

When Does the Cat Eat, Sleep, Play and More?
Reading Lesson Plan
For
Parents, Teachers and More!
By Cindy Olejar

This is just an outline. Do the below activities that fit the level of the person reading or being read to. As always tailor it to your needs, be flexible and see what comes up to make reading and learning a fun experience. The object does not have to be to read the book from beginning to end in one sitting. If the attention span is only 5 pages then see if you can transfer the new words to the environment you are in as this helps learning new words by transferring them from the book to the home, to the classroom, to outside, and other places. Using the words in context has been found to be the key to learning new words. I have found that modeling the objective, purpose or goal of a new activity below can be beneficial for the listener/reader to see what is expected. Always be flexible to what the listener/reader comes up with. Be creative together, and have fun together is my motto for learning to read!

This lesson plan can be for reading the book aloud or for any age learning to read, strengthening reading skills or reading for pleasure.

Objectives:

- 1. The listener/reader will begin to learn the meaning of adverbs in time and begin to understand what an adverb in time is.**
- 2. The listener/reader will see how a person reads a book and/or read the book.**
- 3. The listener/reader will learn to form predictions.**

Extension activity: relate adverbs in time to own environment and form sentences using adverbs in time inside and outside of your house and/or in the classroom or other places.

1. Motivate the listener/reader to want to read or listen to you read the book. The listener/reader also may not need motivating but these could be fun extension activities. One idea is that you are going to read about when a cat are eats, sleeps, plays and more in each of the photos in the book and then you are going to go on a walk to try to find some cats and see when the cat is doing something. Or after you read you are going to draw, paint, act or mold a cat out of clay or play dough doing something. While doing these other fun activities, you both can share and describe the work using adverbs in time.

2. When I read a book aloud to a new reader I always model how I begin reading the book by looking at the front and back cover of the book. I read the title and author and anything else on the outside of the book. I also look and examine any photos on the front and back cover of the book. You both can try to predict what the book will

be about with this information and then while you are reading or at the end of reading the book you can discuss if your predictions were close or not close to what the book was actually about.

3. I then look inside the book usually starting at the beginning of the book and read the title again or any dedications or look at any photos or descriptions of the book. One of the pages at the beginning of this book describes the intention of the book and gives definitions and information that will be helpful while reading the book. On page 3 it will describe about adverbs in time for the book *When Does the Cat Eat, Sleep, Play and More?* This can also be read aloud if you want. This new information could then change your prediction of what you thought the book was going to be about. You can change your prediction with this new information and then still see how it matches up after you have read more of the book.

4. Then I begin reading the book and often I point to the words I am reading to show to the new reader that the set of letters on the page form a word and that I am following the words from left to right when I read the sentences. You can point to the question mark and explain how your voice goes up when reading a question or explain at the beginning of a sentence the first word starts with a capital letter, etc.

When I read a book aloud and when I support someone reading a book whether it is a new, beginning or advanced reader I model and encourage the reader to ask questions before, during and after reading the book. I model pointing to the words I am reading. I model rereading words that did not sound right when I read the word to keep trying until it sounds right. I model sounding out letters to form the word. I model sounding out parts of the word to form the word. I also read on to see if the rest of the sentence helps me figure out how to sound out a word or figure out the meaning of the word. I model raising and lowering my voice when there is a statement, question, or certain expression from the words. I also model reading a word and looking ahead with my eyes several words ahead to foresee what words are coming up, but reading at a pace where I am still comprehending all the words I am reading. Sometimes a reader can read very fluently but does not comprehend the words either because the words are not understood or the words are read too fast. You can check comprehension by asking questions about what was read.

With the book as you read you can see if you can relate the adverbs in time to the reader/listener's life. For example, if the sentence says, "*The cat wakes up normally at five every morning.*" you can model this at home or in the classroom or other places by saying when you normally wake up every morning and then see if the reader/listener can say when he or she normally wakes up. Then you can transfer it to other people in the household or classroom or other places where you know others who normally get up at a certain time. You can do this for the different adverbs in time as you read them in the book when it feels right. You can do a few each time you read the book and review ones you were doing and add one or two the next time. This is to help the listener/reader see more examples of the adverbs

in time using context outside of the book and not just the word in isolation to help with understanding the meanings of these new words.

Remember the goal does not have to be to read the book from beginning to end in one sitting. You can have fun with reading a few pages at a time.

*You can always back up too if more understanding is needed for any activity or page in the book.

Near the end of the book there are several pages that have sentences with an adverb in time missing. See if the listener/reader is able to fill in the missing word or words (there is more than one answer). They can say it to you if they are not able to write yet. If not, no worries at all, comprehension takes practice and it will occur over time.

Then there is another page near the end of the book where the listener/reader can either cut out a picture of a cat from a newspaper, magazine, etc. or draw a cat using the photos from the book as ideas and then write one or two sentences describing how the cat is acting using adverbs in time in the sentences. This is another activity to see how they are comprehending adverbs in time.

Hope you had a fun reading experience! If you have any questions or comments you can contact me at findthecatandmore@yahoo.com or through the website at www.findthecatandmore.com.

Go for walk and see if you can find any cats eating, sleeping, playing and more daily, today, tomorrow, now, or later!