something they wanted to use. Ask them to write a few sentences about how this made them feel.

## Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- 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 problem in the narrative and suggest a possible solution.
- 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