

# Sooty

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Level 12

## Getting ready for reading

Talk about any pet cats the children have or know. Ask: *What things do they do? What games do they play? Do they do any naughty things?*

## Talking through the book

Give each child a copy of the book. Ask them to read the title and predict what the book will be about. You may like to have children read page 2 and then further discuss their prediction. You might say: *John, you thought the book would be about a cat's adventure. Do you still think this? What part of what you read makes you think that? What do you think will happen next?* Repeat with other children. You could then ask the children to read to another designated point and repeat the discussion.

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### **Being a meaning maker**

Encourage the children to support their answers with evidence from the book as they discuss these questions.

*What games does Sooty like to play?*

*Why does Sooty wait by the window every afternoon?*

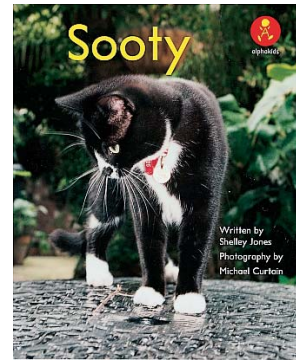
*Is Sooty a naughty cat? Why?*

*How does Emma feel about Sooty?*

### **Being a code breaker**

Children could explore the following features:

- spelling of compound words in the book: *sometimes, backyard, inside, back door, paper bag*
- the use of a comma before *but* on pages 2, 4 and 12



## TEXT FEATURES

- **This book is about the daily behaviour of a cat called Sooty. It features Emma from the 'E' alphabet book and *Glasses* (level 2).**
- **It is written in the form of a recount.**
- **The text is supported and enhanced by colour photographs.**
- **There are up to six lines of text per page.**
- **The text is not repetitive but provides opportunity for revisiting phrases and new words throughout (mileage).**

### **Being a text user**

Discuss:

*What kind of book is this? Fiction? Factual?*

*What information does it give about how to look after cats?*

*Would it be a useful book for learning about how cats behave? Why? Why not?*

### **Being a text critic**

Discuss:

*Do all children have cats for pets?*

*Are all cats like Sooty? What other kinds of cats are there?*

*Does the author of this book like cats? What makes you think this?*

## **Literacy learning centres – follow-up activities**

### **WRITING CENTRE 1**

Children could write use Sooty as a model for writing a book about their own pet, focusing on how the animal is looked after, what they do to play, and any naughty or interesting things they do.

### **WRITING CENTRE 2**

Children could carry out a class survey about who has pets and what type of pet the children have. They could then make a short report on what they found, using words and pictures.

Name of person	Name of pet	Kind of pet

### **BOOK BROWSING CENTRE**

Provide other books and poems about cats for children to read, for example: *A Pet for Me* (Alphakids, level 8); *John Brown Rose and the Midnight Cat* by Jenny Wagner – a beautiful book of jealousy and friendship, featuring a very large dog and a very black cat; *Millions of Cats* by Wanda Gag (first published in 1928) – the story of ‘hundreds of cats, thousands of cats, millions and billions and trillions of cats’.

A. A. Milne’s poem ‘Pinkle Purr’ in *Now We Are Six* is about a delightful black kitten who grows up to be a dad himself.

### **WORD CENTRE**

Children could read familiar texts to list a range of compound words according to their spelling pattern:

Single word	Hyphenated word	Spaces between words
inside	ice-cream	hot air balloon

### Keeping track

When taking a record of reading behaviours it is important to carefully analyse the child’s behaviour. Do they search the text to help with decoding? Do they stop when errors cause meaning to become lost or confused?