

Go Away, Cat

Teaching Notes Author: Thelma Page

<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, Questioning, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>big, cat, dog, is</p>
	<p>Tricky words</p> <p>a, away, coming, Floppy, Go, little, no, oh</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (**Prediction**) Read the title and look at the cat in the picture. Ask: *Why do you think the children want the cat to go away?*
- C** (**Prediction**) Ask: *What do you think would happen if Floppy saw the cat?*
- W** Find the word list on the back cover. Ask the children to find and read words they already know. Read all the words together.

Strategy check

Ask the children to show you where to begin reading on each page.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- Help the children to use sounds and the sense of the sentence to work out new words.
- C** (**Summarising**) Ask: *What happened when Floppy came into the garden?*

Assessment Check that children:

- hear and say sounds in words in the order in which they occur
- read some high frequency words
- know that print carries meaning and, in English, is read from left to right and top to bottom.

Returning to the text

- C** (**Questioning, Clarifying**) Ask: *What did the cat do when Biff spoke to it? What did it do when Kipper spoke to it? What did it do when Chip spoke to it? Do you know a cat that would do this? Would the cat you know run away from Floppy?*
- C** (**Clarifying**) Ask: *What would you have expected to happen when Floppy met the cat? Why didn't that happen?*
- W** Ask the children to find 'Go' each time it occurs in the story. Ask: *What letter sound does 'Go' begin with?*
- C** (**Imagining**) Ask: *Can you think of a name for the cat? Where do you think it might live?*

Group and independent reading activities

Objective Read some high frequency words.

W **You will need** 12 small word cards with the words 'go', 'no' and 'to' written four times each, one word to a card.

- Show the children the cards and practise reading the three words. Place the word cards face down on the floor or table. Ask children to take turns to turn over a card and read it. If they get it right, they may keep the card.
- Vary the game by asking them to turn over two cards. If they are both the same, and they read the word correctly, they may keep both cards. If they are different words, they put both cards back.

Assessment Did the children learn to read these high frequency words?

Objective Explore and experiment with sounds, words and texts.

W Ask the children to find the word 'cat' in the story. Ask them to say the letter sounds as you write the word on the board. Experiment with replacing the first letter with another consonant, reading the word and deciding whether it is a real word or not. Make a list of the real words you make, erase the others. Encourage the children to help you find at least six real words in this way. If the children find this easy, you could repeat using the word 'dog'.

Assessment Could the children use phonics to read the new words?

Objective Retell narrative in the correct sequence.

Close the book after reading. Ask the children to tell you what happened when Biff found a cat in the garden. *Who came out next? What did the cat do?* Praise children for remembering these details. *How did the story end?* Ask volunteers to retell the whole story.

Assessment Did the children remember the sequence of events correctly?

Objective Know that print carries meaning.

C **(Questioning)** Read page 1 together. Ask: *Who is talking to the cat? How can you tell?* Turn to page 2 and read the text. Ask: *Who is talking to the cat now?* On page 4, ask: *What is Chip saying to the cat?* Turn to page 8. Ask: *What are the children saying now?*

Assessment Did the children make the link between the print and the meaning of the story as shown in the pictures?

Speaking, listening and drama activities

Objective Use language to recreate roles and experiences.

C **(Imagining)** Ask the children to act out this story. Ask them to say how many characters they will need. Ask the person playing the cat to look at the pictures to see what to do. Use the book as a prompt to act out the story. Change roles so that several children have turns at role-play.

Writing activities

Objective Attempt writing for various purposes.

C **(Questioning, Imagining)** Show the children how to write inside speech bubbles. Ask them to draw any character from the story, and write what the character might have said in the speech bubble. They can use the book or use their own ideas.

Assessment Could the children use the speech bubble to show what the character said?

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