

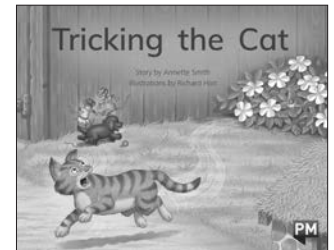
Tricking the Cat

PM Level 9

Blue

Text Type Narrative

Running Words 177



Preparing for Guided Reading

Prior Knowledge

- Students should understand the concept of playing a trick on someone.
- Students should be aware that cats chase and catch mice.

Orientation to the Text

- When White Mouse hits the sleeping cat with her ball, Brown Mouse thinks of a good way to trick the cat so that White Mouse can get away.

Key Language Structures

- Proper nouns are used throughout the text for the names of the mice – *Brown Mouse*, *White Mouse*, *Grey Mouse*.
- The story is largely told through direct speech that incorporates exclamations and questions.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

But, can't, has, have, Let's, make, new

Content Words

flowers, garden, mice, Mouse, outside, trick

Decoding

- Discuss with students the base word of past-tense verbs in the text, such as *cried* and *looked*.
- Look at the word *outside* on page 2. Ask, *What sound does this word begin with? What other important word in the text has this sound in it?*

Fluency and Phrasing

- Ask students to read a page silently and then have them explain to you what it sounded like in their heads before reading it aloud.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Guide students to look at each of the characters on the cover in turn and to predict what will happen in the text.
- Read to page 3 together. Point out the word *Let's* on page 2. Ask, *What is this contraction short for?*
- Look at pages 4–5. Ask, *What is **can't** short for? Why is it in bold type?*

- Continue to page 8. Ask students to tell you the three most important things that have happened in the story so far.
- Read page 10 to students. Instruct them to find the question on the page. Ask, *How did I change my voice at the end of the question?*
- Continue to page 14. Practise reading the text together with appropriate expression, using the punctuation and what students know about dogs.
- Read to the end of the text together. Talk about what happened to each of the characters at the end of the story.

Comprehension

- Which mouse kicked the ball that hit the cat? (*Literal*)
- How do you think White Mouse felt when she was hiding in the flowers? (*Inferential*)
- Why did the cat run away from the toy dog? (*Inferential*)

Follow-up Activities

- Together with students, find the words starting with the blends 'Gr', 'tr' and 'Br' in the text. Put students into three groups and give each of the groups one of the blends. Students should think of as many words as they can that start with the same blend. Bring the groups together to share their responses and allow students from other groups to add more words.
- Talk about the way that Brown Mouse tricked the cat and whether students thought it was a good idea. Ask them to think of and share other ways that Brown Mouse and Grey Mouse could have helped White Mouse.
- Invite students to share their experiences of playing tricks or being tricked. Discuss the fact that some tricks are funny, but other tricks can hurt people's feelings. As a group, come up with examples of each, drawing on students' knowledge from films or TV shows as well as personal experiences.
- Revisit the main events in the story and then support students to act them out. Encourage students to use expression to show the emotions that the characters, including the cat, felt while playing their part in the narrative.

Tricking the Cat

Date _____

PM Level 9

Blue

Learning Intentions

- We are learning to summarise what we have read.
- We are learning to read with expression.

• _____

Success Criteria

- I can retell the main events from the story in order.
- I can change my voice when I read an exclamation or question.
- I can use expression when reading bold words.

• _____

Guided Reading Notes

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