

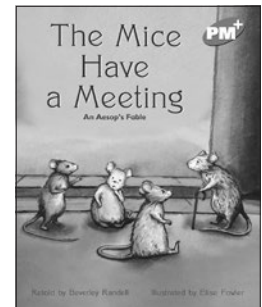
The Mice Have a Meeting

PM Level 16

Orange

Text Type Narrative

Running Words 300



Preparing for Guided Reading

Orientation to the text

- Re-read *Brave Father Mouse* (PM Library Yellow Level). Talk about Father Mouse's bravery as he searches for food. Discuss the actions of frightened mice being chased by hungry cats!

Prior knowledge

- The drama of this fable unfolds when some mice have their safe home invaded by a cat. Understanding is greatly enhanced when the reader is given opportunities to discuss how this problem could best be solved.

Building the Balanced Reader

Vocabulary

Key vocabulary

neck, sharp, sometimes, young

Content Words

asked, cupboards, hear, killed, meeting, something, teeth

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

Focusing on the story – guided reading

- Discuss the cover illustration and establish the time and place as about 1900. Explain that this is a fable where the animals can talk. Talk about irregular plurals, i.e. 'mice' as the plural of 'mouse'.
- Study the cross-section of the house with the mouse-holes leading to cavities under the floors, inside the walls, etc.
- Discuss how the cat's arrival will alter the mice's lifestyle.
- Discuss the meaning of a 'meeting'. Predict solutions to the mice's problem.

- Check students' predictions. Discuss the mice's solution to their problem.
- Draw students' attention to the tension that the mice are feeling.
- Talk about why no one wanted to tie the bell on the cat. Explain that sometimes the solution to a problem is not practical. Involve students in thinking of alternative solutions.
- Examine the letter clusters: ould — *could, would*; ell — *tell, bell*.
- Revise the role of adjectives in adding meaning to the nouns, e.g. *sharp claws, young mouse*.
- Find opposites for: old, under, inside, behind, out, safe, stop, last, young, oldest.
- Ask the students to discuss what they think the story teaches.

Comprehension

- Where did the mice live in the house? (*Literal*)
- Why did the mice have a meeting? (*Inferential*)
- What solution did the mice come up with to themselves safe? (*Inferential*)

Follow-up activities

- On mouse-shaped paper, have students write solutions to the mice's problem.
- Make cat and mouse finger puppets. Attach tails made from wool. Have students use their puppets to retell the events in the story.
- Role-play the story with actions and dialogue. Extend this by writing a sequential wall story using not only the dialogue from the book, but also from the role-play.
- Read a selection of cat and mouse poems. Have copies available for students to illustrate and then glue into their personal anthologies.
- Have a debate on the topic 'Mice are better pets than cats'. Record the speakers' ideas on a large chart. Ensure that the audience knows that their role is to listen carefully to the reasons presented by each speaker.

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Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

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Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

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Guided Reading Notes

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