

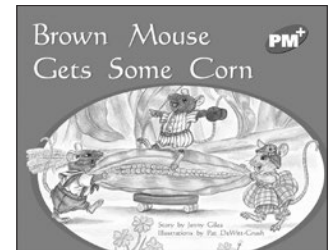
Brown Mouse Gets Some Corn

PM Level 10

Blue

Text Type Narrative

Running Words 159



Preparing for Guided Reading

Orientation to the Text

- Re-read *Brown Mouse Plays a Trick* (PM level 9). Talk about Brown Mouse's elation at tricking the cat.

Prior Knowledge

- Brown Mouse and his friends want some of the corn that is growing in the garden, but the cat is prowling around. They come up with a cleverly contrived plan to frighten the cat away.

Key Language Structures

- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

can't, Let's, saw, then, woke

Content Words

corn, garden, mice, window

Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Discuss the cover illustration and read the title.
- Read the text together. Talk about how the text on p. 3 establishes the purpose of the story. Note the menacing presence of the cat.
- Discuss Brown Mouse's clever plan. Predict how the mice will wake the dog.
- Check students' predictions. Ask, *What will happen next? Will the mice be safe? Will Brown Mouse's plan be successful?*
- Take time to discuss and enjoy the illustrations and text. Note the skateboard – predict why it is there.
- Talk about the mice's elation at successfully solving the problem.

- Identify longer sentences: *We can ... , and then ...*
- Discuss names and purpose of speech marks, exclamation mark and bold print.
- List words that rhyme with: *mice, corn, now*. Observe similar spelling patterns.
- Talk about the verbs in the story, e.g. *looked, see, eating, go, get, wake, run*. Have students find the verbs and make a list together.
- Ask students to expand the contractions *can't* and *Let's*.

Comprehension

- What did Brown Mouse see when he looked out the window? (*Literal*)
- Why did Brown Mouse tell the others to jump on the dog's tail? (*Inferential*)
- Why did the mice run back to the garden? (*Inferential*)

Follow-up Activities

- Discuss the sequence of events in the story. Talk about what happened at the beginning, in the middle and at the end. Provide each student with a long strip of paper. Have them fold it into three. Ask them to write about the story, sequencing it into three events.
- Talk about other ways that the mice could have woken the dog. Write the children's ideas on a large chart. Have them draw matching pictures on paper. Paste these onto the chart.
- Discuss the detailed illustrations in *Brown Mouse Gets Some Corn*. Using pastels or small crayons, have students draw their favourite illustrations from the story. Display these with an appropriate caption, e.g. *Our special pictures from Brown Mouse Gets Some Corn*.

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Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.
- _____

Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.
- _____

Guided Reading Notes

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