

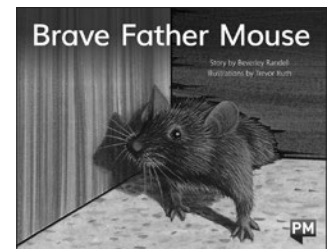
Brave Father Mouse

PM Level 6

Yellow

Text Type Narrative

Running Words 91



Preparing for Guided Reading

Orientation to the Text

- Read the book *Town Mouse and Country Mouse* (PM level 20).
- Discuss the key details that frightened the country mouse. List these points on a chart, e.g. *Country mouse was scared when . . .*
- Summarise the discussion about the country mouse's bravery in spite of the danger.

Prior Knowledge

- The tension of the plot unfolds as Father Mouse bravely searches for food for the family.
- Short sentences and exclamations convey the feeling of fear and urgency.

Key Language Structures

- This book reinforces descriptive adjectives preceding proper nouns, e.g. *Brave Father Mouse*, *hungry Mother Mouse*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

after, Away, for, Where

Content Words

asleep, baby, bread, Brave, cat, downstairs, Father, home, hungry, Mother, mouse, safe, upstairs

Decoding

- Locate most high-frequency words
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

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

- Study the cover illustration. At first obscure the title.
- Predict where the mouse might be going and why.
- Encourage students to extend their language structures by modelling in the following ways:
The mouse is going to ... to look for ...

- Read the story together to confirm students' predictions.
- Talk about the cat on page 5. Make sure all students are aware of the dangers Father Mouse is going to face.

Comprehension

- What was the cat looking for when he came downstairs? (*Literal*)
- Why was Father Mouse brave? (*Inferential*)

Follow-up Activities

- Discuss situations with students that make them feel scared or uneasy. Encourage them to suggest ways in which these fears could be overcome.
- Students could record their ideas in personal booklets with 3 or 4 pages, or a class book. The teacher could act as the scribe for students' ideas.
- Role-play the story of *Brave Father Mouse* with actions and dialogue. With students' help, write a sequential story for the wall using the dialogue from the role-play.
- Use the book illustrations to help students describe the features of mice. List these features on a chart, e.g. *Mice have round pink ears. Mice have long skinny tails.*
- Make a large wall chart to be placed at students' eye level. Feature a mouse shape for students to cover with fur-like material.
- Display the language-experience chart on the left and an enlarged copy of the poem *Mice* by Rose Fyleman (Simon & Schuster Australia, 2012), on the right.
- Make models of mice using clay or dough.
- Use a shoe box divided into two 'rooms' to model the story *Brave Father Mouse*. Make Mother Mouse, her babies and the nest on one side. Make the cat on the stairs on the other side. Ask, *Where will Father Mouse be?*
- Play the game, 'Cat and Mouse'.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

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Success Criteria

- I break words up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life, e.g. situations that make me feel scared.

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Guided Reading Notes

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