

Frank, the Flea Cat

GOALS

Comprehension

Retell the story using the pictures on each page as a guide. What was funny in this story?

Vocabulary

High-frequency Words: a, again, all, and, any, at, ate, back, be, big, but, come, did, down, for, from, get, had, he, his, in, into, is, look, made, must, no, not, of, on, out, ran, right, round, said, she, some, that, the, they, this, to, up, want, was, we, went, will, with, yellow, your

Content Words: arms, biscuits, bowl, branch, brought, cat, chicken, climb, Dad, didn't, everyone, eyes, fell, fish, flea, food, gone, heavy, house, ice cream, laugh, lick, Mum, oh, purr, rid, rush, sat, scratch, shout, smile, snap, stretch, these, time, treatment, tree, tummy, until, vet, wait, whiskers, would, yawn, yell

Phonemic Awareness

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

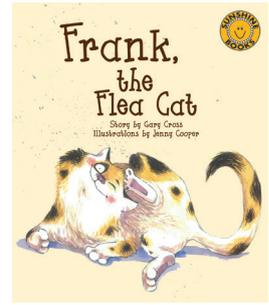
Phonics

Letters and Sounds: st

Words to Blend and Segment: must, best, rest, test, nest

Fluency

Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending and humour.



Mum wants to get rid of Frank's fleas, but he won't let anyone catch him.

Before Reading

- Read the title and the name of the author and illustrator. Ask: Does anyone have a pet? What things are necessary to keep them healthy? Lead the discussion to fleas and flea treatment.
- Help students use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Ask: What is the cat doing? Look at the title page. How is this picture different to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss how everyone is trying a different way to get Frank to have his flea treatment. Ask: What do the expressions on their faces tell you? Bring words like *scratched*, *flea*, *treatment*, *biscuits*, *chicken* and *fish* into the conversation.
- On pages 12-13, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3, what is happening in the picture? Find the word *scratched* on page 2. Look for the initial letter s. Read the words together. Why is everyone scratching? Notice the word *treatment*. It starts with /tr/. Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together. Point out the repetition on pages 7-9 and how it helps to read.
- Look at the words Mum says on page 13. Ask: How would those words be read? Notice the exclamation mark. Why is this an important part in the story? How is Mum feeling?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see and read the text. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- What is the main theme of the story? On page 13 it says Frank *smiled*. What does that mean? How do cats smile?
- Discuss the ending. Who won the battle of the fleas? Is this what students predicted? Do they have an animal at home? Share any experiences with fleas.
- Retell the text using the pictures on each page as a guide. What was funny in this story?
- Discuss the meaning of *will come down* on pages 7-9. This is the future tense meaning it is still to happen. We also use it when we make predictions. The characters are saying what they think Frank will do. Model using the future tense, e.g. I will eat my lunch later. Compare this with the past tense, where things have already happened. (*scratched, licked, purred, climbed*)
- Look at the repetitive parts on page 10. Read these out loud. How do these help the reader? How do these help the story?
- Make a chart showing setting, characters and events. Students notice how the events change but the setting and characters remains the same.
- Reread pages 6-7 focusing on the punctuation. Students discuss the purpose of the full stop, comma, exclamation marks and speech marks. On page 2, find the words *Frank's fleas*. Discuss the apostrophe and its use. Find another one on page 14. Explain the meaning.

Phonemic Awareness

- Recognise and produce words that end with the same sound: /st/ Students listen for the /st/ sound in the following words: must, best, rest, test, nest. They repeat, emphasising the /st/ sound. They think of more words ending with /st/ to say, e.g. dust, most, toast, roast.

Phonics

- Discuss the sound of the blend /st/. Write the words must, best, rest, test, nest on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /e/ /st/ best. Illustrate using alphabet letters, touching them as the sounds are made for the word.

Word Study

- Talk about the words *right, ate, any, your, round, must, again, yellow*. Read them together. Have students locate the words in the text and read them in context.

Fluency

- Model reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending and humour in the story.

Writing

- Students perform a play in groups of five. They use a toy for Frank and mime the actions.
- Students make a chart about what worked and what didn't work to get Frank to have his flea treatment. They can use this to retell part of the story.
- Students write about their own pet and what works for them if they want to catch it.

Home/School Link

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