

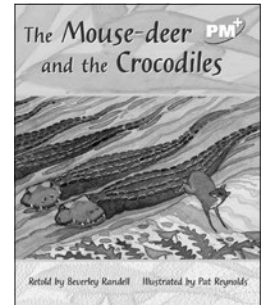
The Mouse-deer and the Crocodiles

PM Level 18

Turquoise

Text Type Narrative

Running Words 384



Preparing for Guided Reading

Orientation to the text

- Re-read *Tricking the Tiger* (PM level 17). Discuss Mrs Fox's reason for trickery, i.e. to save her family.

Prior knowledge

- Explain to students that this story is a folk tale from Malaysia that has been retold. It is about some crocodiles who become angry when a little mouse-deer plays a trick on them. A sequel to this story is *The Mouse-deer Escapes* (PM level 18).

Building the Balanced Reader

Vocabulary

Key vocabulary

cheeky, close, count, full, jaws, towards

Content Words

angry, bridge, fruit, twelve

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. Discuss the cover and title page illustrations. Explain that the mouse-deer is not a well-known animal.
- Notice the way the text has been boxed. This is to create the atmosphere of a dense forest.
- Observe the crocodiles in the river, some partly submerged! Read the mouse-deer's dialogue with appropriate intonation.
- Count the crocodiles. Observe the way they have formed a complete bridge across the river. Remind students to attend to punctuation cues.
- Study the illustration on pp. 10–11. Notice how the mouse-deer leaps across as quickly as he can. Discuss the concept of counting in twos.

- Talk about the phrases *you cheeky thing* and *sooner or later*. Ensure that students are aware that the mouse-deer will need to drink at the river ... sooner or later!
- Discuss verbs that double the final consonant to add -ed, e.g. *skip, skipped; stop, stopped*.
- Discuss the meaning of selected phrases, e.g. *close together, all over again*.
- Clap longer words and allow students to count the number of syllables, e.g. *de/li/cious, cro/co/diles, to/ge/ther*.

Comprehension

- Why did the mouse-deer trick other animals? (*Literal*)
- How did the mouse-deer trick the crocodiles? (*Inferential*)
- How did the crocodiles feel about being tricked? (*Inferential*)

Follow-up activities

- Study the illustrations in the book. Draw a similar background on a long sheet of paper. Write sentences about the events in the story. Paste these onto the background in an order that reflects the sequence of events.
- Brainstorm with students everything that they know about crocodiles – their features, habits, habitats, etc. On a piece of A4 paper, have each student write about and draw a fact that interests them. Put the finished writing together to make a book for others to read. Help students to add a contents page and index for the location of information.
- In pairs, have students draw a large picture of the part of the story they found the most exciting.
- Re-read and discuss other **PM Library** and **PM Plus** traditional tales written by Beverley Randell, and ask students to retell their favourite 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