

Mozart

Small Group Reading

Before reading

Direct students' attention to the cover of the book. Ask *Why do you think the title is written as it is? Who do you think Mozart is?* Ask students to predict what might happen in the story based on the chapter titles. Introduce the Reading vocabulary and discuss word meanings with students.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- Who is telling the story? (literal)
- Have you ever found a stray animal? What did you do? (personal response)
- What does James do to try to make friends with the stray cat? (literal)

CHAPTER 2

- Why do you think the stray cat takes James to its kitten? (inferential)
- How would you feel if you found a kitten and a stray cat? What would you do? (personal response)

CHAPTER 3

- How does James try to convince his mom that keeping the stray animals is a good idea? (literal)
- How does James decide on the name "Mozart"? (literal)

CHAPTER 4

- Do you think James's mom makes the right choice when she puts a notice in the newspaper about Princess and Mozart? Why or why not? (personal response)

- What do you think might happen next in the story? (inferential)

CHAPTER 5

- What does the saying "One good turn deserves another" mean? (critical thinking)
- What good turn do James and his family do? (inferential) What good turn (reward) do they receive? (inferential)
- Why do you think Princess's owner gives the family Mozart? (inferential)
- How do you think James feels? (inferential)

After reading

Students may complete BLMs 1 and 2 after you give them instructions for each activity.

Grammar Tell students to sort the descriptive adjectives (words that tell us about a person, place, or thing) on BLM 1 to match the characters in the story.

Spelling In the second activity on the page, students are to join small words to make compound words. **(BLM 1)**

Understanding cause and effect

Remind students that story characters' actions often cause other things to happen. Tell students to fill in the chart on BLM 2 to show how the actions of one character lead to other events. **(BLM 2)**

Tell students to imagine they have been given a two-minute spot on a local radio station to appeal to people to return their dog. Have them write the radio announcement and present it to the class.

Fluency Partner students and have each pair choose a chapter from the text to read aloud to each other. Have students read the chapter until they are able to do it fluently.

➔ Descriptive adjectives

Adjectives are describing words. Descriptive adjectives tell us about a person, place, or thing. Sort the descriptive adjectives listed below to match the story characters.

hungry	fluffy	James
caring	wary	
loving	small	
brave	soft	
dirtiest	clever	Princess
gentle	thoughtful	
limping	flea-bitten	
white	shaggiest	Mozart
tiny	beautiful	
friendly		

➔ Compound words

Compound words are words that are made up of two smaller words. Joining *over* and *night* makes the compound word *overnight*. Join these smaller words together to make compound words. Write all the compound words you can find below.

any	cause	an	news	may	be	paper	body
after	some	thing	one	other	no	noon	

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

➔ Cause and effect

Choose three main events from the story. Think about how the actions of one character cause other events to happen as the plot develops. Fill in the chart below.

Setting	Main event 1	Main event 2	Main event 3
Who is involved?			
Where is it happening?			
When is it happening?			
What is happening?			
The cause is . . .			
The effect is . . .			
The resolution or outcome is . . .			

