**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**

There are many different kinds of cats. Some cats are pets, and some cats are wild. In this book, we will read about both kinds.

**BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:**

1. “Look at the Table of Contents. What do you think you might learn about cats in this book?”
2. “On page 7, it says, *We call the cats we keep as pets domestic cats.*”
3. “What do you think the bobcat is doing in the picture on page 13?”
4. “On page 24, there is a Glossary. You will find new words and what they mean there.”

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**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 J for reading behaviors to observe and support.

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**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 did we learn about cats that we didn’t know before reading this book?”
- “Would you like to own a cat? Why?”