

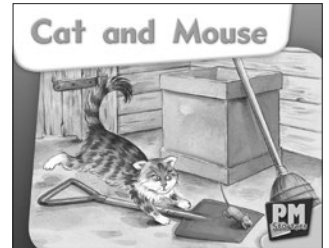
Cat and Mouse

PM Level 2/3

Magenta

Text Type Repetitive

Running Words 75



Preparing for Guided Reading

Orientation to the Text

- Read a story to the class that encourages the discussion of positional vocabulary, e.g. *Rosie's Walk* (Pat Hutchins, Puffin Books, 1970).
- In groups have students dramatise the story.

Prior Knowledge

- This story is about a cat chasing a mouse. Students should be familiar with the prepositions *over* and *under*.

Key Language Structures

- Simple sentences consisting of a noun plus verb plus preposition plus noun.

Building the Balanced Reader

Concepts About Print

- Notice the two sentences on each page. Reinforce left-to-right reading of each sentence.

Vocabulary

Key High-frequency Words

the

Content Words

Mouse, ran, over, spade, Cat, under, broom, rake, wheelbarrow, boxes, ladder, newspapers, door

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Recognise words with the support of meaning and language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Slow down to problem solve words and resume reading at a consistent steady rate.

Focusing on the Book – Guided Reading

- Discuss the title of the book and the cover illustration. Talk about why a mouse would want to run away from a cat.
- Examine the title page. Discuss how this illustration differs from what is happening on the cover illustration.

- pp. 2–3: Ask, *What did Mouse run over? What did Cat run over?* Help students to use the past tense verb *ran* as they talk about the picture. Ensure that they can name the *spade*, and that they know what it is used for.
- Discuss the illustration on p. 5. Introduce the word *under*. Ask, *Will Cat catch Mouse?* Read the book together, discussing how the end of each sentence is repeated and tells what Mouse and Cat ran over or under.

Comprehension

- What did the cat and mouse run over? (*Literal*)
- Why do you think the cat didn't chase the mouse under the door? (*Inferential*)

Follow-up Activities

- Write and illustrate a class book using a similar language pattern to the one used in *Cat and Mouse*. Ask students to find objects in the classroom that Mouse and Cat could run over and under.
- Divide a large sheet of paper into eight sections. Ask a group of students to draw a sequential series of pictures depicting what happened in the story. Write their dictated captions.
- Invite students to make Cat and Mouse finger puppets. Attach tails made from wool. In pairs, have students use their puppets to retell the events in the story to the class.

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Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that 'good' readers remember what they have read.

• _____

Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.

• _____

Guided Reading Notes

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