

Two Homes

by Olivia Giles

illustrated by Denise Durkin

Overview

This is a first-person report about a boy who lives with his grandpa in a quiet suburb during the week and on the weekends stays with his mother in a city apartment. There is an audio version on the Ready to Read CD *Readalong 2008*.

Suggested purposes

This book supports the comprehension strategies of making connections, forming and testing hypotheses, inferring, and evaluating. It provides opportunities for expressive, fluent reading.

Text features

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

- the warm supportive relationships between the boy, his mum, and his grandpa
- the concept of separation
- the contrast between lifestyles
- the first-person narrator
- the topic-specific vocabulary
 - “apartment”, “buskers”, “café”, “conservatory”, “library”, “markets”, “museum”
- the complex sentence structure “With my grandpa, I live ...”
- the compound words – “afternoon”, “bathroom”, “bedroom”, “daytime”, “weekend”
- the ellipses to convey time passing – “read ... and read ... and read ...”
- the hyphenated word “trundle-bed”
- the dash to link ideas on page 2
- the use of commas to separate ideas in a sentence
- the range of present-tense verbs – “stay”, “live”, “wait”, “come”, “sleep”, “hides”, “whizz”, “catch”, “shop”, “skate”, “sit”, “read”, “drink”, “listen”, “watch”, “drives”, “gives”
- the indicators of time – “from Monday to Friday”, “At the weekend”, “Every Friday afternoon”, “in the daytime”, “On Sunday night”
- the possessive apostrophes in “Grandpa’s”, “Mum’s”
- the illustrations depicting the busy city scenes.

Introducing the text

Have the children read the title. Encourage the children to share their ideas about why someone might have two homes. *Who do you think will tell us the story? I’m wondering what types of homes they are and where they might be ... What clues does this illustration give us?* These ideas can be recorded on a chart or group reading book to be referred back to.

During the reading

Read the names of the author and illustrator.

Title page – Listen to the children reread the title. *Who do you think these people are? What do you think is happening?*

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

Page 2 – If necessary, help the children to chunk “a-part-ment”. You may need to clarify what apartments are. Discuss the pictures the boy is holding. *Who is telling us this story? Do we know why he has two homes? Let’s read on and see if we can find out why.*

Page 3 – *What did the boy tell us about why he has two homes?* Have a calendar on hand as a visual prompt for the concept of a week and weekend.

Page 4 – Listen for the phrasing. If necessary, help the children chunk “con-serv-a-tory”. Find it in the illustration. ESOL children may need support with the use of the pronoun “His”. Have the children share their ideas about what they know about life at Grandpa’s. Record their ideas on a chart with headings such as Living with Grandpa and Living with Mum.

Page 5 – Listen for the phrasing. *What do you think the boy and his mum might do in the weekend?* Observant children may notice the artwork on the wall.

Page 6 – Discuss the illustration. Where are they now? Draw out the contrast between the noisy city street and Grandpa’s quiet street. If children need support with decoding “noisy”, tell them to read to the end of the sentence and then reread.

Page 7 – *In what ways is Mum’s apartment different from Grandpa’s house?* Have the children think, pair, and share. You could draw a quick plan to support the children’s ideas. Support the children with decoding “lounge”. Discuss how it has the same sound as “ow”.

Page 8 – Support the children with “trundlebed”. They may make the connection with “under”. You may need to explain how trundle-beds work. *Why would it need to be a trundle-bed?* ESOL children may need extra support with the pronouns “My” and “her”.

Page 9 – Study and discuss the illustrations. You may need to support the reading of “museum”. Make connections to the activities the children participate in. *Have you been to any of these places?*

Page 10 – Discuss the use of the ellipsis to indicate time passing. Model the phrasing if necessary. You may need to support the children with the concept of “buskers”. Ask the children to review the activities and add these to the chart.

Page 11 – Listen for the phrasing. *Why does Grandpa wait for them by the door?*

Page 12 – *Why did the author say “... but Grandpa is here?”* Draw out the idea that the boy is fond of Grandpa and knows that Grandpa will take care of him. *How does Grandpa show he knows the boy is sad?* (the protective arm around the boy’s shoulders and his promise of a story).

Support the children to evaluate the ideas in the text. Refer back to the ideas on the second chart. *What would be the good things about living with Grandpa? What would be the good things about living with Mum?*

After the reading

(Choose only one or two per session.)

Listen to the children reread the text, observing the strategies they use to manage the complex sentences and the commas for phrasing.

Revisit the chart comparing the two homes. Look at the illustrations and discuss how they support the ideas of the two different lifestyles.

Discuss the structure of the text. Identify the introduction, the descriptions of the different homes, the activities, the return to Grandpa’s, and the personal comment revealing feelings in the conclusion.

Discuss how the illustrations convey the characters’ feelings. Draw attention to the facial expressions and warm gestures, particularly on the title page and pages 8 and 12.

Identify the indicators of time. Explain that they help the reader to follow the sequence of events. Together, construct a simple timeline of the events.

Explain that the possessive apostrophe in “Grandpa’s” and “Mum’s” shows that something belongs to these people. The children could share their own examples.

Suggestions for further tasks

Listen to the audio version on the CD *Readalong 2008* and read along with the book.

Add thought bubbles to each character in the illustrations on pages 7 and 12.

Have the children write a report about their weekend. This would include an introduction, a description of the activities, and a conclusion containing a personal comment.