

Mouse-deer and Tiger

GOALS

Comprehension

Summarise: Tell someone the main events from the story.

Vocabulary

Focus High-frequency Words: after, am, around, came, come, going, just, let

Focus Content Words: day, drink, hungry, lunch, mouse-deer, mouth, paw, river, thirsty, tiger

Phonics

Letters and Sounds: Recognise and produce words that begin with the same sound:

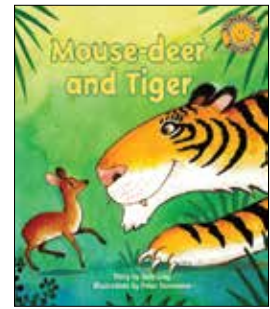
th voiced

Words to Blend and Segment: that, them, then, there, they

Fluency

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

What can be learnt from this story?



This is a re-telling of a traditional story, showing that size and strength isn't everything.

Before Reading

- Read the title and the names of the author and illustrator. Together look at the cover picture. Students discuss what they see. Ask: What are Tiger and Mouse-deer doing in the picture? How would you describe Mouse-deer? Why is it called Mouse-deer? (A mouse-deer is a small deer that is only as big as a mouse.) How would you describe Tiger?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What is Mouse-deer doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Students discuss what is happening to Mouse-deer and Tiger on each page. Bring words like *day, drink, hungry, lunch, mouse-deer, mouth, paw, river, thirsty, tiger* 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.
- On pages 2–3, ask: What is Mouse-deer doing? Why do we drink? Find the words *river, drink, thirsty* to confirm. Where does Mouse-deer live? (Find the word *forest*.) Read the sentences together. Do these make sense? Who is watching Mouse-deer?
- On pages 4–5, ask: Where are they now? Look for the word *trees* in the text to confirm this. Read the first sentence to check that *trees* makes sense. How is Tiger feeling? How do you know he is thirsty and hungry? How is Mouse-deer feeling and why? How do you know he is scared? (He might be eaten.) How do you know? (Look at the picture.) Students find words in the text to confirm this. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. How do you use your voice for these parts?
- Review the predictions, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Do you think Tiger has some things to learn?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- What type of genre is this story? (traditional story/fiction)
- Students re-tell the main events of the text using the pictures on each page as a guide. What did Mouse-deer and Tiger do on each page? Why do you think Tiger scared Mouse-deer to start with? How did Mouse-deer change Tiger's mind about eating him for lunch? How did they all feel at the end of the story? Did you like the ending? Why?
- Often traditional stories have a moral. What can you learn from this one?
- Discuss the back cover. Match the describing words to the characters.
- Reread the story together. Change your voice for the different characters taking note of the speech marks, question marks, ellipsis and bold print. Talk about the meaning of the ellipsis on page 7 (a pause for effect) and why some words are in bold. (emphasis on pages 7 and 14.
- Find the word *can't* on page 12. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (can not). Students find more examples of contractions and expand them.

Phonics

- Write the words *that, them, then, there, they* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /th/- at, that. Students notice that in these words the /th/ is voiced. Note that in the words such as *think, thank* and *third* the /th/ is not voiced.

Word Study

- Talk about the words *after, am, around, came, come, going, just, let*. Read them together. Photocopy multiple sets and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book.
- Find the past tense to match the base verb. e.g. run/ran; push/pushed; cry/cried; growl/growled; look/looked. Make these into a two-column chart to read.
- Find the adjectives in the text, e.g. on page 2, *cool* describes the water; on page 6, *big* describes Tiger's paw and mouth. Have students think of other examples to add to the list. They make a two-column chart for the adjectives and the nouns that are described.
- 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 reading of the text with expression, noting the punctuation and change of characters. Students repeat after you. Ask: What can be learnt from this story?

Writing

- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.
- Students make a Problem/Events/Solution three-column chart about the story. They illustrate and share with the class.