

Tom, the School Cat

GOALS

Comprehension

Retell the text using the pictures on each page as a guide. What mischief did Tom get up to? How was the school cat problem solved?

Vocabulary

High-frequency Words: into, jump, little, thank, their, they, went, your

Content Words: afternoon, assembly, award, cheese, Friday, listening, Monday, Thursday, Tuesday, Wednesday

Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them.

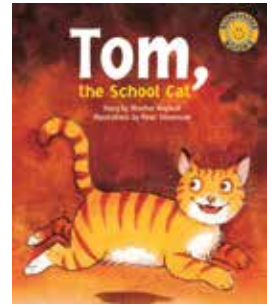
Phonics

Letters and Sounds: -ash

Words to Blend and Segment: bash, crash, flash, smash, stash

Fluency

Model reading of text with expression, noting the sound words, punctuation and repetitive parts.



Tom is a school cat and he can be naughty. He can also be very good.

Before Reading

- Read the title and the name of the author and illustrator to students. Together discuss the cover picture. Ask: What do you know about cats? Do we have a school cat? What does it mean to be a school cat? What is Tom doing in the picture? How does he look? Happy? Cheeky? Sad? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different here compared to the cover? How is Tom looking here? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the children and Tom on each page or what they are doing. Bring words like *afternoon*, *assembly*, *award*, *cheese*, *Friday*, *listening*, *Monday*, *Thursday*, *Tuesday*, *Wednesday* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- On page 2, ask: What is Tom doing? Read the page together to see what Tom did in the garden.
- On page 3, ask: What is the word in capital letters? Say the sounds. /s/ /m/ /a/ /sh/, *SMASH*. Why is it in capitals? (emphasis). Look for the word *naughty* on page 3. It is a tricky word with some silent letters. (gh). (/ n/ /aw/ /t/ /ee/) Segment and blend the sounds.
- On page 4, ask: Where are they in the school? Segment tricky words into chunks or syllables, e.g. *library*, lib/ra/ry, *listening*, lis/en/ing (silent t)
- On page 5, ask: What is the word in capital letters? Say the onset and rime. (cr/ash) What do you notice about *smash* and *crash*? (They rhyme.) They are sound words. What went crash in the library? (the books) Read the text together.
- What do you notice about pages 3 and 5? They are similar. (repetition).
- Follow this pattern for each page up to page 15. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Read the text together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Where is the setting for the text? (school). Which parts of the school?
- What genre is this story? Is it fiction or nonfiction? Could it have been a true story? (It is!)
- Why did the man taking the photo ask them to say “*cheese*”? (to get them to smile)
- Discuss the sequence of events and the humorous ending. What happened first, next?
- Retell the text using the pictures on each page as a guide. What mischief did Tom get up to? Reread the story together, noticing the rhythm in the repetitive parts and the sound words.
- Discuss the days of the week. Say them in order. Look at the back cover to match Tom’s activities with the days of the week.
- Did students like the ending? Why? Guide them to answer that Tom was a loveable nuisance, but now he is a valued member of the school because he listens to children read.

Phonemic Awareness

- Have students listen to words and then say the sounds. *dug* /d/ /u/ /g/; *soil* /s/ /oi/ /l/; *spade* /s/ /p/ /a/ /d/; *children* /ch/ /i/ /l/ /d/ /r/ /e/ /n/. Together think of more words to break into sounds.

Phonics

- Discuss the sound of the rime: -ash Write the words *bash, crash, flash, smash, stash* on the board to practise blending and segmenting onsets and rimes as a group. Use magnetic letters to make the onsets and rimes. Brainstorm other words ending with -ash to write up on the board. Read them together. (*rash, mash, dash, clash*) Students make an -ash word web.

Word Study

- Talk about the words *into, jump, little, thank, their, they, went, your*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *little* is the opposite of big.
- Students find and say words with one and two syllables, e.g. 1 = *tom, cat, cheese, holes, books*; 2 = *child/ren, Tues/day, want/ed*.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model reading of the text with expression, noting the sound words, punctuation and repetitive parts. Students repeat after you. Use page 3 as an example.

Writing

- Students make a time line matching Tom’s mischief with the days of the week. They label and illustrate this to share with a partner.

Home/School Link

Take the book home and any related activity done in class to share with family.