

About the Book

Text Type: Fiction/Realistic Page Count: 10 Word Count: 41

Yours or Mine? is a sweet tale of a girl and her mischievous cat. Simple sentences, engaging illustrations and high-frequency words support the text. Use this book to discuss the similarities and differences between people and pets while teaching students about identifying the main idea and details and using complete sentences.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Connect to prior knowledge to understand text
- Identify main idea and details
- Discriminate initial consonant /f/ sound
- Identify initial consonant *Ff*
- Recognize and use complete sentences
- Identify and use the high-frequency word *your*

Materials

Green text indicates resources are available on the website.

- Book—*Yours or Mine?* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- [Main idea and details, initial consonant Ff, complete sentences worksheets](#)
- [Discussion cards](#)

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

Vocabulary

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

- **High-frequency words:** *my, this, your*
- **Content words:**
 Story critical: *bed (n.), food (n.), my (adj.), room (n.), tail (n.), your (adj.)*

Before Reading

Build Background

- Write the words *my* and *your* on the board and read them aloud. Have students read them aloud with you.
- Ask students to name some things that belong to them. Make a list on the board under the heading *My*. Ask students to name some things that might belong to a pet. Make a list on the board under the heading *Your*. Read the lists, saying the word *my* or *your* before each thing. Have students read the lists with you in the same way.
- Lead a short discussion about how pets and people are alike and different.

Book Walk**Introduce the Book**

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentences on the board: *This _____ is my _____. This _____ is your _____.* Read the sentences aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the story.

Introduce the Reading Strategy: Connect to prior knowledge

- Explain to students that engaged readers make connections between what they already know and new information they read. Making these connections to prior knowledge helps readers understand and enjoy what they are reading.
- Model connecting to prior knowledge using the cover illustrations.
Think-aloud: *I made a connection to the title of the story right away because my sons ask this question all the time about clothes or toys. They ask, "Is this shirt yours or mine?" and one of them will answer by saying "This is my shirt, and that is your shirt!" They do not always like to share things. I can see the cat on the front cover playing with the girl's ponytail. The illustration on the back cover shows the girl pointing to the cat's tail. I think the girl might be saying something similar to my sons' conversation, for example, "This is my tail. That is your tail." I wonder whether they will share anything in the story. I will have to read the story to find out.*
- Have students preview the rest of the story, looking at the pictures and covers. Have students share with a partner how they can connect to prior knowledge. Invite students to share their connections with the rest of the group.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Main idea and details

- Explain to students that most stories have a main idea, which is a big idea or topic that the story is mostly about. The story also has details, or extra information and descriptions, that support the main idea.
- Read the title of the story to students. Point out that the title often provides clues about the main idea of the story. Have students share with a partner their guess about what the main idea for this story is, on the basis of the title.
- Discuss student predictions and guide them to the consensus that the main idea of the story is the girl and the cat have their own things. Write the following sentence on the board: *The girl and the cat have their own things.* Point to each word as you read it aloud to students.
- Model how to identify details.
Think-aloud: *The main idea of this story is the girl and the cat have their own things. I know the story will have details that help explain the main idea. Details are descriptions that help readers understand the main idea of the story. On the title page, I see the girl pointing to the cat's food bowl. I know the cat eats food from a bowl on the floor and the girl eats her food in a bowl at the table. The cat has its own bowl, and the girl has her own bowl. Since this helps explain the main idea of the story, I know a bowl might be a detail in the story.*
- Write the word *bowl* on the board. Review the details about things that belong to people and things that belong to pets recorded on the board during the Build Background section of the lesson. Discuss with students whether any of these details support the main idea of the book. Circle those that apply. Explain to students that the story will offer its own details to support the main idea, which may or may not match those details circled on the board.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though the girl might be telling the cat "this bed is your bed." What is a bed? Yes, it a piece of furniture used for sleeping.*
- Remind students to check the picture and use the beginning letter to decode difficult words. For example on page 5, point to the word *food* and say: *I am going to check the picture to help me decode this word that begins with the letter Ff. I know the letter Ff makes the /f/ sound. In the picture, I see a bowl on the table with cereal in it. However, the word cereal starts with the /s/ sound, and this word begins with the /f/ sound. I know the word food means something people and animals eat. Cereal is a kind of food. The word food begins with the /f/ sound, and the sentence and the picture make sense with this word. The word must be food.*
- Discuss the remaining vocabulary words with students. Have them record the words on a piece of paper. Beside each word have the students write a sentence using the vocabulary word and draw a picture to help them remember what the word means. Have volunteers share their sentences and pictures with the whole group.


Set the Purpose

- Have students read to find out more about things that belong to the girl and things that belong to the cat. Remind them to think about what they already know about things that belong to someone or something and to identify important details as they read.

During Reading**Student Reading**

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread.
- Model making connections to prior knowledge.
Think-aloud: *As I read the beginning of the story, I learned the girl is telling the cat what belongs to her and what belongs to the cat. I get the feeling the girl does not want to share her bed or her food with the cat. I know this by looking at the girl's face and body language in the pictures. She is frowning and pointing to the cat's bed. I can tell she wants the cat to use its own bed. I know when people frown, wave their hands, and lower their eyebrows they are saying, "No, this is not yours. This is mine!" I often hear these words and see this body language when my sons are arguing about toys or clothes. Thinking about my prior knowledge helps me remember the details from the story.*
- As you are speaking, draw a picture to illustrate your prior knowledge on the board.
- Have students draw a picture of their own prior knowledge that they connected with the text. Invite volunteers to share and explain their pictures with the rest of the class.
- Review the main idea of the story *the girl and the cat have their own things*. Ask students to think about whether the *cat's bed* is a detail that supports the main idea (yes, it is one of the things that belongs to the cat). Have students share with a partner, and then call on students to share and defend their answer with the rest of the class.
- Introduce and explain the **main-idea-and-details worksheet**. Read aloud the main idea written on the worksheet. Write the words *cat's bed* on the board. Have students write the words in one of the empty spaces on the worksheet and draw a corresponding picture.
- **Check for understanding:** Have students read to the end of page 8. Have students share with a partner the connections they made between their prior knowledge and the story.
- Have students work in groups to discuss new details they read that support the main idea, *the girl and the cat have their own things*. Call on groups to share at least one new detail with the rest of the class. Record these details on the board. Ask students to choose one detail to record on their worksheet. Remind them to draw a picture for the detail.

- Have students read the remainder of the story. Remind them to think about what they know about or have experienced with things that belong to people and things that belong to animals as they read and to identify details from 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.

Reflect on the Reading Strategy

- Reinforce with students how thinking about what they already know about a topic of a story helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *As I read the end of the story, I learned the girl and the cat will share the room. It made me think of my sons again. Even though they don't like to share toys and clothes, they do have fun sharing their room. They talk with each other at night before they go to sleep, play with toys, and watch movies in their room. My sons each have their own things in their room; however, they enjoy each other's company. On the basis of my prior knowledge, I think the girl and the cat will enjoy sharing a room too!*
- Ask students to explain how thinking about what they already knew helped them understand and remember what they read.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. (*The girl and the cat have their own things.*) Review the details students drew and wrote on their worksheet. Invite them to explain why each of the details matches the main idea of the story. Have the rest of the students give the thumbs-up signal if they agree the detail supports the main idea.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about the things a girl and a cat have that are similar. For example, they both have beds, tails, and food. Now that you have thought about this information, what are some things you have in common with pets?

Build Skills

Phonological Awareness: Initial consonant /f/ sound

- Say the word *food* aloud to students, emphasizing the initial /f/ sound. Have students say the word aloud and then say the /f/ sound.
- Read pages 5 and 6 aloud to students. Have students raise their hand when they hear a word that begins with the /f/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /f/ sound: *friend, cat, for, bed, fork, room, four, from.*

Phonics: Initial consonant Ff

- Write the word *food* on the board and say it aloud with students.
- Have students say the /f/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /f/ sound in the word *food*.
- Have students practice writing the letter *Ff* on a separate piece of paper while saying the /f/ sound.

- **Check for understanding:** Write the following words that begin with the /f/ sound on the board, leaving off the initial consonant: *fit, fan, fun*. Say each word, one at a time, and have volunteers come to the board and add the initial *Ff* to each word.
- **Independent practice:** Introduce, explain, and have students complete the **initial consonant Ff worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Complete sentences

- Write the following sentence on the board: *The cat has a small bed*. Read the sentence aloud with students. Explain that every sentence has two parts: a subject and a predicate. The *subject* tells who or what the sentence is about, and the *predicate* tells what the subject has or is doing.
- Circle *The cat* and explain that *the cat* is the subject of this sentence. Underline the rest of the sentence, and explain that this part of the sentence is the predicate because it tells what the cat has.
- Brainstorm to create a list of sentences that describe things the girl and the cat do or don't have in the story. Write these sentences on the board.
- Ask volunteers to come to the board and circle the subject in each sentence. Remind students that the subject is who or what the sentence is about. Next, ask volunteers to come up and underline the rest of the sentence. Remind students that the other part of the sentence is the predicate, which tells what the subject has or is doing.



Check for understanding: Have students reread the sentences in the story with a partner. Have them circle the subject and underline the predicate in each one. Discuss student responses.

- **Independent practice:** Introduce, explain, and have students complete the **complete sentences worksheet**. If time allows, discuss their responses.

Word Work: High-frequency word your

- Explain to students that they are going to learn a word they will often see in stories. Write the word *your* on the board and read the word aloud. Have students read the word with you.
- Ask students to use their finger to write the word *your* at the top of their desk as you spell it aloud with them. Then, have them use their finger to write the word in the air as they spell it aloud.
- Explain to students that the word *your* is a pronoun used to tell that something belongs to someone. Point to an object in the classroom that belongs to a student and say: *This is your pencil*. Have volunteers use the word in oral sentences to identify objects that belong to others.
- Have students create two oral sentences with a partner, both containing the word *your*. Invite volunteers to share a sentence with the rest of the class. Have other students give a thumbs-up signal if they agree the sentence properly uses the word *your*.



Check for understanding: Have students reread the book and underline every occurrence of the word *your*. Then, have each student write a sentence using the word *your* on a separate piece of paper.

Build Fluency**Independent Reading**

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

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the connections they made to the book with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students divide a piece of paper in half. On one side have them draw something that could belong to them. On the other side have them draw something similar that could belong to a pet (brush, bed, food, house, or toy). Under the pictures, have them write a sentence telling about their picture. Remind students to use complete sentences to tell about their pictures.

Visit WritingA-Z.com for a lesson and leveled materials on realistic fiction writing.

Science Connection

Read resources with students that provide simple facts about cats and people. Make a list of these facts on the board. Create a Venn diagram with the headings *Cats* and *People*. Use a Venn diagram to help students identify similarities and differences in people and cats. Repeat the process with another kind of pet if time allows.

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of connecting to prior knowledge to understand text during discussion;
- accurately identify details that support a main idea during discussion and on a worksheet;
- accurately discriminate initial consonant /f/ sound during discussion;
- identify and write the letter symbol that represents the /f/ sound during discussion;
- correctly understand and identify complete sentences during discussion, in the text, and on a worksheet;
- correctly identify and write the high-frequency word *your* during discussion and in the text.

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)