Stage: Partial Alphabetic

Skill Level:

Purpose: Post and read these statements with students to set a purpose for reading.

I can sound out words I don’t know.
I can predict what will happen in the story.
I can use the words and pictures to help me understand the story.
I can retell parts of a story.

Materials: Print the vowel letters in red or a different color from the consonants.

Letter cards (n, a, p, i, h, o, t, s, f, g, d, u, r) or wipe-off board and marker
Individual copies of the book for the students. (digital or print)
Sequence words for retelling the story (first, next, then, after that, finally).
Connecting words for talking about characters and events in the story (but, so, because).

Lesson Guide

Activity 1 Making Predictions About the Story from the Title and Cover Illustration

Before doing this activity become familiar with the demonstration and explanation for Exploring the Book Cover activity.
Read the Title (Looking for the Cat in the Ghat) with students. Then look at the illustration on the cover to have students predict what the book is about. Help students to think about how the title and the picture help us predict what we will read about.
Predict type of text: Is this a story or is it an informational book? (I think it is a story about the people and animals I see on the cover. They look like they are going on an adventure, and the title says they are looking for a cat).
Predict what will happen: What do you think will happen in the book? (the characters will look for the Cat in the Ghat. Maybe the Ghat is a forest.)
Think-aloud: I see 3 characters in a forest. They have binoculars and cameras. The title says they are looking for a cat, so I think the story will be about trying to find this cat in the Ghat forest. I see other animals on the cover, so maybe they will meet other animals, too.

Character Page 2:
Identify with students the name of the characters in the book on page 2.
Activity 2 Discuss the First Illustration

Read page 3 text to students to help them understand what they will read about in the book.

Teacher Reads to Students:
Deepa, Tim, and Sandesh take photos of animals in the forest. They are looking for a white tiger.

Text: Deepa, Tim, and Sandesh take photos of animals in the forest. They are looking for a white tiger.

Activity 3 Word Work: Sounding Out Words and Recognizing Words.

Sounding Out Words and Recognizing Words
Before students read the book on their own practice these activities to prepare them to read the words accurately.

Phonemic Awareness
Point a finger for each sound you hear in a word. Use pictures whenever possible so students will recognize the vocabulary.
Words with 2 sounds: in, on
Words with 3 sounds: cat, Ghat, Tim, sun, hid
Words with 4 sounds: sips, naps, hops, kids

Sound-By-Sound Blending
(Tim, sun, wet, hid, cat).
Write one letter on the board and have students say the sound, then after they pronounce the vowel, blend the consonant and vowel together. Next, say the last consonant sound and blend all the sounds together.

Word Chain
Before doing this activity become familiar with the demonstration and explanation for Word Chain activities.
Use Letter cards: n, a, p, i, h, o, t, s, f, g, d, u, r
In the word chain activity students learn to listen for a one sound change as the teacher says the next word in the chain. Students will listen for a change in one sound, the addition of a sound, or the deletion of a sound. They respond by making the change of letters to represent the change of sounds.
Announce the first word for students to spell. After students spell the first word, say the following: “You are going to listen carefully to how I change each word by just one sound. You can only change one sound each time to spell a new word.”
Follow the steps for the word chain. Try to show a picture or explain the meaning of any words students
don’t know. Connecting spelling to meaning will help students to recognize words faster when they see them in print.

Follow the steps for the word chain.
Say to students: Spell nap
Say: Change nap to nip
Say: Change nip to hip
Say: Change hip to hop
Say: Change hop to hot.
Say: Change hot to hit.
Say: Change hit to sit.
Say: Change sit to fit.
Say: Change fit to fig.
Say: Change fig to dig.
Say: Change dig to rig.
Say: Change rig to rug
Say: Change rug to run.

Notes on meaning:
Nip is a pinch a squeeze or a bite.
Rut: is a hole.
Fig is a fruit.
Hip is a part of your body.
Rig is a big truck.

High-Frequency Words
: the, animals, water, in
Before doing this activity, become familiar with the demonstration and explanation for High Frequency Word activities.
Use the cover of the book, and the pictures in the book.
Label: the tiger, the elephant, the deer, the tree, the cat.
Print the word water on a card. Complete the sentences below with the word water. The teacher reads the sentences, and students fill in the word water.
We can drink _____________.
I can drink _______________.
Fish can swim in ________________.
Animals can sip ________________.
I can wash with ________________.

Activity 4 Individual Reading with Feedback from Teacher

Let students try to read the words in the book on their own. This allows students to apply their decoding skills to read the unfamiliar words in the book. The teacher can listen to one student read at a time and give each student individual help as needed with their pronunciation. When a student makes an error on reading a word, help that student to sound out the word and then blend the sounds back together. Try not to tell the word to the student, instead help the student sound it out.

Activity 5 Second Reading of Book: Do a choral reading of the book with students.

My turn, Your turn. The teacher reads a line from the text and the students follow in their books with their finger. Then the students read the same line. Look to see if students are pointing to each word.
Example:
Teacher: My turn. The tiger naps in the sun. Your turn.
Students: The tiger naps in the sun.

Activity 6 Third Reading: Comprehension and Oral Language
Practice

Close read of the text with teacher. Reread each page of the text with students. Teacher helps students to understand the story and make inferences with help from the illustrations. Teacher asks questions or does a think-aloud to help students understand what the words mean and the illustrations show us. Guide students to integrate together the words and the pictures to understand the story. Students answer questions and reread parts of the book to show the evidence for their answers to the questions the teacher asks.

- Example: Read me the part that tells what the tiger is doing. Teacher helps students make inferences about the story or topic. Tell why something happens using the words and pictures as evidence to support their inference.
- Example: Why do you think the deer is hiding? (The deer hid because they are shy or scared of people.)

Text-Dependent Questions

On each page there are questions for students who are at different levels of English language development.

- After one student gives an answer to a question, the teacher repeats the correct answer in a complete sentence. Then have all the students repeat the answer.
- Ask the students who gave the answer to show the other students where the answer came from in the book or picture.

Have students turn to each page before asking the questions.

Page 2: Identify the characters on the character page.

Oral Language Level 1:
Point to the teacher, point to Tim, point to Deepa, point to Sandesh, point to the tiger.

Oral Language Level 2+:
What do Deepa, Tim, and Sandesh want to do? (find a white tiger)
Page 3 Text: *The elephant gets wet.*

Oral Language Level 1:
Point to the elephant.
Point to the elephant in the water.

Oral Language Level 2+
What are the elephants doing? One elephant is squirting water with its trunk. Where are the elephants? (Near a river or stream of water).
Infer why the elephants are at the stream? Maybe they are dirty or thirsty because it is very hot outside.)
Talk about how elephants use their trunks to bath.

Page 4 Text: *The tiger naps in the sun.*

Oral Language Level 1:
Point to the tiger. Point to the people.
Show me what the tiger is doing.

Oral Language Level 2+
Where are Deepa, Sandesh, and Tim? (They are in the forest, behind some bushes.)
What are they doing? (They are taking pictures of animals).
What is the tiger doing? (The tiger is napping.)
Where is the tiger napping? (The tiger is napping in the grass).
Page 5 Text: The deer hid in the trees.

The deer hid in the trees.

Oral Language Level 1:
Point to the deer. Point to a tree.
Oral Language Level 2+:
What is the deer doing? (The deer is hiding in the trees.)
How do you know? (Read the text, look at the photo.)
INFER: Why is the deer hiding? (Maybe he is scared of the people).

Page 6 Text: The monkey hops on the tree.

The monkey hops on the tree.

Oral Language Level 1:
Point to the monkey. Point to the tree.
Oral Language Level 2+:
What is the monkey doing? (The monkey is hopping on the tree.)
Why is the monkey hopping on the tree? (So he can see the people better.)
Page 7 Text: *The frog sits in the pond.*

The frog sits in the pond.

Oral Language Level 1:
Point to the frog. Point to the pond.
Oral Language Level 2+:
What is the frog doing? (The frog is sitting in the pond.)

Page 8 Text: Pom Pom, *the white tiger, sips water.*

Pom Pom, the white tiger, sips water.

Oral Language Level 1:
Point to the white tiger. Point to the water.
Oral Language Level 2+:
What is the tiger doing? (The tiger is sipping water.)
Infer why he is sipping water? (Maybe he is thirsty. Maybe it is hot outside.)
What is special about this tiger?
Deepa and Tim tell the kids about the animals.

Ooral Language Level 1:
Point to Deepa. Point to Tim. Point to the kids.
Ooral Language Level 2+:
Where are Deepa and Tim? (They are in a classroom). Which animals are Deepa and Tim talking about? (The animals they saw in the forest.)
Infer: What do you think they maybe saying about the animals: elephant, monkey, tiger etc. (Answers can include what the text says or picture shows the animals were doing).
For example: Elephants use their trunk to get water to wash.

Activity 7 Retell the Story

Teacher models and students practice a retell of story according to story grammar at the Action-sequence stage of story narrative development (set-up of story, events in sequence).

Directions:
Model a retell of the story: Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story.
First, the teacher models a retell of the story using the sequence and connecting words. Then, students can help the teacher retell parts of the story or fill in words when the teacher pauses.
Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story. These academic language word are bolded. Use the word decides or wants to model the next stage of narrative development.

Model retell: One day, Deepa, Tim, and Sandesh go to the forest. First, they see an elephant. He is washing himself in the river because he is dirty. Then, they see a tiger. He is taking a nap in the sun because he is so sleepy. Next, they see a deer. The deer is shy, so he hid in the trees. After that, they find a monkey. The monkey hops on a tree. Then, they see a frog. The frog sits in the pond because frogs like to get wet. Next, they meet Pom Pom, the white tiger. Pom Pom is thirsty, so he sips water from the river. Finally, Deepa and Tim tell their class about all the interesting animals they saw.

Students can practice retelling parts of the story. The teacher has the sequence words and connecting words on cards. Use the pictures from the story to help remember details of the story to retell.
Reread and dramatize the story. Have the students be each character and say what the animal was thinking. (Tiger: The hot sun is making me so sleepy.)
Give each student one page of the story to read. Reread the story with each student taking a turn.

Activity 8 Oral Language Practice with High-Frequency Words

Directions: Write the sentence frames on the board and have students take turns suggesting a word to complete the sentence. Then have students read the completed sentences for extra reading practice.
Use sentence frames.
The tiger _______ in the sun. (sits)
The elephant _______ wet. (gets)
The deer _______ in the trees. (hid)
The frog _______ in the pond. (sits)
The white tiger ______ water. (sips)
Deepa and Tim ______ the kids about animals. (tell)

**Activity 9 Cut-Up Sentences**

Before doing this activity become familiar with the demonstration and explanation for the Cut-up Sentences activity.

Directions: Prepare the sentences on a strip of paper and then cut each sentence into individual words, but leave the period with the last word of the sentence as a clue. It is helpful to write each sentence in a different color or on a different color paper so students don’t mix up the words from different sentences. Guide students to use strategies to put the words back in order to make sense. The first clues students can learn to use are the uppercase letter for the first word in the sentence and the punctuation after the last word in the sentence.

The elephant gets wet.
The frog sits in the pond.
The tiger naps in the sun.
The monkey hops on the tree.
The white tiger sips water.

**Activity 10 State an Opinion**

Model for students using the sentence frame how to state an opinion with a reason.

Opinion prompt for discussion: What animal do you want to see? Why?

Sentence frame: I want to see a _____________, because _______________.

Examples:
I want to see a tiger, because they are big and strong.
I want to see a monkey, because they are silly and funny.

**Activity 11 Draw and Write**

It is fine for students at this stage to draw their response to the story and try to spell some of the words they want to say about their picture. It is better for them to try to spell words by sounding out the word and using their letter-sound knowledge than just copying from the book.

Have students write one sentence about their favorite forest animal, and draw a picture to show what it does in the forest.

Example: My favorite animal is a tiger.
[Draw a picture of a tiger napping in the sun.]