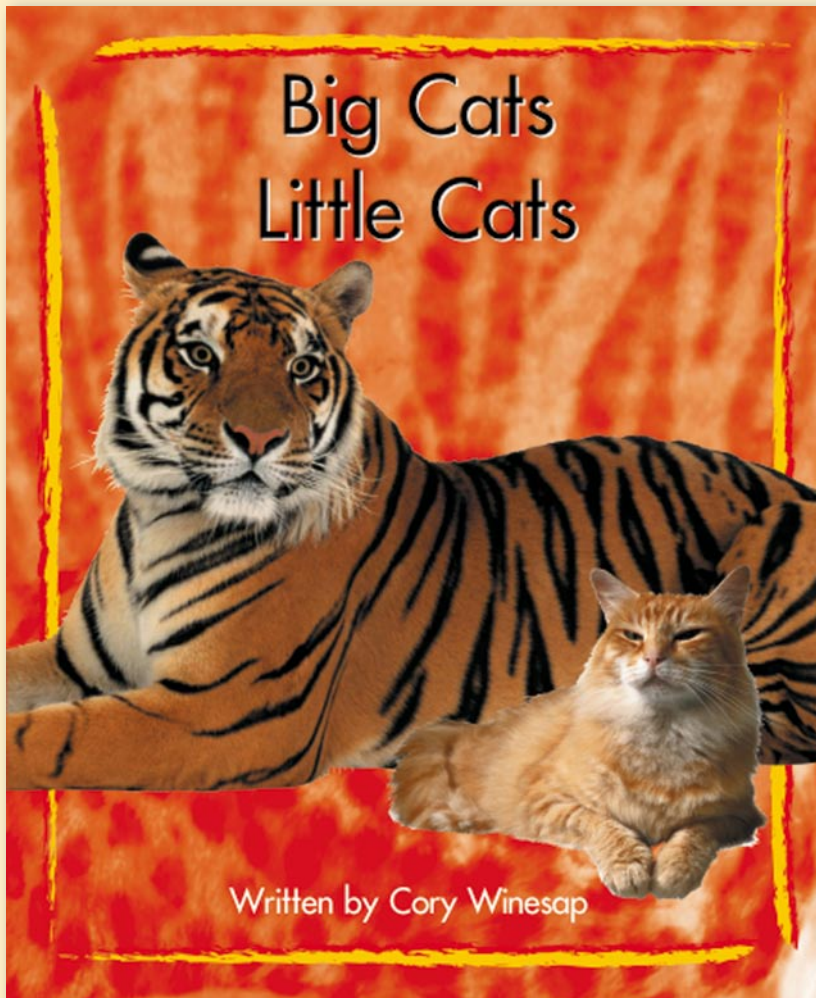




Level 11





Book g



Level	11
Word Count	210
Text Type	Information report
High Frequency	
Word/s Introduced	

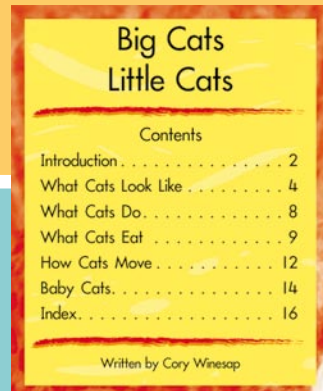
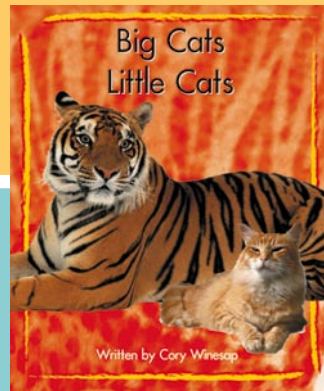
We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. 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)

Cover & Title Page

Engage the children in a discussion about cats. Did they know that lions and tigers are cats too? What other big cats can they think of? How are big cats and little cats like each other?



Ask the children what they have learned about what is in the book from the contents page. Ask them where they would look to find out about what cats eat.

One of the main differences between big and little cats is where they live. Discuss with the children where big and little cats live. Where can they go to see big cats?

Have the children scan the text for the words *big* and *little*. Ask them what letter is the same in both these words. What sound does that letter make in these words? Find another word that has the same sound in it.

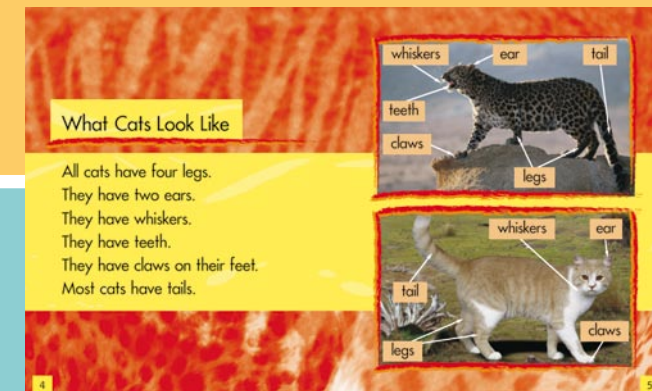


Have the children name the two places they can see big cats. Ask them what little cats that live with people are called.

Ask the children to read the captions on the photos. Why did the author put captions on the photos?

Ask the children what other differences they can think of between big and little cats. How are they the same as each other?

Write *there*, *their* on the board. Ask the children to find which word is on p4. Why?

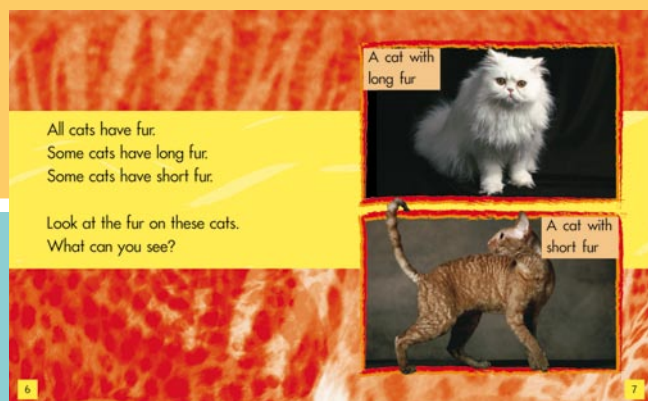


Ask the children how the labels on the photos helped them. Did the labels add to the information in the text at all?

Ask the children if they know animals the same or different from these animals. How are they the same or different?

Ask the children how much difference there is in the fur of different cats. How does fur differ from cat to cat?

Have the children find the two adjectives in the labels on p7. Can they find the same adjectives on p6?



Ask the children what the text says is the difference between the fur of these two cats. Have them tell you any other differences they can see.

Invite the children to discuss with you the things that cats do and what they eat. Is there a difference between what big and little cats do and eat?

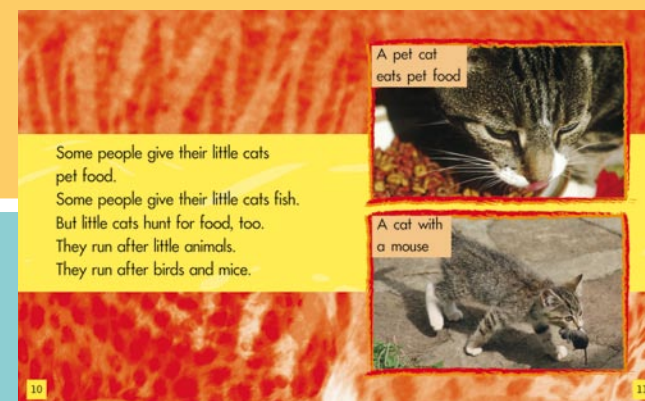
On p9 have the children find a noun with two adjectives. Can they find the same noun in a photo caption with one adjective?



Ask the children to name two things all cats do. Do all cats eat meat? What kind of meat do big cats eat?

Ask the children to find words that begin with consonant blends. Write one of the blends on the board. Write words beginning with the blend as the children say them.

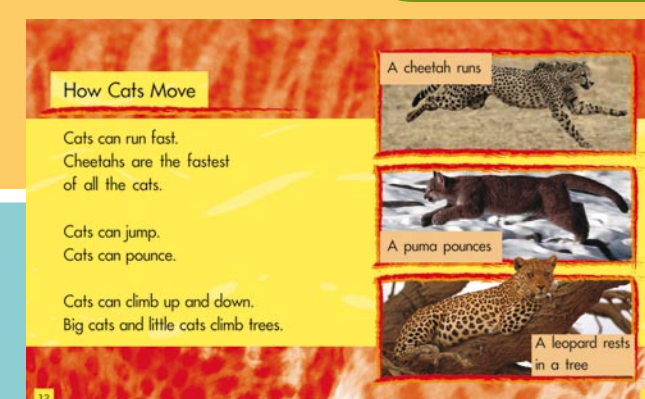
Ask the children where pet cats get their food. What kinds of food do pet cats eat?



Ask the children what sorts of food people give their cats. How else do cats get food? What sorts of things do they hunt?

Discuss with the children all the different ways that a cat moves. Ask the children if they think big cats may move in any way that little cats do not.

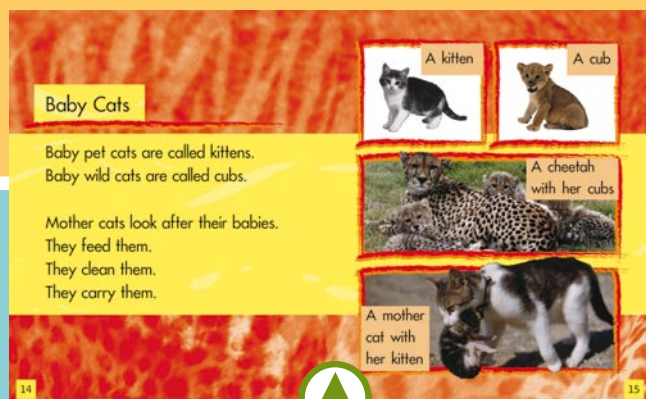
Write the words *pounce* and *climb* on the board. Ask the children if they know these words. Say them, then have the children demonstrate what they mean.



Ask the children which cat is the fastest of all the cats. How do cats get up trees? What other ways of moving are mentioned in the book?

Ask the children what main idea these two pages teach them about.

Ask the children what baby cats are called. Ask if they know that baby big cats are called something different. Do they know what that is? Do they know how mother cats look after their babies?



Discuss the ways that mother cats look after their babies. How do they clean them? How do they carry them? Ask the children what the difference between cubs and kittens is.

Write *feed* and *clean* on the board. Discuss the middle sounds with the children. Ask them what is the same/different about the sounds. List other words with the same sounds: *feed, clean, weed, bean...*

Ask the children where in the book they would look to find out which pages in the book have specific information. What is this part of the book called? Ask the children to find a page with labels and a page with captions.

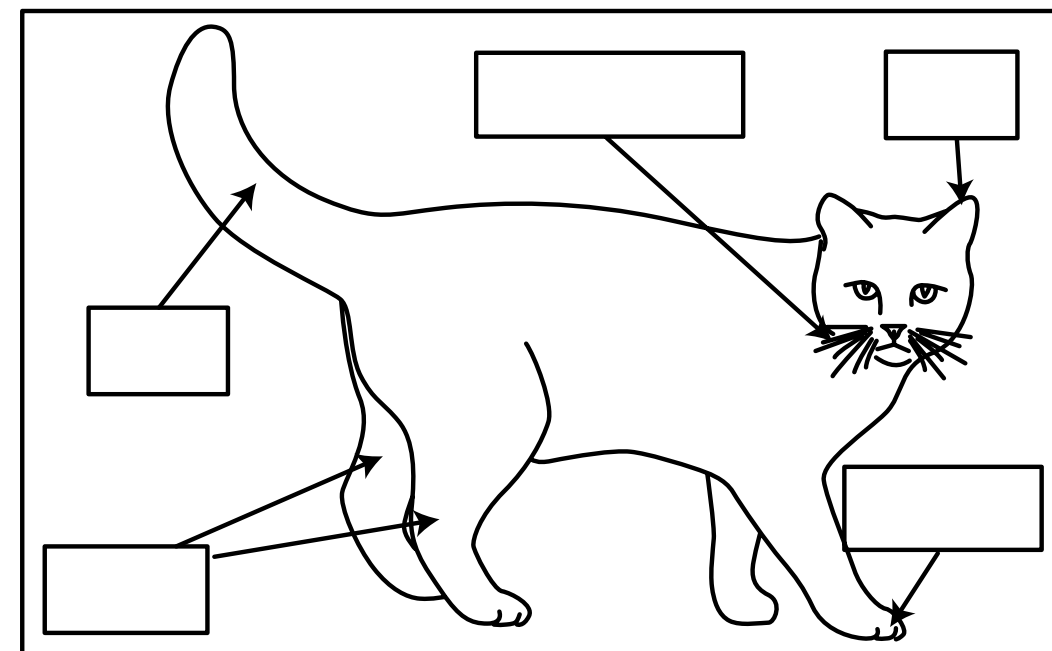
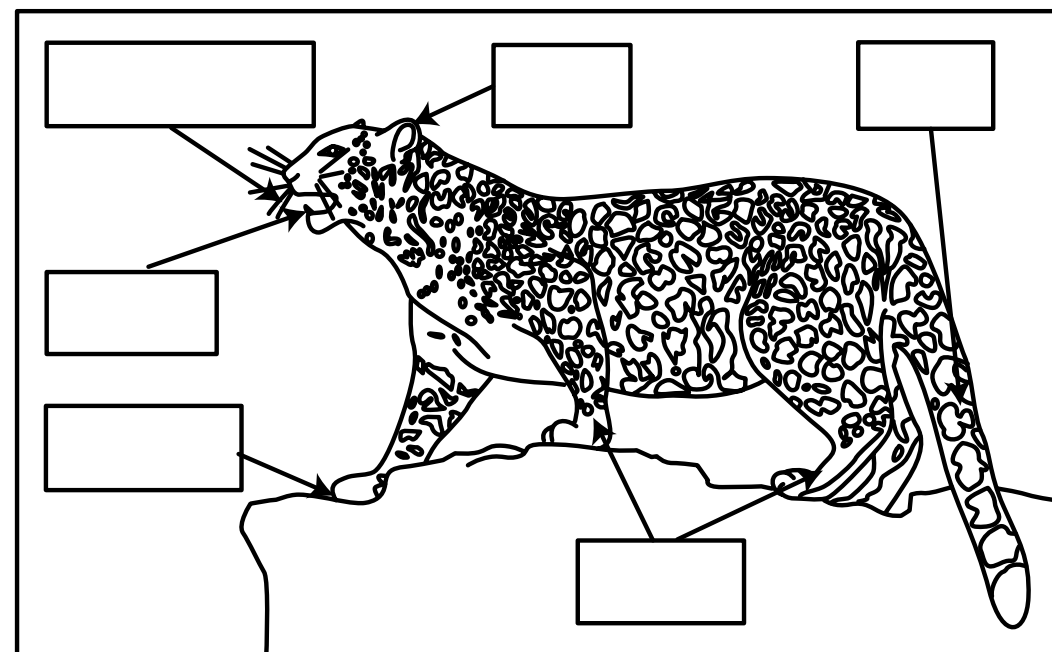
Have the children read the book independently. Ask them to read for information. After they have read the book they will tell their partner two facts from the book.

Index	
fish	10
fur	6, 7
kitten(s)	14, 15
tail(s)	4, 5
whiskers	4, 5
zebra(s)	9

Ask the children how they could use the information on this page. What could they use the information in this book for? What have they learnt that they did not know before they read the book?

11 g Big Cats Little Cats Name _____

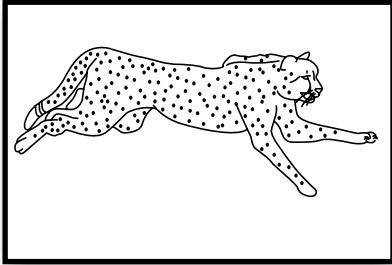
1. Label the diagrams as they are in the book. Colour the pictures.



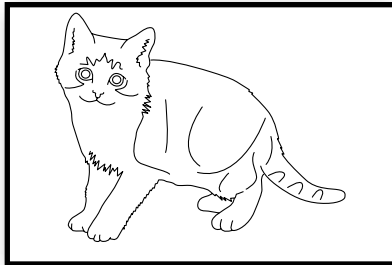
11 g Big Cats Little Cats **Name** _____

1. Draw lines to match the picture to the name of the cat.

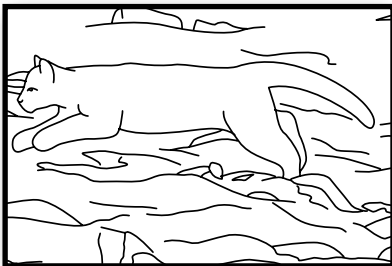
The first one has been done for you.



puma



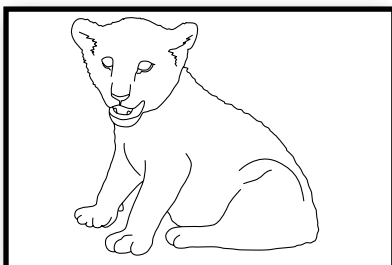
tiger



cheetah



kitten



cub