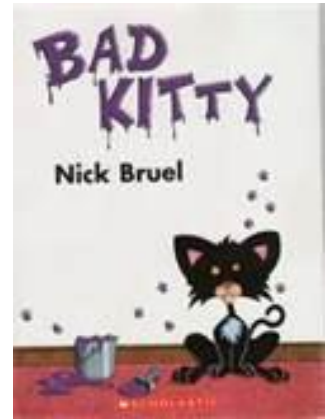


Bad Kitty

Written by: Nick Bruel

This is a story of a good kitty turned bad when all her favorite foods are gone. Kitty's only options for food are Asparagus, Beets, Cauliflower, and twenty-three other unappetizing vegetables (all listed in a creative alphabetical order). For her retaliation Kitty: Ate homework, Bit grandma, Clawed curtains, etc., through letter Z.



Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text:**
 - P.1 – Do you have a pet that is usually good, but sometimes misbehaves?
 - P. 5 – Do you sometimes have a reaction to vegetables like Kitty?
- **Make and adjust predictions, use text to confirm:**
 - P. 35 – Do you think Kitty sees the new dog as a reward for her good behavior? Why or why not?
- **Recognize literary elements:**
 - Where does the story take place?
 - Who are the characters?
 - What is the problem in the story? What was the solution?

Accuracy:

- **Use beginning and ending sounds:**
 - Model beginning sounds with alliteration in the story (Buffalo Burritos, Elephant Eggs, Hippo Hamburgers, etc.). Remind students that beginning sounds may look the same; therefore, we need to look at the ending sounds as well to correctly read words.
- **Recognize words at sight:**
 - *Bad Kitty* is full of sight words, and it gives students a chance to practice what they know. Give students sticky notes, and have them mark the sight words while reading the text.

Fluency:

- **Read text as the author would say it, conveying the meaning or feeling:**
 - There are many statements in this book that should be read with intonation (dialogue, and exclamatory phrases). The vegetable section provides a great opportunity to portray Kitty's disgust with her family. Model this for your students, and have them perform these phrases with you to practice appropriate expression.
- **Use punctuation to enhance phrasing and prosody:**
 - Use sentences from *Bad Kitty* (What a very, very, bad, bad, bad kitty. But then...) to model appropriate punctuation and phrasing.

Expand Vocabulary:

- **Tune into interesting words and use new vocabulary in speaking and writing:**
 - Point out and discuss interesting words in the text such as: endangered, grappled, hurled, loitered, quarreled, and tormented. Provide students with opportunities to use these words in their writing and speaking.
- **Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)**
 - The suffix "ed" is used throughout *Bad Kitty*. Use this to teach students that "ed" after a word makes it past tense.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.