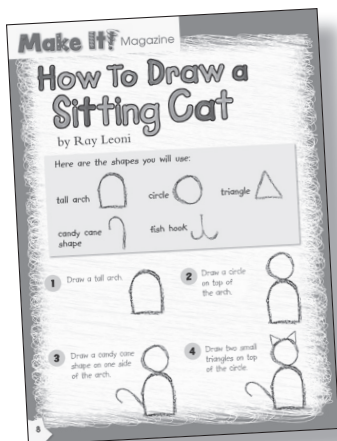


# How to Draw a Sitting Cat



By Ray Leoni

**Text Type:** Non-fiction: Procedure — Magazine Article

**Guided Reading Level:** F

**Summary:** This is a set of instructions for drawing a sitting cat. The text uses numbered steps and drawings to show how to draw a sitting cat.

**Word Count:** 110

**High-Frequency Words:**

*a, are, cat, each, from, here, how, is, of, on, one, put, the, there, three, to, two, will, you, your*

## Text Supports

- ▶ pictures support the text
- ▶ numbered steps
- ▶ list of shapes used

## Possible Text Challenges

- ▶ procedural layout may be unfamiliar
- ▶ directional words and phrases, e.g., *on top of, on, one side, from the bottom*
- ▶ word recognition, e.g., *arch, circle, bigger, triangle*

## Reading Strategies

### Comprehension

- ▶ self-monitoring/sequencing

### Working with Words

- ▶ using pictures clues and word parts to support word recognition
- ▶ identifying high-frequency words

## Assessment Opportunities

Note each student's ability to:

- ▶ ask oneself questions
- ▶ follow step-by-step instructions
- ▶ recognize high-frequency words



# BEFORE READING

**Making connections/  
analyzing**

## **Activating and Building Background Knowledge**

- ▶ Have students think of a time when they put together a toy or followed a recipe. Ask them to talk about their experiences with a partner. Have volunteers share their ideas. Encourage students to describe how they followed the listed steps or directions.

### **ELL Note:**

As it may be difficult to draw on a past personal experience, put a toy, game, or puzzle together with the help of the class and use this experience as the reference point for the discussion.

**Predicting**

## **Discussing Supports and Challenges**

- ▶ Point out the heading 'Make It Magazine' in the upper left corner and explain that *How to Draw a Sitting Cat* is an article in this magazine. Read the title and author. Discuss how the author kept the audience in mind when creating this article and ask students how they would draw a cat.

*What do you expect to learn about in this article? What makes you think that?*

**Visual Literacy**

- ▶ Hand out the article to each student. Direct students' attention to the list of shapes. Tell students that the author has provided a 'key' to help unlock the words they'll be reading and the shapes used to draw the sitting cat. Read the list of shapes together, looking at the shape first and then reading the name of the shape. Solve unknown words as needed. Tell students that the author expects readers to return to this key or list of shapes whenever needed to help make sense of the directions.

**Self-monitoring**

- ▶ Refer students to the numbers that appear before each step and ask them to explain their purpose. Model how to read each step by saying the number of each step first, then reading the sentences, and finally looking at the drawings.

*In step 1 it says 'Draw a tall arch.' I don't know what a tall arch is. I'll look at the key or list of shapes. There it is. It matches the shape in Step 1.*

**Self-monitoring/sequencing**

## **Setting a Purpose**

- ▶ Focus the readers on a comprehension purpose.

*As you are reading ask yourself these questions: Could I draw this cat? Is there anything that puzzles me?*

### **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

### Analyzing/making connections

#### Analyzing

#### Analyzing

#### Evaluating

▶ Ask each student to read the article independently, keeping in mind the purpose for reading.

▶ Observe and listen to students as they read quietly, assisting them with navigating the procedure's features, word solving, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve.

- Which shape is used for the cat's head?

- What is the triangle used for?

- What did you use lines for?

▶ If students finish early, ask them to follow the steps and draw the cat. Ask them to note any directions that were difficult to understand.

### ELL Note:

You might partner the ELL with another student to draw the cat. With a pencil and paper, the ELL, with the partner's help, draws what is indicated in each step. The partner points to the drawing and names the different words such as 'triangle' and the ELL repeats by saying the word.

▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

### Self-monitoring/sequencing

### Analyzing/evaluating

#### Evaluating

#### Analyzing

### Making connections

#### Synthesizing

### Self-monitoring

▶ Revisit the purpose for reading: Could I draw this cat? Is there anything that puzzles me?

▶ Extend comprehension by offering prompts to initiate discussion:

- Why was a circle used for the cat's head?

- What shape was used for the cat's smile?

- What shapes would you have to use to draw the mouse?

- What other animals could you draw using the shapes?

▶ Comment on any effective reading strategies you observed.

*Could you draw a cat following these directions? What did you do when you had difficulty understanding the directions?*

*I noticed Kate was stuck on the word 'triangles' in Step 4. First she tried covering up parts of the word. Then she looked at the drawing for clues. Finally she looked at the key or list of shapes and found the same word with its drawing.*

## Rereadings

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

## Focused Follow-Up

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

### ***How to Draw a Mouse***

- ▶ In pairs or groups, have students create directions for 'How to Draw a Mouse' using *How to Draw a Sitting Cat* as a model. Have students include a key or list of shapes and numbered steps with accompanying illustrations. Some students may wish to record a final sentence: There is your mouse! Students can also write similar directions for other procedures such as 'How to Make a Sandwich,' 'How to Brush Your Teeth,' or 'How to Bathe Your Dog.'

### ***Rebuilding Directions***

- ▶ Copy the steps from *How to Draw a Sitting Cat* omitting the numbered steps. Cut the directions apart, mix them up and place in an envelope. Have students put the directions in order relying on their memory, context clues, and/or using the article as a guide. Once completed have students explain their reasoning. For example: "This step comes before this step because it doesn't have a tail."

### ***Word Building***

- ▶ Ask students to build high-frequency words from the text and then sort them according to the number of letters in each word.
- ▶ Have students clap, snap, tap, or sing the number of syllables they hear as they read aloud *How to Draw a Sitting Cat*.

High-Frequency words

Phonological and phonemic awareness