

## Books for Young Learners Teacher Resource

# Book Notes



### I Meowed / Maullé

Author Janice Boland

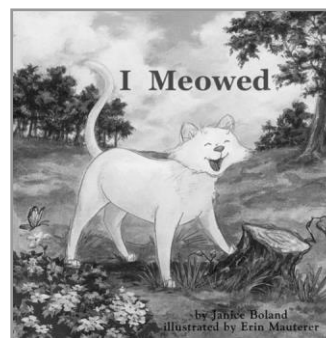
Illustrator Erin Mauterer

12 pages ■ 59 Eng. words ■ 54 Spn. words

Fountas and Pinnell Level D

Reading Recovery Level 6

Descubriendo la Lectura Level 6



I Meowed

#### SYNOPSIS

A cat's meowing brings a surprise.

#### WHAT THE BOOK OFFERS

- Fiction
- Fantasy as told from the cat's perspective but realistic content
- First person from the point of view of the cat
- Past tense
- Some repetition of a three-page pattern with new structures in between
- *-ed* ending
- Repetition of word within sentence
- Open-ended

#### POSSIBLE SKILLS EMPHASIS

- Attending to word endings
- Identifying longer repeated pattern
- Understanding that the cat is the narrator
- Understanding the importance of confirming

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### I Meowed / Maillé (continued)

#### INTRODUCING THE BOOK

*We can work out who is going to be the main character of this book by looking at the front cover illustration, but the title tells us something unusual about the book. What could that be?*

*Do we know why the cat meowed? That is probably what the author is going to tell us about.*

*How could we make the title just say "I meow"? And when we add -ed it says. . .? As you read this book, you will need to look at the ends of words very carefully.*

#### FOCUS OF INSTRUCTION

*Page 2: Remember who is telling the story. What is "I" doing? Where is the cat? See if that is what the author is telling you. How did you check?*

*As you read each page, I want you to make sure you check that what you have said is exactly the same as what the author has written.*

*Page 3: Read and check. How did you know that the word said "meowed" and not "meow"?*

*Page 4: What do you notice about the words in this sentence? How will that help you read smoothly?*

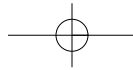
*Page 5: Look at the text. What do you notice about the end sound of two of the words?*

*Page 8: What do you notice about the text on this page? What does that lead you to expect on the next page?*

#### FOLLOWING THE READING

*What do you think the girl behind the door said or did when she saw those kittens walk through the door?*

- Children record their suggestions and these are clipped to the inside back cover for further rereading.
- Talk about surprises the children have had and how these could form the basis of a story. Discuss how the author of *I Meowed* did not give her surprise "away" until the very end and how keeping the reader in suspense keeps the reading flowing. Work together to write a surprise story to share with other class members.



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### I Meowed / Maillé (continued)

<b>Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading</b>	
<b>FINISH THIS THOUGHT</b>	<i>Cats look out the window because . . . If cats didn't meow, people wouldn't . . .</i>
<b>USE YOUR MEMORY</b>	<i>What happened <b>before</b> the cat ate a bowl of food? What happened <b>after</b> the cat ate a bowl of food?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why did the white cat have to meow so many times? What would happen to the kittens if the girl didn't open the door for them?</i>
<b>BE CREATIVE</b>	<i>Write a poem about cats using all the letters in the title, <b>I MEOWED</b>, as the first letters for each line of your poem: I M E O W E D</i>
<b>VOCABULARY AGENT</b>	<i>Write sentences that have these phrases in them: *at the window *at the door *at the front window *at the back door</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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