



TITLE: WHERE IS THE CAT?
LEVEL: B



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about a mouse called Little Knight. He is looking for the cat."
- "Turn to pages 2 and 3. The mouse is looking for the cat. He says, *Is the cat in here?* Repeat that with me: *Is the cat in here?* Turn the page and see. *No!*"
- "Now turn to page 12. Say *Yes! The cat is in here.* Say *here.* What letter comes at the beginning of *here?* Yes, *h.* Find *here* and put your finger under it. Say *here.*"
- "Turn back to the beginning and read about Little Knight looking for the cat." (If necessary, read the first page together.)

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level B Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Little Knight feels very brave in his knight costume.
- Discuss what students think might happen next.


FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *here*. Have them make the word *here* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- Talk about how rereading and making the first sound can help if you come to a word you don't know.




You Will Need:

 Word cards — one for each student (no, yes)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will be using the words no and yes to answer questions.

Steps:

The  icon indicates that some of the resources needed to complete these steps are available for downloading at pioneervalleybooks.com/pawprints.

1. Explain to the students that they are going to be answering yes and no questions.
2. Ask the students to hold up the *no* card or the *yes* card to answer the questions you ask.
3. Ask simple questions like, “Do you have a dog?”, “Do you like broccoli?”, “Are you 8 years old?”, “Is it snowing?”
4. Option: Write the word *no* or *yes* on a magnetic dry erase easel or chalkboard each time.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for second language learners.

- Check to see that the students can name all of the things in the pictures in the new book. You may ask them to point to the objects.
- Ask the students to repeat the language structure in the new book several times.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.