

## Lost Cat



**Word Count:** 38  
**High-Frequency Words:**  
*a, and, is, she, we*

**Text Type:** Non-fiction: Persuasive — Flyer

**Guided Reading Level:** D

**Summary:** This flyer advertises that a family pet is missing and requests help in finding the cat.

### Text Supports

- ▶ photograph of cat gives picture support for topic and descriptions
- ▶ main text written in sentences with usual punctuation

### Possible Text Challenges

- ▶ flyer format may be new for the readers
- ▶ variety in layout with placement of text above and below the picture
- ▶ inset star on the right requesting help
- ▶ word recognition, e.g., 'Fluffy,' 'belly'
- ▶ inclusion of a phone number

### Reading Strategies

#### Comprehension

- ▶ evaluating

#### Working with Words

- ▶ using first letters and initial consonant clusters for word identification
- ▶ using photo and contextual clues to support word recognition
- ▶ identifying high-frequency words
- ▶ generating rhyming patterns

### Assessment Opportunities

Note each student's ability to:

- ▶ navigate the text layout and features of a flyer
- ▶ understand the purpose and audience of the flyer
- ▶ form an opinion and evaluate to gain meaning from text
- ▶ predict an appropriate outcome
- ▶ work out less familiar words by using context and photo cues
- ▶ recognize high-frequency words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Kindergarten Reading Guide.



## BEFORE READING

Making connections

### Activating and Building Background Knowledge

- ▶ Ask students if they have a family pet, and if they have ever lost this pet.
- ▶ Ask students what they can do if a pet is missing.

*I left the gate open and my dog got out. Have you lost a pet? How did you feel?*

Making connections

### Discussing Supports and Challenges

- ▶ Show a copy of the Lost Cat flyer and explain what the family did to try to find their pet cat Fluffy.
- ▶ Hand out a copy of the flyer to each student.
- ▶ Read the flyer heading out loud and use prompts to discuss the flyer's content, purpose, and features:

*The family who lost their cat made a flyer. They made copies to let people know their cat was lost. Who do you think they gave copies of the flyer to? Why do you think that?*

Predicting/infering  
Analyzing

Visual literacy/synthesizing

Making connections/  
infering

Word solving and building

- What do you think they'd put on a flyer about their missing pet? Why?
- How will people let the family know if they find Fluffy?
- How does the flyer persuade you to look for the cat? (e.g., big headline, question above the photograph, starred request for help, big print, photo of cat)
- They can hand out copies to neighbours. Where else could they put the flyer to catch people's attention?
- ▶ Help students to recognize a key word.

*We know the cat is called Fluffy. Say the cat's name slowly. What sounds do you hear at the beginning of the word? Can you find the word 'Fluffy'?*

Evaluating

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Do you think this flyer will help the family to find Fluffy?*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with navigating the flyer's features, word solving, vocabulary, and punctuation.

**Evaluating**  
**Analyzing/making connections**  
**Inferring**

- Respond to comprehension queries and offer occasional comprehension prompts to help them to problem solve. Possible prompts:
- How will putting the photo on the flyer help the family to find Fluffy?
  - Which part is her belly?
  
  - Does she really have three white socks on her feet? What does that mean?

**ELL Note:** Draw students' attention to the photo and help them to use the visual to understand the description of the cat. Explain that the colour on the cat's feet makes it look like the cat is wearing socks.

**Inferring**  
**Inferring/synthesizing**  
**Self-monitoring**

- What colour do you think her fourth foot will be?
- How do you think Fluffy's family feels?
- Did that make sense? Reread that part and think what would make sense and sound right.

**Predicting**

- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss whether they think the cat was found.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

**Evaluating**

- ▶ Revisit the purpose for reading: Do you think this flyer will help the family to find Fluffy?

*How could the flyer help? Did they leave anything out?*

**Inferring**

- ▶ Extend comprehension by offering prompts to initiate discussion:
  - How do you think the family felt when they were making this flyer? Why do you think that?

**Predicting**

- Do you think they found Fluffy?

**Evaluating/self-monitoring**

- If you were doing a flyer about a missing pet, what would you do the same/differently?

**Evaluating**

- Could they have done anything else to find Fluffy?

**Self-monitoring**

- ▶ Comment on any effective reading strategies you observed.

*Chandra read the flyer and then went back to look at it. She noticed she'd forgotten to read the words in the star shape, so she pointed to them. It's a good idea to check that you've read everything on a flyer.*

## Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.



### Home Links

Provide students with a copy of the take-home text. See Additional Resources at [www.lpey.ca](http://www.lpey.ca).

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

### ***Draw a Picture of Fluffy and Talk about Her***

- ▶ Ask the students to draw a picture of how Fluffy felt to be back home, or where they think Fluffy went when she was missing. Ask students to share their ideas orally with each other.

### ***Dramatize***

- ▶ Invite students to dramatize how Fluffy might feel when she is found.

### ***Tell a Story***

- ▶ Students might use plastic animals at the sand table to tell where they think Fluffy went when she was missing.

### ***Write a Thank You Flyer***

- ▶ Ask the students to imagine that the cat has been found and make a flyer to thank the neighbours/community who helped to look for Fluffy. You may ask the students to do this individually in centres, or as a small-group shared writing activity.

### ***Word Building***

- ▶ Provide students with plastic letters and ask them to rebuild some of the high-frequency words from the text. Ask them to add different initial and final letters to 'and' to build other words (e.g., sand, sandy, band, candy, handy, land, landed, landing, panda).
- ▶ Ask students to build words that rhyme with 'cat'. Model by making a word or two before the students try this on their own.
- ▶ Identify initial consonant clusters in the text (e.g., **Fl**uffy, **bl**ack) and ask students to suggest other words that start with those clusters.

Predicting

High-frequency words/word solving and building

Word solving and building

Word solving and building

## Lost Cat



**Text Type:** Non-fiction: Persuasive — Flyer

**Summary:** This flyer advertises that a family pet is missing and requests help in finding the cat.

For more information on Small-Group Shared Reading, see the Toolkit at [www.lpey.ca](http://www.lpey.ca) and the Kindergarten Reading Guide.

### Text Features

#### Visual Literacy

- ▶ photograph of cat
- ▶ large headline, colour, and generally larger print size to attract attention
- ▶ star-shaped inset with a request for help
- ▶ phone number in bold

#### Print Concepts

- ▶ print above and below the photograph
- ▶ print tracking needs to include the print in the star-shaped inset
- ▶ a question
- ▶ an exclamation mark
- ▶ headline (incomplete sentence)

## First Reading

### Reading Strategies

#### Comprehension

- ▶ evaluating
- ▶ making connections

#### Working with Words

- ▶ using picture cues and first and last letters to work out words
- ▶ oral rhyming of words
- ▶ identifying words that start with the same first letter

- ▶ recognizing high-frequency words

### Assessment Opportunities

Note each student's ability to:

- ▶ relate the topic to background knowledge
- ▶ understand the format, purpose, and audience for a flyer
- ▶ form an opinion and evaluate to gain meaning from text
- ▶ track print with guidance (flyer format)
- ▶ use picture and first and last letter cues to predict words

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Kindergarten Reading Guide.



## BEFORE READING

Making connections

### Activating and Building Background Knowledge

- ▶ Connect students with the topic. Ask if they have a family pet and if they have ever lost a pet.

*I left the gate open and my dog got out. Have you lost a pet? How did you feel?*

Making connections

- ▶ Ask students what they can do if a pet is missing.

Inferring

- ▶ Show the students the flyer and read the headline 'Lost Cat.' Offer prompts to highlight the purpose of a flyer:

Inferring

- These people have made a flyer to say they have lost their cat. Why would they do that?

Evaluating

- They'll make copies of their flyer and give them out. Who will they give them to? Why?

- Do you think they could do anything else to find their cat?

Evaluating

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Let's read this flyer together to decide if it will help the family to find their cat.*



## DURING READING

Visual literacy

- ▶ Hand out the flyers so that each child has a copy.

Analyzing/infering

- ▶ Invite participation in the reading. You may wish to ask students to echo read if the text is too difficult for full participation in choral reading during the first reading.

*I'll read the question and then you read it with me. Where do we start reading? Point to the word.*

Inferring

- ▶ Use prompts to point out some of the special features of the flyer as you read it together.

Analyzing/infering

- Let's find the headline at the top. It's in big red letters. Why do you think it has such big letters?

Analyzing/infering

- Let's read the question together. Why do you think they are asking that question?

Inferring

- Can you see the green star shape at the side. Let's read that part together. Why do you think they put 'Please help!' in that star shape?

Inferring/synthesizing

- Let's look at the colour photograph of Fluffy. Why did they put that on the flyer?

Making connections

- ▶ Emphasize comprehension further by pausing to ask:

Evaluating

- Does she really have three white socks on her feet? What does that mean?

- How is the family feeling? How do you know?

- What would you do if you found Fluffy?

- What would help you to spot her?



## AFTER READING

### Evaluating

- ▶ Provide a prompt related to the purpose set for reading.

*Do you think this flyer will help the family to find Fluffy?*

### Predicting/infering

- ▶ Expand the discussion. Possible prompts include:
  - Do you think they'll find her? Why do you think that?
  - Why do you think she got lost?
  - How do you think she was found?

## Second and Further Readings

For rereadings, give each student a copy of the flyer and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

### Print Concepts, Tracking, and Media Text Awareness

#### Tracking print/print concepts

- ▶ Continue to support the development of print concepts, tracking, and media text awareness by using your copy of the text to demonstrate and to verbalize key ideas (e.g., tracking print over several lines in the main body of the text, locating unusual print arrangements such as print within the star shape, finding the eye-catching short headline, and pointing out the question mark).

*Let's look at the last line. How does the phone number catch your eye? Why did they do that?*

### Focusing on Comprehension

#### Making connections

- ▶ Invite students to reread the text with a focus on making connections.
- ▶ During reading, pause and offer prompts:
  - Would you have helped? How?
  - What information would have been helpful for you?
  - What would you have done if you'd found Fluffy?
  - Are cats easy to catch? How would you have caught her?

*When we read together, think about what you would have done if your family received a copy of this flyer.*

**Teaching Tip:** You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Predicting/infering you may decide to ask, "What do you think happened to Fluffy while she was lost?" For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



High-frequency words

Word solving and building

Phonological and phonemic awareness

Word solving and building



### Home Links

Provide students with a copy of the take-home text to read chorally with family members. See [Additional Resources at www.lpey.ca](http://www.lpey.ca).

Predicting/infering

## Working with Words

- ▶ Focus on word recognition by:
  - framing one or two high-frequency words with a word mask (e.g., ‘a,’ ‘and,’ ‘is,’ ‘she,’ ‘we’)
  - using picture cues and first and last letters to work out words (e.g., ‘feet,’ ‘white nose,’ and ‘belly’)
  - taking a word like ‘cat’ and doing oral rhyming with it
  - taking a word like ‘lost’ and asking the students to think of other words that start with ‘l’ (sound and letter)

*Say ‘f-ee-t’ slowly. What sound are you hearing at the beginning? What letter would you expect at the beginning? What sound do you hear at the end of the word? Can you find the word on that line?*

## Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread the flyer with a partner. They can take turns finger tracking.

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students’ needs.

### *Dramatizing*

- ▶ Students could imagine what happened to Fluffy and dramatize her adventures and then share their drama with classmates.

### **ELL Note:**

Invite English Language Learners to create their dramas in their first language.

### *Drawing about Finding Fluffy*

- ▶ Students can draw a picture of finding Fluffy and then share their ideas orally with a partner or a larger group of classmates.

### *Matching Words*

- ▶ Provide students with word cards for ‘black’ and ‘white’ and ask them to match them with the words in the flyer.

### *Building Words*

- ▶ Provide plastic or magnetic letters and ask students to make some of the high-frequency words in the text (‘a,’ ‘and,’ ‘is,’ ‘she,’ ‘we’).

High-frequency words