

# Snowball, the White Mouse

PM Level 12

Green

**Text Type** Narrative

**Running Words** 223



## Preparing for Guided Reading

### Orientation to the Text

- If possible (even for a short time), keep a pet mouse in a cage in the classroom. Discuss how to care for it. Read and discuss *Mice* (PM level 16) to students.
- There is both tension and humour in this story about a little mouse who wants someone to buy him. The use of bold print encourages students to read the text with emphasis and expression.

### Prior Knowledge

- Talk about animals that make good pets. Discuss what can happen when different pets are put in the same space. Ask, *What can be done about this?*

### Key Language Structures

- Conjunctions are used to join clauses, e.g. *Snowball ran up the ladder to his little room and hid inside.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*buy, don't, want, was*

#### Content Words

*friends, ladder, mice, pets, raced*

### Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.

- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Ensure students respond to punctuation within and at the end of sentences.

### Focusing on the Book – Guided Reading

- Discuss the cover illustration and read the title. Talk about the types of toys pet mice are given and why.
- Ensure that students understand Snowball's fear of kittens and puppies!
- Talk about Snowball's clever antics to divert the boy's interest.
- Have students predict what Snowball might do in order to gain the boy's attention.
- Discuss the compound words *someone, Snowball, inside*. Ask students to identify the two smaller words in each longer word.
- Revise the pronouns *he* and *his*. Assist students to identify the nouns to which they refer.
- Discuss irregular past-tense verbs: *hide, hid; run, ran*.
- Talk about various ways plurals can be made, e.g. *mouse, mice; puppy, puppies*.

### Comprehension

- Why didn't Snowball like puppies and kittens? (*Literal*)
- Why did the girl and boy want to buy the mouse? (*Inferential*)
- Why was Snowball happy in the end? (*Inferential*)

### Follow-up Activities

- Make fact books or charts about pet mice. These could be treated as individual projects that students complete over several days. Talk about the essential information that would be included, e.g. what pet mice look like, where they live, what they eat, how to care for them, etc.
- Have a group of students dramatise the story. Discuss the characters in the story, the words that they say, and what students need to do in order to accurately portray each character.
- Provide students with a selection of construction materials, e.g. boxes, cardboard, cotton reels, netting, etc. Have them design and then make a cage for the two mice.

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## Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.

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## Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

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## Guided Reading Notes

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