Books for Young Learners Teacher Resource

Book Notes

Kitty Goes Splash

Author   Merle Roddy Hill
Illustrator   Cathy Diez-Luckie
8 pages   ■ 112 words
Fountas and Pinnell Level E
Reading Recovery Level 11

|	
SYNOPSIS	A curious kitten investigates a drip, drip, dripping noise resounding through the house.
WHAT THE BOOK OFFERS	■ Humorous narrative fiction, in third person, present tense ■ Capital letters ■ Commas ■ Some repetitive patterns throughout book ■ New vocabulary ■ A familiar and appealing main character (cat) with supportive pictures ■ Beginning, middle, with an action ending ■ Poem at the end
POSSIBLE SKILLS EMPHASIS	■ Use of alliteration pages 2, 3, and 6 ■ Medial short vowel changes word, such as *drip* to *drop, slip* to *slap* ■ Noticing repetition of patterns and words ■ Predicting and confirming ■ Using letter sounds to decode new vocabulary ■ Using picture as a secondary clue ■ Use of capital letter for a proper name ■ Use of commas and exclamation point ■ Use of descriptive words ■ Use of action verbs ■ "Y" endings that have the "e" sound – *kitty, bouncy, bubbly* ■ Word endings "er" "ing"
INTRODUCING THE BOOK	
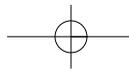
Books for Young Learners Teacher Resource

Book Notes

Kitty Goes Splash (continued)

INTRODUCING THE BOOK

Teacher and students look at the cover and title page.
What do you think the story is about? Who is the main character?
Teachers and students talk about the habits and traits of cats, what they like, don't like, and do.

FOCUS OF INSTRUCTION

Students read pages 2 and 3. Teacher provides support for new words as needed.

Let's look at page 4. Teacher brings student attention to use of *drip*, *drip*, *drip* and may provide support for new words on pages 4 and 5. Students read pages 4 and 5.

Pages 6 and 7. Discuss what Kitty sees.
Students read pages 6 and 8. *What do you think is going to happen?*

Page 10. Students look at picture and read page 10
Was our prediction correct?

Let's read to the end of the story. Now, what do you think about Kitty?

Read "A Poem to Share" on the inside back cover.

FOLLOWING THE READING

ORAL DISCUSSION
■ Students discuss traits of pets/animals.
■ Contrast and compare with humans.
■ Talk about descriptive and action words they could use to describe a pet or animal and what it does.
■ Fluency reading practice – using punctuation cues – ellipses pages 8 and 12;
   commas, exclamation points, rhyme, pages 11 and 12 - change in font size.
■ Students may wish to perform a Readers' Theater of the book.
■ ELL language acquisition support response to action words - *pounce, purr, jump, slip, bounce.*
■ ELL language acquisition support body parts of kitty - *claws, paws, front feet, nose, back legs, toes, tail* – using illustrations to locate.

WRITING POSSIBILITIES
■ Teachers and students list alliterations.
■ List some descriptive words.
■ List some action words.
■ Students may write a paragraph about their pet or an animal using descriptive and action words.
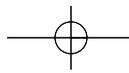
Books for Young Learners Teacher Resource

Book Notes

Kitty Goes Splash (continued.)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	*Kitty was curious about . . . because she . . .* *If I were a cat, I would be curious about . . . and I would not like to . . .*
USE YOUR MEMORY	*What are 2 things Kitty can do that other cats do?* *Why did Kitty fall into the water?*
WHAT'S YOUR OPINION?	*Why did Kitty jump up on the tub?* *Why do you think Kitty stuck out her claws when she fell into the water?*
BE CREATIVE	*If Kitty could talk, what questions would you ask her about her bathtub adventure? What else would you want to know about Kitty?*
VOCABULARY AGENT	*On Page 6, find 2 describing words that end with a 'y.'* *What sound does the 'y' make when you say these words?* *Make a list of other words that end with a 'y' and make the same sound you hear at the end of 'bubbly' and 'bouncy.'*

Book Note by Janice Boland/S. Bjorklund
Additional Comprehension Prompts by Dr. Connie Hebert
© 2016 by Richard C. Owen Publishers, Inc./www.RCOwen.com