

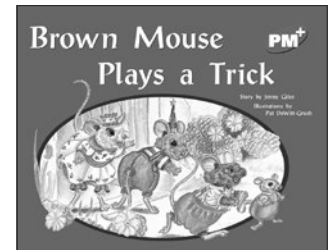
# Brown Mouse Plays a Trick

PM Level 9

Blue

**Text Type** Narrative

**Running Words** 155



## Preparing for Guided Reading

### Orientation to the Text

- Show students a wind-up toy. Allow them to turn the key to wind it up. Discuss how the toy moves across the floor.

### Prior Knowledge

- This story is a sequel to *A Party for Brown Mouse* (PM level 8). Grey Mouse and White Mouse want to go home, but the cat is outside. They get away safely when Brown Mouse tricks the cat with a clockwork mouse.

### Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

can't, door, fast, trick

#### Content Words

party, outside, mouse, White

### Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- Recall the content of *A Party for Brown Mouse*. Explain that the new story is a continuation of the previous story. Discuss the cover illustration before reading the title. Ask, *Who might Brown Mouse want to trick?*
- Discuss the problem faced by the mice. Elicit probable solutions.
- Have students predict how the toy mouse will trick the cat. Discuss the similarities between the toy mouse and Brown Mouse.

- Encourage students to talk logically about Brown Mouse's plan. Can they think of an alternative idea?
- Enjoy Brown Mouse's elation at tricking the cat – again!
- Read *gr*, *br*, *tr* and *pl* (**PM Library Alphabet Blends** books) to consolidate these sounds.
- Revise verb endings: *liked*, *looked*, *played*.
- Discuss using picture information to predict text.
- Discuss the meaning of the word *trick* in the story.

### Comprehension

- What did Grey Mouse and White Mouse say to Brown Mouse in the beginning? (*Literal*)
- What trick did Brown Mouse play on the cat? (*Inferential*)
- Why did the cat run after the toy mouse? (*Inferential*)

### Follow-up Activities

- Discuss times when students have tricked, or been tricked, by a friend. Discuss the humour of these occasions where a trick is fun but not hurtful. Write students' ideas on a chart. Have them write about these occasions, using the chart as reference for new vocabulary. Invite them to illustrate their stories. Bind these together to make a book.
- Have students make models of wind-up toys from play dough or plasticine. They can explain the games that they would play with their models.
- Read the verse *Baskets are for Cats in Houses and Homes* (PM level 11/12). Give the children copies to illustrate. They can then paste these into their anthologies.

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## Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- 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 problem in the narrative and suggest a possible solution.
- 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 |
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