

About the Book

Text Type: Fiction/Poetry Page Count: 12 Word Count: 224

Book Summary

In this exciting adventure of dog versus cat, students will enjoy reading a familiar plot. *The Chase* is full of amusing action and rhyme on every page.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions based on text information
- Sequence story events
- Discriminate medial long vowel /e/ sound
- Identify vowel digraph ee
- Identify nouns
- Recognize and understand position words

Materials

Green text indicates resources available on the website

- Book—*The Chase* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- [Sequence events, vowel digraph ee, position words worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *into, up*
- Content words:
 - Story critical: *ditch (n.), escaped (v.), field (n.), leapt (v.), meadow (n.), shore (n.)*
 - Enrichment: *chased (v.), crud (n.), fellow (n.), flash (n.), spat (n.)*

Before Reading

Build Background

- Invite students to share stories they read or movies they saw about dogs and cats. Ask them to tell how the dogs and cats in those stories got along.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *The Chase*. (Accept any answers students can justify.) Have students tell what they notice in the illustrations. Ask who they think will be the characters in the book and where they think they are.

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the word *cat* on the board. Invite students to tell words that rhyme with the word *cat*. Tell students that the book *The Chase* is a rhyming story and that the last words in the lines will sound alike.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers make predictions, or guesses, about what will happen in a story. Explain to them that making predictions can help people to make decisions, solve problems, and learn new information. Emphasize that knowing how to make predictions is more important than whether the prediction is right, or confirmed.
- Model using the front cover picture of the book to make a prediction.
Think-aloud: As I look at the illustration on the front cover of the book, I see a cat and a dog. They look like they are running through some tall grass. The cat has a frown on its face and does not look very happy. Maybe the dog and the cat have some kind of fight and the dog chases the cat. Since the title is called The Chase, I think I am going to read about all the places the dog chases the cat. As I think about that, I am curious about what will happen. I will have to read to find out what happens.
- Have students use the pictures on the covers and title page to make a prediction before reading the book. Invite them to share their prediction.
- Have students read the remainder of the book. Remind them to make, revise, or confirm a prediction as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text. Model strategies students can use to figure out words they don't know. For example, point to the word *leapt* on page 6. Ask students how they could read this word if they didn't know it. Suggest that they might look at the beginning letter and say /l/. Explain that the middle letters *ea* in this word have a short e sound. Model blending the end letters *pt*, by saying the /pt/ sound. Read the sentence to them and ask if the word *leapt* makes sense.
- Write the following words on the board: *ditch, field, meadow, shore*. Read the words to students and invite students to share what they know about the meaning of each word. Have students draw a picture of one of the words.
- After students complete their drawings, show students pictures of each of the words and discuss with students how their drawings might change.


Set the Purpose

- Have students read the book to find out whether their prediction is correct or if it needs to be revised. Have them pay particular attention to the rhyming pattern in the book.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3. Read the word together (*A*). Point out where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book.
- Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.

- Model confirming and making prediction.
Think-aloud: I predicted that the dog was going to chase the cat in this story. This prediction is correct. I also read about all of the places the dog has chased the cat—through a field, through mud, over a wall, and into water. I wonder if the cat is able to get away from the dog. I think that the cat will escape from the dog and make it back home safely.
 - Ask students if they can confirm their prediction based on the words they read and the pictures. Have them revise their prediction or make a new prediction.
 - Point out the rhyming words on page 4. Explain that these rhyming words sound alike even though they have a different spelling. Write *power* and *sour* on the board. Read the words aloud and ask if they rhyme. Point out that they have different spelling patterns at the end just as *flower* and *hour* do.
 - Have students read the remainder of the book. Encourage them to continue to make, revise, and/or confirm predictions as they read the rest of the story.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.


After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues. Challenge students to suggest other words that rhyme with the rhyming words found on each page.

Reflect on the Reading Strategy

- Have students meet with their partners to discuss the predictions they made before the story and to talk about any ideas they changed, or *revised*, as they read the story. Have students tell how thinking about what might happen, and then reading to tell whether or not it did, helped them get involved in reading.
- *Think-aloud: I predicted that the cat would escape the dog and make it back home safely. This prediction was partially correct. The cat did escape the dog by climbing up a tree. However, the cat did not make it back home.*
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill **Sequence events**

- **Discussion:** Ask students to tell why they think the dog chased after the cat.
 - **Introduce and model:** Tell students that a story is a series of events that happens in a particular order. First one thing happens, then something else, and so on. Explain that the order in which the steps happen is called the *sequence*. Point out the sequence in this story.
 - *Think-aloud: I don't tell all the details of the story, as I would in a retelling. I tell the most important events to tell the story correctly. In this story, the first event that happened was the dog and the cat got into a fight. Next, the dog chased the cat through a field. Then, the dog chased the cat through mud.*
 - **Check for understanding:** Ask students to tell the events that happened in order through the end of the story.
 - **Independent practice:** Introduce, explain, and have students complete the **sequence events worksheet**. If time allows, discuss their answers.
-  Have students draw a picture of and write about how the cat will get down from the tree on the last page of their book.

Build Skills

Phonological Awareness: Long vowel /e/ sound

- Slowly say *see* and *bee*. Ask students to tell how the sounds of the words are alike (long /e/ vowel sound).
- Repeat with the words *seed* and *teeth*, emphasizing the medial vowel sounds.
- Say the following long /e/ vowel words: *leaf*, *pan*, *seed*. Ask students to tell which word does not have the long /e/ vowel sound (*pan*). Continue to say groups of three words aloud and ask students to tell the word that does not contain the long /e/ vowel sound: *deep*, *jeep*, *cap*; *me*, *dog*, *tree*; *read*, *bed*, *feed*; *hat*, *feet*, *street*.

Phonics: Vowel digraph ee

- Write the word *deep* on the board. Have students find the word on page 5 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the middle of the word (long /e/). Circle the *ee* letter combination in the word. Explain that in some words, two vowels together make one sound. These letter combinations are called *vowel digraphs*.
- Write the word *tree* on the board, leaving off the *ee* letter combination. Say the word aloud to students. Have a volunteer come to the board and write the letters to complete the word.
- Write the following words on the board, leaving off the *ee* letter combination: *eel*, *free*, *cheese*, *feet*, *green*, *teeth*. Have a volunteer come to the board and write the letters to complete the word. Have students read the words together and circle the long /e/ digraphs.
- **Independent practice:** Introduce, explain, and have students complete the [vowel digraph ee worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Nouns

- Write the word *cat* on the board. Review or explain that this word names a thing. Invite students to identify other words that name things. Write these words on the board.
- Explain that words that name a *person*, *place*, or *thing* are called *nouns*. Write the name of a person and a place on the board. Ask students to identify which word names the person and which names the place.
- Invite students to identify other words that name people and places. Write these words on the board.



Have students circle nouns in the book. When they have finished, discuss the words they circled. Have students identify whether the word names a person, place, or thing.

Word Work: Position words

- Write the word *over* on the board. Invite students to explain the meaning of the word. Have students turn to page 6 in the book. Reread the first sentence with students. Have students move their finger on the picture to show how the cat moved over the wall.
- Have students turn to page 10 and locate the word *under*. Have students point to the picture to show the cat under the car.
- Have students move their book *over* and *under* something. Emphasize that each of the examples is a *position word*. These words tell the location of the book.
- **Independent practice:** Introduce, explain, and have students complete the [position words worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing and Art Connection

Have students think about additional places the dog might chase the cat. Write the following sentence on the board: *The dog chased the cat* _____. Have students complete the sentence with the name of a place and illustrate the cat and dog's adventure.

Math Connection

Have students choose their favorite animal. Have them illustrate and label their animal on an index card. Create a graph with the names of students' favorite animals. Have students place their index card on the graph next to the name of their favorite animal. Discuss with students which animal received the most and least votes.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently make predictions and tell about their revisions or confirmations during and after reading the story
- identify story events in correct order in discussion and on a worksheet
- accurately discriminate the long vowel /e/ sound
- accurately read words with vowel digraph ee in discussion and on a worksheet
- correctly identify nouns in text and during discussion
- correctly identify position words in discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**