

Mini mouse

Things to collect and words to display

magpie	me	met	mix
money	monkey	mouse	mug
mum	my		

Rhymes and jingles, songs and books

Pamela Allen, *Mr McGee*, Puffin, 1987, Australia

Joanna Cole and Stephanie Calmenson, *Miss Mary Mack and other Children's Street Rhymes*, Morrow, 1990

Little Miss Muffet

Oh, Do You Know the Muffin Man?

Reading the big book

Looks like

Take students outside and have them work together in groups of four. Ask students to use their bodies to make a capital **M**. Some groups will make the **M** by lying on the ground while other groups might make it standing up. Discuss the straight lines of a capital **M**. Next, ask students to work together to make lower case **ms**. Praise students who manage to make the appropriate curves. Ask students to talk about what the shape of the lower case **m** reminds them of. It might remind them of two mountains side by side.

Making noises

Play a game of Looking for mini mouse. Choose one student to wait somewhere where they cannot see what is happening. Hide a small object, such as a toy mouse, in the classroom. This is Mini mouse. The rest of the class should know where it is hidden. Ask the student to return to the room and try to find Mini mouse. To help guide the student in the right direction, the remaining students need to indicate whether they are 'hot' or 'cold' by saying 'Mmmm' loudly or softly. A loud 'Mmmm' indicates the student is close to Mini mouse and a softer 'Mmmm' indicates the student is getting further away.

In the alphabet

Discuss the position of **m** in the alphabet. Tell students that there are 26 letters in the alphabet and that **m** is the thirteenth. Explain that this is the middle of the alphabet. Show students that by looking roughly in the middle of a dictionary, the telephone book or the class roll they will find the letter **m**.

Blending

Read each line to students. Then, choose a word and break it into parts. It could be broken into syllables, onset and rime or phonemes. Ask students to work out which word you are thinking of. From each line, choose a word that starts with /m/ and say it slowly. For example, mis...take, /m/...ade, /m/...e/...t/.

Letting them loose with the little books

Odd one out

To help students concentrate on middle sounds, start with CVC words such as cat, met, sit, pot. Say the sounds of each of these words slowly. For example, /c/.../a/.../t/ and then ask students to identify the middle sound. Provide each student with **Worksheet 1**. Help them read the words and identify the word that has a different middle sound. Students can circle the odd one out. Students who are not able to read the words should have them read for them. The activity is not necessarily a reading activity, it is designed to help students listen for middle sounds

Recognising rhyme

Talk to students and remind them that rhyming words sound the same at the end. Have students provide rhyming words from the text for: house (mouse), deal (meal), pet (met) and sky (my). Next, show them **Worksheet 2**. Explain to them that the cat is looking for Mini mouse. The cat follows the trail of words that rhyme with 'cat'. Have students draw a path to show where the cat goes and whether he finds Mini mouse at the end.

Craft ideas

Provide lots of boxes and other containers and craft materials and allow students to make their own maze.