

# Frank's Big Day

## GOALS

### Comprehension

**Reading Strategies:** Ask students “What are some of the things good readers do?”

Model how to use picture, print and contextual cues.

### Vocabulary

**Focus High-frequency Words:** after, big, by, over, sleep, under, walk, was

**Focus Content Words:** couch, day, family, goldfish, hedge, spot, thought, tired, warm, window

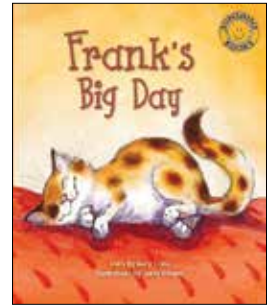
### Phonics

**Letters and Sounds:** Recognise and produce words that end with -ent

**Words to Blend and Segment:** bent, dent, sent, tent, went

### Fluency

Choral reading with students pointing to the words as they are read. (Model emphasising the repetitive parts and using intonation.)



Frank has a very tiring day but makes sure he goes to sleep every now and then.

## Before Reading

- Together look at the cover picture. Students discuss what they see. Ask: Do you recognise the cat? What is his name? Read the title and the names of the author and illustrator. Notice something in the title. (apostrophe) What is it for? What is Frank doing? Have they read other stories by Gary Cross. (*Frank, the Flea Cat*) Did you enjoy it?
- Help students to use the title and cover illustration to make predictions about the story. Ask: What might Frank do on his big day? Discuss the outside back cover pictures to get some ideas of what cats like to do.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the front cover? What is Frank doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Frank is doing on each page. Bring words like *couch, day, family, goldfish, hedge, spot, thought, tired, warm, window* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues.
- On pages 2–3, ask: What are the Fuller family doing? Find the word *out* in the first line. What is Frank doing? Find the word that starts like thinking (*thought*) to confirm. Look for /th/. What is he thinking about? (a plan) Look for pl. Find the word *planned*. Read the sentences together. Do these words make sense in the sentences?
- On page 4, ask: How is Frank feeling? Why? Find words in the text to confirm this. (*tired, thinking*) Read the first sentence. Where is the Frank? Students look for the word *by* to confirm that Frank is by the window. Read the second sentence to check it makes sense.
- On page 5, ask: What is happening here? Where is Frank? Who is he teasing? What is the dog doing? Read the words together. Notice the repetition of *yapped and jumped*.
- Follow this pattern to page 15. Review the predictions for the ending, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Discuss how the repetitive parts help with reading the story. How do you use your voice for these parts? What did Frank like to do most? What are the repetitive parts? *Frank felt tired after... He found a warm spot .... and went to sleep.*
- What things made Frank tired and what warm spots did he find to sleep in? Record these on a story map, e.g. thinking/sleeping by the window and so on. Illustrate and label with arrows to show the direction Frank went on the map. Retell the story using the story map.
- Revisit the outside back cover. Did Frank do any of the things the cats are doing? Discuss.
- Reread the story. Students feel the rhythm and familiarity as they read the repetitive parts.
- What might Frank do next time the Fullers go out? What about other cats when home alone?

## **Phonics**

- Write the words *bent, dent, sent, tent, went* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b /ent/. Brainstorm other words ending with -ent to write up on the board. Read them together, e.g. vent, spent, rent, gent.
- Students identify syllables and clap as they are spoken, e.g. *but/ter/flies*. Together find one-syllable words in the book to clap, e.g. *chase, woke, Frank*. Have students clap two-syllable words, e.g. *hung/ry, kitch/en, teas/ing*.
- Notice the apostrophe in *Frank's* on the cover. Where else can you see one in the book? (pages 7, 9 and 16) What does it mean? Students practise using the possessive apostrophe and explaining its meaning with a partner, e.g. Here is Sam's pen. (the pen belongs to Sam)

## **Word Study**

- Talk about the words *after, big, by, over, sleep, under, walk, was*. Read them together. Ask students to find the words in the text.
- Find the verbs ending in -ing and match another form of the verb, e.g. thinking/thought; teasing/teased; stare/stared; hissing/hissed; eating/ate; chase/chasing. Make a three-column chart of the verb families (base, present, past), e.g. think, thinking, thought.
- Find compound words in the story, e.g. *himself, goldfish*. Break the words into two and then join them and say the meaning of the compound word. Record and illustrate these on a chart.

## **Fluency**

- Choral reading with students pointing to the words as they are read. Model emphasising the repetitive parts and using intonation.
- Find words that are repeated and have students listen to their sounds while you say them. e.g. *yapped and jumped and jumped and yapped*. Listen for the /p/ sounds. Notice how *yapped* sounds a little like a dog yapping. They are action and sound words that suit a dog. The author has chosen these words carefully to help paint a picture in your mind. Do the same with other examples, e.g. *hissed and puffed and puffed and hissed*. Talk about alliteration and assonance and why the author uses these techniques.

## **Writing**

- Students use the repetitive part *Frank felt tired after... He found a warm spot .... and went to sleep*. They make up a new activity for Frank and a place to sleep and illustrate the new page.