LESON PLAN

PIG AND CAT ARE PALS

An I Like to Read® Book, Level C
written and illustrated by Douglas Florian

Pig and Cat are pals, but what happens when Dog wants to play too?

Learning Objectives: Read emergent text with purpose and understanding; retell familiar stories, including key details; identify characters, settings, and major events in a story; read common high-frequency words by sight; identify problem and solution.

Guided Reading Level: C/Emergent Reader
Grade Level: K
Interest Level: Pre-K–2

Instructional Standards
Reading Literature: RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7
Reading Foundation Skills: RF.K.1,2a,2c,2e,3,3a,3c,3d,4/RF.1.1,1a,2b,2d,3,3b,4
Writing: W.K–1.3,6,8
Speaking and Listening: SL.K–1.1,2,4,5,6
Language: L.K.1,1b,1d,2a,2c,2d,4,5,5d,6/L.1.1,2,2a,4,5,5d,6

BEFORE READING
1. Read the title and discuss the cover illustration.
2. Write Pig and Cat Are Pals on the board. Talk about what it means to be pals.
3. Create a class list of “pal” synonyms.
4. Brainstorm things that pals do together. Have students share personal examples.
5. Read the name of the author/illustrator. Discuss each role.
7. Take a picture walk through the book.
8. Have students discuss what Pig and Cat are doing on each page.
9. Write and discuss the vocabulary words and phrases on the board: pig, cat, dog, like, bike, pal, swim, read, books, make, art, hide-and-seek, one day, sees, play, alone, sad.
10. Invite students to find the:
   - Proper nouns/names of the characters. Explain that names always begin with a capital letter (Pig, Cat, Dog).
   - Words that rhyme
   - Verbs/action words
   - Name of a game
   - Words that tell about feelings
11. Discuss the text type of the story. Ask students to use evidence from the illustration to explain why this book is fiction/animal fantasy.
12. Read the book to find out who, what, where, when, and why (story elements).
DURING READING
1. Read the story aloud.
2. Ask students to follow along as you read.
3. Each sentence begins with a capital letter and ends with a period. Remind students to point to each word as they read.
4. Ask the students how the illustrations and words help us understand what the story is going to be about.
5. Read the story with the group (choral reading).
6. Have the students read the book independently.
7. Find the words that are repeated in the book (Pig and Cat).
8. Who is this story about (characters)?
9. Where does the story take place (setting)?
10. What do Pig and Cat like to do together?
11. What is the problem in the story?
12. How do the characters solve the problem?
13. What is your opinion on how the characters solve the problem?

AFTER READING
1. What did you learn about Pig, Cat, and Dog from the story?
2. What do the characters do, say, and feel?
3. What would you do if you were Pig, Cat, and Dog?
4. What did you learn from the pictures that you did not know from the words in the story?
5. How does the story change from the beginning to the end of the book?
6. What do you like to do with your friends?
7. What lesson does Dog teach us in the story?
8. Choose another title for the book. Why would this be a good title?
9. Compare and contrast the adventures and experiences of Pig in Pig Is Big on Books and Pig and Cat Are Pals.

Making Inferences
Using the book Pig and Cat Are Pals, decide if the information came from the words or the pictures in the book. Explain your answers.

Write a W if the information came from the words, or a P if it came from the pictures.

_____ Pig and Cat play. _____ Cat is sad and alone.
_____ Pig and Cat play on the swings. _____ Pig and Cat and Dog are pals.
_____ Pig and Cat play at the park. _____ Pig and Cat read books.
_____ Pig and Cat ride bikes. _____ Pig and Cat make art.
_____ Pig and Cat like to swim. _____ Dog can fly a kite.
_____ Pig and Cat swim in the lake. _____ Pig and Cat play in the woods.
_____ Pig and Cat read books at home. _____ Pig and Dog play.