

LESSON PLAN

I SEE A CAT

An I Like to Read® Book, Level A

written and illustrated by Paul Meisel

You saw him run and dig. Now see the world through the eyes of Dog as he spends his day at home.

Guided Reading Level: A/Emergent Reader

Grade Level Equivalent: Kindergarten

Interest Level: Pre-K–2

Instructional Standards

Reading Literature: RL.K.1,2,3,4,5,6,7,9,10/RL.1-2.1,2,3,4,5,6,7,9

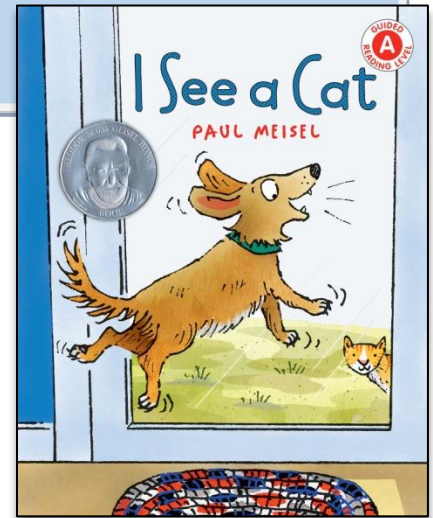
Reading Foundation Skills: RF.K-2.1,2,3,4

Writing: W.K-2.3,5,8

Speaking and Listening: SL.K-2.1,2,3,4,5,6

Language: L.K-2.1,2,4,5,6

**2018
Geisel
Honor Book**



HC: 9780823436804
PB: 9780823439737/6x9: 9780823438495
Ages 4–8 • E-book available



Learning Objectives

Students will:

- read new text.
- develop fluency through reading.
- learn about letters, sounds, and words and apply skills.
- extend comprehension through discussion, instruction, and writing.
- learn how to write about reading.

BEFORE READING

Build background knowledge and reading foundation skills.

1. Read the title and identify the author/illustrator.
 - What does the title tell us about the book we are going to read?
 - What is the role of the author/illustrator? Have you read other books by Paul Meisel?
 - Display *See Me Run* and *See Me Dig* by Paul Meisel (Dog is the main character).
2. On chart paper write and say “I see.” Have a student come up and circle “I see.”
 - Open the book and have students find “I see” on each page.
 - What do you see when you look out the window? Go around the group and have each student tell what they see.
3. Discuss the cover illustration.
4. Take a picture walk through the book and have a “book talk.”
5. Have students predict what the story will be about. Ask:
 - Who is this book about?
 - What is going to happen?
 - Is this book real or make-believe?
 - What kind of illustrations are in this book? What information did you get from the pictures?



6. Highlight and clarify new vocabulary words and concepts, including punctuation.
 - Say and write the vocab words on chart paper: **cat, bird, fly, squirrel, mice, bee, boy.**
 - Ask students to find the beginning and ending sounds for each word.
 - Have students circle all of the words that begin with “b.” Discuss decoding strategies. How can we tell these words apart?
 - Invite students to find chunks of sounds in the words as they read the new vocabulary.
 - Teaching singular/plural: Write the word “a” before each word. When you come to the word “mice,” discuss why “a” does not fit. Write “mouse-mice” on the board. One mouse, three mice. (Plural means more than one). Show some other examples.
 - Have the students find the end point in each sentence. Discuss the function of a period.
7. Model and call attention to appropriate reading strategies. Encourage children to notice letters, sounds, words, and information in the illustrations when reading.

DURING READING

Model and encourage conversations about the text.

First reading: Teacher reads aloud to the group as the students point to the words as they read.

Second reading: Students read softly in unison with the teacher.

Third reading: Students read independently and point to the words silently.

1. Ask focus questions. Invite students to say where they found their answers in the text and read aloud to confirm.
 - Where does this story take place (setting)?
 - Who is telling the story? How do you know?
 - What is Dog doing on each page?
 - How do you know when Dog is excited?
 - How do the illustrations help you understand what is happening in the story?
2. Discuss the meaning of text and story elements.
 - How do the illustrations help you understand what is happening in the story? Discuss specific details.
 - Describe Dog.
 - How do you know there is more than one mouse in the story?
 - Which animal does Dog want to play with? Explain.
 - How does the story change when Dog sees a boy? Who is the boy?
 - How does the story change from the beginning to the end of the book?
3. Make text-to-self connections.
 - Do you have a pet dog?
 - What do you think pet dogs do all day when their owners are at school or work?
 - If you were a dog what would you do if you were left home alone?
4. Share something that you learned about Dog from the illustrations that the words did not tell you.
5. Retell the story in the correct sequence.



AFTER READING

Reinforce and extend understanding.

Word Work: Print concepts, vocabulary, language structure

Use the book to find the answers:

1. Find the words that are repeated in each sentence (I see/I see a).
2. Let's look for the word _____ **cat, bird, fly, squirrel, mice, bee, boy**
3. How many does Dog see? (1 cat, 1 bird, 1 fly, 1 squirrel, 4 mice, 1 bee, 1 boy)
4. Write the plural for each with support from the teacher: cat, dog, bee, boy, mouse, fly.

Teacher dictates writing (word solving within a meaningful sentence).

Without using the book, listen to the following sentences and write down the sounds that you hear: **I see 1 cat, I see 2 cats, I see 1 boy, I see 5 boys.**

INDEPENDENT PRACTICE**Writing:**

Teacher models on chart paper to teach the writing process with support.

1. Write on the board: **What do you see? Do you see a dog? Do you see a bee?** Have a student come up and circle the question marks. Discuss.
2. Go around the group and have the students ask a question as you write each on chart paper. (Do you see ____?)

Independent Writing:

Children learn to represent ideas in different ways and to use strategies.

3. Students will write a sentence telling what the dog can see. Ex: The dog can see a bone.

Comprehension Check:

4. What is the main idea of the story?
5. Write "Dog can see" in the middle of a piece of chart paper and circle the words. Draw seven lines coming out from the circle. Students need to find seven details from the book and write them on the lines.
6. Use words from the story to complete each sentence.

Dog sees an orange _____.	Dog sees four _____.
Dog sees a blue _____.	Dog sees a yellow _____.
Dog sees a buzzing _____.	Dog see his _____.
Dog sees a gray _____.	
7. What was your favorite part of the story?
8. Read *See Me Dig* and *See Me Run* by Paul Meisel. Compare and contrast the setting, plot, and experiences of Dog in each book.

Guide written by Marla Conn, reading/literacy specialist and educational consultant

4.18

