

# A mouse in the house



## Teacher's Preparation

Prepare as for p.56. Print out and display the Story Green Words (see online file '5.5 A mouse in the house', starting with tab a): *hay, fill, nest, scoop, spout, bowl, small, cheese, down, arm, step, ground, pounce, ill, vet, proud, mouse, cage\*, wash\*, dirty, amount, feeder.*

Note that Challenge Words are marked with an asterisk.

Display these Red Word Cards in your pocket chart: *your, water, small, you, down, do, of.*

### DAY 1

<b>Day 1 timetable</b> See guidance below for activities in <b>bold</b> . See pp.56–58 for other Day 1 activities.	a. Daily Speed Sounds Lesson	<b>g. Book Introduction</b>
	b. Speed Sounds from the Storybook	h. First Read – Children
	c. Story Green Words	i. Read Aloud – Teacher
	d. Speedy Green Words (online file NF5.5b)	<b>j. Red Rhythms – Spelling Red Words</b>
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



## Book Introduction

Mice make great pets. They are lively, friendly animals that love to be held and stroked. However, keeping any pet takes a lot of care and attention.

To keep a mouse you need a big cage with lots of hay on the floor. The mouse also needs bedding to curl up in, so that it feels warm and cosy when it sleeps. It is important to keep your mouse house clean. It should be washed out once a week and the bedding should be changed – otherwise it gets dirty and smelly.

Do you know what a mouse likes to eat and drink? It needs a water feeder in its cage so it can have a sip of fresh water whenever it gets thirsty. It also needs a food bowl topped up with special mouse food. Did you know that mice should never eat cheese? Lots of people think mice like cheese, but it makes them very sick!

A mouse that is well looked after will have lots of energy and will love to play and run about. You can watch it run on its wheel and feel its tickly little feet as it runs over your hand and up your arm. Make sure you keep a close eye on your mouse if it runs on the ground. People might step on it by accident, or a cat could pounce on it!

If your mouse becomes ill or injured, you must take it to the vet.

**TTYP:** Do you or any of your friends own a pet? What sort of pet is it?

**Red Rhythms – Spelling Red Words** See *Get Writing! Yellow*, p.47.

### DAY 2

<b>Day 2 timetable</b> See guidance below for activities in <b>bold</b> . See pp.58–60 for other Day 2 activities.	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file NF5.5b)	<b>g. Fred Fingers – Spelling Green Words</b>
	c. Red Word Cards	h. Red Rhythms
	d. Partner Practice	<b>i. Hold a Sentence – 1 and 2</b>
	e. Jump-in	j. Handwriting

**Fred Fingers – Spelling Green Words** See *Get Writing! Book*, p.47.

**Hold a Sentence – 1 and 2**

- 1) Fill the mouse house with lots of soft bedding.
- 2) Your mouse will be happy playing in a mouse wheel.

See *Get Writing!* Book, p.46.

**DAY 3**

<b>Day 3 timetable</b> See guidance below for activities in <b>bold</b> . See pp.60–61 for other Day 3 activities.	a. Daily Speed Sounds Lesson	e. Questions to Talk About
	b. Partner Practice	f. Questions to Read and Answer
	<b>c. Think About the Information</b>	<b>g. Build a Sentence</b>
	d. Third Read – Children	h. Handwriting

**Think About the Information**

- |   |  |
|---|--|
| <p><b>p.9</b> TOL about what makes a good house for a mouse.</p> <p><b>p.10</b> TOL about what you need to put in the cage.</p> <p><b>p.11</b> TOL about how to keep the cage clean.</p> <p><b>pp.12–13</b> TOL about what a mouse needs to eat and drink.<br/> <b>MTYT:</b> <i>Cheese is bad for your mouse!</i></p> <p><b>p.14</b> TOL about what exercise a mouse likes.</p> | <p><b>p.15</b> <b>TTYP:</b> Why is it dangerous for a mouse to be on the floor?</p> <p><b>p.16</b> TOL about the importance of taking pets to the vet if they are unwell.<br/> <b>TTYP:</b> What can a vet do for a pet that is unwell? e.g. <i>Look at it carefully to find out what is wrong/Give advice on changing its food or giving it more exercise/Give it pills or an injection/Tell you how to look after it until it gets better.</i></p> |
|---|--|

**Build a Sentence**

Tell children that tomorrow they will write some instructions for a friend who will be looking after your pet mouse while you are on holiday. Explain that today you are going to help them build up a sentence about how to look after a mouse.

1. Display the picture of the mouse (online file NF5.5d).
2. **TTYP:** How do you look after a mouse? Encourage children to use information from the book, drawing out responses about housing, feeding and playing with your mouse. Model how to use one of the children's ideas and build it into an instruction, e.g. *Keep its cage clean*. Point out that the sentence starts with a word that gives an order (imperative verb): *keep*. Remind children that instructions are also called commands.
3. **TTYP:** How do you keep its cage clean? (Or ask another question to draw out a more detailed response, building on their first sentence.) Encourage children to develop their ideas and model how to build up the sentence, such as *Keep its cage clean by washing it out every week*.
4. Ask partners to decide on their own instruction and to practise saying it until they can remember it. (It doesn't have to be the same as the one modelled. Encourage children to think of their own ideas.) Select a few partners to say their sentence to the group.
5. Ask children to write their sentence on p.46 of their *Get Writing!* Book. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.

DAY  
4**Day 4 timetable**

See guidance below for activities in **bold**. See pp.61–63 for other Day 4 activities.

a. Daily Speed Sounds Lesson

b. Spell Check

**c. Grammar****d. Vocabulary**

e. Proofread – Grammar

**f. Write About Looking After a Mouse**

g. Handwriting

**Grammar**

- Remind children of some of the different sentence types:
  - questions (which end with a question mark, e.g. *Are you ready?*)
  - exclamations (which end with an exclamation mark, e.g. *How scary!*)
  - statements (which tell us something and end with a full stop, e.g. *I like dogs.*)
  - commands (which tell us to do, or not do, something. They usually start with a verb that gives an order, e.g. *Tidy your room.*)
- Ask children to complete the Grammar activity on p.47 of their *Get Writing!* Book.
- Ask them to **TTYP** to check if they have ticked the same sentence types and if not, to discuss which answers are correct and why.
- Tell children the correct responses and explain any difficult points. (They should have ticked: *Exclamation, Statement, Question, Command.*)

**Vocabulary**

- Remind children that some words mean the opposite of each other, e.g. *hot* is the opposite of *cold*; *wet* is the opposite of *dry*. Use **MTYT** to repeat these words. If appropriate to the year group, use the word 'antonyms' to describe words that mean the opposite of each other.
- Ask children to turn to the Vocabulary activity on p.47 of their *Get Writing!* Book. Talk through the activity, explaining any words that they are unsure of. Then ask children to complete the activity.
- Ask children to **TTYP** to check if they have linked up the same words and if not, to discuss which answers are correct and why.
- Tell children the correct responses and explain any difficult points. (They should have linked up the following pairs: *good/bad; smelly/fresh; full/empty; ill/well; small/large; up/down.*)

**Write About Looking After a Mouse**

Note that this activity should be started on Day 4 and completed on Day 5.

- TOL** about how you (or someone you know) always look after your friend's pets when they go away on holiday. Talk about all the different things you have to do, such as feed the cat and fish, walk the dog, fill up the hamster's water bottle, give flies to the lizard. Comment on how tricky it is to remember to do everything, so you are glad that they always leave you a list of instructions. Explain that when you go away, you leave instructions for your friend to care for your mouse.  
**TTYP:** Do you ever look after someone's pet? What do you have to do?
- Use online file NF5.5 (tab g onwards) for this activity. Display the (incomplete) list of instructions. Read out *How to look after my mouse*. Explain that you want children to help you write the instructions, using information from the book. Remind them they will need to start each instruction with a word that gives an order (imperative verb), because instructions are a type of command.

3. **TTYP:** What do we need to do with the mouse's house? Draw out responses such as *Put sawdust on the floor/Scoop out the dirty bedding/Wash the house*. Ask children to turn to pp.48–49 of their *Get Writing!* Book.

**TTYP:** What do we need to do for the mouse's food and water? *Give it food in a bowl/Give it fresh water/Do not give it cheese!*

**TTYP:** How do we play with the mouse? *Let it run on its wheel/Let it run up and down your arm/on the floor.*

Use **MTYT** to build up children's ideas into full sentences.

4. Go back to the first ideas about the mouse house. Use the online file (tab g) to model how to write the first instruction. Point out the word that gives an order (imperative verb) *Wash* and remind children that an instruction or command always starts with a word like this. **TOL** as you write, and keep re-reading to make sure the sentence makes sense.

5. Hide your writing. Ask children to practise their own instructions aloud with their partner until they can remember them. Select a few partners to say their sentences to the group. Then children can write their own sentences on p.48 of their *Get Writing!* Book. Point out the Useful words on p.48 of their *Get Writing!* Book. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.

6. Repeat Steps 4 and 5 (demonstrate how you write, then ask children to write) for the mouse's food, exercise and play, until children complete their list of instructions.

**DAY 5**

<p><b>Day 5 timetable</b></p> <p>See Day 4 for guidance on the activity in <b>bold</b>. See pp.63–64 for other Day 5 activities.</p>	a. Daily Speed Sounds Lesson	d. Partner Proofread
	b. Spell Test	e. Words to Keep
	<b>c. Write About Looking After a Mouse (continued)</b>	f. Linked Text

**GW Write About Looking After a Mouse (continued)**

On Day 5, children continue the writing activity that they began on Day 4.