



Level 3 Book c

Look at the Cats



Written by Josephine Sutton

Level	3
Word Count	79
Text Type	Information report
High Frequency	look, that
Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



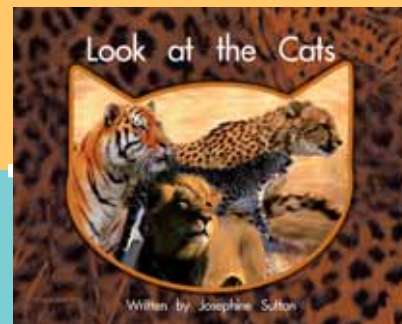
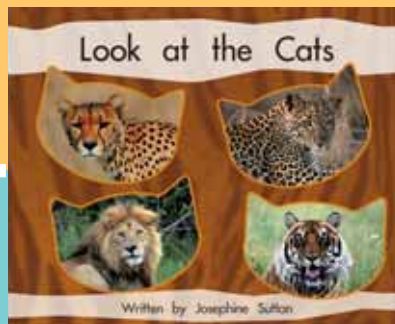
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children. Invite them to look at the pictures on the cover and the title page. Ask the children if these cats are anything like the pet cats they might have at home or have seen elsewhere.



AFTER READING



Explain to the children that this is a factual book and it has photos to illustrate the text. The children should use the photos to help them as they read.



Discuss the children's reading strategies. Did they read accurately? Were there any words that they didn't remember, know, or could decode? Brainstorm some words where their sound knowledge needs expanding.

BEFORE READING 2/3

Ask the children to look at the picture and name the animal. Encourage the children to use different adjectives to describe the lion.

Draw the children's attention to the label and the arrows. Ask the children why they have been put here. Clarify how they help the reader.



Identify the sentence *Look at that lion*. Emphasise the words *Look* and *that*, and ask the children to put their finger underneath the words. Ask the children to put these two words in their own sentences and share with the group.

BEFORE READING 4/5

Ask the children to identify the animal in this picture. Then ask the children to look at the title of the book. Ask them what they think.



Ask the children why the author has placed the elephant in this book. What is the author trying to teach the reader?

Review the word *is* and ask the children to point to the word *is*. Spell it. Ask them to turn to a friend and share a sentence with the word *is* in it.

AFTER READING



Ask the children to identify the animal in the picture. Ask them if they think this animal is a cat or not. Ask them if they have ever see this kind of animal before.



Ask the children if they can explain why this animal is a cat. Encourage them to refer to the *whiskers* label.



Draw the children's attention to the word *a*, read it out, and spell it. Ask the children to put the word *a* into their own sentence and share their sentences with the group afterwards.



Ask the children to identify this animal. Find out if the children have seen this animal anywhere. Ask them if they think this animal is a cat or not.



Find out if the children can identify what makes a monkey different from a cat. Encourage them to talk about their diet or appearance.



Ask the children to point to the words *cat* and *that*. Encourage the children to look at the similarities – emphasise the short vowel sound of the *a*.

BEFORE READING 10/11

Ask the children to identify this animal, and say if it is a cat or not. Talk about the tiger and encourage the children to describe it.

Ask the children if they can read the label in the picture. Emphasise the word *label*, explaining that labels help our understanding of the pictures.



AFTER READING

Draw the children's attention to the word *like* and direct them to put the word into their own sentence. Guide the children to understand that *like* has two meanings and make several sentences to demonstrate this.

BEFORE READING 12/13

Ask the children to describe what they see in this picture. Discuss the colour and characteristics of camels. Ask them what they think is stored in a camel's hump and why, explaining that camels live in deserts and need to store water.



AFTER READING

Find out if the children can explain, by referring to the picture, why this animal is not from the cat family.

Ask the children to identify the words with the short *a* vowel sound – *at*, *that*, and *cat*.

Encourage the children to look at this picture and describe the new animal. Do they think they know what family this animal is from? Ask them to support their answer with a fact.



Draw the children's attention to the words *It* and *this*. Ask them to spell them and put them into sentences to share with the rest of the group. Then identify the short *i* vowel sound in both of them. Ask the children to think of some more words with the same sound.

Ask the children if they know what this is. Invite them to discuss what it might be useful for.

Index	
cheetah	14
leopard	6
lion	2
tiger	10

Explain that the index is a list of important words from the book with their page numbers. The index helps us find information in the text. Invite the children to identify the word for their favourite animal and then use the index to go to the right page.

3 c Look at the Cats

Name _____

The words are jumbled up.

Put them in the right order
and write the sentences.

looks like It cat. a

that camel. at Look

a is cat. It

3 c Look at the Cats

Name _____

Read the sentences and draw the pictures.

Look at that monkey.

Is it a cat?

No.



Look at that tiger.

It looks like a cat.

It is a cat.

