

Where Is Mike?

GOALS

Comprehension

Identify the problem and solution in the story. Use the pictures to confirm.

Vocabulary

High-frequency Words: came, find, from, must, now, open, saw, under

Content Words: bedroom, cage, cheese, kitchen, library, mouse, nowhere, pizza, socks, whiskers

Phonemic Awareness

Recognise and produce words that have the same sound: long /i/

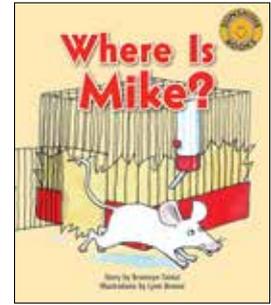
Phonics

Letters and Sounds: long /i/

Words to Blend and Segment: find, like, line, mine, time

Fluency

Model fluent reading of text with expression, noting the punctuation and change of characters. Students repeat after you.



Mike is Harry's pet white mouse. But where is he?

Before Reading

- Read the title and the names of the author and illustrator. Have students notice that the title is a question. Ask: How do we read a question? Model how to use your voice. Together look at the cover picture. Discuss what they see. Ask: What is Mike the mouse doing in the picture?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is different in this picture compared to the cover? Where is Mike now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. The characters are Harry, his mouse, Mike, Mum and her cat, Jack. Bring words like *bedroom, cage, cheese, kitchen, library, mouse, nowhere, pizza, socks, whiskers* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- Ask students to name the things that good readers do. Model how to use picture, print and contextual cues, e.g. Look at the picture on page 2. Ask: What is Harry doing? How does he look? Break tricky words into chunks or sounds, e.g. *bed/room*. Read the page together.
- On page 3, ask: What do you see? (*cat*) Look for the word to confirm this. What is the cat doing? (lying on the bed) Read the sentence to check that *lying* makes sense. How does Jack look? (happy) Cats look happy after a meal. The author hasn't used the word happy. Find the other word in the text that means the same? He looked /pl/? (*pleased*) Does it look right and make sense? Read the page together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review predictions for the ending, then turn the page to reveal the ending. Read the text together. Ask: Did you like the ending? How do you read when you come to the dash? (pause)

After Reading

Invite students to discuss the story. Prompt if needed.

- Identify the problem and solution in the story. Use the pictures to confirm.
- Retell the text using the pictures as a guide. What did Harry do on each page? Where did he look for Mike? Were they good ideas? How did he feel at the end of the story?
- Talk about what Jack is doing in the pictures on the back cover.
- Reread the story together, using expression and changing your voice for different characters.
- Discuss the meaning of adjectives (describing words). Model using them. Relate the adjectives to nouns (things), e.g. use page 15 to describe the mouse.
- Reread pages 2–3, focusing on the punctuation. Notice the apostrophes. What are they for? (Cat belongs to Mum; bed belongs to Harry; cage belongs to Mike.)

Phonemic Awareness

- Recognise and produce words that have the same sound: long /i/. Students identify when they hear the long /i/ sound in words read by you, *find, like, line, mine, time*. They repeat the words after you, slowly emphasising the /i/ sound. They think of more words with the long /i/ sound to repeat. (*fine, kind, Mike*)

Phonics

- Write the words *find, like, line, mine, time* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word with students touching them as the sounds are made for the word. (Note the silent e on the end.) Brainstorm words with the long /i/ to write on the board. Read them together. (*fine, kind, Mike*)

Word Study

- Talk about the words *came, find, from, must, now, open, saw, under*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *open* is the opposite to shut or closed (page 2).
- Find contractions in the story and discuss their meaning, e.g. *couldn't, I'll, I'm*. Make a list and match to their expanded form.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model fluent reading of the text with expression, noting the punctuation and change of characters. Students repeat after you.

Writing

- Students draw, label and write about their favourite pizza.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.

Home/School Link

Take the book home and any related activity done in class to share with family.