

Pets are the Best I Love Cats



Reading Level: Grade 1
Genre/Subject: Science

Materials

- Book for each student
- Chalkboard or dry erase board
- Magnetic letters
- Pencils, crayons or markers, paper
- Cats Writing Activity: Student Planning Sheet (optional) (p. 3 of this guide)
- Sticky notes (optional)

Lesson Standards

- **Key ideas and Details: CCSS ELA-Literacy RI.1.2:** Identify the main topic and key details of a text.
- **Integration of Knowledge and Ideas: CCSS ELA-Literacy R1 1.8:** Identify the reason an author gives to support points in a text.
- **Range of Reading and Level of Text Complexity: CCSS ELA-Literacy R1 1.10:** With prompting and support, read informational texts appropriately complex for grade 1.

Targeted Reading Strategy/Objectives:

Author's Purpose

Before Reading

Build Background

- Introduce the book *I Love Cats* by showing students the cover and reading the title. Ask them to name different reasons why authors write books (to inform, entertain, or persuade). Tell students they are going to be reading a nonfiction book about cats. Ask them if they have an idea of what the purpose of the book will be. Then ask them if they know how the author's information might help them with their writing.
- Review the title page, table of contents, picture glossary, and index. Talk about the information on those pages (title of book, author's name, vocabulary words and definitions). Remind students that the text features are important when reading an informational book because they allow the reader to look for interesting and important information that he or she needs to find.
- During the book walk, introduce new vocabulary and model ways to figure out the words. For example, point to the word **brush** on page 4. Remind students to look at the beginning and ending sounds of the word. This word has two digraphs: **br** and **sh**. Students know both of these sounds, and this will help them figure out the word.

Skill Introduction

- Tell students that they are going to think about the author's purpose, which is to inform the reader about cats, and then use the information to write about cats. Explain that the author organizes informational books in special ways to help readers better understand the information. These special ways of organizing the material are called the text features. Remind students to look for text features such as the table of contents, sub-headings, picture glossary, captions, questions, illustrations, and index.

Think Aloud: *We have talked about text features and author's purpose in class before. As you read, think about the information you are learning about cats. Think about what you already know about cats and add what the author is telling you to your previous knowledge. This is how we learn new things and expand our learning. When we are reading, use the text features to pay close attention to the information. This information is important and will help us when we do our writing. Before we get started, I want you all to take out a sheet of paper and make an idea web. Write the word cat, draw some lines or arrows, and then write what you know about cats. This will help us use what we know and build our learning.*

LEARNER SOURCE™

Pets are the Best ***I Love Cats***



During Reading

Check for Understanding

- Guide reading by asking students to read through page 13 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading in their minds or subvocalizing so everyone can read at their own pace.
- Model targeted skill

Think Aloud: *We just read some important information about cats. I learned some interesting and new information that I hadn't known before. I didn't think about putting a leash on a cat. The author asked a question about this on page 13. Let's make a list of safety reasons why cats should be on leashes if they go outside. I am glad the author pointed this out and made me think about this. I understand how text features can make me better understand the author's point, even if he doesn't use words to say it.*

- Have students finish reading the rest of the book. Remind them to use what they already know to help them determine the author's purpose and to make revisions to their original guesses if necessary. Have students place a small sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

After Reading

Response to Text

- Have the students discuss some of these interesting facts with their peers. Have a discussion about how this information helps determine the author's purpose. Review the features of informational text and how this supports learning from the author.

Word Work

- Adding **ing** to verbs (action words): Verbs show action! Show students that we can add **ing** to words to show something happening now. For example, change "brush" to "brushing." Have students use magnetic letters to add **ing** to the following verbs from the book: play, smooth, scratch, stay, play, jump, keep, eat, drink, and feed. Then have them write sentences using at least four of these words.

Extend the Reading

- Students will write an informative paragraph on cats using the information that they learned from the book *I Love Cats*. They will tell what cats like to do, what they eat, how to take care of a cat, and one interesting fact they learned from the book. They should use the text features to support and find details for their writing. Cats Writing Activity: Student Planning Sheet is provided (p. 3 of this guide).
- Science Connection: Learn about jungle cats. Research the differences between house cats and jungle cats: tigers, leopards, jaguars, lions, etc. Have students choose one of these animals and research it. They can read a book, article, use the internet, etc. Have them create a PowerPoint or use Kidpix, if available, or use pen and paper to compare and contrast the two animals. Have students share their findings with the class.

Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!



Name: _____

Cats Writing Activity: Student Planning Sheet

Topic Sentence	<hr/> <hr/> <hr/>
Sentence 1	<hr/> <hr/> <hr/>
Sentence 2	<hr/> <hr/> <hr/>
Sentence 3	<hr/> <hr/> <hr/>
Interesting Fact	<hr/> <hr/> <hr/>
Closing Sentence	<hr/> <hr/> <hr/>