

LESSON PLAN

BIG CAT

An I Like to Read® Book, Level A

written and illustrated by Ethan Long

Big Cat has a busy day. See what Big Cat can do!

Guided Reading Level: A/Emergent Reader

Grade Level Equivalent: Kindergarten

Interest Level: Pre-K–2

Instructional Standards

Reading Literature: RL.K.1,2,3,4,5,6,7,9,10/RL.1-2.1,2,3,4,5,6,7,9

Reading Foundation Skills: RF.K-2.1,2,3,4

Writing: W.K-2.3,5,8

Speaking and Listening: SL.K-2.1,2,3,4,5,6

Language: L.K-2.1,2,4,5,6

Learning Objectives

Students will:

- read new text.
- develop fluency through reading.
- learn about letters, sounds, and words and apply skills.
- extend comprehension through discussion, instruction, and writing.
- learn how to write about reading.

BEFORE READING

Build background knowledge and reading foundation skills.

1. Read the title and identify the author/illustrator.
 - What does the title tell us about the book we are going to read?
 - What is the role of the author/illustrator?
2. On chart paper write and say “Big Cat can.” Have a student come up and circle “Big Cat.”
 - Open the book and have students find “Big Cat can” on each page.
 - Notice that “Big Cat” is capitalized. Discuss proper nouns/names.
 - Invite students to tell what they know about cats.
3. Discuss the cover illustration.
4. Take a picture walk through the book and have a “book talk.”
5. Have students predict what the story will be about.

Ask:

- Who is this book about?
- Where does it take place? (setting)
- What is Big Cat doing?
- Is this book real or make-believe?



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I Like to Read®



- What kind of illustrations are in this book?
 - What information did you get from the pictures?
6. Highlight and clarify new vocabulary words and concepts, including punctuation.
 - Say and write the vocabulary words on chart paper: **can, nap, wake, hug, fly, hide, dance, be, fun, sit, see, run.**
 - Ask students to find the beginning sound for each word.
 - Invite students to find rhyming words: *be, see/run, fun.*
 - Circle the letters that make the “ee” sound and “un” sound.
 - Have the students find the end point in each sentence. Discuss the function of a “period.”
 7. Model and call attention to appropriate reading strategies. Encourage children to notice letters, sounds, words, and information in the illustrations when reading.

DURING READING

Model and encourage conversations about the text.

First reading: Teacher reads aloud to the group as the students point to the words as they read.

Second reading: Students read softly in unison with the teacher.

Third reading: Students read independently and point to the words silently.

1. Ask focus questions. Invite students to say where they found their answers in the text, and read aloud to confirm.
 - Who is this story mostly about (main character)?
 - How is Big Cat feeling during the story?
 - Point to Big Cat’s facial expression on each page. What does that tell you about the way he is feeling?
 - Why is Big Cat awake, hugging, flying, hiding, dancing, sitting, looking, and running (cause and effect relationships)?
 - Who is having fun in the story?
2. Discuss the meaning of the text.
 - What is Big Cat’s problem?
 - What do you think Big Cat wants to do?
3. Make text-to-self connections.
 - What do cats like to do?
 - What advice would you give Big Cat?
4. Explain something that you learned about Big Cat from the illustrations that the words did not tell you.
5. Retell the story in the correct sequence.

AFTER READING

Reinforce and extend understanding.

Word Work: Print concepts, vocabulary, language structure

Use the book to find the answers.

1. Find the words that are repeated in each sentence (Big Cat can).



2. Let's look for the word _____. **can, nap, wake, hug, fly, hide, dance, be, fun, sit, see, run**
3. Write the words below on the board. Find a word/phrase that has the same meaning as the words above. **able, sleep, get up, good time, squeeze, trot, look, glide**
4. Think of words that rhyme with **be, see**. Think of words that rhyme with **run, fun**. Create a list. Underline the letters that make the "ee" and "un" sounds.

Teacher dictates writing (word solving within a meaningful sentence).

5. Without using the book, listen to the word or sentence and write down the sounds that you hear.

Discuss when to use a period and when to use a question mark.

- Big Cat can run.
- Can Big Cat run?

INDEPENDENT PRACTICE

Writing:

Teacher models on chart paper to teach the writing process.

- Invite students to tell what they can do with Big Cat. Say the words and end point as you write each sentence. Think out loud and call attention to the capitalization of names in each sentence. Ex: **Brandon** can play with **Big Cat**.

Independent Writing:

Children learn to represent ideas in different ways and use strategies.

- Have students write about and illustrate something they can do with Big Cat.

Comprehension Check:

1. Tell who, what, where, when, and why.
2. How did Ethan Long let you know how Big Cat was feeling?
3. What is Big Cat's favorite activity?
4. Why is Big Cat fun?
5. Have students go back to the story and find five things that Big Cat can do that make him fun.

Play a Game:

1. Create flash cards with the vocabulary words for each student: **nap, wake up, hug, fly, hide, dance, be fun, sit, look, and run**.
2. Hand out a set of flash cards to each student. Say the words together.
3. Give each student a turn to act out a word.
4. Other students in the group hold up the correct flash card.

Research Cats as a Group:

1. What are the types of cats? Classify them.
2. Where do they live? Habitat? What do they eat?
3. Why are they interesting?
4. How do they look? How do their babies look?
5. How do they protect themselves?

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