

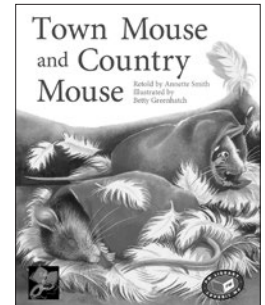
Town Mouse and Country Mouse

PM Level 20

Purple

Text Type Narrative

Running Words 1318



Preparing for Guided Reading

Orientation to the text

- Explain that in the past, traditional tales were told orally and passed on through the generations. Discuss that even now, in their written form, detail is often changed — however, the storyline stays the same.
- Encourage the children to find and read different versions of *Town Mouse and Country Mouse*.

Prior knowledge

- Talk about living in the city and living in the country. Which things are the same? Which things are different? List students' ideas on a chart. Ask the students how they feel about living in each place.

Building the Balanced Reader

Vocabulary

Key vocabulary

among, reached, spread

Content Words

cornfield, cornstalks, cousin, country, crouched, dashed, excited, owl, passageway, plenty, rattled, safety, share, slice, storage, supper, tasty, tramping

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.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title and ask students to predict what the story might be about. Discuss the illustration and query why one mouse is asleep and the other isn't. Ensure that students understand the role of the author in retelling this traditional tale.
- Identify the genre (narrative) by looking at how the story begins. What other stories do students know that begin the same way? Discuss the country setting. Note that 'corn' is a generic term for many different grains.

- pp. 6–7 — Compare this illustration with the one on the cover. Point out the differences in the bedding. Look in the text to find out why Town Mouse 'shivered with fear'.
- Look for words that contain a *oo* combination. Group the words according to the sound made by these letters, e.g. *cook, looked, food, swooped, whoo*
- Locate other letter combinations that make different sounds in different words, e.g. *ou* in *country, cousin, crouched, loud*; *ea* in *feather, spread, eating, reached, peas, weasel*

Comprehension

- What did Town Mouse have for supper at Country Mouse's house? (*Literal*)
- Why couldn't country Mouse go to sleep in the soft feather bed? (*Inferential*)
- Why did the mice decide to stay at their own houses? (*Inferential*)

Follow-up activities

- Encourage students to compare the lifestyles of Town Mouse and Country Mouse. Ask them to think of different categories for comparison, e.g. clothing, food, housing and fears. In pairs have students select a category and list the differences on a chart. They can report back to the class, inviting additional information from others. Finally, encourage students to make summary statements about the lifestyle of each mouse.
- Talk about what the mice were afraid of and what sorts of things students are afraid of. Provide two charts with appropriate headings and have students add illustrations.
- Model how to state an opinion and justify it. Talk about people's different attitudes towards mice — some believing them to be pests and others thinking of them as pets. Have students take a point of view and write statements supporting their opinion. Paste these on a classroom chart.

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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, and to integrate reading skills and strategies to derive greater meaning from the text.
- _____

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, and use various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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