

A Cat in the Tree

Teaching Notes Author: Lucy Tritton

<p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Clarifying, Summarising</i> 	<p>Decodable words</p> <p>a, at, Biff, cat, cross, dad, down, Floppy, get, in, jumped, ladder, on, put (north), ran, tree, up, Wilma, with</p> <p>Tricky words</p> <p>barked, climbed, couldn't, everyone, fireman, he, no, put (south), said, she, stuck, the, wall, was</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Look at the cover and read the title. Ask the children to predict why the cat is up the tree. Ask: *Do you think it can get down?*
- C** (**Clarifying**) Look through the pictures and confirm the children's predictions.

Strategy check

Remind the children to decode difficult words by sounding out and blending the letter sounds all through the word.

Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Praise the children for reading the high frequency words and CVC words on sight.
- W** Point out words where there are two consonants together, e.g. 'barked', 'tree', 'cross', 'climbed', 'stuck'.

Assessment Check that children:

- can confidently read CVC words
- use a range of strategies to work out new words.

Returning to the text

- C** (**Summarising**) Ask the children: *Who did get the cat out of the tree? Who got Wilma's dad out of the tree? What do you think the firemen said?*
- C** (**Prediction**) On page 16, ask: *What do you think the firemen are going to do now? Why is Floppy walking away?*
 - On page 16, talk about what the exclamation mark means. Encourage the children to say 'Oh no!' in an exaggerated way.
- W** Ask the children to find the words 'up' and 'down'. Explain that these words are opposites. Can they think of any other 'opposite' words, e.g. hot/cold, long/short?
- W** Ask the children to make a list of all the words in the book that have double consonants, e.g. 'Floppy', 'Biff', 'wall', 'cross', 'ladder'.

Group and independent reading activities

Objective Read phonically decodable two-syllable and three-syllable words.

Explore the effect of patterns of language and repeated words and phrases.

- W** Ask the children to count the number of times 'climbed' is written in the book. Talk about how the word is used in different ways, e.g. 'to climb on', 'to climb up', 'to climb down'.
- Explore how the same words and phrases are used to describe Wilma climbing up the tree, getting stuck and being rescued as are used to describe her dad's attempt.
- Ask the children to find the matching sentences in the story, e.g. pages 5 and 11. *Are there any more?* (e.g. pages 8–9 and pages 14–15)
- Ask: *What does this make you feel about the story?* Encourage children to think about how it helps them to predict what might happen; and how it emphasises the trouble that Floppy has caused in chasing the cat up the tree.

Assessment Do children notice repeated words and phrases?

Objective Children move from spelling simple CVC words to longer words that include common diagraph.

- W** Write the words 'wall', 'down', 'cross' and 'tree' on the board.
- Give the children individual letter cards to spell the words.
- Can they spell the words without referring to the board?
- Can some children write a sentence using each of the words?

Assessment Can children spell the words with common diagraphs independently?

Objective Identify the main events and characters in stories.

- C** (*Summarising*) Invite the children to tell you in as few sentences as possible the order of events in the story.
- Prepare a cartoon strip of nine boxes. Ask the children to fill in the boxes with either a picture of what happened at each stage of the story, or a few words, e.g.

1 Cat up tree	2 Wilma up tree	3 Wilma stuck	4 Wilma down	5 Dad up tree
6 Dad stuck	7 Cat down	8 Dad down	9 Cat up tree	

- Ask: *Who are the main characters in the story?* (Wilma, cat and Wilma's dad)

Assessment Were the children able to order the events correctly?

Speaking, listening and drama activities

Objective Take turns to speak, listen to others' suggestions and talk about what they are going to do. Explore characters through improvisation and role-play.

- Ask the children to briefly retell the story. Encourage them to concentrate on the key events, not details.
- Arrange the children in a circle and pass a soft toy, such as a toy cat, to one child.
- Say to the child, *You are the cat in the story. The other children are going to ask you questions which you must try and answer.*
- Invite the other children to ask the cat questions, e.g. 'Why did you run up the tree?'
- The child with the toy passes it to another child who decides which character they are going to role-play.
- The other children ask them questions in the same way.

Writing activities

Objective Convey information and ideas in simple non-narrative forms.

- Talk about why it wasn't a good idea for Wilma to climb the tree to rescue the cat.
- Ask the children for suggestions as to what she should have done, e.g. ask for adult help; try enticing it down with some food; call the RSPCA, Cats' Protection League or Fire Brigade.
- With the children, plan and draw up ideas for a poster explaining what to do if a cat is up a tree.
- Children make their own poster, writing a few instructive sentences.
- Encourage children to make their poster eye-catching and interesting.

Assessment Were children able to write instructions?

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