

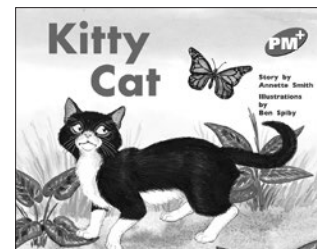
Kitty Cat

PM Level 3

Red

Text Type Narrative

Running Words 57



Preparing for Guided Reading

Orientation to the Text

- Revisit *My little cat* (PM level 2). Study the photographs and talk about cat behaviour. Discuss how young cats will also chase leaves, and try to catch insects and small animals.

Prior Knowledge

- This is the first of several stories about a mischievous little cat and an older grumpy cat called Fat Cat.

Building the Balanced Reader

Concepts About Print

- Link picture and initial letter.
- Full stop – talk about the punctuation symbol, name and meaning.
- Associate the upper- and lower-case initial letter:
Hh – Here, here, hungry.

Vocabulary

Key High-frequency Words

cat, come, here, hungry, look

Content Words

is, Kitty Cat, butterfly, at, the, lizard, Fat Cat, too

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and model the difference between the role of a full stop and a comma.

Focusing on the Book – Guided Reading

- **Cover** Identify Kitty Cat. Talk about her colour and the markings on her fur. Read the title together. Some students may be ready to notice that both the *k* and the *c* have the same sound although they are visually different.

- **Pages 2–3** Discuss Kitty Cat's actions and ask what she might be doing. Read the text with students and help them to decode the word *hungry* using the initial letter.
- **Pages 4–9** Encourage the use of the illustrations and the initial letter to decode the words *butterfly* and *lizard*. Observe students as they attempt to decode *hungry*, again.
- **Pages 10–11** Talk about Kitty Cat's obvious disappointment. Ask, *What do you think Kitty Cat will do now?*
- **Pages 12–13** Introduce Fat Cat. Talk about his size in comparison with Kitty Cat's. Read his name on his plate and find it in the text. Predict what Kitty Cat might do next.
- **Pages 14–16** Talk about Fat Cat's actions and Kitty Cat's satisfaction at last.

Comprehension

- Did Kitty Cat need to eat something? (*Literal*)
- Was Fat Cat angry with Kitty Cat? Why? (*Inferential*)
- Why was Kitty Cat chasing the butterfly? (*Inferential*)

Follow-up Activities

- Draw or paint pictures of Kitty Cat. Encourage students to copy a sentence from *Kitty Cat* that they feel best describes their picture.
- Role-play some of Kitty Cat's actions. Pretend to creep, pounce, spring, etc.
- Read students a selection of cat poems. Talk about cat behaviour.
- Make a list of food that Kitty Cat may like to eat. Add illustrations. Remind students that she is still a young cat.

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can use my voice to display the purpose of a full stop and comma.

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Guided Reading Notes

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