

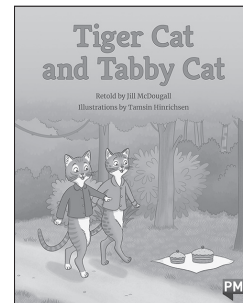
# Tiger Cat and Tabby Cat

PM Level 15

Orange

**Text Type** Narrative (Fable)

**Running Words** 341



## Preparing for Guided Reading

### Prior Knowledge

- Explain to students that a fable is a short story with a moral that teaches us something. Explain that the characters in a fable are usually animals.
- Talk about some of the things that students do to be good friends to each other and why it is important to treat your friends well.

### Orientation to the Text

- When Tiger Cat and Tabby Cat come across two cakes in the forest, both of them want the larger one. As they begin fighting over it, Monkey offers them a solution.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*ate, because, beside, I'll, much, must, other, smaller, soon, than, these, told, track, would*

#### Content Words

*cakes, forest, hungry, monkey, Tabby, Tiger*

### Decoding

- Support students to find the base of verbs such as *stopping* and *shouted* to help break them down to read.
- Point out two-letter blends at the start of words such as *tree* and *smaller*, and discuss other words that students know that start with the same blends.
- Look at the word *climbed* together. Ask, *What is the tricky part of this word? What makes it tricky?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Which one is Tiger Cat and which is Tabby Cat? How do you know?*
- Read pages 2–3 together. Ask, *What has happened in the story so far? What do you think might happen next? Why?*

- Continue to page 5. Invite students to describe Tiger Cat and Tabby Cat based on what they know so far. Ask, *What parts of the text tell you this?*
- Read to page 7. Ask, *What do you think Monkey is like? What do you think she will do?*
- Continue to page 11. Ask, *What do you think Monkey will do now? What makes you say that?*
- Read to page 13 together. Ask, *Has your opinion of Monkey changed? How would you describe her now? Why?*
- Continue to page 15. Ask, *How are Tabby Cat and Tiger Cat feeling now? What does this tell you about them?*
- Read to the end of the text. Ask, *What did the author want you to learn from this book?*

### Comprehension

- Who saw the two cakes first? (*Literal*)
- Why did Monkey offer to help the cats? (*Inferential*)
- What other ways could the cats have solved the problem? (*Applied Knowledge*)

### Follow-up Activities

- Revise what a fable is with students. Discuss a good moral for the group to include in a story and write a fable together. Involve students in deciding who the characters in the story will be and what they will be like.
- In small groups, ask students to act out the story. Invite them to share how they showed what their allocated character is like with both words and actions.
- Talk with students about what happens when friends don't get along. Brainstorm different ways you can solve problems when disagreements arise. Write each idea on a separate piece of paper for students to illustrate, and display the finished products around the room.

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## Learning Intentions

- We are learning to make predictions about the story.
- We are learning to describe characters and their actions.

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## Success Criteria

- I can describe what I think will happen next in the story and why.
- I can describe what the characters are like, using information from the book.

• \_\_\_\_\_

## Guided Reading Notes

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