

General Fiction

Town Mouse and Country Mouse

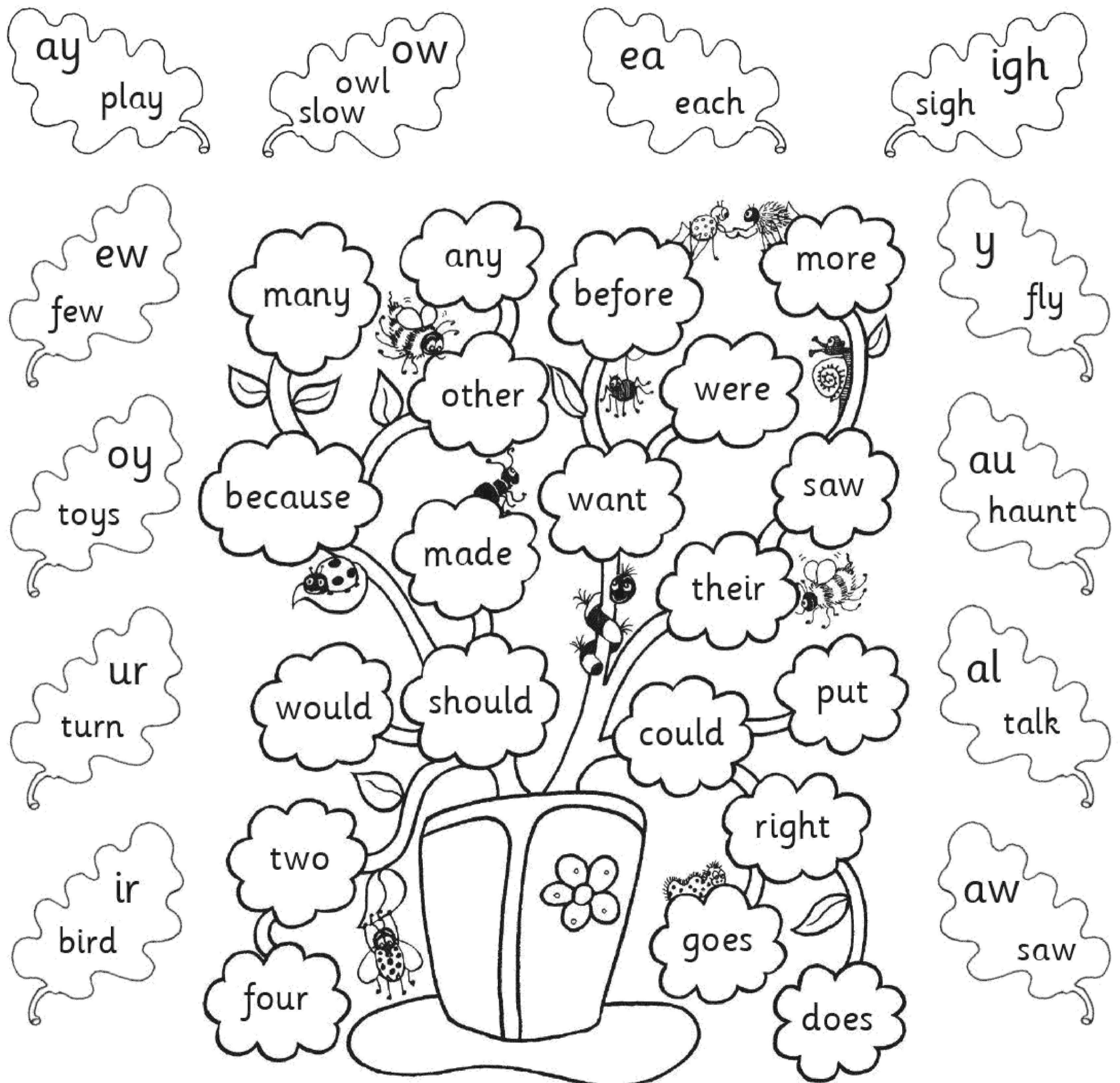


Jolly
Phonics

Teachers and parents

Before tackling these Blue Level Readers, a child will need to be able to:

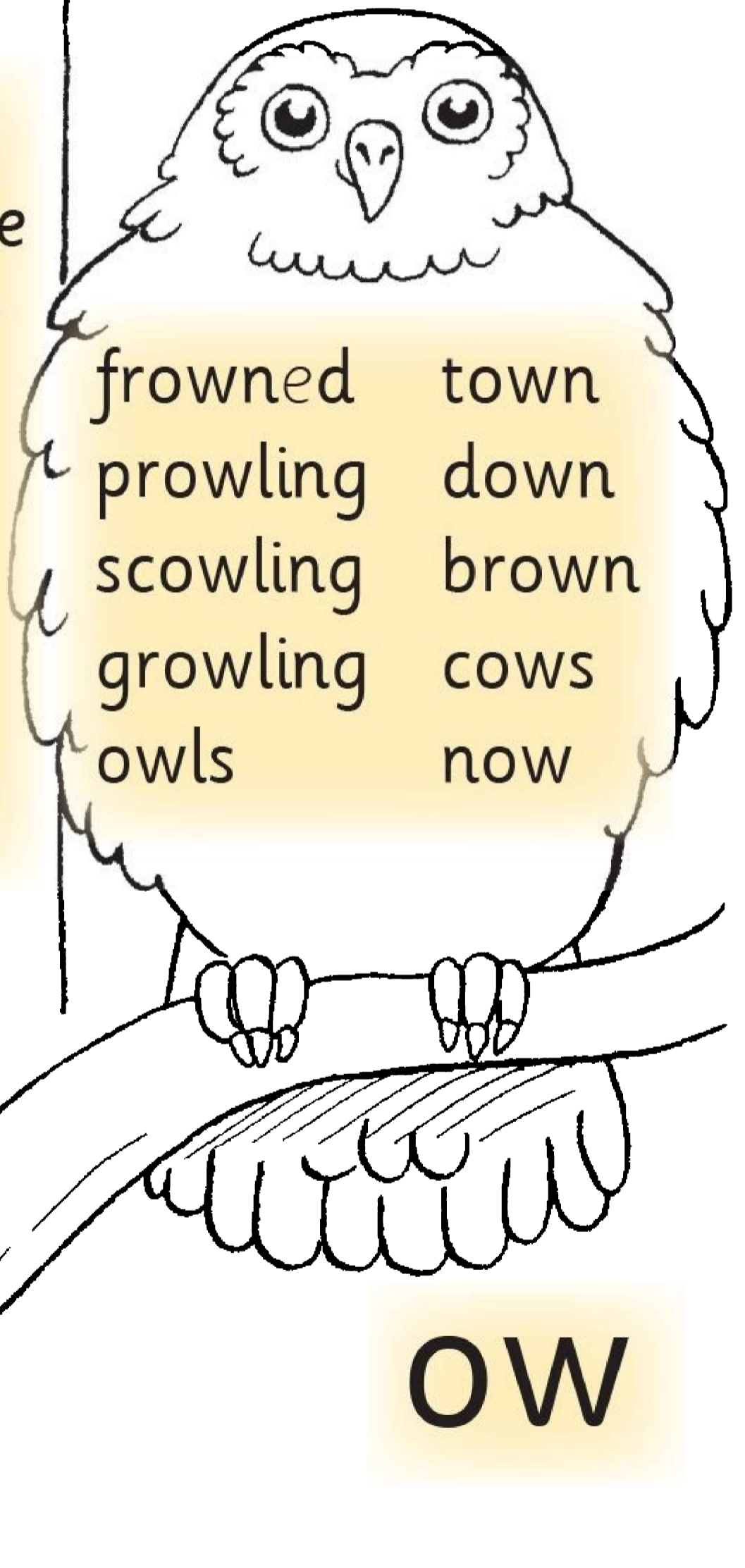
- Recognise the basic 42 letter sounds, <y> as in *happy*, the 'hop-over <e>' digraphs in words like *take*, *these*, *bike*, *code* and *mule*, and the other main alternative vowel spellings in the leaves below;
- Read (blend) regular words containing these letter sounds;
- Recognise the twenty tricky words shown in the flowers below;
- Recognise the names of the three main characters, as well as Phonic.



ou



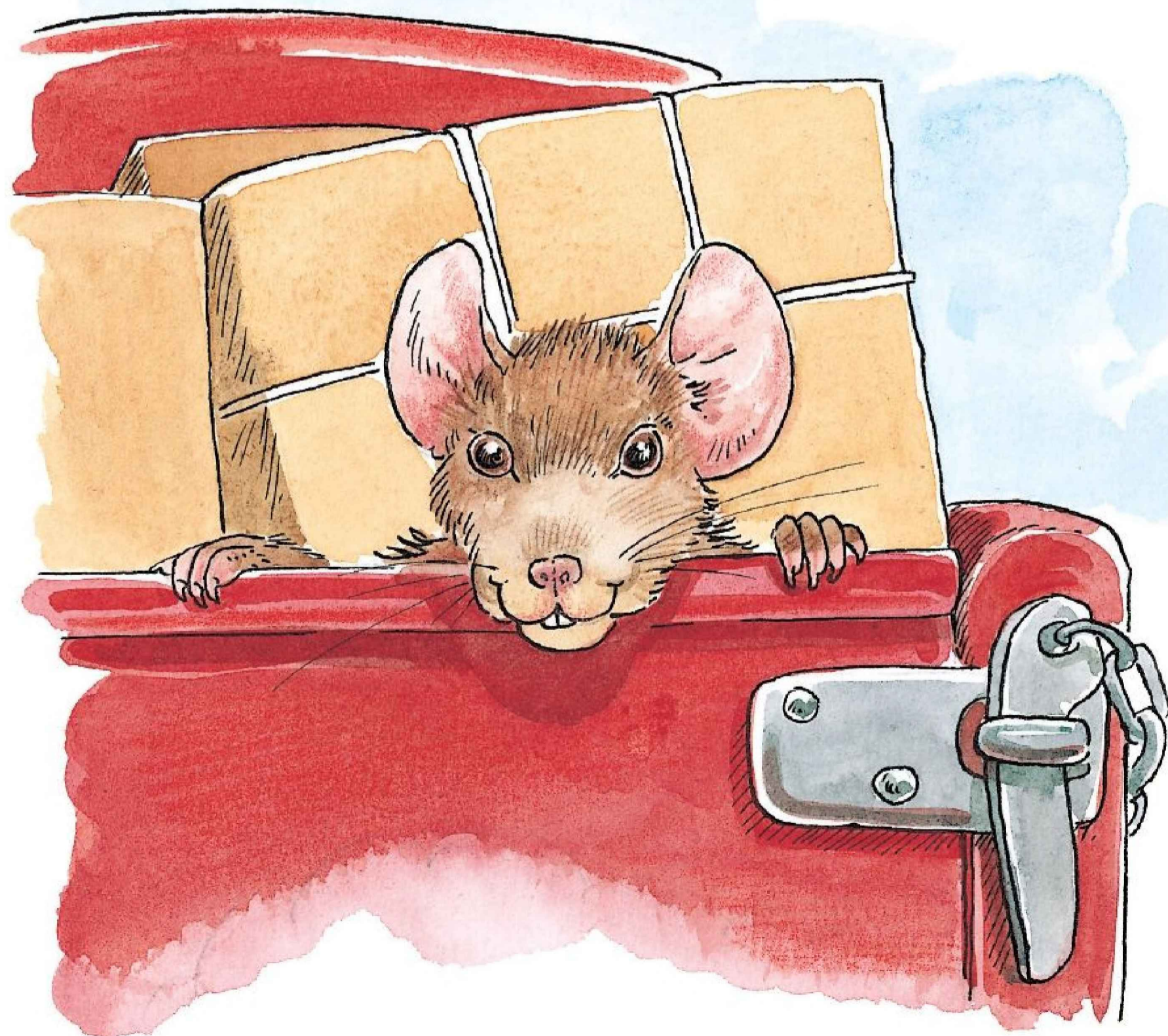
bounded	out
ground	outside
around	mouse
house	found
loudly	loud
shouted	ouch
without	about
mouse trap	



frowned	town
prowling	down
scowling	brown
growling	cows
owls	now

ow

The Town Mouse was going to visit his cousin, who lived in the country. That morning, he had found a truck at the market that was going to where his cousin lived. Now he was rattling along the lanes, hidden in the back of the truck.



When he arrived, the Town Mouse was tired and sore. He clambered out of the truck and onto the ground.



“There you are! I’ve been waiting for you,” cried his cousin, the Country Mouse. “Come on! Come on! Let’s get you home,” he continued.

The Country Mouse lived in a hole in a bank, hidden by a thorny bramble.

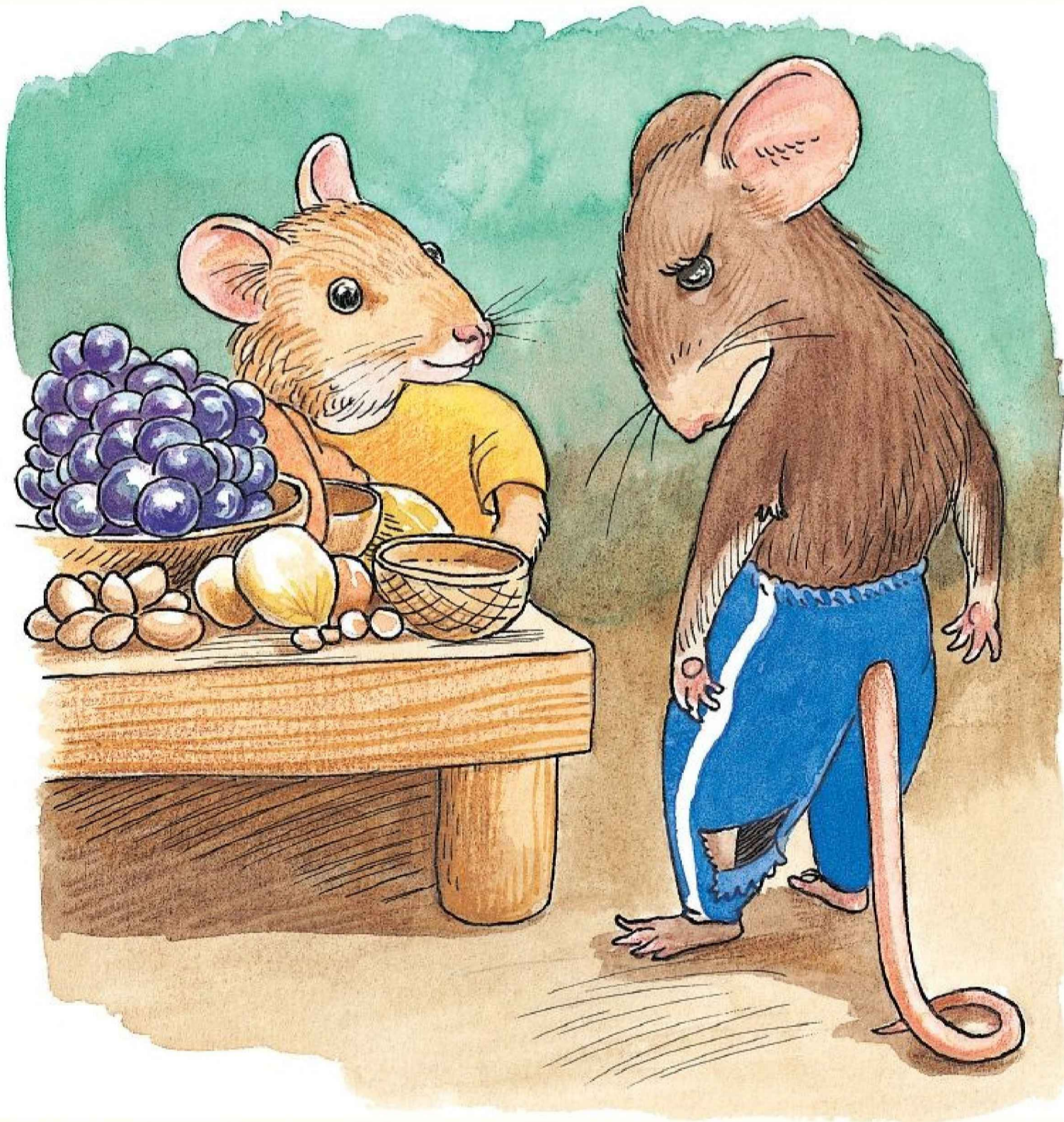
“Here we are,” said the Country Mouse, and dived quickly into his hole.



The Town Mouse started to follow him in.

“Ouch!” he cried, as he brushed against a thorn.

The Town Mouse was scowling
as he came in.
“You must be very hungry,” said the
Country Mouse. “Help yourself.
There is plenty of food.”



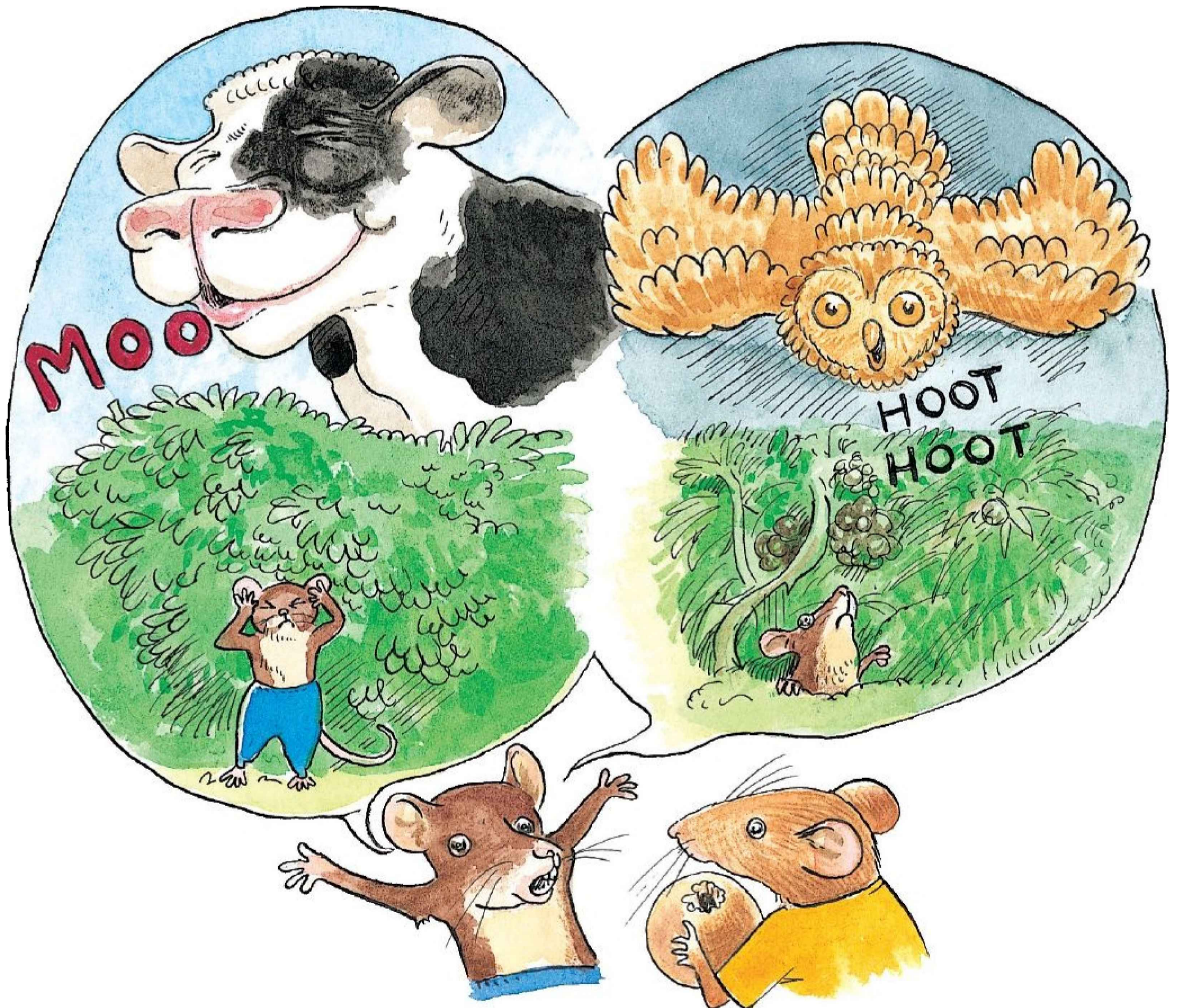
There were seeds, rose hips, nuts, a big
dish of blackberries and milk to drink.

One evening, when the Town Mouse had been there for about a week, the two sat down for supper.



“Are these the only things you eat?” said the Town Mouse. “Every day, it is the same old food. In the town, we have something different every day,” he boasted.

“I would not want to live in the country,” he continued. “The cows moo loudly all day. Then the owls hoot as soon as it is dark! It gets so dark by six o’clock that you cannot go outside. Why are there no streetlights?”



The Country Mouse frowned.
“I’m sorry...” he started to say.



“No, I’m sorry,” said the Town Mouse.
“It is just that things are so different where I live. Come to the town with me and you will see. No cows, no owls and no scrabbling around looking for food. I have an enormous house to live in too!”

So the next morning, the Town Mouse and the Country Mouse found a truck that was going to the town. They squeezed in between the crates in the back of the truck and they munched on apples all the way there, while the Town Mouse told his cousin about life in a town.



It was about two o'clock when they made their way to the big house, where the Town Mouse lived. "Isn't it splendid?" cried the Town Mouse, pointing to it. The Country Mouse looked up at the tall house and nodded.





They were just exploring one of the bedrooms when there was a loud growling noise.

“Run!” shouted the Town Mouse.

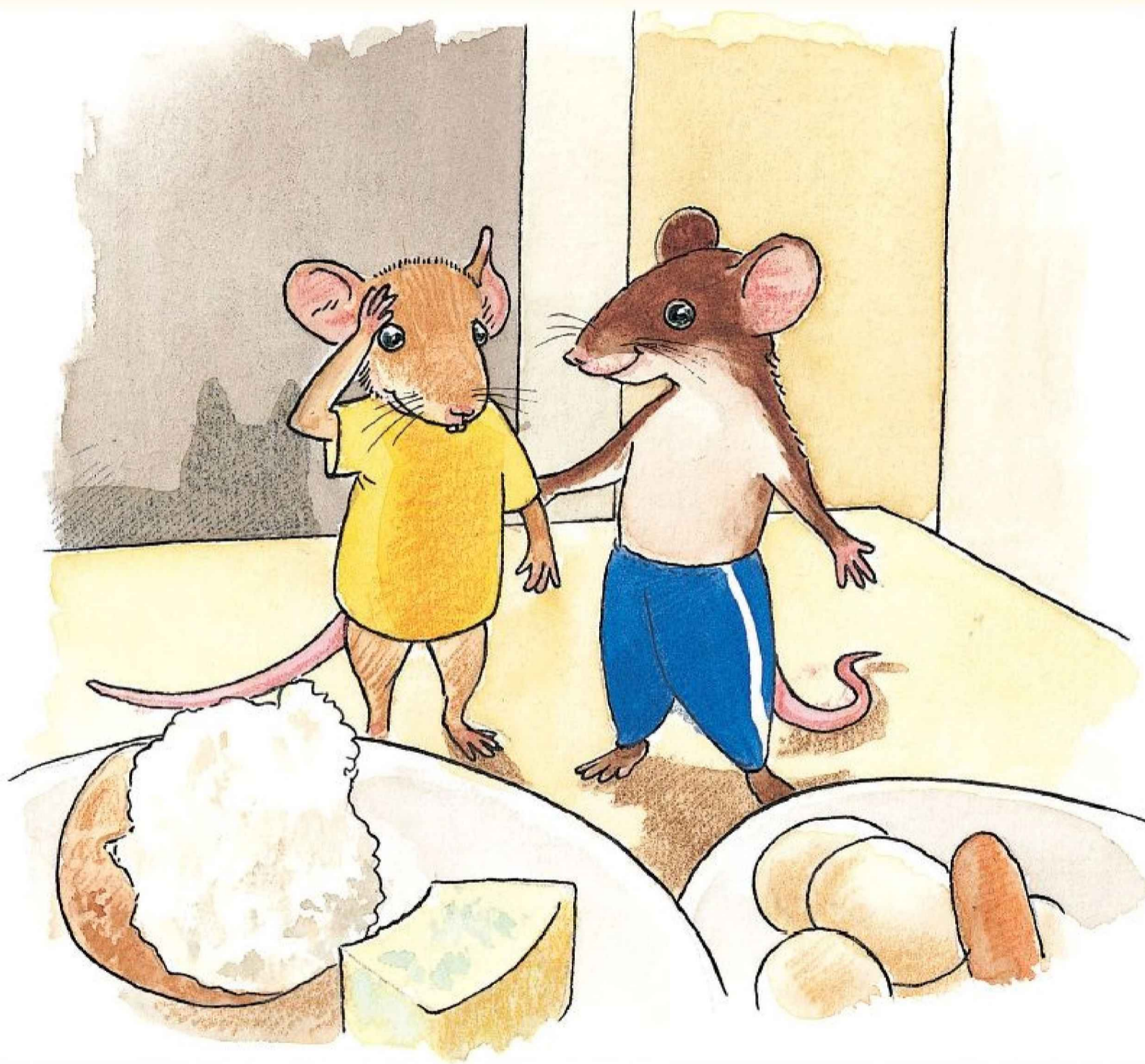
A big brown dog bounded into the room and started to chase them. They reached the mouse hole just in time.

“Let’s go to the kitchen and get some food,” said the Town Mouse. When they got there, the Town Mouse checked that all was safe.



“No!” he shouted, and ran quickly to the Country Mouse, who was just about to grab a big bit of cheese. He knocked the Country Mouse out of the way, just as the mouse trap crashed down!

The Town Mouse and the Country Mouse sat down to eat. The Country Mouse was still trembling. There was bread, butter, cheeses and lots more to eat.



“Now, this is a real feast!” said the Town Mouse with a smile.
“What would you like to eat?”

The Country Mouse was about to nod and agree with his cousin when he saw something prowling around the corner. "A cat! A cat!" he cried. "Look out!" They scrambled down and made a dash for the mouse hole.



They got there just before the cat.
The Country Mouse was
panting and shivering.



“That’s it!” he exclaimed.
“I’m going back to the country.
At least you get your dinner there,
whatever it is, without having to
escape dogs, mouse traps and cats!”



The next morning, the Country Mouse set off for the country. That evening, he found himself back in his little hole in the bank, hidden by brambles. He sat down, smiled and made himself an enormous dinner. Then he settled down to sleep in his safe little bed.

Reading Comprehension

Teachers and parents

An important part of becoming a confident, fluent reader is a child's ability to understand what they are reading. Below are some suggestions on how to develop a child's reading comprehension.

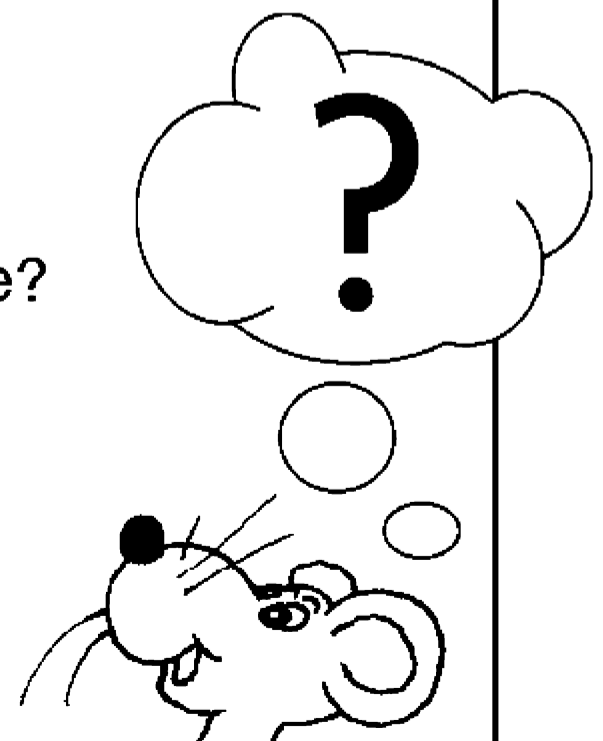
- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage the child to think about what might happen next. It does not matter if the answer is right or wrong, so long as the suggestion makes sense and demonstrates understanding.
- Ask the child to describe what is happening in the illustrations.
- Relate what is happening in the book to any real-life experiences the child may have.
- Pick out any vocabulary that may be new to the child and ask what they think it means. If they don't know, explain it and relate it to what is happening in the book.
- Encourage the child to summarise, in their own words, what they have read.

What's in the book?

- What does the Country Mouse eat in the country?
- How do the mice get to the town?
- Where does the Country Mouse find the piece of cheese?

What do you think?

- Why doesn't the Town Mouse like the country?
- Why doesn't the Country Mouse like the town?





Jolly Phonics Readers are fully decodable books for new readers.

These Readers have been written with a **carefully controlled vocabulary**, and are specifically designed for children who are learning to read and write with *Jolly Phonics*.

- The text in these Blue Level Books (fourth level) uses only **decodable regular words** that use the letter-sound knowledge taught so far: the 42 main letter sounds, <y> as in *happy*, and the main alternative vowel spellings (the 'hop-over <e>' spellings of the long vowel sounds, <ay> as in *day*, <ea> as in *seat*, <y> and <igh> as in *fly* and *high*, <ow> as in *low* and *now*, <ew> as in *dew*, <oy> as in *joy*, <ir> and <ur> as in *bird* and *turn*, and <al>, <au> and <aw> as in *talk*, *pause* and *saw*), and a small number of **'tricky' words** (frequently used words that are not fully decodable at this stage).
- All new tricky words and alternative vowel spellings used are shown on the front inside cover; these can be used as a quick practice activity before starting the book.
- **Faint type** is used for silent letters, like the in 'lamb'.
- **Comprehension questions** and discussion topics are included at the end of the book. These ensure that children are not only able to read the text, but also get meaning from the stories.

Blue Level Readers



Inky Mouse & Friends	General Fiction	Nonfiction
The Bird House	The Enormous Turnip	Soccer
Daisy and Buttercup	Rumpelstiltskin	Mountains
The New Kitten	Puppets	Henry Ford
An Inter-Hive Match	Many More Monsters	Sharks
The Maize Maze	The Pumpkin Party	The Moon
Beach Rescue	Town Mouse and Country Mouse	The Nile



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