

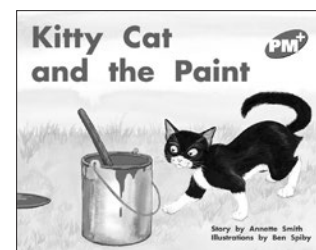
Kitty Cat and the Paint

PM Level 9

Blue

Text Type Narrative

Running Words 165



Preparing for Guided Reading

Orientation to the Text

- Re-read *Kitty Cat Plays Inside* (PM level 8). Discuss the reasons why Kitty Cat decided to behave herself. Talk about Kitty Cat's inquisitive nature.

Prior Knowledge

- In this story, Kitty Cat's owner leaves an opened pot of red paint on the grass. Although it is Kitty Cat's curiosity that discovers the paint, it is Fat Cat who ends up with paint on his paws!

Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

saw

Content Words

Crash, paint, path, paws, sleep, window

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.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Discuss the cover illustration and link it with the title.
- Note that Kitty Cat is peering out the same window as seen in *Kitty Cat Plays Inside*. Predict what Kitty Cat might do.
- Note that Kitty Cat's meowing has woken Fat Cat.
- Kitty Cat is determined that she is not going away. Demonstrate how to read the dialogue with expression.

- Ask, *Does Kitty Cat know why Fat Cat is annoyed?*
- Predict how Fat Cat will get out of this catastrophe.
- Reflect upon Kitty Cat's last statement.
- Reinforce punctuation as an aid to reading with expression and understanding.
- Discuss past-tense verbs: *see, saw; run, ran.*
- List words that rhyme with: *let, ran, red.*
- Discuss opposites: *inside, outside; fast, slow.*
- Make a list of sound words in the story, reading them with appropriate expression: *crash, meow.* Discuss the word *naughty* in the context of the story.

Comprehension

- What did Kitty Cat see out the window? (*Literal*)
- What did Kitty Cat want to do instead of going away? (*Inferential*)
- Why did Kitty Cat say that Fat Cat was naughty? (*Inferential*)

Follow-up Activities

- Revisit the text. Look closely at Kitty Cat's and Fat Cat's facial expressions. Provide students with paper plates and a selection of collage materials. Have them make masks of Kitty Cat and Fat Cat. Attach a stick to one side of the mask. Invite students to role-play the story with a partner.
- Extend the story by writing about what might happen next. Discuss possible consequences for Fat Cat. Have students choose their preferred ending. Write this together, with the teacher acting as scribe.
- On a chart, list things that can be painted red. On red paper, have students write about the items listed. Display students' writing around the chart.

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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