



Running words: 49

# My Cat

by *Beth Braddock*

illustrations by *Don DeMacedo*

## Book Summary

A cat rests in different places around the house.

## Building Basic Skills

**High-frequency words** – My, He, is, up, on, the, me

**Content words** – Cat, table, chair, TV, stair, car, tree, fence

**Repeated phrase** – He is up on the

**Phonics and phonemic awareness** – T (TV), t (the, table, tree); rime -e (me, He)

**Punctuation** – periods, capital letters, exclamation point

## Special Feature

Rhyming text

## Skills and Strategies

*My Cat* can be used to introduce and reinforce:

- sharing own experiences related to the content of the story
- hearing the individual sounds in words
- innovating on the story to create own versions of stories, plays, and songs

**B** creating artwork or a piece of writing related to the text.

## Materials

- copies of words and punctuation for this book from page 93, cut and ready for use
- copies of BLM, markers, pencil
- blank word cards (5 per child), markers, scissors
- an outline of a room drawn on a large piece of paper

## Introducing the Text

To stimulate discussion about places around the house, ask children about their favorite places in their home. *Where is your favorite place at home? At school? At your grandparents?*

## Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

**Cover** – *We are going to read about a cat who has lots of favorite places around his home. He likes to sit up on things.*

**Page 3** – *Where is the cat in this picture? Is this a good place for a cat? Why/why not?*

**Page 5** – *Where has he moved to? Is this a good place for a cat? Why/why not?*

**Page 7** – *What is the cat up on now? Why do you think he is moving around?*

**Page 9** – *Do you think the cat is comfortable up on the stair? How many words with two letters can you see on page eight?*

**Page 11** – *How is this place different from the cat's other resting places? Why would it be more comfortable here?*

**Pages 13 and 15** – Discuss the pictures, predicting where the cat might sit next.

**Page 16** – *Where do you think this cat's favorite resting place is? Why is this a good place for a cat? Draw children's attention to the words "He" and "me." Discuss similarities and brainstorm other words that rhyme with "he" and "me."*

## Reading the Text

Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page.

**Page 2** – Clarify where to start reading and encourage children to point to each word as you quietly read aloud together.

**Page 4** – Identify "He" as the first word. When all children are pointing to it, begin reading quietly together, leaving

the last few words for children to read quietly to themselves.

**Pages 6–16** – Encourage children to read the remaining pages quietly to themselves. Observe accuracy of one-to-one matching. Draw children's attention to the exclamation point on page 16 and reread this page to model expressive reading. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rereading, and checking the picture.

## Revisiting the Text

- Ask children to search the text for words beginning with a capital or lowercase "t." Write them on the board. Say the words together and discuss the similarities and differences between their initial sounds. *Why does "the" sound different?*
- Recall the places where the cat sits in the story and compare them to the places that children's or their friends' pets like to sit.
- Using the words and punctuation for this book from page 93, reassemble the sentences with children.

## Following Up

**B** On the BLM activity opposite, children draw the cat in the appropriate position in the pictures to match the captions.

- Children write each word from page 16 onto a word card, using a different color for each word. Cut the card in half, with one letter on each piece. Children swap with a friend and make jigsaw words. This activity can be extended by directing children to make other words from the cards, for example, "in" and "so."

**B** Children draw a piece of furniture and a pet. Cut them out and glue the furniture onto the picture of the room. Children take turns to move pets around the mural, telling a story as they go. For example, *My puppy is under the table. Now he is going between the chairs.*