

# I Go By the Cat

## GOALS

### Comprehension

Discuss prepositions to determine position, e.g. under, over, by

### Vocabulary

**High-frequency Words:** I, go, the, by

**Content Words:** trees, cat, dog, girl, boy, signs

### Phonemic Awareness

Recognise and produce words that end with the same sound: /t/

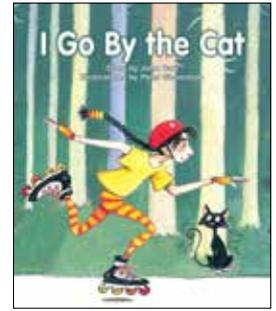
### Phonics

**Letters and Sounds:** t

**Words to Blend and Segment:** at, cat, pat, mat, sat

### Fluency

Choral reading with students pointing to the words as they are read



A girl on roller blades ends up uninvited at a picnic.

## Before Reading

- Read the title. Ask students what *by* means and what they know about inline skating.
- Together look at the cover of *I Go By the Cat*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Why is there a cat? What is the skater doing? Look at the title page illustration. Ask: How does this relate to the cover page? What is the girl doing? What do you think might happen in the story?
- Talk/walk through the pictures. What is the girl doing on each page? Who or what does she go by? Before turning to page 14, predict the ending. What happens when she goes by the signs? What do the signs say?

## Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together. On page 2 discuss what students think the girl is doing in the picture. Read the words together *I go by the trees*. (Why is it not “I go by the cat”? Discuss the meaning of *by*.)
- Follow this pattern for each page, discussing the picture and reading the words together. Notice the punctuation (capitals and fullstops).

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. How could you read “*Splat!*”? Notice the exclamation mark. What does the word mean? Look at the expressions on the faces of the characters. How were they feeling? What has happened to the picnic food? Compare page 15 with page 16 to see the differences and what has happened to the food.
- Retell the story in order. What happened first? Next? And so on. How did the story end?

## **Phonemic Awareness**

- Recognise and produce words that end with the same sound: /t/ Make sure students know the meaning of end/final sound. Listen to /t/. Practise saying /t/. Listen for /t/ at the end of *at*.
- Say the word *cat* slowly, emphasising the /t/. Have students listen to and repeat *cat, mat, sat*. Think of more words ending with /t/, e.g. *met, let, set*. Say them so students can hear the /t/.

## **Phonics**

- Discuss the name and sound of the letter t. Write cvc words *at, cat, mat, pat* and *sat* on the board to practise blending and segmenting the sounds together as a group.
- Students listen to and hear the sounds in *cat* /k/ /a/ /t/. Say them separately, then blend together slowly. Illustrate using alphabet letters *c, a, t*, touching them as the sounds are made for the word *cat*.

## **Word Study**

- Talk about the words *I, the, go, by*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *by* and *go* on each page.
- Discuss the meaning of *by*. What other words could be used in place of *by*? (past, beside, next to) Discuss other prepositions and how they are used, e.g. *under, over*.
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words *I go by the \_\_\_\_\_*.
- Have them find the final word in the story. They read their sentence to a partner.

## **Fluency**

- Choral reading with students pointing to the words as they are read. Make sure they are following left to right and matching words as they read them to those they are pointing to.

## **Writing**

- Write a new story using the same pattern, *I go by the...* What is something you can go by? e.g. *I can go by the bird, cat, man, lady*. Students write the story and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.