

# Smokey

by Jaqualine Chapman

illustrated by Peter Campbell

## Overview

This is a simple first-person report about the many places a pet cat likes to sleep. There is an audio version on the Ready to Read CD *Readalong 2008*.

## Suggested purposes

This book supports the comprehension strategies of making connections and summarising and provides opportunities to practise one-to-one word matching and recognising high-frequency words. It's also a useful model for writing a personal report.

## Text features

(This information is intended as a prompt for teachers rather than as a list of teaching points for children.)

- the information about Smokey
- the structure of the text as a report – the introduction (page 2), the series of main points (pages 3–6), and the conclusion (pages 7–8)
- the clues to the affectionate relationship between the narrator and the cat
- the repeated sentence structure
- the prepositions “on” and “under”
- the subtle text change from “on” to “under” on page 6
- the use of the pronoun “She” to refer to the cat
- the ellipsis to build anticipation on page 7
- the high-frequency words “and”, “at”, “likes”, “me”, “My”, “on”, “the”, “to”
- the upper-case and lower-case forms of “s” in “She”, “she”, “Smokey”, and “sleeps”
- the decodable nature of much of the text
- the initial consonant blends in “sleeps”, “Smokey”, and “tree”
- the digraphs in “**ch**air”, “**Sh**e”, “**th**e”, and “**wi**th”
- the present-tense verbs “likes” and “sleeps”
- the compound word “bedtime”
- the progression of the seasons portrayed in the illustrations.

## Introducing the text

Discuss the children’s experiences of cats. *Do you have a cat at home? What does your cat like to do?* You could make links to the children’s knowledge of Greedy Cat and what he likes to do.

Focus on the cover. Help the children to sound out the title (“Sm-o-key”) and draw out the idea that this is the cat’s name. (The colour of the cat helps to confirm this!) *What do you notice about Smokey in the picture?* Share observations. *This book is about where Smokey likes to sleep. Can we list some of the places we think we might find Smokey?* Record their ideas on a chart.

## The first reading

Title page – Listen to the children reread the title. *What is Smokey doing?*

Listen to the children read the text themselves, providing support and feedback as necessary.

Page 2 – *Who is telling us about the cat? How do you know?*

Page 3 – If some children say “couch” for “chair”, write “chair” on the whiteboard, underline the “ch” and remind them of the sound of this digraph. What have we found out on this page? Refer to the chart to see if the chair was suggested. Discuss the use of the pronoun “She” to show that Smokey is female. *What would this word be if Smokey were male?*

Page 4 – Check that the children are noticing the “s” ending on “sleeps”. If some children say “cushion” for “mat”, encourage them to cross-check. *Is this place on our list?*

Page 5 – *Why do you think the cat likes to sleep on the car?* Draw out the idea that car bonnets are often warm.

Page 6 – Observe how the children manage the change from “on” to “under”. If necessary, prompt the children to use the illustration as a support.

Page 7 – Use the illustration to discuss what time of day it is. (The girl is in her pyjamas brushing her teeth, and the moon is in the sky.) Explain that the ellipsis means there is “more to come” on the next page. *Where do you think Smokey sleeps at bedtime?*

Page 8 – *Is this what you thought? Is your cat allowed to sleep on your bed?*

*What have you learned about Smokey?* Summarise the information in the text, referring to the chart. *Were all of these places on our list?*

## Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing their one-to-one word matching and how they manage the changes in the text pattern.

Use a chart to identify the structure of the report. Use it as a model for writing a report together about a familiar animal.

Encourage the children to make inferences about the text. *How does the girl feel about Smokey? What makes you think that?*

Focus on the use of the pronoun “She”. Reread pages 2 and 3. *What word has the writer used on page 3 instead of “My cat Smokey”?* Draw out the idea (in language appropriate to the children) that pronouns can be used to replace nouns (generally to

cut down on repetition) and that they are gender specific. Create some sentences together to demonstrate this, for example, “**The girl** sat down/**She** sat down”; “**My dad** plays rugby/**He** plays rugby.”

Track the seasons in the illustrations. Encourage the children to make links between where Smokey chooses to sleep and the season.

Ask the children to locate some of the high frequency words. *Find the word “on” on page 2. Can you find “on” on the next page? Tell me the letters in the word. Show me how you can write it/make it with magnetic letters.*

Use magnetic letters to review and match the upper-and lower-case forms of “S”. Make “She” and “she”. *What is the same about these words? What is different?* Discuss the need to use a capital letter at the beginning of a sentence.

### Suggestions for further tasks

Have the children listen to the audio version on the CD *Readalong 2008* and read along with the book.

Have the children write a sentence or their own personal report about their own pet or a special person, using the structure of the text.

Read stories about other cats, for example, *Greedy Cat*.

Share-read the big book *Lāvalava*. This is another example of a personal report and also features the use of the pronouns “He” and “She”.