



The Cat!



Word Count: 42 **Text Type:** Literary Recount

High-Frequency Word Focus: on

Content Words: branch, cat, fence, gate, hill, rock, step, van

Language Features: (punctuation, vocabulary, sound and letter knowledge) CVC patterns; short *i*, short *o*, short *a*

LITERACY	LITERATURE	LANGUAGE
<p>Interacting with others: listen to and respond orally to text and others; use interaction skills</p> <p>Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text</p> <p>Creating texts: produce some lower case letters</p>	<p>Responding and examining: retell events from a story</p> <p>Creating literature: retell text through illustration</p>	<p>Text structure and organisation: understand how a digital text works</p> <p>Expressing and developing ideas: explore the contribution of images to the story; use onset and rime to spell words</p> <p>Sound and letter knowledge: recognise sounds and rhymes in spoken words; letters of the alphabet</p>

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students who among them has a pet cat. Explain that the cat in this book, a civet cat, is a wild cat and different to a pet cat. Discuss what kinds of things a wild cat might do and where it might live.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students. Discuss what the cat on the cover is doing. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, taking note of the different places the cat appears. Then, have them use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about the cat, they will talk about letter patterns in words, and the short *i*, short *o*, and short *a* sounds.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to details in the illustrations, such as the house in the background of each.

Guiding: Invite students to read from their books, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text by discussing the way the cat comes closer and closer to the house. Turn back to previous pages and ensure that students are following the cat's progress in the illustrations. Discuss why the cat might want to be close to the house. Explain the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Responding and examining: Invite students to retell the cat's journey to the house.

■ Language

Text structure and organisation: If you are using the digital version of the text, explain to students how it works.

Expressing and developing ideas: Ask students why the house appears in each illustration and how this might be important to the story.

Sound and letter knowledge: Ask students to read the text on page 12. Sound out the vowel and consonants in *cat* and *van*. Point out the consonant-vowel-consonant pattern (CVC) in both words. Ask students to suggest words that rhyme with *cat* (for example, *hat, mat, rat, sat*) and *van* (for example, *fan, man, ran*). List these words on the board and have students use onset and rime to spell each.

Ask students to find the short *i* sound in the word *is*, the short *o* sound in the word *on*, and the short *a* sound in the word *cat*. Play a game with students by reading the text again and having them react with a movement, such as putting hands on head, whenever you read a chosen focus word. Repeat using a different action and a different focus word.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *The Cat!* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book to the end, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Write *The cat is on the _____*. Have students rewrite the story, making suggestions to fill in the blank (for example, *box* or *bed*). Make a class book with the suggestions.
- Have students illustrate all the important things they would need if they were to care for a pet cat (for example, a bed, a bowl, food).
- Ask students to draw pictures of three animals that people can keep as pets.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

1e – The Cat!1. Circle the **a** in these words.

man

rat

ham

tap

map

can

jam

tan

sad

2. Add *i* to these words.

___n

___s

___t

3. Add *o* to these words.

___n

___f

___ff



Name _____

1e – The Cat!

Draw this picture.

The cat is on the rock.



Name _____

1e – The Cat!

Draw your favourite picture of the cat.
Use the book to help you
write words in the spaces.

The cat is _____ the _____.

