

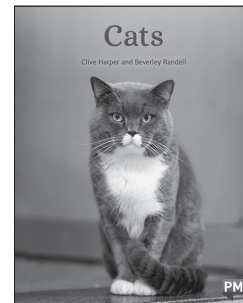
Cats

PM Level 15

Orange

Text Type Information Report

Running Words 295



Preparing for Guided Reading

Prior Knowledge

- Discuss with students the key elements of an information report and how it is structured, including the table of contents and glossary.
- Ask students what other non-fiction books about animals they have read, and talk about the kind of information that was in them.

Orientation to the Text

- Cats come in many different colours, but they have common features, such as long whiskers, and paws with claws. They can also be very playful, which makes them an ideal family pet.

Building the Balanced Reader

Vocabulary

Key Vocabulary

kept, much, must, need, scare, small, wear, When

Content Words

animal, lizards, ribbons, stripes, tabby, tongue, whiskers

Decoding

- When students are having problems with a particular word, guide them to identify the vowel sound first before decoding the rest of the word.
- Encourage students to re-read the whole phrase or sentence when they misread a word to check that what they read makes sense.
- Look at the word *whiskers* together. Ask, *What sound do the 'w' and the 'h' make together in this word? Which other words do you know that start with 'wh'?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Do you think this is going to be a fiction or a non-fiction book? What makes you say that?* Look at the table of contents together to confirm that it is a non-fiction book.
- Read pages 2–3 together. Point out the words *small, black* and *white* to students and explain that they are adjectives or describing words. Ask, *Why do you think the author chose to include these words?*

- Read the chapter title on page 6. Ask, *What information would you expect to find out on this page and the next?* Read pages 6–7 together and talk about the most important information on each.
- Continue to page 10. Ask, *Which sentence is the most important on this page?* Encourage students to explain their thinking.
- Read pages 12–14. Invite students to retell the information from the *Kittens* chapter in their own words. Ask, *What is the most important thing the author wanted us to know about kittens? Why?*
- Read page 15. Ask, *Which word on this page is an adjective? What other words might the author have used instead of good?*
- Look at the glossary on page 16 together. Discuss what a glossary is and how students can identify words that will be in the glossary. Ask students to go back through the book and find the two glossary words.
- Re-read the book and ask students to find all the adjectives.

Comprehension

- What is a tabby cat? (*Literal*)
- Why do you think cats must be kept inside at night? (*Inferential*)
- What information from the book would be important for families to know before they get a cat? (*Applied Knowledge*)

Follow-up Activities

- Make a list of all the adjectives used in the book. Group them according to whether they are used to physically describe cats or if they describe something else, such as where cats like to sleep. Invite students to suggest other adjectives that could be used to describe cats, using what they read about and their own experiences with cats.
- Write a shared description of cats, drawing on the vocabulary that is on your list from the previous activity. As you write, discuss the features of a description and how they differ from an information report.
- Ask students to choose one sentence, one phrase and one word from the book that they believe is particularly important. In small groups, have students share their selections and explain why they chose them.

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Learning Intentions

- We are learning to recognise how adjectives add meaning to a book.
- We are learning to find the main ideas in a book.

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Success Criteria

- I can identify describing words and explain how they are used to add detail.
- I can retell the most important information on a page and explain my thinking.

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Guided Reading Notes

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