

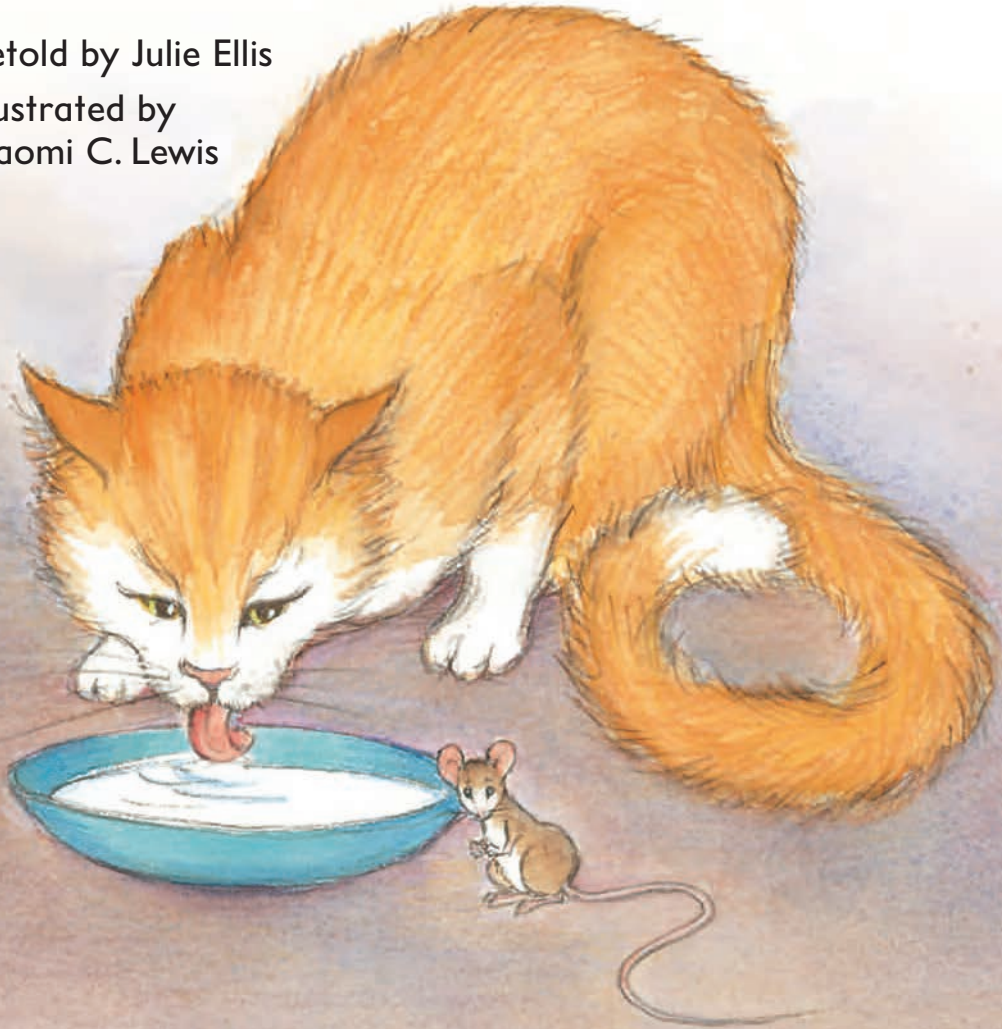
The Cat and the Mouse

Retold by Julie Ellis

Illustrated by
Naomi C. Lewis



alphakids



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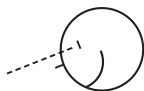
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The book is in the style of a traditional story and features talking animals.
- The text takes the form of a cause-and-effect process: 'Get me ... and I will give you ...'

Vocabulary

baker, bit, bread, butcher, farmer, gave, give, meat, mouse, promised, tail

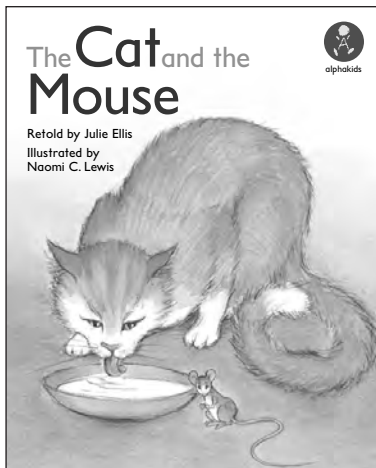
Setting the context

Ask the children about the types of animals they have as pets. Encourage them to talk about the relationship that cats and mice have in real life and in books.

The animals in this story can talk. Do animals really talk? Why are the animals in the story able to talk?

Introducing the book

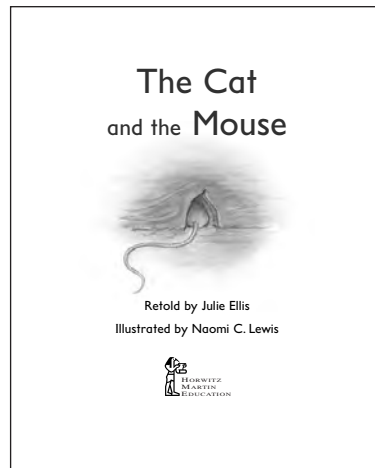
This book is called The Cat and the Mouse. It tells the story of the things a mouse had to do to get its tail back from a cat.



Front cover

Talk with the children about the illustration on the cover of the book.

Here is a picture of a cat and a mouse. What do you think will happen next?



Title page

Read the title together.

Point out that this story is a retelling of a traditional tale.

What does this mean?



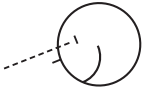
Talkthrough

Introduce the characters in the story.

One day a mouse was eating some flour when something bit off his tail. Yes, it was a cat. 'Give me back my tail,' said the mouse.

Draw attention to the quotation marks in the text.

*Can you see the marks that tell you that the mouse is talking?
Point to them in your book.*



Observe and support

Do the children read the text with expression?

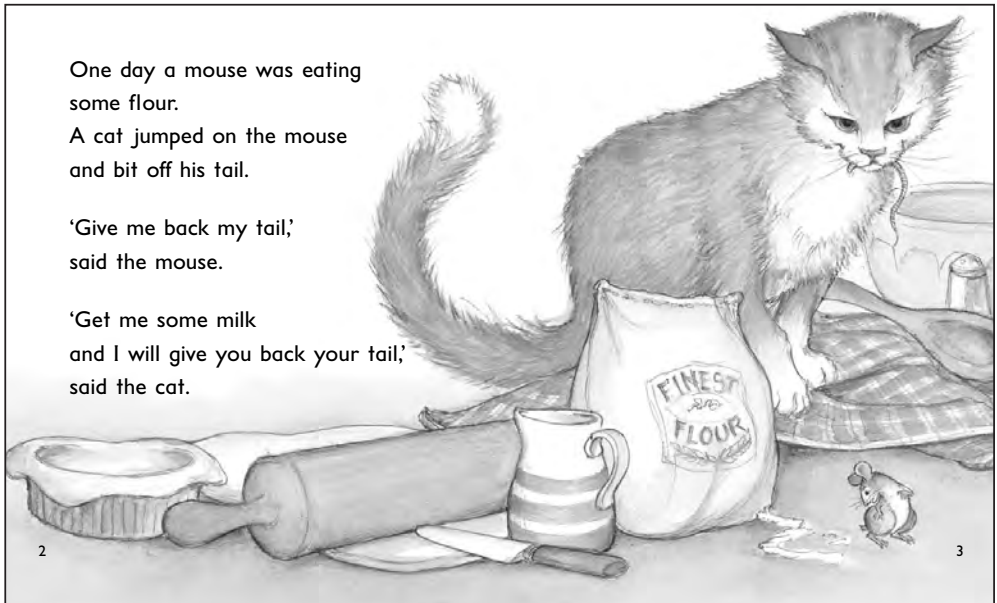
How would the mouse be feeling? What might his voice sound like? Can you make your voice sound like that when you read?

One day a mouse was eating
some flour.

A cat jumped on the mouse
and bit off his tail.

'Give me back my tail,'
said the mouse.

'Get me some milk
and I will give you back your tail,'
said the cat.

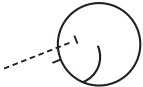




Talkthrough

Encourage the children to use the pictures to help work out the text.

Can you see the reason the cow asks the mouse to get her some hay?



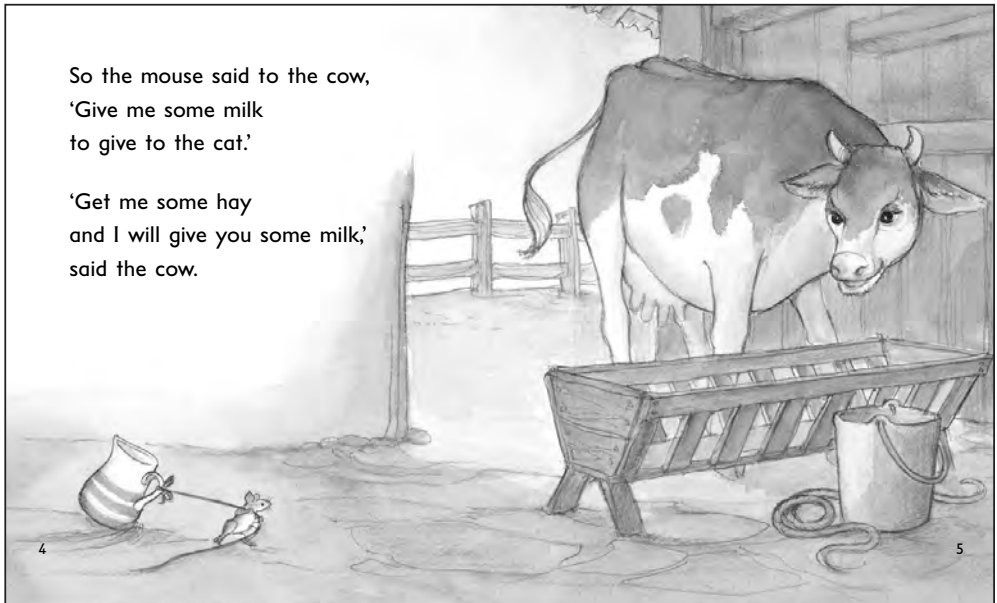
Observe and support

Do the children use the visual information to assist with problem solving?

I noticed that you looked at the picture as you were working that out. What did you see that helped you to work out the answer?

So the mouse said to the cow,
'Give me some milk
to give to the cat.'

'Get me some hay
and I will give you some milk,'
said the cow.





Talkthrough

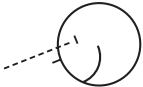
Ensure that the children can identify each character and what the mouse wants from them.

Who is the mouse talking to now?

What will he ask the farmer for?

Ask the children to find important words like ‘farmer’.

This may help them when they read the book independently.



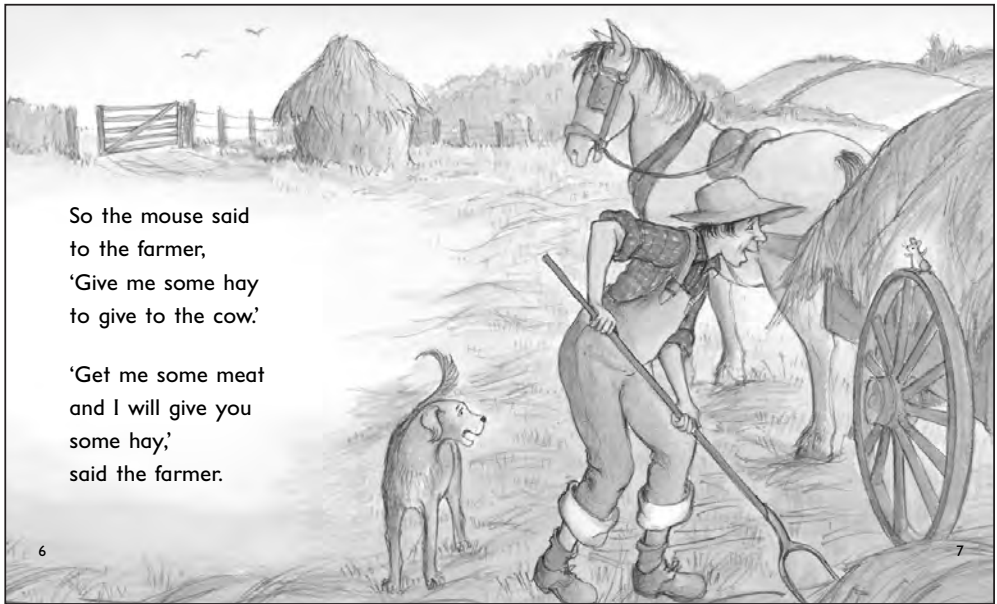
Observe and support

Do the children use a range of strategies to work out new vocabulary?

How did you work out ‘farmer’? Can you see a word you know in ‘farmer’?

So the mouse said
to the farmer,
'Give me some hay
to give to the cow.'

'Get me some meat
and I will give you
some hay,'
said the farmer.



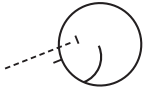


Talkthrough

Continue prompting the children to actively construct meaning from the text.

Here the mouse is asking the butcher for something. What do you think he is saying to the butcher?

The butcher wants something as well. What do you think he wants the mouse to get for him?

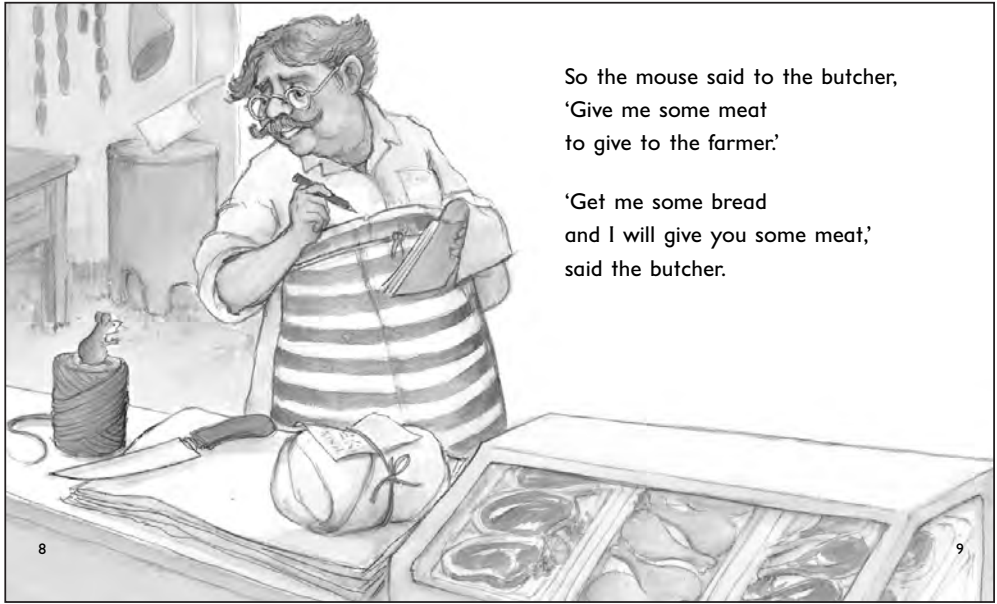


Observe and support

Encourage the children to use a range of information to solve problems when they read.

What can you see that might help you work that word out?

What could you try? What would make sense?



So the mouse said to the butcher,
'Give me some meat
to give to the farmer.'

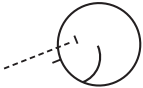
'Get me some bread
and I will give you some meat,'
said the butcher.



Talkthrough

Provide a model of reflecting on the story. This helps the children to understand the plot.

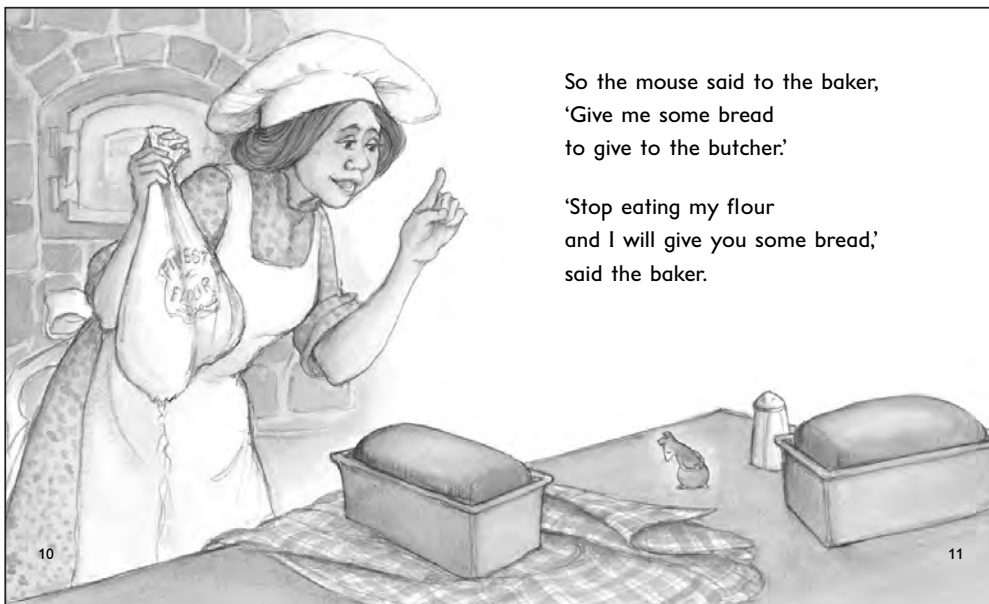
The mouse goes to the bakery and asks for some bread to give to the butcher. He looks very sad and ashamed of himself. I think he's sorry that he ate the baker's flour. Will she forgive him and give him some bread if he stops eating her flour? Yes, she says, 'Stop eating my flour and I will give you some bread'.



Observe and support

Can the children read the text fluently and with expression?

Can you read this so it sounds like the characters talking?



So the mouse said to the baker,
'Give me some bread
to give to the butcher.'

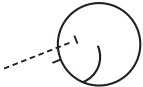
'Stop eating my flour
and I will give you some bread,'
said the baker.



Talkthrough

Prompt the children to recall the things the different characters wanted.

What did the butcher want? What about the farmer?



Observe and support

Do the children check what they read with the phonic information on the page?

Point out a word, for example, 'promised'.

How did you know what that word was? What did you check at the start of the word? What did you look for at the end of the word? What else did you check?



The mouse promised
to stop eating the flour,
and the baker gave him
some bread.

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The mouse gave the bread
to the butcher.
The butcher gave him some meat.



The mouse gave the meat
to the farmer.
The farmer gave him some hay.



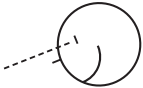
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Talkthrough

The mouse gave the cow some hay and the cat some milk. Is the mouse happy? How can you tell?

Direct the children's attention to the illustrations and point out how well they support the text.



Observe and support

Do the children use a range of information on the page to support their reading?

When you looked at the pictures before you read the page, what were you looking for? How did that help you? What else did you check?

The mouse gave the hay
to the cow.
The cow gave him some milk.



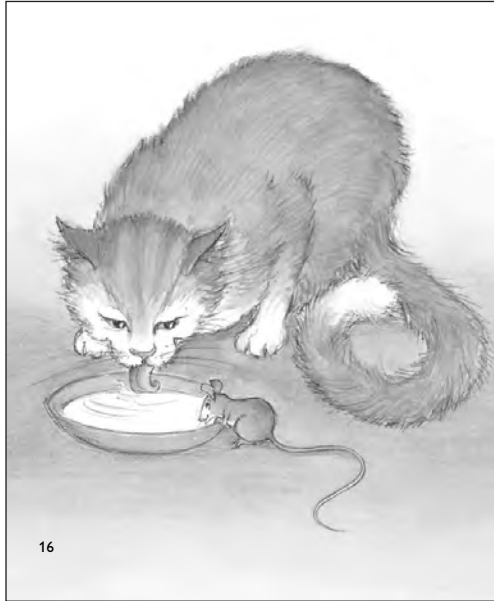
The mouse gave the milk
to the cat.
The cat gave him back his tail.





Talkthrough

What can you tell about the cat and the mouse from the picture on page 16? How do they feel about each other now?



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions.

How did the mouse lose his tail?

What did he need to get before the cat would give his tail back?

Why did the baker ask the mouse to stop eating her flour?

How did the mouse put his tail back on?

Would the mouse keep his promise not to eat the baker's flour?

Being a code breaker

Explore the following language features:

- High-frequency words: a, and, get, I, me, my, on, said, the, to, was, you.
- Words that rhyme with 'back': crack, black, flack, hack, jack, rack, sack, stack, shack, track, tack, whack.
- Hearing sounds: read sections of the book, and ask the children to clap each time they hear a word with the /m/ sound; for example, me, meat, milk, mouse, my.

Being a text user

Refer to the text when discussing these questions:

What kind of book is this?

Is the writer telling a story or giving information in this book?

Being a text critic

Where might the author have got the idea for this story?

Why did the mouse have to ask so many other characters for something?

Why did the mouse agree to help everyone?

What kind of character is the mouse?

Responding to text



The children could work in cooperative groups to make stick puppets of the characters in the book. These can be used to practise and perform a readers' theatre of the story.



The children could write a list of all the things the mouse had to do to get his tail back.



The children could re-read this text and others to find and list words that start with 'm'.

Writing

The children could work in pairs to produce a comic strip of part of the story. Provide a grid folded in half to form the cells. Encourage the use of speech bubbles to indicate conversation between characters.

Ask the children to retell a story they know well. Ensure that they write 'Retold by' at the start.

Assessment

Can the children:

- discuss the use of the repetitive refrain?
- read the text fluently?
- discuss the characterisation in the book?



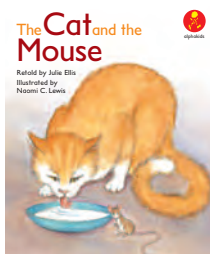
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Farm life

Curriculum link: English

Text type: Narrative

Reading level: 8

Word count: 234

High-frequency words: a, and, get, I, me, my, on, said, the, to, was, you

Vocabulary: baker, bit, bread, butcher, farmer, gave, give, meat, mouse, promised, tail

Possible literacy focus

Using repetitive phrases in narratives.

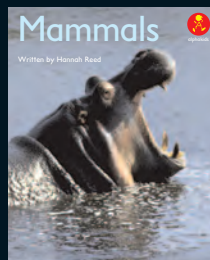
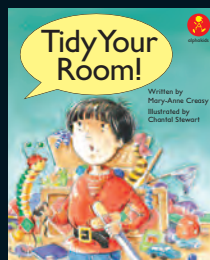
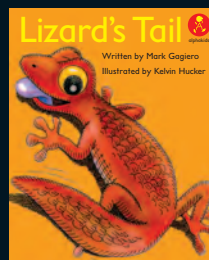
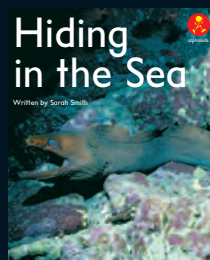
Using punctuation to support fluency.

Exploring character motivation.

Summary

This book retells the tale of the things a mouse had to do to get his tail back from a cat.

Other books at this level



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