

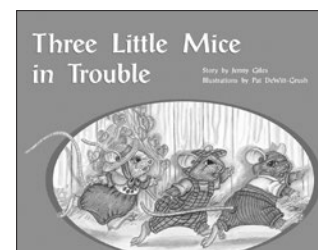
# Three Little Mice in Trouble

PM Level 13

Green

**Text Type** Narrative

**Running Words** 202



## Preparing for Guided Reading

### Orientation to the Text

- Re-read *Brown Mouse Gets Some Corn* (PM level 10). Talk about how the presence of the cat and the dog add tension to the story.

### Prior Knowledge

- Once again Brown Mouse cleverly initiates a plan to escape from the cat, only to find another problem has to be solved if the mice are to get home safely. Prediction and confirmation are components of this dramatic story.

### Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *outside, home, to the fence, under the gate, after the cat*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*catch, right, under, were*

#### Content Words

*fence, latch, lucky, opened*

### Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to crosscheck, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

## Focusing on the Book – Guided Reading

- Read the title and discuss the illustration. Have students recall other stories where the three mice feature.
- Observe the cat as it comes across the lawn. Ask students what they think might happen.
- Study the illustrations on pp. 4–7. Note that the gap under the fence is too small for the mice to run under. Discuss how it is always Brown Mouse who quickly solves each problem.
- Ensure students read with appropriate intonation.
- Demonstrate how the handle of the latch opens the gate. Discuss the ending and how the mice feel relieved now that they are safe.
- Discuss and practise expressive oral reading skills (enhanced by the use of punctuation cues).
- Revise verb tenses (regular verbs): *race, raced; smile, smiled; open, opened*.
- Revise verb tenses (irregular verbs): *come, came; run, ran; see, saw*.

## Comprehension

- What did the mice see when they were playing outside? (*Literal*)
- Why did the mice stop at the fence? (*Inferential*)
- What surprised the cat in the end? (*Inferential*)

## Follow-up Activities

- Have students re-read other **PM Library** and **PM Plus** books about animals being chased by a dog, e.g. *Clever Fox* (PM level 6), *The duck with a broken wing* (PM level 9), *Little White Hen* (PM level 8) and *Brown Mouse Gets Some Corn* (PM level 10). Discuss the problems that the dogs initiate. Write students' ideas on a chart. Add illustrations.
- With students, brainstorm everything they know about gates – their construction, purposes, etc. Have them record and illustrate their ideas.
- Provide small booklets and have students write the story in their own words. This may take more than one session.

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## Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.

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## Success Criteria

- I can make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.

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## Guided Reading Notes

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