

Cat Fun

Materials Needed:

- Paper
 - Pencil
 - (Optional: Crayons or colored pencils for drawing)
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Learning Objectives

By the end of this lesson, the student will be able to:

- Identify and read common sight words (the, is, my, has).
 - Decode CVC (Consonant-Vowel-Consonant) words like "cat," "mat," and "sat."
 - Demonstrate reading comprehension by drawing a picture based on a short text.
 - Compose one simple sentence about a cat.
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1. Introduction: The Kitty Hook

Time: 5 Minutes

Start with a "Cat Challenge!" Ask the student: "If you were a cat for a day, what would you do?"

Encourage the student to act out a few cat moves:

- Give a big cat stretch.
- Make a "meow" or "purr" sound.
- Pretend to wash their paws.

Teacher/Parent Talk: "Today, we are going to use our cat-like focus to read a story about a special cat and then write a sentence of our own!"

2. Instruction: "I Do" & "We Do"

Time: 10 Minutes

I Do (Modeling):

Write the word **CAT** in large letters on the paper. Point to each letter and make the sound: /k/ /a/ /t/. Blend them together: CAT. Explain that many words sound like "cat" (rhyming words). Write "mat" and "sat" and show how only the first letter changes.

We Do (Guided Practice):

Write these three practice sentences on the paper for the student to see. Read them together, pointing to each word with a finger:

1. The cat is big.
2. The cat sat on a mat.
3. My cat is fast.

Ask the student: "Can you find the word 'is' in the sentences? Can you circle the word 'cat'?"

3. Activity: The Story of Pip (Reading & Doing)

Time: 15 Minutes

Instruction: Read the following short story aloud with the student. Afterward, the student will use their paper and pencil to complete the tasks below.

Read This Story:

Pip is a little cat.
Pip is black and white.
Pip has a red hat.
Pip sat on a big box.
Pip likes to nap.

Student Tasks:

1. **The Drawing Challenge:** On your paper, draw a picture of Pip based on the story. (Did you include his red hat? Is he on a box?)
 2. **The Writing Challenge:** Use your pencil to write one sentence about what *your* imaginary cat looks like. (Example: "My cat is orange.")
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4. Conclusion & Recap

Time: 5 Minutes

Review the main points of the lesson:

- Ask: "What color was Pip's hat in our story?" (Comprehension check)
- Ask: "What sound does the letter 'a' make in the middle of 'cat'?" (Phonics check)

Success Criteria: The student is successful if they can read the word "cat" independently and draw a picture that matches at least two details from the story (e.g., a cat and a hat).

5. Assessment & Differentiation

Formative Assessment:

Observe the student during the "We Do" section. Are they able to track the words with their finger? Can they recognize the sight word "the"?

Summative Assessment:

Check the student's drawing and sentence. The drawing should reflect the text (Reading Comprehension), and the sentence should attempt to communicate a complete thought (Writing).

Differentiation Options:

- **For Struggling Learners:** Focus only on the word "cat." Have the student trace the word "cat" and draw any cat they like. Read the story to them and ask them to point to the pictures of the items mentioned.
- **For Advanced Learners:** Ask the student to write a second sentence about what Pip does after his nap. Encourage them to use more descriptive words like "fluffy," "tiny," or "energetic."