

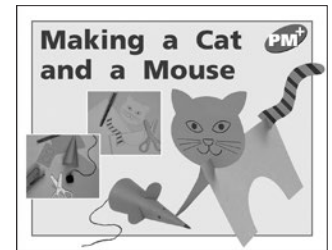
Making a Cat and a Mouse

PM Level 5/6

Red

Text Type Procedure

Running Words 121



Preparing for Guided Reading

Orientation to the Text

- Provide students with copies of *Making a rabbit*, *Making a bird* and *Making a dinosaur* (PM level 1). Have them read through the books and select an animal to make. Emphasise the importance of reading the text and following a procedure.

Prior Knowledge

- This procedural text has been separated into two parts giving clear instructions for making a cat and a mouse. The simple instructions, the vignettes and the colour-coded pages support the high-frequency words.

Building the Balanced Reader

Concepts About Print

- Ensure correct directionality for this text form.
- Reinforce reading to follow instructions.
- Encourage recall of high-frequency words.

Vocabulary

Key High-frequency Words

goes, here, mouse, tail

Content Words

cat, card, scissors, pen, legs, head, stapler, string, ears, eyes, nose

Decoding

- Locate most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Read the title together and study the details of the models carefully. Draw students' attention to the colour-coded paper.
- **Pages 2–3** Comment on the vignette at the top of the double-page spread. Talk about the different sizes of paper for the body, head and tail. Encourage students to use the vignettes and initial letters to decode the unknown words.

- **Pages 4–9** Discuss the sequence of vignettes on each double-page spread. Demonstrate the procedure after the text has been read.
- **Pages 10–16** Encourage students to recognise similarities and differences between these pages and pages 2–9. Talk about the list of materials on pages 10 and 11. Demonstrate the procedure after the text has been read.

Comprehension

- What do you need to make a cat? (*Literal*)
- How do you make the legs of the cat? (*Inferential*)
- What is the string for? (*Inferential*)

Follow-up Activities

- After reading the text, have students follow the procedure carefully and make a cat and a mouse each.
- Have students draw lines and curves on firm paper. They can then cut out and paste these shaped pieces of paper onto a coloured background to make patterns.
- Photocopy the outline of a body shape onto light-weight card. Have students cut these shapes out and 'dress' them with collage materials. Display these 'children' attractively on a background showing a school or playground scene.

Making a Cat and a Mouse

Date _____

PM Level 5/6

Red

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

• _____

Success Criteria

- I break word up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life, i.e. objects that are taller than me in the classroom.

• _____

Guided Reading Notes

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