

Book Summary

A poem about a cat who likes to play with lots of things around the house before he settles down to eat.

Repeated Phrase

That cat likes to play with _____.

Text Type – Poem

Materials

- copies of words and punctuation for this book from page 131
- copies of PCM, pencils, felt-tip pens
- paper, craft materials, an old hat, a soft toy cat or a photograph of a real one

That Cat

by Eva Martinez

illustrations by Marjorie Scott



Set E

Skills and Strategies

Reading *That Cat* will reinforce the following objectives and give the children the opportunity to:

W recognise rhyming words

S understand that text must make sense and use cues to monitor this

T use the context of the story to make predictions

 use text as a model for writing.

Word Study

- High-frequency words: That, Cat, cat, likes, to, play
- Punctuation: full stops, exclamation mark, capital letters
- Phonics and phonemic awareness:
 - C, c – Cat, cat
 - Th, th – That, with
 - p – paper, play
 - onsets and rimes – b/ats, c/at, h/ats, th/at
 - plurals – hats, shoes, toys

Speaking and Listening

Use this text to help the children:

- predict the storyline using illustrations from the book
- share ideas about the story with others in the group.

The Guided Reading Lesson

Introducing the text

Using a soft toy cat or a photograph of a real one, encourage the children to share their ideas and experiences about what cats like to play with.

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – What is happening in this picture? What is special about the girl who is playing with the cat?

Title page – What is the cat doing here? Together, read the names of the author and the illustrator again.

Pages 2 and 3 – Who do you think these shoes belong to? What sound can you hear at the beginning of the word “shoes”? Do you know what two letters make that sound?

Pages 4 and 5 – What has the cat found to play with now? What do you notice about the words “cat” and “hat”?

Page 7 – What do we call all the things the girl has for the cat to play with?

Page 9 – What is the cat playing with now? What other words have we talked about that sound like this word?

Pages 10 and 11 – What do you think the cat is playing with now? What would you expect the word “paper” to begin with? Can you find the word “paper” on page ten? Are there any other words that begin with “p” on page ten?

Page 13 – Whose feet can we see in the picture? How are they different from each other?

Pages 14 and 15 – What is the cat playing with this time? What would you expect that word to begin with? Can you find the word? What would the other bowl be used for?

Page 16 – Were you right? Can you find another word in the story that rhymes with the word “eat”?

The children can now read the book again independently.

Revisiting the Text

- Discuss why the cat would have enjoyed playing with the things in the story.
- Pass an old hat around the group and, as you do this, ask the children to think of a word that rhymes with the word “hat”. Record the words on the board.
- Using a simple paper pattern, the children could make their own hat and write on it all the words they know that rhyme with “hat”.
- Discuss the use of the exclamation mark on page 16.
- Using the words and punctuation for this book from page 131, reassemble the sentences with the children.

Following Up

 Use text as a model for writing.

- Ask the children to make something else that a cat would like to play with. Then, using the structure from the story, they could write a sentence about the toy they have made. These could be displayed together with a large picture of a cat.

P On the PCM activity opposite, children draw arrows to the words that rhyme with “Cat” and record these words in the box below.