**WEEK ONE: DAY TWO**

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| **Big Book**  **Our Cat Cuddles**  **20 minutes** | **First Reading:** On the first reading, the focus should be on enjoying the book and not focusing specifically on sight word recognition or phonics instruction.  **Vocabulary:** pestered, shelter, claws, broody, dizzy, fangs, fizzy, growling, grumpy, animal shelter, stray, sleek, slim, slender, sly, shreds, shaggy, shabby, swanky, fierce, ferocious, faint, furry, fluffy, friendly, meek, moody, prancing, pathetic, prowling, lanky, witty, rumbling, gnawed, ferrets, pheasants, terrapins, turtles, weasels, hamsters, hedgehogs, pigeons, parrots, moles, lizards, otters, gerbils, beavers, badgers.  **Comprehension**: make predictions, ask and answer questions, making connections  **Good Writers**: Link the chart about what good writers do with the lesson.  **Before Reading Activities**  Talk about the title, author, illustrator and blurb. Examine the cover of the book. Can the children locate the title, author’s name, illustrator’s name? What can the children see on the front cover? Do the animals look friendly? How can we tell? What might the story be about? What other characters might be in the story? Where might the story take place? Read the blurb on the back cover. What have the children found out from the blurb?  **During Reading Activities** Read the story and focus the children’s attention on each new illustration and ask predictive questions. The flow of the story should not be interrupted.Pause on the pages that show the damage the “cat” has done to the house. Encourage the children to describe what they see. Ask if their pet at home has ever done similar damage to the furniture/curtains, etc. On the page where Lizzie is looking up the stairs ask the children to predict what is going to come down the stairs.  **After Reading Activities**:  What characters are in the story? Where is the story set? Ask the children if anyone has a pet? Do they know how to care for them? Do you think the children in the story know about caring for cats? Examine the book for clues. What kind of cat do each of the family in the story want? Can you remember some of the words used to describe the type of cat they would prefer? Where did they go to look for a cat? Does anyone know what an animal shelter is? Has anyone ever been to an animal shelter? What work do you think the Keeper at the shelter does? What animals do the family see at the shelter? What does the author mean when he writes “There curled a kitten – **skin and bone**” and “Little Lizzy **clapped her hands in glee**”?  Reflection Divide the children into groups to reflect on what they have learned about the story. |
| **Drama**  **(20 minutes)** | **Based on the Big Book Our Cat Cuddles**  **Vocabulary**: description, different, same, questions, owners, discuss, report, role  **Comprehension**: retell the story in their own words, recall details about characters, make inferences based on illustrations, respond to text through drama activities  **Hot Spot:** Talk about a pet/animal for thirty seconds. The children should be told to brainstorm what they could say about an animal or pet they have/know. Divide the children into pairs to talk about the topic. Stress that when Child A is speaking, Child B should listen and vice versa. Allow each child to talk for thirty seconds to their partner. Have children report back to the group about what their partner was talking about.  **Thought Tracking**: Provide copies of Our Cat Cuddles or photocopied illustrations of the various characters in the story. The first two children will model the activity with help from the teacher. The children must adopt the positions of the characters in their picture. What might the mum/dad/Lizzie/Dominic/Animal Shelter Keeper be thinking? Ask the children to think about their characters and when you place a hand on their shoulder they should say what they are thinking out loud. Divide the children into pairs and give each pair an illustration to discuss and thought track. When the children have practiced, have each pair show their thought tracking to the class. |

**WEEK ONE: DAY THREE**

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| **Independent Writing**  **20 Minutes** | **Mini-Lesson:** Problem and Solution Vocabulary: problem, solution, answer, trouble, fix  **Comprehension**: discussion, ask and answer questions, retell stories in own words, make text to text connections  **What do Good Writers do?** Revise the chart in the introduction and reflect on the new mini lesson and add the new point on the chart during reflection.  **Introduction:** Discuss what a problem is. Give examples and ask the children to provide examples. Revisit one or two previously read big books with the children and ask them to look out for a problem. Discuss the problem and ask the children how the characters fixed the problem. When a problem happens in a story the author must show how it is fixed. Encourage the children to think of problems and solutions in their writing and how they could use this to plan their story.  **Writing** Conference with two or three children during the independent writing time. Talk with the children about problems/solutions in their writing.  **Share Session** Divide the children into pairs to read their stories to each other. Can their partner picture the story in their head? Was there a problem in the story? If there was, did the child show how it was fixed?  Refer to the “Good Writers Chart.”  Reflection The children can be given copies of books already read. Can they find the problem in the stories? |

**WEEK TWO: DAY TWO**

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| **Big Book**  **Our Cat Cuddles**  **20 minutes** | **Second Reading**  **Vocabulary:**  pestered, shelter, claws, broody, dizzy, fangs, fizzy, growling, grumpy, animal shelter, stray, sleek, slim, slender, sly, shreds, shaggy, shabby, swanky, fierce, ferocious, faint, furry, fluffy, friendly, meek, moody, prancing, pathetic, prowling, lanky, witty, rumbling, gnawed, ferrets, pheasants, terrapins, turtles, weasels, hamsters, hedgehogs, pigeons, parrots, moles, lizards, otters, gerbils, beavers, badgers  **Comprehension**: make predictions, ask and answer questions, making connections  **Good Writers**: Link the chart about what good writers do with the lesson.  **Before Reading Activities**  Talk about the title, author and illustrator.  Recall the main characters and events from the story. Encourage the children sequence the events in the story in their own words. What was the problem in the story? How did the problem get fixed?  **During Reading Activities**  As the story is being read encourage, the children to sequence the events and say what happens at the beginning, middle and end of the story.  Draw the children’s attention to the expressions of the characters at different points in the story. Look at the first page when the family are discussing a pet/when they are looking at the animals in the shelter/when mum is looking at the ripped sheet, etc. What might each of them be thinking?    Encourage the children to think about the problem in the story and how it is resolved.  **After Reading Activities**  Invite the children to talk about their favourite part of the story. What was problem in this story? What problems do you think “Cuddles” caused the family at home? How did the family solve the problem?  At the end of the story do you think the family were still happy to have “Cuddles” as their pet? How do you know?  Do you think a lion makes a good pet? If you were going to get a pet from the animal shelter, which animal do you think would make a good pet ?/why? Where would you find out how to care for an animal? Where would you keep it? |
| **Drama**  **20 Minutes** | **Comprehension**: **Based on the Book Our Cat Cuddles**, retell the story in their own words, recall details about characters, make inferences based on illustrations, respond to text through drama activities  •**Thought Bubbles**: Examine the illustrations of the family individuals. What might they be thinking before and after they get their pet? Divide the children into groups and give them illustrations/copy of the big book and let them discuss what the family individuals are thinking. Have each group report back to the class and the teacher can scribe the thought bubble and stick them on each illustration to refer to later.  •**Through the Magic Mirror**: Inform the children that they are going to imagine that they are all going to the Animal Shelter. To do this, they will need to step through the ‘magic mirror’. The facilitator should model standing up, tracing a rectangular shaped mirror in the air. Wink an eye and step through. Tell the children that this is how they are going to go to the imaginary shelter. Once the children are at the ‘shelter’ they should take a deep breath – what can they smell? Look left, what can you see? Look right, what can you see? What can you hear? Ask the children to choose an imaginary pet that they can bring home.  • **Describing a pet** – Once the children are safely back from the shelter, it is time to show the group their new pet. The children are going to have to describe their animal. The facilitator should model the activity first “My pet is a furry pet, a fluffy pet, a fierce pet a ferocious pet… The children could be encouraged to draw their new pet.  • **Brainstorm questions**: divide the children into groups and have them create a list of questions that they want to ask the family about Cuddles. What could they talk to them about? (What it was like at the animal shelter, was all the family pleased with their choice of pet, what is it like living with Cuddles? What sort of things does Cuddles get up to? What does he eat? Where does he sleep?) Could also brainstorm questions to ask Cuddles.  •**Hot Seat**: Facilitator role models one of the family and answers the children’s questions. Once the children have seen this modelled, they can be divided into groups. In each group the children can take on one of the family roles and answer questions from the rest of the group. |

**WEEK TWO: DAY THREE**

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| **Independent Writing**  **20 Minutes** | **Mini-Lesson**: Physical description of a character  **Vocabulary:** characters, description, adjective, physical, looks like, describe, audience.  **Comprehension**: recall details about characters, make text to self connections, make inferences from illustrations, ask and answer questions What do Good Writers do? Give details about their characters.  **Introduction** When we think of good stories, we can usually remember the characters. Why is this? It’s because the author describes the characters in a lot of detail. Choose one of the big books already covered and examine the description the author uses to describe the characters Encourage the children to think about the characters they will use in their stories and how they could describe them. If there was a cat in your story how could you describe it? (Black, small, furry, noisy, ferocious, friendly). Examine one or two roles on the wall that the children have done to revise descriptive words they have used. Why do we need to use details to describe our characters? (audience) Writing Conference with two or three children during the independent writing time. Encourage the children to use details about characters in their writing.  Share Session Divide the children into pairs to share their writing. Did any child hear a story that had a  really good description of a character? Share that story with the class. Refer to the “Good Writers Chart.”  Reflection Ask the children to examine their piece of writing and choose one thing from their writing that shows they are a good writer (use spaces, detailed drawing etc.). Share this with a partner. |

**WEEK THREE: DAY ONE**

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| **Independent Writing**  **20 Minutes** | **Mini-Lesson**: Story Cauldron – story structure Vocabulary: beginning, setting, character, problem, solution, ending, cauldron.  **Comprehension**: recall events in sequence, plan a story in sequence, ask and answer questions What do Good Writers do? Plan their writing.  **Introduction** Introduce the story cauldron. What is it used for? Explain that this is a story cauldron that helps us retell stories and plan new ones. Every recipe needs ingredients and the ingredients for a good story are: beginning, setting, character, problem, solution, ending (have each of these on a different coloured card). Discuss each part in turn. Look at Our Cat Cuddles and have the children retell the story. What was the Beginning/setting/characters/problem/solution/ending? Encourage the children to think about using the story cauldron to plan their writing. The cauldron should be displayed for the children to use as a reference.  **Writing** Conference with two or three children.  **Share Session** Gather the children and select two or three children to share their writing in the Author’s Chair. Did anyone use the story cauldron? Refer to the “Good Writers Chart.”  Reflection Ask the children to examine their piece of writing and choose one thing from their writing that shows they are a good writer (use spaces, detailed drawing etc.). Share this with a partner. |

**WEEK THREE: DAY TWO**

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| **Big Book**  **Our Cat Cuddles**  **20 minutes** | **Vocabulary:**  pestered, shelter, claws, broody, dizzy, fangs, fizzy, growling, grumpy, animal shelter, stray, sleek, slim, slender, sly, shreds, shaggy, shabby, swanky, fierce, ferocious, faint, furry, fluffy, friendly, meek, moody, prancing, pathetic, prowling, lanky, witty, rumbling, gnawed, ferrets, pheasants, terrapins, turtles, weasels, hamsters, hedgehogs, pigeons, parrots, moles, lizards, otters, gerbils, beavers, badgers  **Comprehension**: make predictions, ask and answer questions, making connections  **Good Writers**: Link the chart about what good writers do with the lesson.  **Third Reading:**  **Before Reading Activities**  Talk about the title, author and illustrator.  Recall the main characters and events from the story. Encourage the children sequence the events in the story in their own words. What was the problem in the story? How did the problem get fixed?  **During Reading Activities**  Read the story through, encouraging the children to join in where they recognise the text. As the text is read, the words should be pointed to. Any sight vocabulary/sounds the children know should be highlighted. Areas covered during mini-lessons (conventions, print concepts, spelling rules etc.) should also be referred to).  **After Reading Activities**  The children can be asked to answer these questions individually, in pairs and/or in groups.  • **Alternative Title**: discuss the title of the story with the children. Did they think it was a good title? Why/not? Divide the children into groups to brainstorm alternative titles for the story. Share with the class and list the children’s suggestions on the flipchart. |

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| **Drama**  **20 Minutes** | • **Role on the Wall**: Cuddles. Examine the illustration of Cuddles in the shelter and at the end of the story with the children and encourage them to talk to their partners or groups and create a list of adjectives to describe Cuddles. Encourage character as well as physical descriptions and to think about the thought bubbles they have just done. Draw 2 outlines of Cuddles, one when he was small and in the shelter and the other as he is at the end of the story and write the characteristics inside the outline, with the physical descriptions around the outside. Compare how he has changed.  **Role Play**: Children can work in small groups taking on the characters roles and acting out the story. Once they have had time to practice their roles, each group can then perform for each other. |

**WEEK THREE: DAY THREE**

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| **Shared Writing**  **20 Minutes** | **Mini-Lesson**: Story Cauldron – story structure  **Topic:** Introducing a new main character. Vocabulary: beginning, setting, character, problem, solution, ending, cauldron,  **Comprehension:** recall events in sequence, plan a story in sequence, ask and answer questions What do Good Writers do? Plan their writing.  **Introduction** Revise the concept of the story cauldron. What are the ingredients needed? What order do we add the ingredients? Retell the story of Our Cat Cuddles using the cauldron. Explain to the children that, together, you are going to write a new story where the family choose a different animal as a pet. Divide the children into pairs to discuss questions about the new story – what animal will they choose? What will the new pet be called? What is this new character like? What words will you use to describe the new character? What will the problem be in the story? What will the solution be? Plan the story using the story cauldron.  **Writing** Write the story with the children using the story cauldron as a planning tool. Question the children as you write about what element comes next. Reread the piece of writing and have the children identify each ingredient from the story cauldron. The children will then create illustrations to go with the story during the Art element.  Reflection Divide the children into groups. What other problems could Sid have encountered at |

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| **Art**  **20 Minutes** | **Based on the children’s rewriting of Our Cat Cuddles**  **Comprehension**: Recall events from the story. Recall the new character added/replaced in the story. Illustrate new main character.  **Activity**: Children will use their ideas from the writing session to create pictures to illustrate their newly created story. |