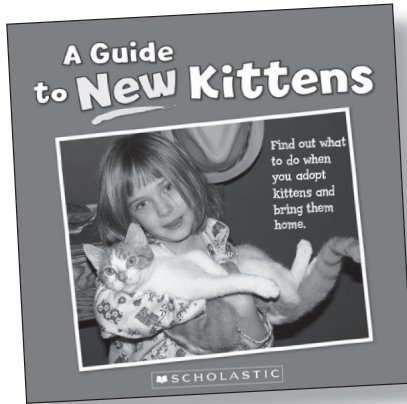


# A Guide to New Kittens



**Word Count: 217**

**Text Type:** Non-fiction: Description — Guide

**Guided Reading Level:** I

**Summary:** This guide tells you what to do when you adopt new kittens and take them home.

## Text Supports

- ▶ pictures support the main idea in the text
- ▶ numbering supports the sequence of events
- ▶ consistent layout of text and photographs
- ▶ some photographs with captions, labels, and directional arrows

## Possible Text Challenges

- ▶ not all text directly supported by pictures
- ▶ number of compound and complex sentences
- ▶ concept words, e.g., *adoption centre*, *vet*, *heartbeats*

## Reading Strategies

### Comprehension

- ▶ synthesizing
- ▶ evaluating

### Working with Words

- ▶ using photographic clues and initial letters to support word recognition and word solving
- ▶ identifying compound words
- ▶ recognizing high-frequency words

## Assessment Opportunities

Note each student's ability to:

- ▶ integrate new information with prior knowledge to gain new understandings
- ▶ form an opinion and evaluate to gain meaning from text
- ▶ track print over several lines of text
- ▶ recognize high-frequency words
- ▶ identify compound words and analyze and synthesize their parts

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



# BEFORE READING

## Making connections

### Activating and Building Background Knowledge

- ▶ Have pairs of students discuss what they know about new kittens.
- ▶ Hold up your copy of *A Guide to New Kittens*. Read the title and the text on the front cover, and discuss the word 'adopt.'

*Do you know someone who has had a new kitten? What do kittens need? How do you take good care of a kitten?*

*This book tells us what to do when we adopt a new kitten and bring it home. What does 'adopt' mean?*

### ELL Note:

Ask ELLs if they had a kitten or a cat in their home country. Encourage them to talk about the pet's name, size, and habits.

## Analyzing

- ▶ Ask students to look closely at the photographs for clues that will help them recognize unfamiliar words in the text, such as 'box,' 'toys,' and 'vet.'

*When we are reading look carefully at both the pictures and the words. The pictures will give you a hint about the main idea, but you will need to read the words on each page to find out the details about what you need to do when you adopt a kitten.*

### Discussing Supports and Challenges

## Tracking print

- ▶ Hand out copies of the book.

- ▶ Reread the title and text on the front cover. Encourage students to track the print with their eyes as they read.

*This book has many lines of print on each page. When you read, follow the print with your eyes. Some of the sentences are long, so be sure to stop at the commas and periods to take a breath and think about what you are reading.*

## Print concepts

- ▶ Read the first page together. Point out that the page starts with the main idea on the first line of text and gives details about what to do on the following lines of print.

*What is the main idea on this page? How does the heading grab the reader's attention? This main idea is the first step you would take in adopting a new kitten. How do you know it is the first step?*

## Word solving and building

- ▶ Continue looking at the first photograph. Encourage students to use their background knowledge as they look for clues in the photograph.

*Look at this picture. These two kittens are from the same family. How do you think they are related? Let's read it to see if you are right. These two kittens are... The next word starts with 'br.' See if you recognize part of that word.*

## Visual literacy

- ▶ Ask students to look at the photograph with Step 2. Explain that non-fiction books often use text boxes to help readers identify individual items/or supplies in a photograph.

*Text boxes provide hints to help you read and understand from both the photograph of each item and the words in the text box. Look at the photograph with Step 4. Each arrow points to the name of one cat so you will know which one is Oscar and which one is Felix.*

## Synthesizing/evaluating

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Read the book to find out the most important things you need to do when you adopt kittens and bring them home.*

**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 students to read the text independently, keeping in mind the purpose set for reading.

**ELL Note:** Give support to the ELLs by making the photographs the main focus and tie in the text as much as possible. Further explanation may need to be given, for example, in Step 3 add a commentary such as, “Oh, the family is going to meet the kittens and the kittens are going to get to know the family!”

## Synthesizing/evaluating Analyzing/evaluating Making connections Word solving and building

## Synthesizing

- ▶ Observe and listen to students as they read aloud quietly, assisting them with navigating the guide’s features, word solving strategies, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
  - Why does the author think it is a good idea to adopt two kittens?
  - What is Step 5 about? Why does the author say to take the kittens to a vet?
  - What can you do to make sure the kittens love you and your home?
  - What smaller words do you recognize in ‘somewhere’ (Step 2) and ‘everyone’ (Step 4)?
- ▶ If students finish early, ask them to read independently or with a partner. Ask them to share the most important things they would need to do if they got a new kitten.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

### Synthesizing/evaluating

- ▶ Revisit the purpose for reading: What are the most important things you need to do to take care of new kittens? Talk with students about each step listed in this book and ask them to explain how the photographs helped them figure out the main idea on each page.

*Look at the picture with Step 1. Did you find the picture on this page helped you understand the text? Why? Did anyone find the picture wasn't helpful? Why not?*

### Analyzing/evaluating

- ▶ Extend comprehension by offering prompts to initiate discussion:
  - What do you notice in the photograph in Step 2 that is extremely helpful? Are all the items shown absolutely necessary for a kitten?
  - What do the kittens need to do first when you bring them home? Let's discuss the word 'explore.' Do you ever explore things? What do you do and why do you do that?

### Analyzing

### Synthesizing

### Self-monitoring

- What does it mean to take care of kittens?
- ▶ Comment on any effective reading strategies that you noticed.

*I liked the good work Mia did to help herself when she was stuck on the word 'heartbeats.' She stopped, looked at the picture and re-read the sentence. Then she put her fingers around the small word 'eat' and then she said ...beats... 'heartbeats.'*

## 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.

### **Dramatize**

- ▶ Invite students to dramatize how kittens move.

### **Draw a Picture about Taking Care of Kittens**

### Synthesizing

- ▶ Ask students to draw a picture that shows them taking care of two kittens. Ask them to use text boxes and arrows with labels for their own names and the names of the kittens.

### **Fact or Fiction**

- ▶ Provide a number of easy-to-read books about kittens for students to read. After reading the books have students place them on a shelf marked 'Fact' or 'Fiction.' For those students who may have difficulty making a decision, provide some prompts such as, "Is the information in the books true? How do you know it is a fact or someone's opinion? Is this book telling us a story or does it give us a fact? Did this really happen?"

### **Word Building**

### Word solving and building

- ▶ Have word cards available with four compound words from the book recorded on them: 'because,' 'somewhere,' 'everyone,' and 'heartbeats.' Have students suggest where to divide each compound word into the two smaller words. Then have students use the word parts to make two new compound words.