



Cat in a Bag

G = Language comprehension **AF** = QCA Assessment focus
W = Word recognition

Focus phonics:

Phonemes introduced in this book: d, b, i, u, n

Phonemes revisited include: h, a, c, t, p, g, s

Group or Guided reading

Introducing the book

- G** (*Prediction*) Read the title, pointing to the words and showing the picture. Encourage the children to use prediction: *What do you think is going to happen in this story?*
- Look through the book, talking about what happens on each page and the children's knowledge of magic tricks. Use some of the high frequency words as you discuss the story (see chart on page 4).

Strategy check

Remind the children to read from left to right and to sound out words.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- G** (*Clarifying*) Ask the children to explain what the book is about. Make sure they see the cat dropping through (not into) the bag on page 2.

Assessment Check that the children:

- (*AF1*) use phonic knowledge to sound out and blend the phonemes in words (see chart on page 3).

- (AF2) use comprehension skills to work out what is happening.
- (AF1) Make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

- **C** (Clarifying) Ask the children: *What happened in the story?*
- **C** (Clarifying) Ask the children to show you the page when we found out what the magic trick was all about (page 8).

Assessment (AF1) Discuss any words the children found tricky and talk about strategies used.

Group and independent reading activities

Objective Explore and experiment with sounds, words and letters (5.1).

- **W** Ask the children to find all the words containing a on page 1 (*had, cat, hat*). Write the three words. Ask the children questions such as:
 - *Which words rhyme? Can you think of any other words that rhyme with 'cat' and "hat"?*
 - *Which words begin with the same sound? Can you think of any other words that begin with the sound /h/?*
 - *Look at "had" and "hat". What's the same and what's different? Do the words rhyme? Why not?*

Assessment (AF1) Can the children identify the pairs of words that rhyme and the words that begin with the same sound?

Objective Hear and say sounds in words in the order in which they occur (5.5).

- **W** **You will need:** Plastic/wooden letters: s, m, c, t, p, a, o, g, d.

- Use the letters to make the word *cat*. Give one of the children the *p*. Ask them to use it instead of the *t*. Can the children read the new word? Now replace the *c* with *m* to make *map*; then the *a* with an *o* to make *mop*. Continue to ask the children to swap one letter at a time to make a new word. Each time, they should say the letters and then read the new word.

Assessment (AF1) Can the children read words composed of the target letters?

Objective Show understanding of story elements, e.g. main character, sequence, openings (8.2).

- **C** (Summarizing/Clarifying) Can children explain what happened in the story?
 - Begin by asking some questions. *What was Wilf trying to do? What did the audience think?*
 - Ask about the cat. *Would the trick work with a real cat? How would a real cat behave? Would it be a good idea to try a trick like this with a real cat? Or any living creature?*
 - Then ask children to explain what happened in the story in only two or three sentences.

Assessment (AF3) Can children discuss events in the story?

Objective Show an understanding of story elements such as sequence of events (8.3).

- **C** (Clarifying) Wilf put the bag into a few different items. Ask the children to draw each item.
 - Ask children to read the book and place the items on top of each other in the correct order – the cat in the hat on top, then the bag and so on.

Assessment (AF2) Can each child place the items in the correct order?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences (4.1).

- C** (*Oral language development*) Make a collection of receptacles so that the children can try to recreate Wilf's magic trick themselves. Talk to them about the order in which they choose to put the receptacles. Can they make the magic trick work?

Assessment (AF3) Observe the children's play. Note who is able to develop and extend roles, based on the information and ideas in the book.

Writing activities

Objective Attempt writing for various purposes (9.1).

You will need: A zig-zag book for each child, together with coloured pens and pencils.

Once the children have tried to perform their own magic trick, ask them to draw pictures, sequence them and write a caption for each picture.

Assessment Check that children can sequence the events in a reasonable order.