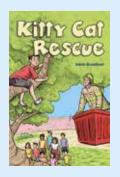# Kitty Cat Rescue

Team Turbo gets treats when they do good deeds. Pumpkin wants treats, too. But first he has to do a good deed. So he decides to rescue a kitten that is stuck in a tree in the school playground. This doesn't work out quite as he had planned.

Reading strategy	**Comprehension focus**
Listening to yourself as you read	– Interpreting figurative language
– To track and enjoy the story	**Fluency focus**
– To self-correct if the text doesn't make sense	– Varying the pace of reading in response to a range of punctuation marks
– To self-correct if the text doesn't sound right	**Genre focus**
	– Report

Day 1: Before reading

- Introduce the book by discussing the cover and reading the title together.
- Encourage students to share what they know about cats and related experiences. Record their comments on a chart headed "What we know about cats".
- Read and discuss the blurb, then engage students in predicting the story. Have them write their predictions on sticky notes. Allow time for them to share and compare their predictions with a partner and the group.
- Introduce the reading strategy by discussing the importance of listening to yourself when you read, and model how to:

    track and enjoy the story

    self-correct if the text doesn't make sense

    self-correct if the text doesn't sound right
- Allow students to practise applying the strategy by rereading the blurb independently.

During reading

- Read the Chapter 1 heading and discuss its relevance to the story.
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension. Ask: What did you learn about Pumpkin?
- Pose questions that will help students reflect on what happened and the relationships between the characters. Ask: How does Pumpkin treat Curly?
- Have students check their original predictions about the story and record a different prediction or refine their original thoughts.
- Discuss what it means to make inferences and to read between the lines.
- Repeat the process for Chapter 2.

- Discuss features of the text where the reader must infer the meaning, e.g. *"I insist,"* she *said*. (page 13)
- Review the term *figurative language* and discuss examples from the text, e.g. *his 'look what I got!' grin*. (page 13)

After reading

- Read Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to complete the task. Emphasise that when we read figurative language, we read between the lines rather than take the language literally.
- Allow time for students to share and compare their work.

Fluency focus

Read *Cats in Trees* or *You Gotta Call Porter Rap* to students. Discuss how they should use their voices when reading to an audience. Have students read along with *Cats in Trees*. They practise changing the expression and tone of their reading to suit the features of the text and the pace of their reading in response to the punctuation marks.

Vocabulary and spelling activities
Goals

To develop understanding about:
- variant grapheme for /oi/
- variant graphemes for /ee/
- alliteration
- alphabetising words

Activity 1 Variant grapheme for /oi/

Record the following words on the board: *point, avoid, voice, spoil*. Ask: What vowel sound can you hear in each word? What letters represent the sound in each word? Underline and identify the letters that make the /oi/ sound. Ask students how else can the /oi/ sound be spelt? (oy) Brainstorm words with the oy spelling of /oi/. (*boy, toy, joy, annoy*)

Activity 2 Variant graphemes for /ee/

Record and read together the words *keep* and *bean*. Identify the common sound in both words. Underline the letter(s) that represent the long /ee/ vowel sound. Have students work with a partner to find other words with the long /ee/ vowel sound in a chapter of the text, e.g. *she, please, me, needed, keep, concrete's, cream, Curly*. (Chapter 1) They classify the words into groups according to the graphemes that represent the long /ee/ vowel sound. Have students copy a list of words for each grapheme-phoneme correspondence and underline the letter pattern for each list. (Variant graphemes for long /ee/ vowel sound are: e, ea, ee, e_e, y.)

Activity 3 Alliteration

Use the title and contents page examples *Kitty Cat Rescue* and *Here Kitty, Kitty!* to model and explain alliteration which is the use of the same letter(s) or sounds to begin two words. Involve students in finding phrases that have alliteration, e.g. *terrible timing* (page 16), *big branch* (page 20), *kitty cat* (page 21). Students record their own definition of alliteration and add examples.

Activity 4 Alphabetising words

Review the process of putting words into alphabetical order. Remind students to look for two words that start with the same letter, then look at the second letter, e.g. *look, leaves*.

Day 2: Before reading

- Review the reading strategy by discussing how listening when reading helps readers stop and self-correct when the text doesn't sound right or make sense.
- Record students' predictions and tell them they were able to make good predictions because they were listening to themselves as they read.
- Allow time for students to share their predictions, then read the Chapter 3 heading together. Predict what the chapter might be about.

During reading

- Read the opening of Chapter 3 to students. Students take over reading independently in silence. Discuss the competition between Pumpkin and Curly and the rest of Team Turbo. Discuss and interpret the figurative language, e.g. *"Saving Mr Cawston," said Evie. "We are bean rescuers." Team Turbo waved their ice blocks under our noses.*
- Repeat the process for Chapter 4.
- Add to the chart any new information learned about cats. Confirm or negate predictions.

After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A.
- Discuss the value of rereading excerpts in context. Model the process and allow time for students to complete the task.

The rap: rhythm, rhyme and repetition
Goals

- To provide a forum for meaningful reading practice
- To use rhythm, rhyme and repetition and shared reading experiences to build students' confidence
- To further develop students' ability to read important words automatically

Activity 1 Introduce the rap

Read *You Gotta Call Porter Rap* with students. Volunteers read the rap independently.

Activity 2 Perform the rap

Encourage students to perform word or sound percussion in time with the rhythm of the rap. Pairs of students perform the rap with one student chanting a repetitive phrase or sound quietly in the background while the other student reads the rap.

Activity 3 Identify rhyme

Analyse each verse and the refrain to identify the pattern. Note any deviations and discuss. Identify the words at the end of the lines of each verse. Identify words that rhyme and words that don't in each verse. Students note the different letter patterns for words that rhyme, e.g. *tree/me*. Ask: Why did Pumpkin use the word *gotta* in the rap? Students brainstorm other sets of rhyming words that could be used.

Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm, e.g. when the last two lines are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise varying the volume of their voices to add another dimension to the sound pattern.

Activity 5 Publish a rap

Students produce their own rap about one aspect of cats or kittens. They use a computer and add graphics to their rap. Students jointly publish their raps as one book along with other details about cats or kittens. Identify the cover features of books that are made up of collections of stories. Students include these features in their publication of raps.

Day 3: Before reading

- Review the reading strategy by covering important words in the statements on the "What we know about cats" chart. Ask students to predict the missing words as they read the statements aloud.
- Model how to use excerpts from the text when talking about features of the story.
- Involve students in checking their predictions with a partner and then making final additions or changes to their predictions after reading the last chapter title.

During reading

- Read the opening of Chapter 5 to students, asking them to note where you varied the reading to suit the situation. Then students take over, choral reading it together.
- Discuss the ending in light of students' predictions. Allow time for students to confirm or negate their predictions.

After reading

- Discuss expectations for Chapter 5 on Worksheet A and help students get started.

Publish a report

Goals

– To read and write a report

– To identify and discuss the features of a report

Reports tell us all about a topic. The heading tells what the report will be about. Reports include "who, what, where, when, how, why" information. The information can be presented in a graphic form. Reports begin with an interesting opening sentence and they often end with a closing statement. Sometimes reports have subheadings to break up the text.

- Ask: What do you know about reports? Discuss responses.
- Students read *Cats in Trees*. Ask: What did you already know about cats or kittens climbing trees? What did you learn?
- Discuss the need to sequence paragraphs of a report in a logical manner. Count the paragraphs and discuss the purpose of the introduction.
- Allow time for students to reread the report, cut it into meaningful sections, sequence the sections and then paste them on paper.
- Discuss the purpose and features of a heading and subheadings, including the use of capital letters. Brainstorm a list of possible subheadings for each section of *Cats in Trees*. Read the list together.
- Allow time for students to add subheadings to the report.
- Students can add a graphic element. Model how to compose and add a caption to a graphic element. Allow time for students to complete the task.
- Listen to students read their reports, noting how they vary their pace.

Kitty Cat Rescue

Worksheet A   Interpreting figurative language

Name: _____ Date: _____

Read between the lines to understand what the characters mean.

Chapter 1 Eco Project What did Pumpkin mean when he said, "Keep up, Curly."	**Chapter 2 Kindness** What did Pumpkin mean when he thought, "I didn't want to see his, 'look what I got!' grin."
Chapter 3 Bean Rescuers What did Evie mean when she said, "We are bean rescuers."	**Chapter 4 Here Kitty, Kitty!** What did Pumpkin mean when he thought, "I knew how it felt."

Chapter 5 Here Comes the Fire Brigade What did the firefighter mean when he said, "Looks like it's a double rescue today!"

Cats in Trees

Every year, cats and kittens climb trees and won't or can't come down. People often call the emergency services to rescue them. This takes the fire brigade away from fighting fires.

Older cats can often come down from trees by themselves. They can usually jump to the ground without injury. Kittens may not be able to do this.

Cats have a remarkable ability to twist their bodies in a fall, so that they land feet down and fall at a lower speed than humans.

However, cats can still be injured from a low fall because they tense their bodies. In a higher fall, they will relax and spread out. They look a bit like a flying squirrel.

If a cat or kitten is up a tree for a long time, and shaking their food box isn't working, who should you call?

The best person to call is an arborist. This is a person who trims trees. They have the skills and equipment to climb high without damaging the tree. They can reach the cat and carry it down.