



# My Cat, Lola

Level B / 40 words / fiction

High frequency words:

*here, is, my*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Lola doing on the cover? What do you know about cats?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high-frequency word phrases *Here is my* and *My cat is*.
- Help the children find words with the *-ing* ending: *walking, licking, scratching, and napping*. Clap and count the syllables in these words.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find the page where Lola is licking? Can you find the page where she is napping?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What are some other things that you think cats like to do. What new action words that end in *-ing* could be added to this book?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students find the word *cat*. Using magnetic letters, create more words with the same *at* rime pattern (*bat, chat, flat, hat, mat, pat, rat, sat, that*).

## Rereading for fluency

- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

## Writing activity

- Have students write a new page for the book by writing and completing the following sentences: "*Here is my cat. My cat is \_\_\_\_\_ing.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

### FUN FACT

**Cats like to scratch. It is a normal, instinctive cat behavior. Cats scratch to express emotions like excitement or stress, to mark objects with their scent, to clean and sharpen their nails, and to get some exercise and a good stretch.**

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Introducing words with the *-ing* ending; Introducing rhyming words with the *at* rime; Rereading.