

Strand: Life Science

Theme: Animals

Purpose for Reading: To build understanding of domestic and big cats.

Comprehension Strategies: Asking and answering questions, synthesizing, making inferences, comparing and contrasting.

Vocabulary

Dictionary Words: cats, cheetah, lions, puma, Sphynx

Vocabulary Words: kitten, lioness, mane, places, powerful legs, whiskers, wrinkles

High-Frequency Words: all, big, have, little, no, people, some, their, them, they, very, where, with

Before Reading

- Ask students whether they have a cat at home. Invite discussion about what students know about cats. Show a picture of a cat and ask students to help label all the parts of the cat that they know. Prompt students to consider big cats during the discussion. Draw and label the parts of a big cat. Compare the similarities and differences between the two diagrams.
- Read the title and discuss the cover photo. *What sorts of cats is this book about? What other big cats might be in this book? Where do big cats usually live? Where do little cats usually live?*
- Read the title page together and ask students whether these are big cats or little cats. *What do you notice that is interesting about how these cats look?*

Introduce the Picture Dictionary

Have students turn to the picture dictionary. Read and discuss the labels. Ask students to describe

what is happening in each picture and identify whether the pictures are of big or little cats. *What are baby cats called? What is the baby of a big cat called?*

Take a Photo Walk

- Pages 4–5: Ask students to look at the photo and describe what is happening. Read the label and caption and discuss whether the adult cat is the mother or father. *What are they drinking? What other animals drink their mothers' milk? What are these animals called?*
- Pages 6–7: Discuss what is happening in the photo. Read the label and caption. Have students describe how the lioness looks different from the lion. Ask students why she might be roaring at him. Explain that lions live and hunt in groups called prides.
- Pages 8–9: Invite students to discuss what they see in the photo. Read the label and caption. *How does this puma keep warm in the snow?*
- Pages 10–11: Ask students what they know about cheetahs. Read the label and caption. Prompt students to look at the background of the photo. Discuss where this cheetah might live. *What might the cheetah hunt for food?*
- Pages 12–13: Ask students whether these are big cats. *How can you tell?* Read the label and captions. *How is the Sphynx different to other big and little cats?*
- Pages 14–15: Have students look at the map. Discuss the key at the bottom of page 15. Read the caption. Help students to read the map and identify

where lions, pumas and cheetahs live.

Read the Book

- Ask students to close the book and read the title independently.
- Turn to pages 2–3. Have students read the dictionary words.
- Turn to pages 4–5. Ask students to read this page independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite students to return to the text and discuss the similarities and differences between the cats.
- Prompt students to notice the similarities that exist between the big and little cats by asking questions such as, *What do the babies of both big and little cats feed on when they are first born? What do big and little cats eat?* Assist them to notice differences between cats by asking questions such as, *Do all cats live in groups? Which cats live and hunt in groups? Which cats hunt alone?*
- Have students consider the advantages and disadvantages of being a wild or domestic cat.

Vocabulary and Word Recognition

- Have students locate the words *big* and *little* throughout the book. Each time they locate a word, have them say it aloud. Have students suggest sentences containing the words big and little. For example, *A horse is _____ and a _____ is little.* Write the sentences on the board and ask students to come out and fill in the words *big* and *little*.

- Write the word *cat* on the board. Ask students to suggest words that rhyme with *cat*. Call on students to come out and write their rhyming words in a column beneath the word *cat*. Read the words aloud as a group.

Oral Language

Invite students to choose a favourite cat from the book. Tell them to reread the page about that cat. Have each student explain to a partner why that cat is their favourite. Have them tell their partner some interesting facts about that cat from the book.

Writing

Ask students to make a compare and contrast chart about big and little cats.

Creative Extension Activities

- Have students make a paper plate mask of their favourite cat. Have them check the book to clarify markings, fur length, colouring, etc.
- In the centre of a piece of paper, have students draw and label a picture of a cat from the book. Around the outside, tell them to draw the things that this cat eats.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activity on page 16.
- Complete the photocopiable sheets.

Name: _____

Write three What Am I? puzzles about cats.

Write three clues for each cat.

Ask a friend to solve the puzzles.

What am I?

What am I?

What am I?

Name: _____

Match the cats to the clues.
Use the book to help you.

I am a baby cat.

lion

I live in groups called prides.

puma

I live in the wild.

kitten

I live in the snowy mountains.

lion

I can run as fast as a car.

Sphynx

I have wrinkly skin and no whiskers.

cheetah

I have short brown fur.

big cat