

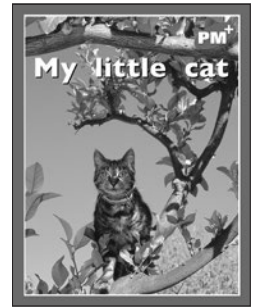
# My little cat

PM Level 2

Magenta

**Text Type** Repetitive

**Running Words** 57



## Preparing for Guided Reading

### Orientation to the Text

- Read *Big and little* (PM level 2) to students. Introduce the word *little* and the word *big*. Discuss the concept of 'little'. Write the word *little* on the whiteboard. Study it visually, orally and aurally.

### Prior Knowledge

- This book features a young cat on each page.

### Key Language Structures

- This book introduces the high-frequency word *little*. The word *My* is seen here in the initial position in the sentence.

## Building the Balanced Reader

### Concepts About Print

- Associate upper- and lower-case letters. Point out that changing an upper-case letter to lower-case does not alter the sound of the word, e.g. *My*, *my*.
- Study the concept of 'in' and the visual pattern and sound of the word *little*.
- Use *b* (**PM Library Alphabet Starters**) to reinforce the shape and sound of *b* in the initial position in the words *box*, *basket*, *bag* and *bucket*.

### Vocabulary

#### Key High-frequency Words

*My*, *little*, *cat*, *is*, *in*, *the*

#### Content Words

*box*, *basket*, *bag*, *cupboard*, *drawer*, *bucket*, *flowerpot*, *tree*

### Decoding

- Locate some high-frequency words in the text.
- Recognise words with the support of meaning, language and structure.

### Fluency and Phrasing

- Point and read at a consistent steady rate.
- Observe the purpose of commas and full stops by stopping for periods.

### Focusing on the Book – Guided Reading

- **Cover** Observe students as they read the title, using the photograph to decode the word *cat*. Talk about the behaviour of cats. Ask students to read the title page and predict where the cat is.

- **Pages 2–7** Read the text with students, ensuring that one-to-one word matching and the return-sweep procedures are secure. Use the photograph and the sound of *b* to decode the final word in each sentence.
- **Pages 8–15** There are more objects included in the photographs on pages 9 and 11. Some students may need assistance with the final words in these sentences.
- **Page 16** Ensure that students focus on the text change – the introduction of the word *up*. Compare this photograph with the one on the title page. Discuss the difference.

### Comprehension

- Did the cat go into the cupboard? (*Literal*)
- Could the cat climb up high? (*Inferential*)
- Did the cat have an owner? (*Inferential*)

### Follow-up Activities

- In the classroom library make a special display of books about cats. Read these books to students or, if suitable, use them as shared books.
- Invite students to bring photographs of their cats. Include these in a class book and add appropriate sentences. (For students who do not have a cat, invite them to draw their favourite cat character from a story book.)

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning that when we read our voice needs to match the print.
- We are learning to use different strategies to help us to read unknown words.

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## Success Criteria

- I can make return sweeps to read two or more lines.
- I can use the first letter of a word, as well as meaning, to help me to read some unknown words.

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## Guided Reading Notes

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