

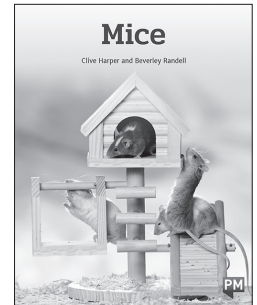
# Mice

PM Level 16

Orange

**Text Type** Information Report

**Running Words** 332



## Preparing for Guided Reading

### Prior Knowledge

- Review the common features of an information report with students, such as the table of contents, chapter titles, diagrams and glossary.
- Ask students to share what they know about mice as pets and in the wild. Encourage them to talk about what mice look like, how they behave and what they eat.

### Orientation to the Text

- Mice can be pets that are entertaining and easy to look after. Although they are usually kept in a cage, they can also be picked up and held, and they eat common household foods, such as apples and carrots.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*animals, bodies, carefully, keep, more, mother, people*

#### Content Words

*bottle, cage, drink, ladders, pellets, seeds, vegetables, wheel*

### Decoding

- Support students to break down longer words, such as *vegetables*, into syllables.
- When students are having problems with a particular word, guide them to identify the vowel sound first before decoding the rest of the word.
- Look at the word *mother* together. Ask, *What smaller words can you see inside this word?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What are the mice doing? What do you think you are going to learn about in this book?*
- Introduce students to what a fact is. Explain that the first sentence on page 2 is an example of a fact. Ask, *What other facts are on this page?*
- Point out the word *mice* on page 4. Say, *Find the base of this word on this page. How are their meanings the same? How are they different?*
- Read pages 6–7 together. Ask, *What facts do we learn on these pages?*

- Look at the nouns ending in 's' on page 8. Ask, *What are the bases of these words?* Reinforce that the base is singular and an 's' is added to show the author is talking about more than one of each item.
- Continue to page 12. Explain what an opinion is and how it is different from a fact. Ask, *Would everyone agree that pet mice are fun to look at? Is it a fact or an opinion?*
- Look at page 14 together. Ask, *Is the second sentence on this page a fact or an opinion? How do you know?* Discuss what the base of *babies* is.
- Read page 15 together. Ask, *Which sentence on this page is a fact? Which is an opinion?*

### Comprehension

- What do baby mice look like when they are born? (*Literal*)
- Why might baby mice need to sleep a lot? (*Inferential*)
- Why might it not be good for mice to eat too many seeds or pellets? (*Applied Knowledge*)

### Follow-up Activities

- Review the words in the glossary together. In pairs, ask students to choose another word from the book and write a brief definition of it. Students can then make a good copy, using the same structure of headword, definition and picture. Display your finished glossary around the classroom.
- Choose another animal that students are familiar with, such as a cat or a bird. Discuss the characteristics of the animal that you choose. Then, make a Venn diagram and invite students to suggest characteristics that are unique to each of the two animals and characteristics they have in common.
- Label one side of the room 'Fact' and the other 'Opinion'. Make a statement about the class that is a fact, such as, 'We have 22 people in this class,' and ask students to move to the side of the room that matches the statement. Repeat with a variety of facts and opinions, allowing students the opportunity to discuss the reasoning for their choices.

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## Learning Intentions

- We are learning to recognise facts and opinions.
- We are learning to identify the base of plural nouns.

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## Success Criteria

- I can identify facts in the text.
- I can explain what an opinion is and how it is different from a fact.
- I can find the base of words such as *mice*, *pellets* and *animals*.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up