

## Listening Comprehension: Questions and Answers

**Q1:** Is Sam a dog or a man?

**A1:** A man.

**Strategy:** Ask the children to listen to the beginning of the audio again to hear the opening of the story and to raise their hands when something in the story tells them the answer to their question. Accept sensible answers that are rooted in the audio, e.g. that Sam makes a decision; that Misty is not a man's name; that it tells us that Misty is a dog.

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**Q2:** What kind of morning did Misty want?

**A2:** A busy morning.

**Strategy:** Ask the children to listen again to the relevant part of the story and to raise their hands when they hear the answer to the question. Can they tell you the words in the audio that give them the information?

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**Q3:** Why do you think Misty is carrying her lead around?

**A3:** She needs her lead to go for a walk.

**Strategy:** Ask the children to listen again to the second part of the story and to think about their experience/knowledge of dogs and walks. Explain that they sometimes will need to use their knowledge of the world to answer some questions and, if there isn't an answer in the text itself, then they should use what they know anyway.

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## Reading the Practice text: Cat and Mouse

Introduce the title of the text: *Cat and Mouse*. What do the children know about cats and mice? What are their expectations of the text?

Show them the cartoon strips. Do they think that their expectations are correct?

Together, create a shared oral text about the first two pictures before the children begin their task.

- Give each child a copy of PCM on p20. They will need easy access to scissors and glue.
- Tell the children that this sheet shows two separate stories about a mouse and a cat. The beginning of each story is told in the picture and they have to work out what the missing picture in each story is.
- Ask the children to:
  - Cut out the three boxes (with dotted lines) in the middle of the sheet.
  - They should then look at the top story and decide which picture goes in the missing place to continue the story. They should stick the picture in place.
  - The children should then think about the second story and decide which picture is needed to continue that story. They should stick the picture in.
- Ask the children to tell the story in the pictures to a friend. Sample their storytelling to check that they are able to link the pictures and create a story from them.

## Talk-about questions

Ask these questions after the children have done the comprehension activities.

- Why might the mouse want to come out of the mouse hole?
- Why does the mouse run away when she thinks the cat has seen her?
- Do you think the cat was really sleeping?
- What do you think happens next?
- How do you think the story finishes?

## Extending reading

*Rosie's Walk* by Pat Hutchins (9781481422758, Little Simon 2015)

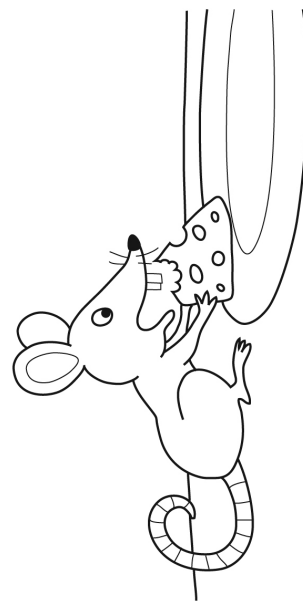
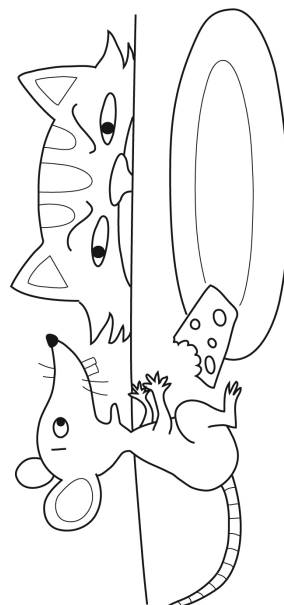
*A Bear-y Tale* by Anthony Browne (9781406341621, Walker 2013)

*A Ball for Daisy* by Chris Raschka (9780553537239, Random House, 2015)

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## Practice text: Cat and Mouse

## Cracking the questions

Children will need access to scissors and glue in order to answer the first two questions.

All other questions should be answered orally.

Question	Answer	Focus	Strategy
1. Which picture will you cut out and stick on the big number 1?	C. Mouse running away. No cheese in mouth.	1e	Look carefully at the first two pictures and think about what the mouse is doing and how the cat has changed from picture 1 to picture 2. Look carefully at the picture choices. Which picture shows what the cat and mouse might do next? Why are the other two pictures wrong for this answer?
2. Which picture will you cut out and stick on the big number 2?	A. Mouse running back to hole with cheese.	1e	Look carefully at the first two pictures and think about what the cat and the mouse are doing. Look carefully at the picture choices. Which picture shows what they both might be doing next. Why are the other two pictures wrong for this answer?
3. Why is the cat lying just where he is lying?	He's guarding the mouse hole/stopping the mouse from coming out.	1d	This question makes you think about what you can work out about the information in the pictures. Why do you think a cat would choose to lie outside a mouse hole?
4. Why does the mouse step very quietly around the sleeping cat?	He doesn't want to wake it.	1c	You need to think about the order of the actions in the story. You can see the cat is asleep so the mouse comes out of its hole. What might happen if the cat wakes up? Why would the mouse want that not to happen?
5. Why did the mouse look shocked when it saw the cat's ears coming up to the table?	He knew he was going to have to escape with his cheese.	1c	You need to think about the order of the actions in the story. You can see that the mouse is happily eating cheese, then it sees the cat's ears and whiskers. What will happen if the mouse stays where it is? What will the mouse do?