

Two Trevors

GOALS

Comprehension

Making predictions: Help students use the title of the book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of the humour.

Vocabulary

High-frequency Words: ate, away, new, old, play, ran, red, two

Content Words: biscuits, collar, fish, home, hungry, morning, photo, storm, together, welcome

Phonemic Awareness

Recognise and produce words that end with the same sound: /ate/

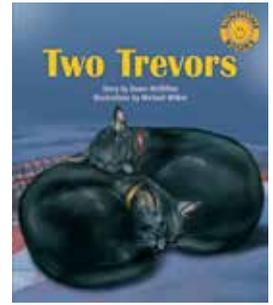
Phonics

Letters and Sounds: -ate

Words to Blend and Segment: date, gate, late, mate, rate

Fluency

Model reading of text with expression, noting the punctuation and change of characters. Students repeat.



When Trevor, the cat, runs away during a storm, the children are pleased when he comes back. But is this the same Trevor?

Before Reading

- Read the title and the name of the author and illustrator to students. Together discuss the cover picture. Ask: What might the title refer to? What do you know about cats?
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening to the cat/s and the family on each page or what they are doing. Bring words like *biscuits, collar, fish, home, hungry, morning, photo, storm, together, welcome* into the conversation. Notice that there is only one cat with the family to start with.
- On page 2, ask: What happened? Find the word starting with /st/. Read the word. (*storm*) The picture will help. The cat called Trevor was missing. Why do you think he ran away?
- On pages 4–5, ask: What are the children doing? How are they feeling? What are their names? (*Josh, Amy*)
- On pages 6–7, ask: How are the children feeling now? How is the cat feeling? What happened on page 10? (real Trevor arrived) Follow the pictures to see what happened next.
- On page 14, have students predict the ending.

Reading the Text

- Read the title together. On pages 2–3, ask: What is happening? What noise did the storm make? (*roar*). Read the words together.
- On pages 4–5, ask: Where did the children look for Trevor? Why would it be difficult to find a black cat at night? How do they look? Read the words, showing sadness in your voice.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Students discuss the illustration and read the text. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the sequence of events and the humorous ending. Use the back cover to retell the story using the four pictures. What happened first, next and so on?
- Retell the text using the pictures on each page as a guide. What did the children do on each page? What surprises were there? Who was surprised on page 7? How do you know? (Amy's words have exclamation marks.) Were there any other surprises? (page 10, Trevor arrived) What did Mum think of this? (She laughed.) The family ended up keeping both cats.
- Why did they think the first cat was the missing one? (It looked the same but had no collar).
- How did they know that the second cat was really their missing cat? (red collar) How will they tell New Trevor from Old Trevor? (Collars are different colours.)
- On pages 2 and 12, there is the word *missing*. Discuss the different meanings.

Phonemic Awareness

- Recognise and produce words that end with the same sound: /ate/ Students listen for the -ate rime as you read the words, e.g. *date, gate, late, mate, rate*. They repeat the words, emphasising the rime. They think of more words with the same ending sound.
- Play a guessing game. "I am thinking of a word that starts with /d/ and ends with -ate (*date*). I am thinking of something in a fence. (*gate*). I am thinking of the opposite to early. (*late*)"

Phonics

- Discuss the sound of the rime: -ate Write the words *date, gate, late, mate, rate* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Remember that the e is silent. Brainstorm other words ending with -ate. Read them together. (*state, crate, plate*)

Word Study

- Talk about the words *ate, away, new, old, play, ran, red, two*. Read them together. Have students 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. *ate* is the past tense of eat.
- Find compound words in the story and discuss their meaning. (*online, someone, another*)

Fluency

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat after you. Use page 5 as a model.

Writing

- Students make a two-column problem/solution chart. They write the problems on one side with their matching solutions on the other side. They illustrate the chart and share with the class. The chart could also be used as an aid for retelling the story.

Home/School Link

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