

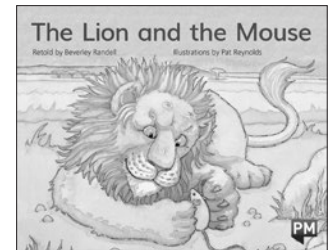
The Lion and the Mouse

PM Level 11

Blue

Text Type Narrative

Running Words 222



Preparing for Guided Reading

Orientation to the Text

- Read one of the many versions of this old fable. Tell the children that real lions and real mice don't behave in this way. People behave like this. The moral of the fable is: If you are kind to others they will be kind to you.

Prior Knowledge

- This fable by Aesop is 2,500 years old. Its warmth has made it one of the most popular stories ever told.
- Children now have the skills to read long, flowing sentences and to follow complex reasoning.

Key Language Structures

- The text includes a lot of dialogue between the two main characters.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

did, laughed, may, So, Then, Who

Content Words

walked, roared, hole, mouse, teeth

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

- Read the title together.
- Read pp. 5–9. The lion laughed and laughed because he thought the mouse had been absurd. Make sure the children know why the lion thought it was funny that a weak little mouse could help a big strong lion. This will help their understanding when the mouse proves the lion wrong on p. 15.

- Study the pictures on pp. 10–14, and notice the sequence of sunset, night-time and sunrise. The children should know that the little mouse had to gnaw all night to free the lion: it was a real effort and took time.

Comprehension

- How did the lion get trapped? (*Literal*)
- Why did the mouse decide to help the lion? (*Inferential*)

Follow-up Activities

- Take the opportunity to dramatise this story in a variety of ways. Role play using percussion instruments to identify each character. Make shadow puppets to perform behind a screen. Make cut-out shapes for the overhead projector. Make glove puppets to perform the text which has been recorded by the children on an audio device. Retell the story using illustrations of the characters. Glue pieces of magnetic tape to the illustrations so that they can be used on the metal surface of the whiteboard.
- Re-read pp. 2–7 of the story. Discuss the lion's kindness to the little mouse and her response, 'One day I may help you.' Talk about kind deeds. Some children may be able to respond by explaining some very relevant situations. Record these ideas in a class book which can be updated and referred to throughout the year.
- Make up vocabulary charts about each animal.
- Show students how to write a simple book review.
- Develop the idea of the time span from sunset to sunrise. Make a timeline picture of the events as they happened.

The lion and the mouse

Date _____

PM Level 11

Blue

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