

# Mutter, the Parrot

## GOALS

### Comprehension

Analyse the characters of Mum, Dad, Jan and the parrot. What can you say about each character?

### Vocabulary

**Focus High-frequency Words:** him, his, on, over, some, them, want, with

**Focus Content Words:** butter, cage, feathers, lock, moustache, parrot, shower, spoon, stairs, toast

### Phonics

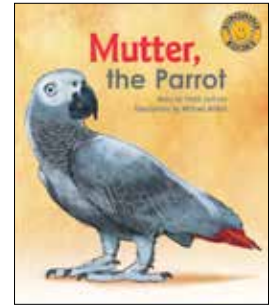
**Letters and Sounds:** Recognise and produce words that have the same vowel sound:

-er /uh/ schwa

**Words to Blend and Segment:** butter, father, flutter, mother, mutter

### Fluency

Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?



Mutter thinks he is a member of the family and shouldn't be kept in a cage. But he is a parrot!

## Before Reading

- Together look at the cover picture and discuss what you see. Ask: What do you know about parrots? Read the fact on the back cover. Discuss words they may have heard parrots saying.
- Ask: What is the parrot doing on the cover? What is his name? Why might he be called Mutter? Describe him. What do you notice about his feathers? Read the title together.
- Read the names of the author and illustrator. 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? Where is Mutter now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Mutter on each page or what the family is doing. Bring words like *butter, cage, feathers, lock, moustache, parrot, shower, spoon, stairs, toast* 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 are Jan and her Mum doing? Why was the parrot called *Mutter*? Find the words *talked a lot* to confirm. What is Mutter doing? Why? Find the words *locked* and *spoon*. Do these make sense? Read the sentences together.
- On page 4, ask: Where is Mutter now? Look for the words *lock, fuss, off* in the story. Read the page to check *fuss* makes sense. How is Mutter feeling?
- On page 5, ask: What is happening here? Find the words *feathers* and *cut*. Why do you think this is happening? Read the words together. Do you think Mutter will be happy now?
- Follow this pattern for each page up to page 14. Discuss how the speaking parts help with making the story interesting. Ask: How would you use your voice for these parts?
- On page 16, read the text. Ask: Did you like the ending? Why? How would you read the sentence? Is he really saying he likes toast with butter?

## **After Reading**

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

- Students re-tell the text using the pictures on each page as a guide. What did Mutter and the family do on each page? Why do you think Mutter didn't like his cage? Did he like it when he could be free? How did they all feel at the end of the story? Did you like the ending? Why? Do you think Mutter thought he was a person?
- Analyse the characters of Mum, Dad, Jan and Mutter. What can you say about each character?
- Reread the story together, changing voices for the different characters.
- Find words with two letters the same in them, e.g. *mutter*, *butter*, *wobbled*, *parrot*, *cutting*, *fluttered*. Together clap and say the syllables, e.g. *par/rot*. The syllables divide between the double letters. Notice *hopped* and *tapped* are different and have only one syllable.
- Look at the word *toast*. Listen to the middle sound. It is a long /o/ sound. Brainstorm and list words that rhyme with *toast* and have the same spelling, e.g. *coast*, *roast*, *boast*.
- Reread pages 8–9, focusing on the punctuation – the purpose of capital letters, speech marks and exclamation marks. Try to say the words as though you are the character, showing their feelings with your voice, e.g. How would Dad say "Aaagh!?" Why do you think Mutter tugged on Dad's moustache?

## **Phonics**

- Write the words *butter*, *father*, *flutter*, *mother*, *mutter* on the board to practise blending the chunks or syllables as a group, e.g. *but/ter* (*but//tuh/*). Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -er /uh/ to write up on the board. Read them together, e.g. *sister*, *brother*, *daughter*.

## **Word Study**

- Talk about the words *him*, *his*, *on*, *over*, *some*, *them*, *want*, *with*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in the book, e.g. *him* is the opposite of *her* on page 2.
- Have students find the past tense to match the base verb and make these into a two-column chart to read together, e.g. *talk/talked*; *flutter/fluttered*; *wobble/wobbled*; *climb/climbed*; *lock/locked*.
- Students find contractions in the story and write the matching expanded forms, e.g. *that's/that is*; *he's/he is*; *couldn't/could not*; *doesn't/does not*.

## **Fluency**

- Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?

## **Writing**

- Students make a beginning, middle and end chart about the story. They label and illustrate and use it to re-tell the story to a partner.
- Have students research a bird project and present it in poster format to share with the class. Topics could be: Domestic birds, Caged birds, What to feed birds, How to trim wing feathers, How to teach a bird to talk.