

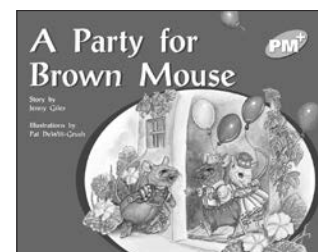
A Party for Brown Mouse

PM Level 8

Yellow

Text Type Narrative

Running Words 149



Preparing for Guided Reading

Prior Knowledge

- Look at the illustrations in the text. Remind students that cats are natural predators of mice. Identify situations where the mice could be in danger.

Orientation to the Text

- Cover the title and encourage students to describe the illustration. Discuss the parts of the illustration that indicate a party is taking place. Read the title together.
- Ask students to suggest what the problem might be in this narrative.
- Study the vignette on the title page and point out that the cake is shaped like a cat.

Key Language Structures

- Identify speech marks around the words spoken by the characters, e.g. *“Here comes the cat!” said Brown Mouse.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

come, eat, here, run

Content Words

birthday, bread, cake, cheese, happy, party, today

Decoding

- Teach students to apply their phonemic awareness to decode or predict words, e.g. *br-ea-d, p-ar-t-y, b-ir-th-d-ay*

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- Read the text with students and discuss the danger the mice are in from the cat nearby.
- Discuss how the cat lurking nearby changes the situation from one of fun to one of danger.

- Use *br* and *gr* (**PM Library Alphabet Blends**) to develop: *br* – bread, brown; *gr* – grey.
- Focus on the compound word *birthday* in the text. Break the word into two smaller words and explain to students that it is a celebration of the day of a person’s *birth*.
- For interest, have students point out the birthday items in the pictures, such as the paper whistles, the balloons and the presents. Have students talk about their experiences of birthday parties.
- The continued presence of the cat should encourage logical thought. Ask, *Will the cat get the mice? Will the cat spoil the party?*
- Encourage several responses to the question before turning the page.
- Point out the reversal at the end, when the mice are safe. Instead of being eaten by the cat, they eat a cake shaped like a cat instead.
- Point out the italics and the repetition in the ‘Happy Birthday’ song that shows us it is a song.
- Read the last page stressing the word in bold. Encourage students to joy the humour of the reversed situation.

Comprehension

- Why was Brown Mouse having a party? (*Literal*)
- Why did the mice run inside the house? (*Inferential*)
- What was the last thing the mice did to celebrate Brown Mouse’s birthday? (*Inferential*)

Follow-up Activities

- Ask students to draw pictures of the various things that make birthday parties fun. Arrange these pictures on a chart with captions.
- Using cardboard or strong paper, have the children make party hats and role-play the story using the dialogue from the book.
- Have the children use clay or play dough to make models of Brown Mouse’s birthday cake. Scribe captions to display with each cake.
- Read the *Town Mouse and Country Mouse* (PM level 20). Discuss the story line and each mouse’s preferences.

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Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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