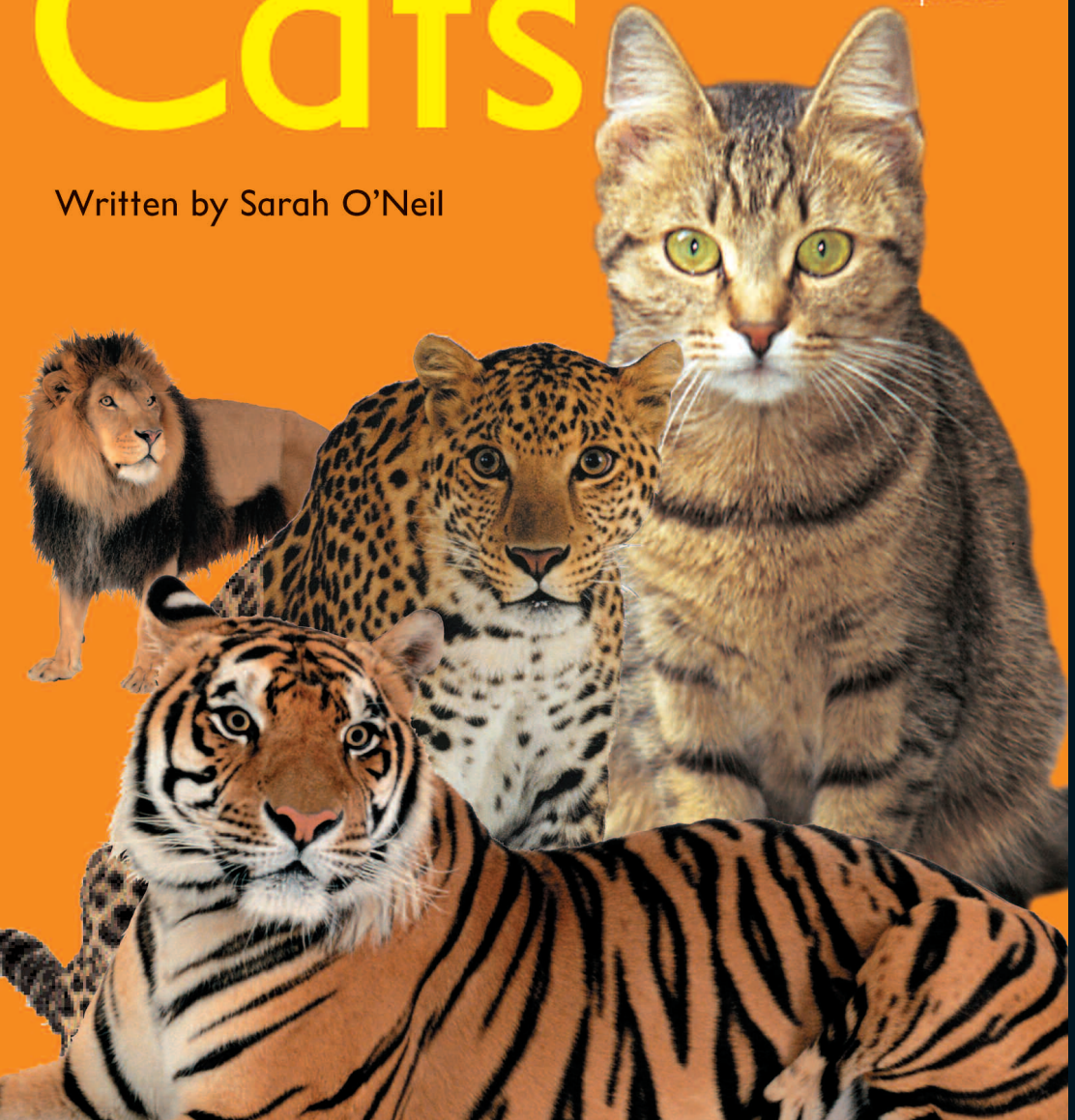




# Cats

Written by Sarah O'Neil



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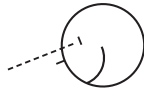
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The text is written as a report.
- The sentence form 'This is a .... belong to the cat family'.

## Vocabulary

belong, cats, cheetah, family, leopard, lion, tiger

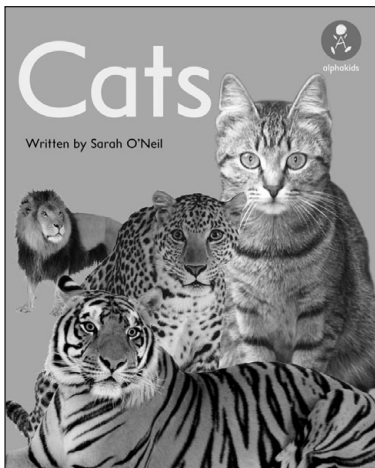
### Setting the context

Write 'Cat family' on the board. Ask the children to tell you what animals might belong to this family. List their suggestions on the board as a reference for later in the session.

### Introducing the book

*This book is about animals that belong to the cat family.*

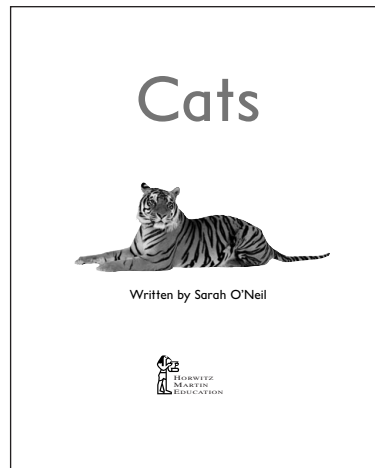
Turn through the book, ensuring that the children know the names of the cats featured.



### Front cover

*Look at the cover. What types of cats can you see?*

Point out the author's name.



### Title page

*This is the title page.*

Point out the title. Read it together.



## **Talkthrough**

*What type of cat is shown in these pictures?*

*Can you point to the word 'lion'? How did you know it was 'lion'?*

*What type of cat do you think will be on the next page?*



## **Observe and support**

*Can the children use known words to work out new ones? Point to the word 'belong'.*

*Did you see another word in 'belong' that helped you to work it out?*



This is a lion.

2



Lions belong  
to the cat family.

3



## **Talkthrough**

*Here are some pictures of another type of cat, the tiger.*

*Look at the picture of the tiger on page 4.*

*What is the weather like where this tiger lives? What tells you this?*



## **Observe and support**

*Can the children locate the high-frequency words: this, is, a, to, the?*

*Can you find the word 'this'? What sound can you hear at the start of the word?*



This is a tiger.

4



Tigers belong  
to the cat family.

5



## **Talkthrough**

Point to the picture on page 6.

*This is a cheetah. Why do you think it is crouching down in the grass? What could it be doing?*

*Tell me what the cheetah looks like.*



## **Observe and support**

Are the children able to interpret meaning from the book?

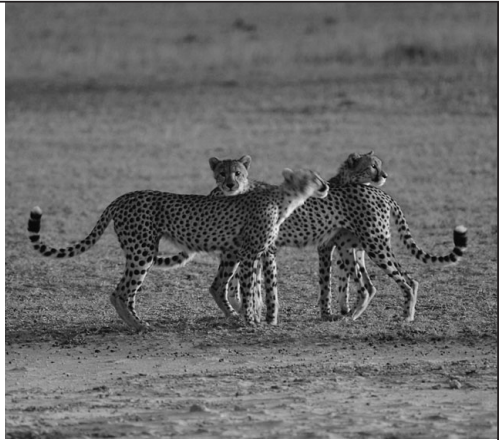
*Why is the cheetah crouching down in the grass?*





This is a cheetah.

6



Cheetahs belong  
to the cat family.

7



## **Talkthrough**

*What type of cat can you see this time?*

*How does the leopard look different to the cheetah?*



## **Observe and support**

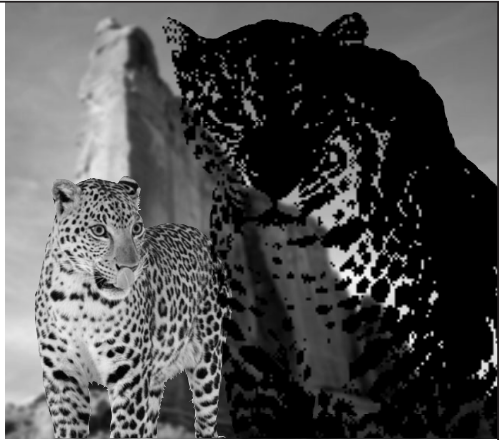
*Do the children know what type of text this is?*

*Can you tell me what kind of book this is? It is a report.*



This is a leopard.

8



Leopards belong  
to the cat family.

9



## **Talkthrough**

*Here we have an animal that you may have at home. What is it?  
Why can't we have the other types of cats as pets?*



## **Observe and support**

*Do the children notice the plural form of 'cat'? Point to the word 'Cats'. Say the word.*

*What can you hear at the end of the word? This means we are talking about more than one cat.*



This is a cat.

10



Cats belong  
to the cat family.

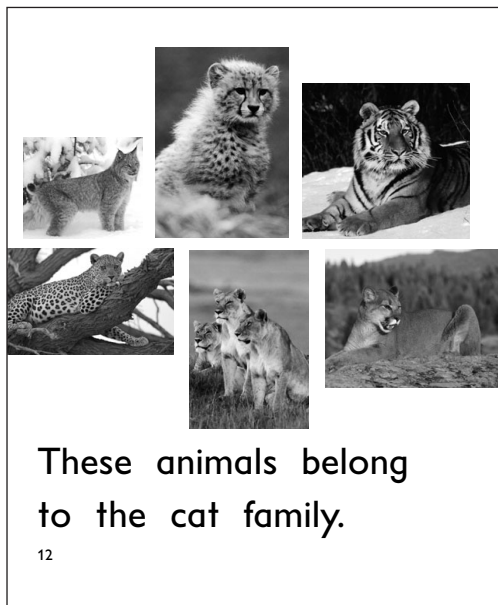
11



## Talkthrough

*Now here are pictures of all the different types of cats in the book.*

*Which is your favourite animal from the cat family? Why?*



## After reading

### Being a meaning maker

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

*Which animals belong to the cat family?*

*What is the same about all of the animals in the book?*

*What does an animal need to belong to the cat family?*

## Being a code breaker

Explore the following sounds:

- /l/ — lions, leopards, family, belong, all, animals.
- /t/ — tiger, cat, cheetahs.

## Being a text user

Look back at the list of animals made in the ‘Setting the context’ section and refer to the text when discussing these questions:

*Were the animals we listed in the book?*

*Are there any animals on the class list that are not referred to in the book?*

*Does this mean they are not members of the cat family? How can we find out?*

## Being a text critic

*What did the author need to know to write this book?*

*Which animals has she left out?*

## Responding to text



Play a game called ‘Who am I?’

Ask the children to work in pairs, with one thinking of one of the animals from the book, and the other asking questions about the animal until he or she picks the correct one. The children can then swap roles.



Provide the children with pictures of different animals from the cat family. Have them select one of the cats and then write about this animal, describing its features.



Ask the children to work in pairs and write down all of the words they can think of that rhyme with ‘belong’. Give them an example, so they can see the spelling pattern involved. Other words could include: long, song, wrong.

## Writing

Innovate on the book by focusing on another animal family. Have the children write sentences about these animals. Brainstorm some ideas with the children to get them started; for example, This is a wolf. Wolves belong to the dog family. This is a poodle. Poodles belong to the dog family.

## Assessment

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Can the children:

- explain what kind of book this is?
- say what other animals might belong to the cat family?



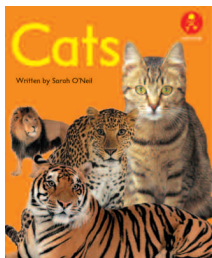
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Animals

**Curriculum link:** Science

**Text type:** Report

**Reading level:** 3

**Word count:** 57

**High-frequency words:** a, is, the, these, this, to

**Vocabulary:** belong, cats, cheetah, family, leopard, lion, tiger

### Possible literacy focus

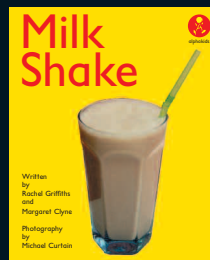
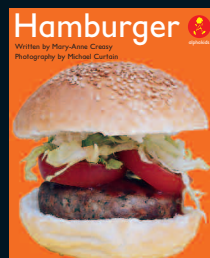
Understanding simple reports.

Inferring meaning: What other animals might belong to the cat family?

### Summary

This book is a report about a range of animals that belong to the cat family.

Other books at this level



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