KITTENS  LEVEL D

INTRODUCE THE BOOK
Before students begin to read, prepare them for a successful first reading of the story. Familiarize them with the plot, important concepts, new words, and language structures in the book. Begin by providing a brief synopsis of the book.

SYNOPSIS OF THE STORY
In this book, we will read about kittens.

BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:
1 “On page 2, it says, This is a kitten. What two letters would you expect This to start with? Find This. Run your fingers under the word this and check it.”
2 “On page 4, the book says, Kittens are baby cats.”
3 “Look at page 6. It says, The kitten’s eyes are not open yet. Can you find the word are?” Have the students find the word are in their books.
4 “On pages 10-11, it says, This kitten is playing with a ball of yarn.”
5 “Look at the kittens on pages 12-13. Are they fighting? No! What are they doing?”
6 “On pages 14-15, it says, Kittens like hugs. Please say that with me.”
7 Have the students look at the picture glossary and the labels on page 16.

READ THE TEXT
After you look through the book together, have the students begin to read. Encourage the students to read the entire book in a soft reading voice. Listen to the students’ reading, and prompt for and/or praise strategic processing. See Prompting Guide D for reading behaviors to observe and support.

DISCUSS AND REVISIT THE TEXT
Start a conversation about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Engage the conversation by asking students to make predictions, inferences, and connections to personal experiences or other stories. Stay away from questions that can be answered with “yes” or “no.”

YOU MIGHT ASK:
• “What new things did we learn about kittens?”
• “What experiences have you had with kittens?”