

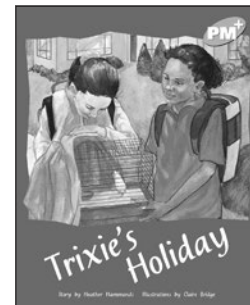
Trixie's Holiday

PM Level 21

Gold

Text Type Narrative

Running Words 634



Preparing for Guided Reading

Orientation to the text

- Keep a pet mouse in the classroom or re-read *Mice*. Talk about creating an interesting, challenging environment for a caged pet mouse.

Prior knowledge

- In this story, Bridget, a new character to the **PM Plus** series, offers to take Trixie, the classroom's white mouse, home for the holidays. Bridget becomes very anxious when she discovers Trixie's cage is empty.

Building the Balanced Reader

Vocabulary

Key vocabulary

crouched, escaped, guessed, promised

Content Words

broom, cloth, forever, frowned, guilty, peered, perhaps, rubbed, sniffed, wardrobe

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and possible resolutions to the complication in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title and discuss the cover and title page illustrations.
- Talk about why Bridget should have asked her mum before taking a classroom pet home for the holidays.
- Ask, *Why is Bridget feeling guilty?*
- Ask, *Why is Bridget now feeling worried?* Predict what might happen.
- Discuss Bridget's reason for bringing Trixie home. Point out that although Mum frowns, her main concern is to recapture Trixie. Ask, *Why will it be better if Tiger is outside?*

- Talk about how Trixie is caught. Encourage alternative solutions to the problem. Ask, *Why did Mum and Bridget move slowly, quietly and carefully?*
- Ask, *Will Trixie have a good holiday?* Encourage students to give reasons for their answers.
- Revise vowel digraphs, e.g. *mouse, crouched; food; tiptoed*.
- Practise final consonant substitution to make new words, e.g. *cute, cube; cage, cave; think, thing*.
- Discuss names for spaces in a house: *hallway, living room, bedroom, kitchen*.
- Revise the role of adverbs in adding meaning to the verbs in the text, e.g. *carefully, slowly, quietly*.

Comprehension

- Why did Bridget get to take Trixie home? (*Literal*)
- How did Bridget know where to look for Trixie? (*Inferential*)
- Why was it a good idea to get some toys for Trixie's cage? (*Applied Knowledge*)

Follow-up activities

- Make charts that explain how to care for a pet mouse.
- Ask students to design an interesting home for a pet mouse. Using shoe boxes, firm card, bottle tops, drinking straws, etc., have students make a model of the mouse home.
- Have students make 'knowledge maps', recording everything they know about mice.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary in the text, and likely solutions to the problem encountered by the characters.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and possible solutions to the problem presented in the text.

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Guided Reading Notes

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