

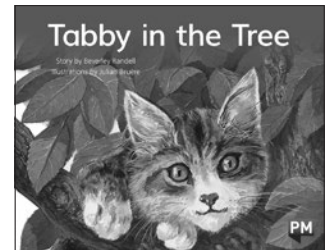
Tabby in the Tree

PM Level 10

Blue

Text Type Narrative

Running Words 200



Preparing for Guided Reading

Orientation to the Text

- Introduce the term *tabby* as the name for the fur colour and markings of some cats.
- Show students a book or a selection of coloured photographs of cats. Students should be able to identify the tabbies.

Prior Knowledge

- This is the only nature book at Blue level. The story is about taking care of animals and the importance of the sense of smell in an animal's life.
- Colloquial speech is very much part of this story. Students should be encouraged to make their reading of the spoken words sound natural and lively.

Key Language Structures

- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

climbed, climbing, did, gone, now, saw, top

Content Words

climbed, ladder, Miaow, Puss, smell, top

Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Introduce the story with the title and illustration. Ask, *Why is this cat called Tabby?*
- Introduce Kate Green, a main character who appears in this book only.
- Read p. 2 together. Discuss the cat's natural instinct to climb out of the dog's reach. Continue reading each page together, studying the illustrations to secure the meaning of the story.

- After pp. 6, 8, 10 and 12, ask, *What is Kate going to do now?* Help students to notice Kate's careful thinking process as she tried to help Tabby, until finally she used the cat's sense of smell to help her find the right course of action.
- Re-read **PM Alphabet Blends**. Reinforce consonant blend recognition as entry to these words: *tr – tree; cl – climbed; gr – green; sm – smell; st – stayed*.
- Revise the name and purpose of the comma, speech marks and questions mark as forms of punctuation. Encourage the use of punctuation as an aid to reading with understanding.

Comprehension

- Why did Tabby climb up the tree? (*Literal*)
- Why was the tree a safe place for Tabby? (*Inferential*)
- Why did Tabby stay up at the top of the tree? (*Inferential*)

Follow-up Activities

- Read together the poem *Cat* by Mary Britton Miller (1958). Dramatise the actions. Follow up this activity by drawing or painting the cat. Choose the written description of the cat from the poem itself.
- Do some creative movement. Move like angry cats, cats stalking a bird, cats sleeping, and cats licking paws. Dance to the music of a well-known cat song, e.g. 'The Pink Panther', or cat music from 'Peter and the Wolf'.
- Organise a cat show at school. Standard wire cages for each cat will be essential. Involve students in all the preparation, e.g. make up the advertising posters; make the rosettes for the prize winners; think of categories for the winners. Encourage students to be imaginative.
- Make up a book of words about cats. List these words under headings.
- Develop an enlarged book about the characteristics of cats. Many students will have a wide range of knowledge and experiences to share. Provide photographs, illustrations and simple books for students to study.
- Find out why dogs chase cats. Do other animals chase cats? Find out why cats chase birds. Do cats chase other animals?

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Learning Intentions

- We are learning to self correct our reading when we make a mistake.
- We are learning to make predictions to help us have a better understanding of what we are reading.
- _____

Success Criteria

- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.
- I can make predictions about the character's feelings and actions as I read.
- _____

Guided Reading Notes

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