

Fluent Lesson Plan

Our Cat, Digby

Fluent Level 17

Lesson rationale

The students will

- Identify the main idea in a text
- Identify the narrator's point of view
- Develop a characterization

Before the lesson

Read *Our Cat, Digby* yourself. Read through the notes for the lesson plan and the follow-up activity. Prepare any resources and materials you will need for the lesson today.

Reading and thinking

Discuss the comprehension strategy the students will be focusing on today.

Introduce the story by reading the title and showing the students the cover illustration. Talk about the title and the illustration with the students.

Tell the students that this story is written as a personal narrative (where someone is telling the story to you). Explain that a boy who has a pet cat called Digby tells this story.

Begin by reading pages two and three.

Be prepared to discuss the personal narrative aspect some more.

Turn to pages four and five. Take a moment to discuss the illustrations and what may be happening in the story before reading the text.

Read the text on pages four and five.

Ask the students, *What does the boy in the story want to know? Do you think that Mum loves Digby?*

Turn to pages six and seven.

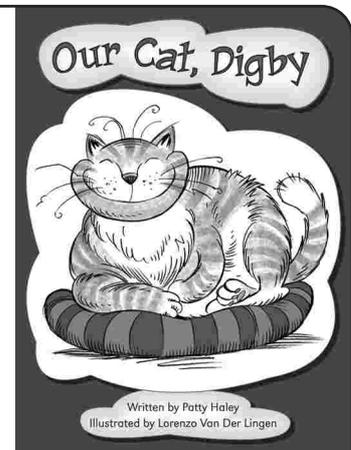
Again discuss the illustrations; encouraging the students to predict what may be happening in the story. Ask questions like, *How do you think Dad is feeling on the first page? Can you tell me why?*

What about the second page, how is it different from the first? What is Digby doing in both illustrations?

Read the text together. Talk about the rhetorical question.

As before, read and discuss the illustrations, text and rhetorical question that make up pages eight and nine, and 10 and 11.

Read page 12 together. Again discuss the ideas presented.



Note the change of writer's voice. This is a point of interest-worthy discussion.
Ask the students, *What was the main idea of this story? What was the boy in the story trying to find out? What was the answer to his question?*

More thinking

Ask the students to recall as much as they can about Digby. Use the story as reference if necessary. Have them collect this information on a list, brainstorm or a mind map. If necessary, do the recording of information for the students. Set students the task of developing a characterization of Digby. This could take on many forms and may require modelling and support or be set as an independent activity for students to work at with little guidance (FUS 1, 3, 4, 5 and 8).

e.g.	Digby (good)	Digby (bad)
	<hr/>	<hr/>
	catches mice	rips newspaper
	"tiger"	"menace"