

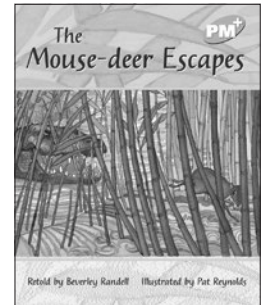
The Mouse-deer Escapes

PM Level 18

Turquoise

Text Type Narrative

Running Words 416



Preparing for Guided Reading

Orientation to the text

- Re-read *The Mouse-deer and the Crocodiles*. Talk about the mouse-deer's confidence as he tricks the crocodiles.

Prior knowledge

- This story is a sequel to *The Mouse-deer and the Crocodiles* (PM level 18). The mouse-deer rather foolishly allows himself to be caught by an angry crocodile! There is drama, suspense and humour in this tale.

Building the Balanced Reader

Vocabulary

Key vocabulary

bamboo, bent, danger, easy, full, grab, thick

Content Words

angry, bridge, Escapes, fruit, grabbed, jaws

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title together. Talk about the meaning of the word *escape*. Discuss the cover and title page illustrations.
- Draw students' attention to the way in which pp. 2–3 recount what happened in the previous story. Point out that this new story occurs very soon after the crocodiles have been tricked.
- Discuss students reactions to the text and illustration on pp. 4–5.
- Study the new landscape on pp. 6–7. Discuss bamboo and the type of plant it is. Predict what the *great danger* might be.
- Explain that real crocodiles can move very quickly!
- Consider the plausibility of the mouse-deer's response. Ask, *Is he tricking?* Encourage students to read in laughing voices.

- Talk about how easy it was to trick the crocodile – again!
- Observe the natural bridge made by the fallen tree. Discuss the mouse-deer's ability to 'think fast' and how this influences the plot of both stories.
- Ask students to explain in their own words the trick the mouse-deer played on the crocodiles so that he could escape to safety.
- Revise blends: *bridge; crossed, crocodile; drink; grab, grey, great; front; close, clever; place; stick*.
- Look at letter clusters: *stick, back*. Make lists of words containing these letters.
- Revise words beginnings, e.g. *around, again, across; began, before*.
- Revise adverbs and the role they play in telling *how, when, where* or *why*, e.g. *carefully, safely*.

Comprehension

- How did the crocodiles help the mouse-deer cross the river in the beginning? (*Literal*)
- Why did the mouse-deer think it was safe to drink in the bamboo forest? (*Inferential*)
- How did the mouse-deer trick the crocodile? (*Inferential*)

Follow-up activities

- In pairs, have students make board games from long pieces of card. Discuss how written instructions could guide the players. Talk about reasons (related to events in the two mouse-deer stories) that could become 'Go on ...' or 'Miss a turn' instructions. Show students how to write these on their board games. Provide counters and dice for them to play their finished games.
- Recall how pp. 2–3 retold what happened in the previous story (*The Mouse-deer and the Crocodiles*). Using a similar format, have the children write a simple retell of *The Mouse-deer Escapes*.
- In pairs, have students make masks of the two characters. Ask them to practise and present a role-play of the story.

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Learning Intentions

- We are learning to apply knowledge of high–frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high–frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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