



Level 5 Book a

The Thirsty Cats



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Level	5
Word Count	98
Text Type	Narrative
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 discussions 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)



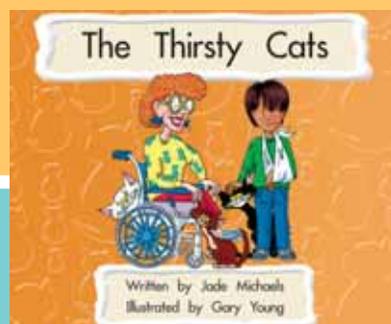
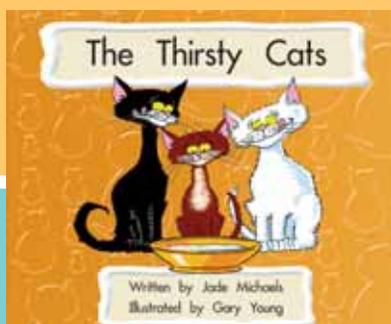
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover and the title page and suggest what this book is about. Can they read the title? Discuss with the children what cats drink.



AFTER READING



Invite the children to respond to this story. What did they like about it? Which cat did they like best? What did the cats want? What did Mrs Kitcat say to them?



Comment on the appropriate reading behaviours that you observed as the children read independently. Ask the children if they remembered to reread if they needed to.

BEFORE READING

2/3

Ask the children to look at the picture and describe the cat. What does it look like? What colour is it? What is it doing? What has it jumped onto? What is it saying?



AFTER READING

Discuss the text type of this book with the children. Ask them who the characters are and where the story is set. Ask them to use the picture to check on what they are saying.

Write *jump*, *jumps*, *jumping*, and *jumped* on the board. Have the children read each word. Ask for a volunteer to come and circle the part of each word that is the same.

BEFORE READING

4/5

Invite the children to look at this picture and discuss the black cat, what it looks like, what it has done, and what it could be saying.



AFTER READING

Continue the discussion of the narrative text type. Who in this story has a problem? What is that problem? Have the children identified all the characters? Which new character was introduced on this page?



Discuss this picture with the children. Ask them what sounds cats make.



Ask the children what *meow* starts with. Then ask them to find *meow* on the page.



A brown cat
jumped onto the chair.

"Meow, meow, meow,"
she said.



Ask the children to comment on why the author had the brown cat say *meow* instead of *I'm thirsty*? Was the brown cat thirsty?



Write the words *Mrs Kitcat* on the board. Explain that this is the cat owner's name. Ask the children to look at the word *Kitcat* and identify the parts that they know. Help them read *Kitcat*.



Discuss this picture with the children. Is Mrs Kitcat happy with the cats? Are they good cats or naughty cats? What is she saying to them?



Mrs Kitcat said,
"You are naughty cats.
Get down!"



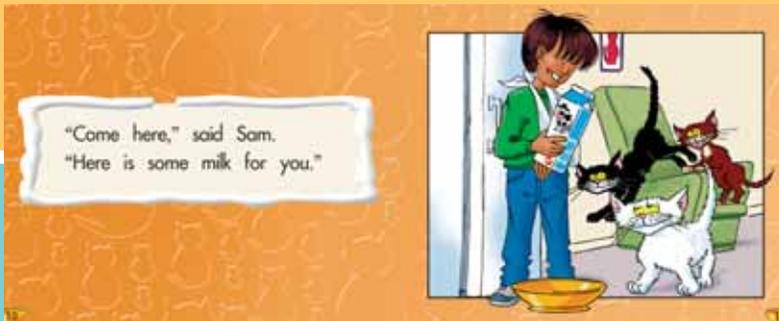
Have the children share their personal experiences of naughty cats. What naughty things do cats do?



Write *cat* and *cats* on the board. Talk about plurals with the children. Write *dog* on the board. Ask the children what the plural of *dog* would be. Ask them to supply other words and their plurals. List them on the board. Point out the final *s* on each plural word.

BEFORE READING 10/11

Ask the children to comment on this picture. What is happening? Where are the cats going?

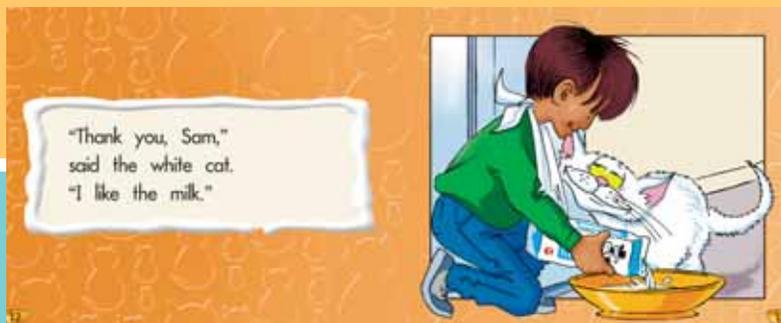


Discuss with the children why Sam was the one to go and get the cats some milk. Why didn't Mrs Kitcat go?

AFTER READING

BEFORE READING 12/13

Invite the children to look at this picture and predict what the white cat is saying.



Invite the children to talk more about Sam's injury. What is it? How do they think he got it? How difficult is it for Sam to pour out the milk with one arm in a sling?

AFTER READING

Ask the children if they think the black cat is saying the same as the white cat. What do they think the brown cat will say?



Ask the children to check back with the picture. Which cat do they think is the thirstiest? How do they know that?

Ask the children to look at the picture. Does the brown cat look happy?

Ask the children to return to the beginning of the book and read it independently. Demonstrate how to go back to the beginning of the sentence and reread if they cannot work out a word or if they think they have made a mistake.

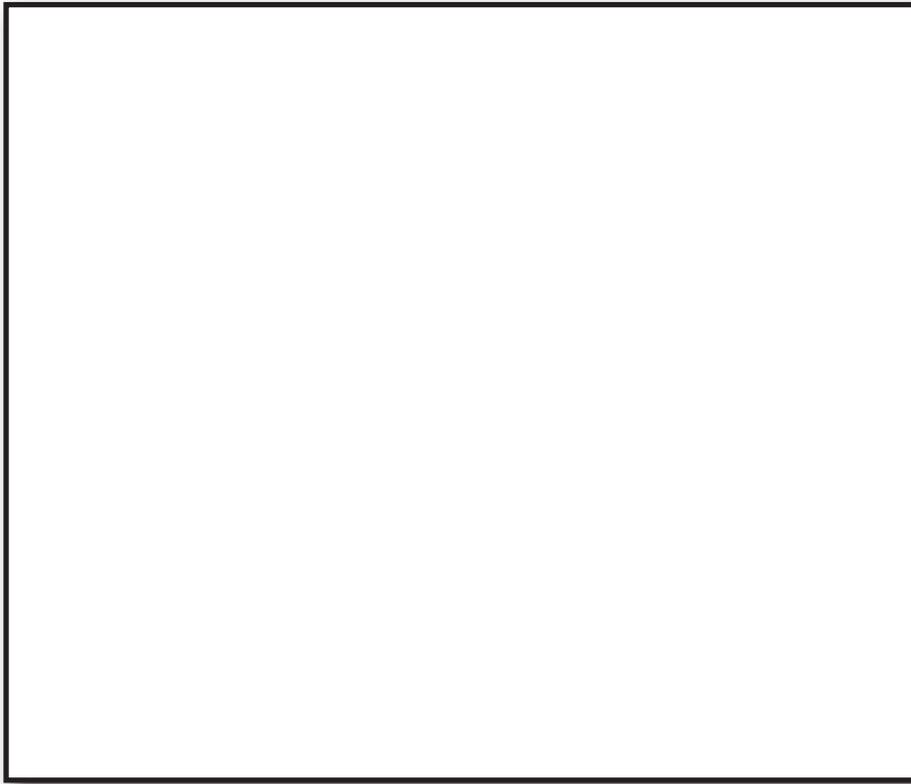


Discuss cats in more detail. When do they meow? When do they purr? What other things do cats do to show that they are happy? What do cats do when they are angry?

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Name _____

1. Draw your favourite part.



2. Complete the sentence to go with your picture.

I liked the part when

5 a The Thirsty Cats

Name _____

Add the correct endings. Read the sentences.

Draw what each sentence says.

The black cat jump__ onto the chair.



The white cat is jump_____ onto the chair.

