

Family Literacy Lesson Plans

Mice Are Nice

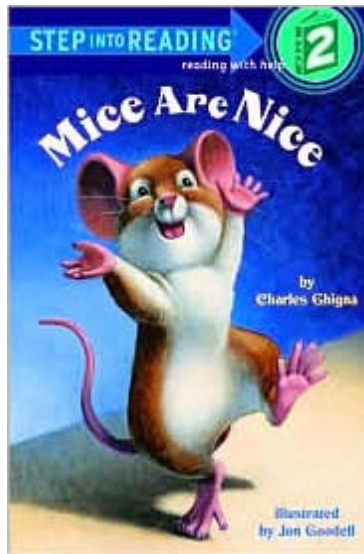
Adult Education Lesson Plan

Chore	Chore
Feed Pet 	Make Bed 
Laundry in Hamper 	Brush Teeth 
Do Homework 	Pick up Toys 
Help Set Table 	Help Clear Table 
Wash Face 	Get Dressed 

Early Childhood Education Lesson Plan



[Pet Responsibility Chart](#)
[Blank Responsibility Chart](#)
[Chore Labels](#)
[Suggested Responsibility Chart](#)



[Animal Who?](#)
[Gameboards](#)
["Mice on the Loose"](#)
[Hidden Picture](#)
[Animal Cards](#)
[Pet Shop Templates](#)
[Mouse Bookmarks](#)

Parenting Education Lesson Plan

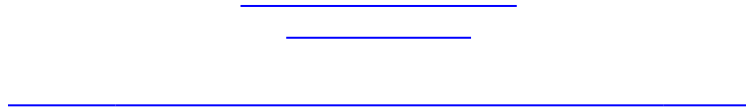


Interactive Literacy Lesson Plan



[A"More Cheese, Please" Gameboard](#)
[Cheese Hole Cards](#)
[Word Chunk Mouse Templates](#)

[Pet Shop Template](#)
[Animal Cards](#)
Pet Shop Photo



Adult Education Lesson Plan
for
Mice Are Nice by Charles Ghigna

Name of Activities: Teaching Children Responsibility **Students Participating; size of group:**
Adults- individuals or small groups

Lesson Goal: Learners will understand the importance of giving children responsibilities and strategies to promote good responsibility in their homes.

Learning Objectives/Skills: The learners will be able to:

- a) Explain the importance of teaching children responsibility at a young age
- b) Identify chores or behaviors children can do at home to build responsibility
- c) Create a Responsibility Chart for their child
- d) Understand the difference between intrinsic and extrinsic rewards

Environmental Adaptations, Time and Materials Needed: These activities can be adapted to almost any environment; however a flat surface (table or desk) would be helpful. The activities will take approximately **20-25 minutes**, depending on students. The following materials will be needed:

- *Mice Are Nice* by Charles Ghigna (one copy for each family if possible)
- Pet Responsibility Chart (one for each family)
- Blank Responsibility Chart (one for each family)
- Chore Labels (one for each family)
- Suggested Responsibility Chart (one for each family)
- pencils

Procedure/Description of the Activity

1. Instructor begins by explaining the importance of giving children responsibilities around the house. Children, from five to seven, are becoming more independent and confident in their own capabilities. To support this development, it is important to allow children to take an active role in simple household chores and share family responsibilities.
2. Introduce learners to the book, *Mice are Nice* by Charles Ghigna. Explain to parents that this book is a good example of how taking care of pets takes responsibility. Invite parents to listen to the story as it is read aloud. Instructors should model interactive reading techniques by asking questions and prompting listeners for predictions.
3. After reading the book, explain that taking care of pets takes a lot of responsibility. Have parents brainstorm ways of defining the concept of “responsibility” to children. A simple explanation may be “Responsibility is when you are given a special job. People are counting on you to do that job to help yourself or others.”
4. Explain to learners that the idea of responsibility can be introduced to children after reading the book, *Mice Are Nice*, in regards to taking care of a pet. If the child has a pet, ask them, “What

are some responsibilities you have when taking care of a pet?” If the child doesn’t have a pet, ask them, “If you had a pet, what are some responsibilities you think you might have to make sure it is safe and happy?” (e.g. Feed the pet, play with them, fill the water bowl, clean up after them, brush their fur, etc.) See the Pet Chore List for examples.

5. After parents discuss pet responsibilities with their child, they can then talk about other responsibilities around the house. Have parents brainstorm simple chores that children can complete such as making their bed or helping clear the table after dinner. Stress to parents that the focus of responsibility is not to give the child a long list of chores. The goal is to allow children to feel empowered by doing things independently. In doing so, parents are showing confidence in their child’s abilities. Building this responsibility and self-confidence at a young age will help prepare the child for larger responsibilities later in life.

6. Distribute the Suggested Responsibility Chart. Bring parents’ attention to the pictures that accompany the description of each chore. Not only does this help the child associate the written form of the words with its meaning, but also it allows children to actively monitor their own behavior independently. Encourage parents to let their child draw happy faces or place stickers in the boxes when they complete the chore each day. Parents and children should decide together on a good place to post the Responsibility Chart where it can be accessible and visible (e.g. on refrigerator).

7. Explain to parents that they can create an individualized Responsibility Chart. Distribute blank charts to parents and a sheet of Chore Labels. For many children, it may be helpful to start out with one or two responsibilities for a couple weeks (*Note: It may be more meaningful to children to select the responsibilities they want to do from the list. Encourage parents to create a chart together with their children at home*). Parents should recognize and praise their children for good behaviors, for example, “Johnny, you did a really nice job making your bed today. You are becoming very responsible!” Encourage parents to use the words “responsible” and “responsibility” often.

8. Last, explain to parents different types of rewards they could use to acknowledge their child’s effort and responsibility. There are two types of rewards: intrinsic and extrinsic. An intrinsic reward is when a child gets personal satisfaction from doing a good job. If a child remembers to make their bed every day of the week, they may feel very proud of themselves. Parents can strengthen intrinsic rewards by offering positive reinforcement. Extrinsic rewards are tangible objects such as stickers, toys, money or candy. Children may be motivated to take responsibility because they want certain prizes or toys. However, children may become expectant of rewards and lack motivation otherwise. Help parents understand that creating a balance between intrinsic rewards and small extrinsic rewards is important in building ongoing responsibility. Explain to parents that creating opportunities for family time is a good supplement to extrinsic rewards. Children may be rewarded with a special day with a parent or going to the playground or museum together. Encourage parents to help set small goals for their child and work towards larger ones over time.

Assessment:

Objective	Participants' Names												Comments
a) Explain the importance of teaching children responsibility at a young age													
b) Identify chores or behaviors children can do at home to build responsibility													
c) Create a Responsibility Chart for their child.													
d) Understand the difference between intrinsic and extrinsic rewards													

Reflect on the Activity:


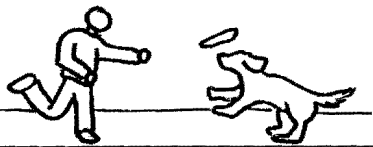


1. What worked well?
2. What didn't work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home/Extension Ideas: Encourage parents to try out the techniques at home with their children as they read *Mice Are Nice* and to report back on their success. Parents should use the charts and labels to create an individualized responsibility chart with their child and set small obtainable goals.

Literacy Area(s)* Addressed (check all that apply):					
	The Power and Pleasure of Literacy	X	The Literate Environment	X	Language Development
	Phonological Awareness		Phonemic Awareness		Types of Text
X	Letters and Words	X	Vocabulary		Knowledge of Print
	Building Knowledge and Comprehension		Reading Comprehension	X	Motivation
	Fluency	X	Multiple Literacy		

* from National Center for Family Literacy's *Building Strong Readers and Learning to Read and Write*.

_____'s Responsibility Chart

Chore	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Feed Pet 							
Play with Pet 							
Fill Water 							
Brush/Wash Pet 							



★ _____'s Responsibility Chart ★

Chore	Mon	Tues	Wed	Thurs	Fri	Sat	Sun



Chore

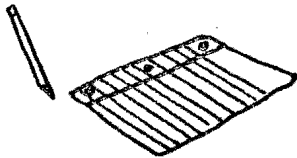
Feed Pet



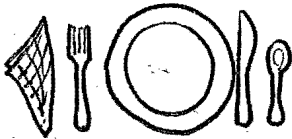
Laundry in Hamper



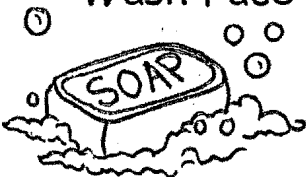
Do Homework



Help Set Table



Wash Face



Chore

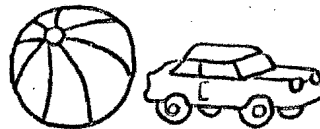
Make Bed



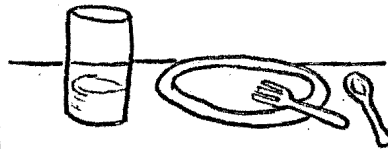
Brush Teeth



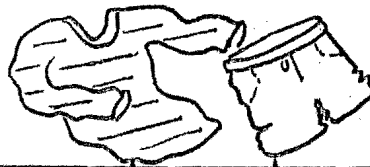
Pick up Toys





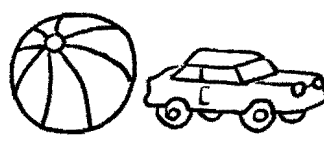
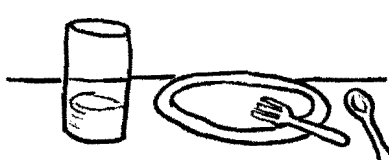

Help Clear Table



Get Dressed



_____'s Responsibility Chart

Chore	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Make Bed 							
Brush Teeth 							
Pick up Toys 							
Help Clear Table 							
Get Dressed 							



Early Childhood Lesson Plan
for
Mice are Nice by Charles Ghigna

Name of Activities: Animal Who? Game

Animal Charades

“Mice on the Loose” Hidden Picture

Students Participating; size of group:

Children, any size group; partners

Lesson Goal: Learners will participate in playing the *Animal Who?* game by describing animal characteristics and incorporating adjectives. Learners will also play Animal Charades using animals from the text. Learners will complete a hidden picture to find mice in a pet shop.

Learning Objectives/Skills: The learners will be able to:

- a) Actively listen to a story and participate in a group discussion before and after
- b) Participate in playing the *Animal Who?* game and use descriptive questions to identify a partner’s mystery animal
- c) Use appropriate hand motions and body movements to act out an animal
- d) Identify mice in the “Mice on the Loose” hidden picture

Environmental Adaptations, Time and Materials Needed: These activities can be adapted to almost any environment. Children will need a flat surface (table, tray, floor) where they can play the game with a partner. The activities will take approximately **25-30 minutes**, depending on students. The following materials will be needed:

- A copy of *Mice Are Nice* by Charles Ghigna
- *Animal Who?* game boards (one for each student)
- “Mice on the Loose” hidden picture (one for each student)
- Animal Cards (one set for the whole class charades game and one set for each pair of student for *Animal Who?* game)
- Pet Shop Template (glued onto brown bag)
- Beans, counters or pennies (to be used as markers on game board)
- Mouse Bookmarks with “Suggested Titles List”

Procedure/Description of the Activity

1. Gather children and seat them for story time. Introduce the book, *Mice Are Nice* by Charles Ghigna to students. Before reading the book, ask students what vowel sound they hear in the words “mice” and “nice.” Students should recognize the long “i” sound. Remind students that these two words are examples of “rhyming words” because their endings sound the same. Identify the “-ice” word chunk for students. Ask students to brainstorm additional words that rhyme with “mice” and “nice.” Make a list on the board so children can recognize how only the beginning letter(s) change.

2. Read *Mice Are Nice* to the group. During the read aloud, ask students questions to actively engage them in the story. Point to illustrations to encourage students to

participate and create a shared reading experience. Also, after reading each page, have students identify rhyming words.

3. After reading the book, ask students some follow-up questions about the story. For example, “Who can name some animals that were in the pet shop?” or “What are some of the reasons why mice are nice and would make good pets?” Ask students to share if they have any animals at home and why they make good pets.

4. Next, explain to students that they are going to play a game called *Animal Who?* using animals from the story. Show students an *Animal Who?* game board and point to each animal for the class to say aloud.

5. Explain the directions of the game to students and demonstrate. Two students will sit facing each other, each with a game board and some counters. Each pair will also receive a set of Animal Cards, cut apart ahead of time. Place the animal cards face down in a pile. Each student will draw a card, look at it and put it face down next to them. The point of the game is to alternate asking questions to discover the mystery animal. For example, Player 1 may ask, “Does your animal have a tail?” Player 2 says “No.” Player 1 would place a marker over each animal on the board with a tail. Partners continue to ask questions until they can guess the correct animal.

6. When students have finished playing *Animal Who?* have them gather as a group on the floor. Using a set of Animal Cards in the Pet Shop bag, play a game of Animal Charades. Explain to students that they will draw a card from the bag and use body movements to act out the animal for the class. The audience will raise their hand and guess. After using all the Animal Cards, have students choose more exotic animals like elephants, dolphins, tigers etc. to act out.

7. Conclude the lesson by giving each student a “Mouse on the Loose” hidden picture. Explain to students, “Oh no! Someone left the door to the mouse cage open and now they are loose in Babette’s Pet Store! Can you help find all the mice hiding in the store?” Students can circle hidden mice and color the picture if time remains.

8. Distribute Mouse Bookmarks to each student to take home with a list of suggested titles for families to read together.

Assessment:

Objective	Participants' Names												Comments
a) Actively listens to a story and participates in group discussion													
b) Participates in playing Animal who and uses descriptive questions to identify a partner's mystery animal													
c) Uses appropriate hand motions and body movements to act out an animal													
c) Identify mice in the "Mice on the Loose!" hidden picture													

Reflect on the Activity:

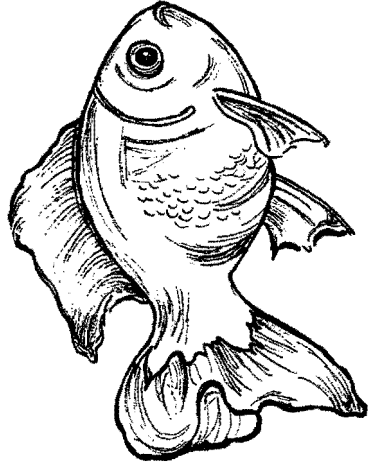
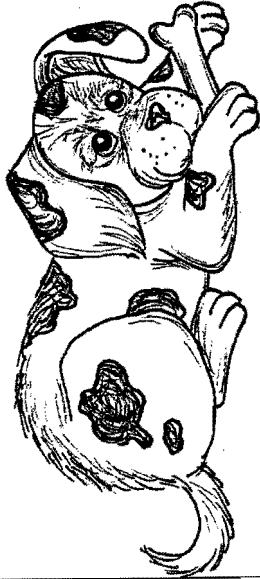
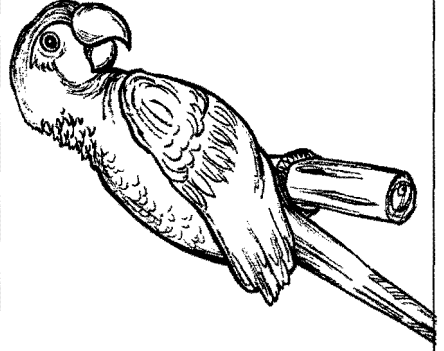
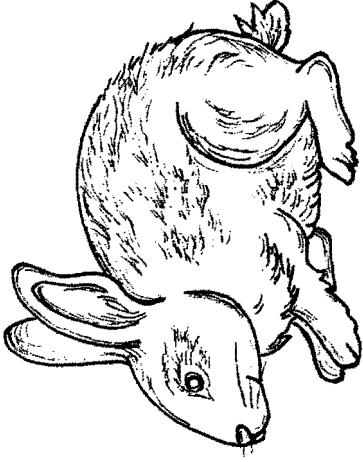
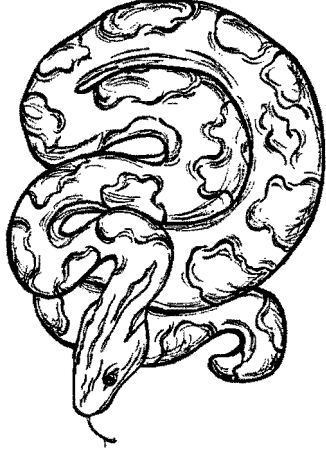
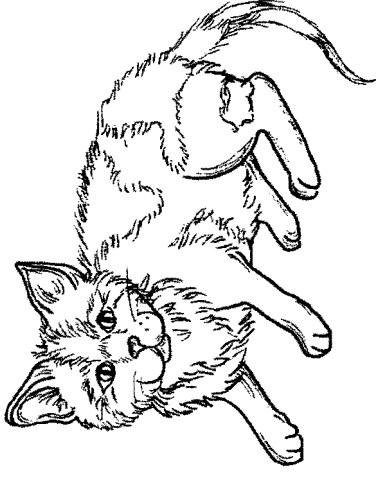
1. What worked well?
2. What didn't work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home/Extension Ideas: a) If possible, give each student materials to play the Animal Who game at home with their family and siblings b) Read one of the mouse books listed on the mouse bookmarks c) Play Animal Charades with family members

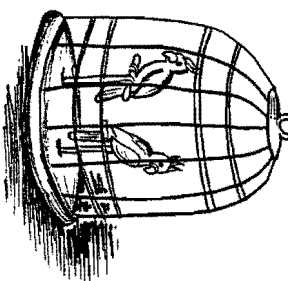
Literacy Area(s)* Addressed (check all that apply):					
X	The Power and Pleasure of Literacy	X	The Literate Environment	X	Language Development
X	Phonological Awareness	X	Phonemic Awareness		Types of Text
X	Letters and Words	X	Vocabulary		Knowledge of Print
X	Building Knowledge and Comprehension	X	Reading Comprehension	X	Motivation
	Fluency	X	Multiple Literacy		

* from National Center for Family Literacy's *Building Strong Readers* and *Learning to Read and Write*

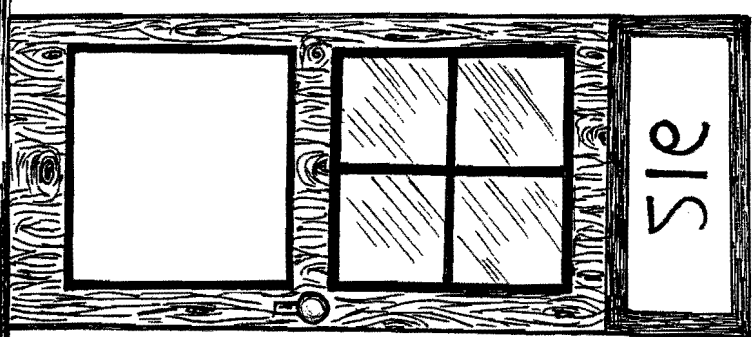
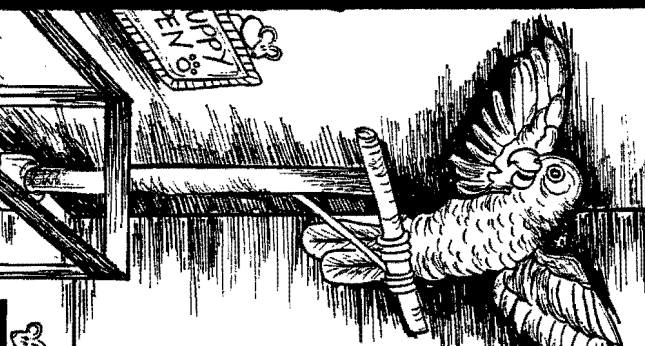
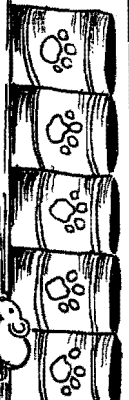
Animal Who?



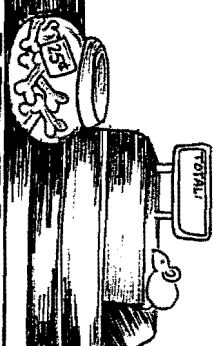
BIRDS



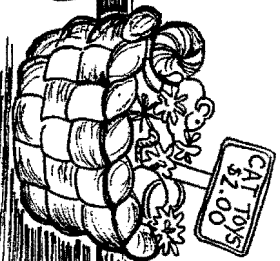
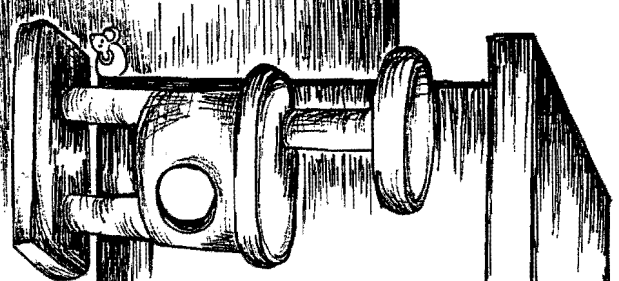
DOG FOOD
\$3.00



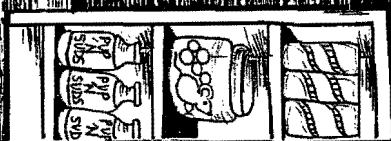
Babette's
2159

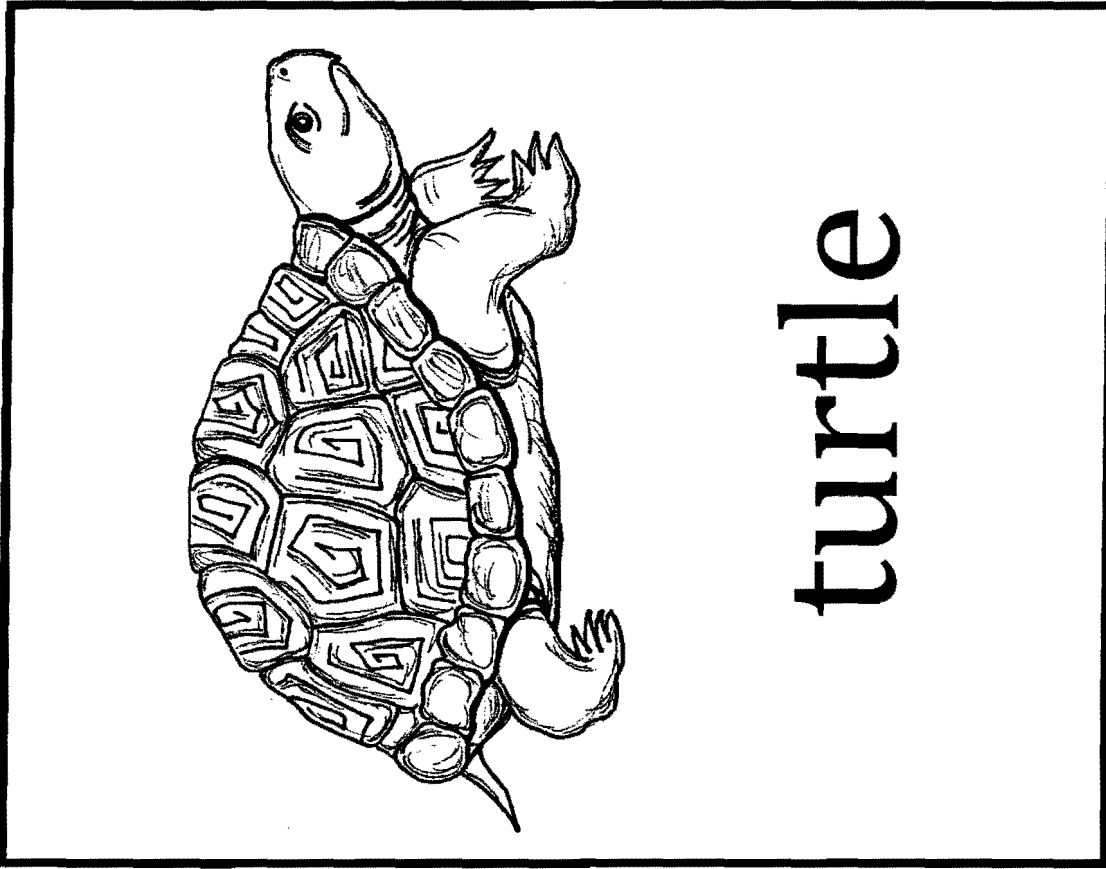


Someone left the mouse cage
open at Babette's Pets!
Can you find all 12 hidden
mice in the pet shop?

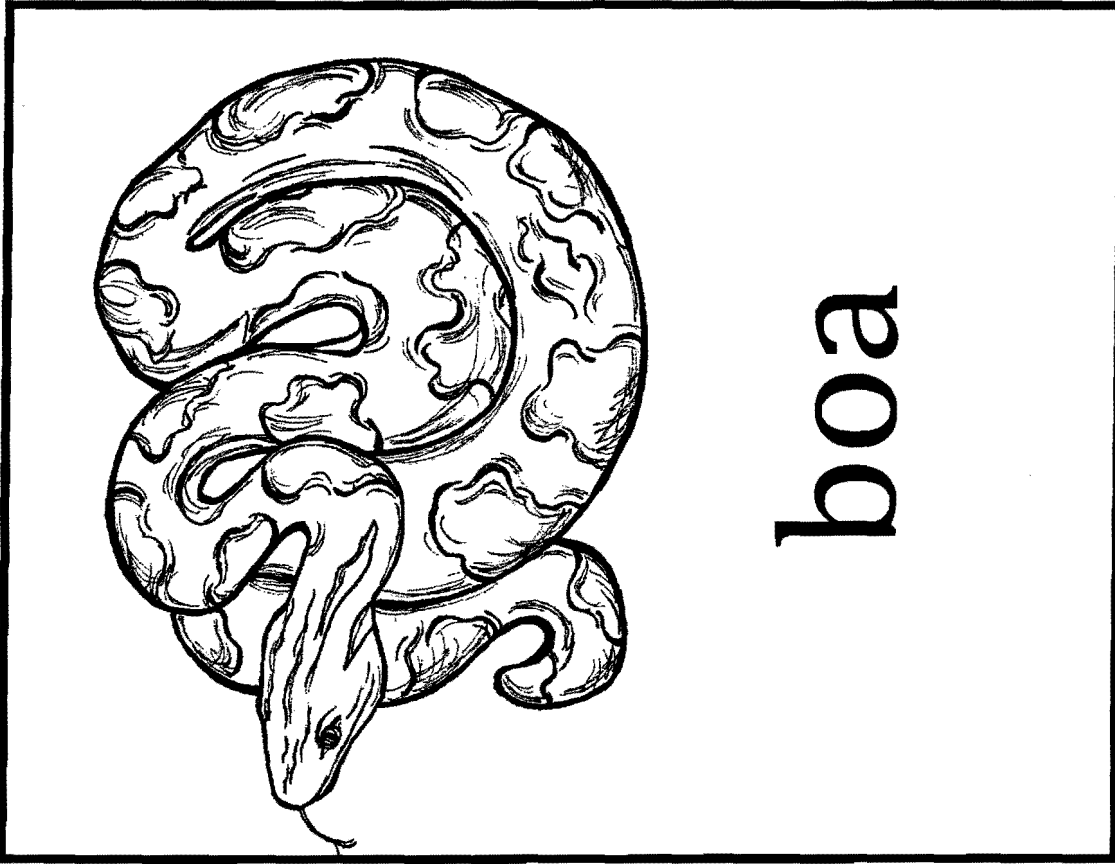


CAT TOYS
\$2.00

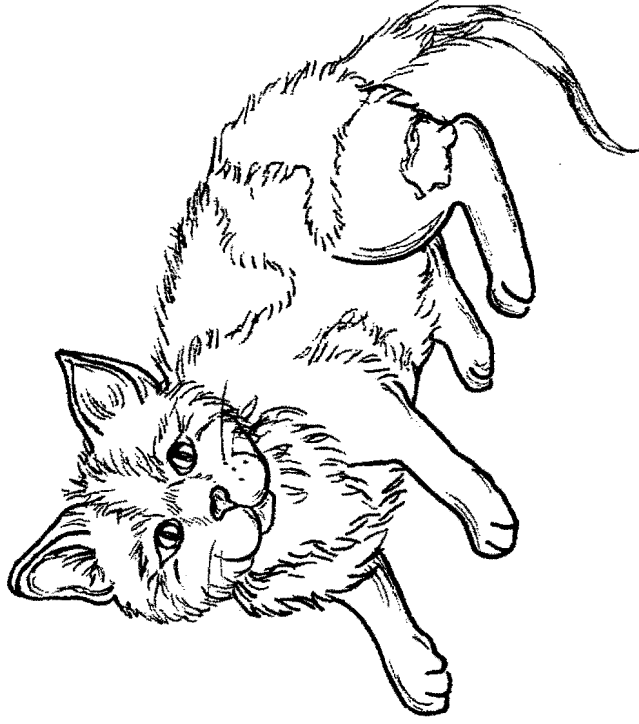




turtle



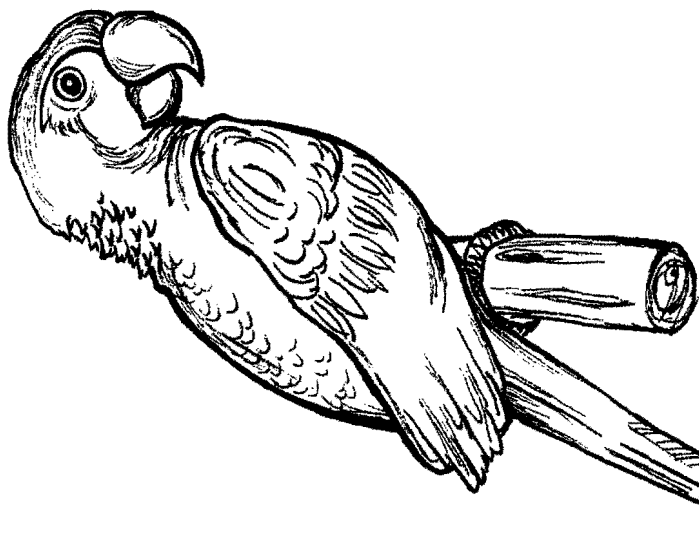
boa



cat



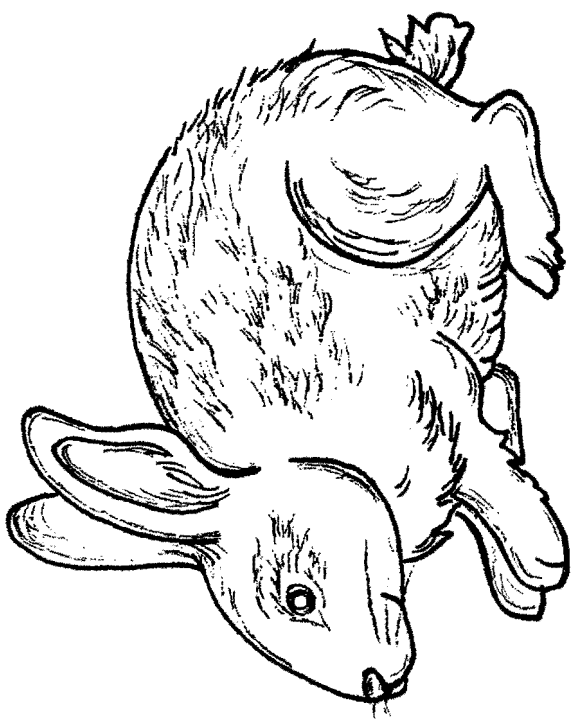
mouse



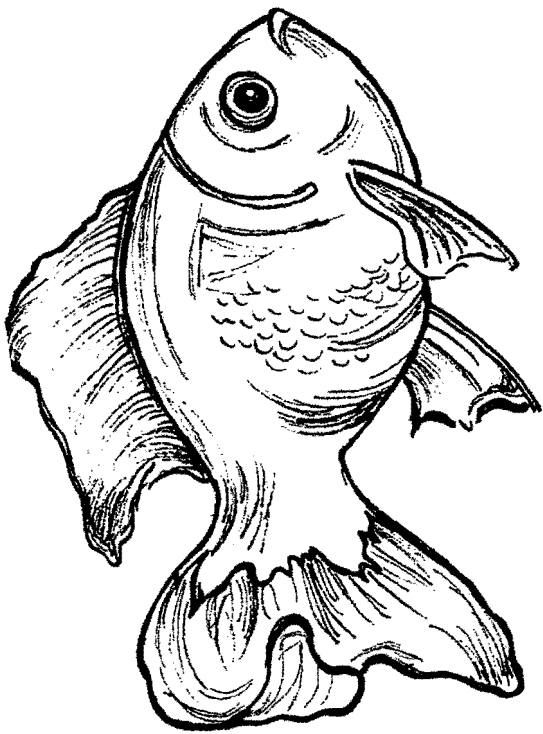
parrot



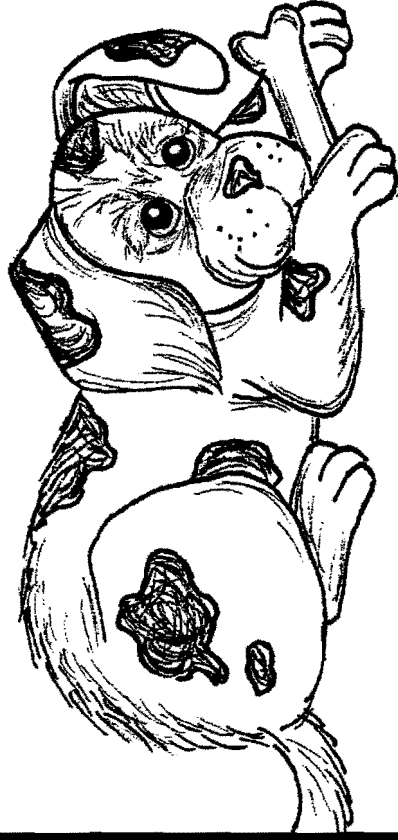
lizard



rabbit

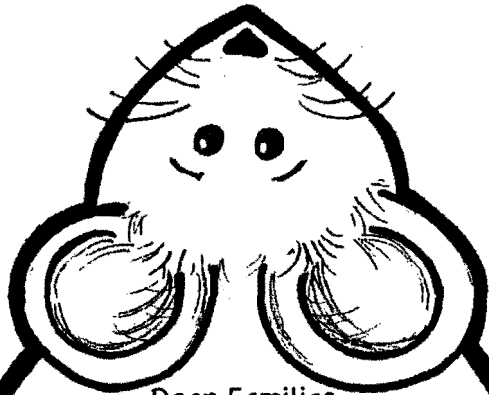


goldfish



puppy





Dear Families,

Today your child listened to
the story, *Mice are Nice*
by Charles Ghigna.

Here are some other
suggested books about mice
and pets to enjoy at home!

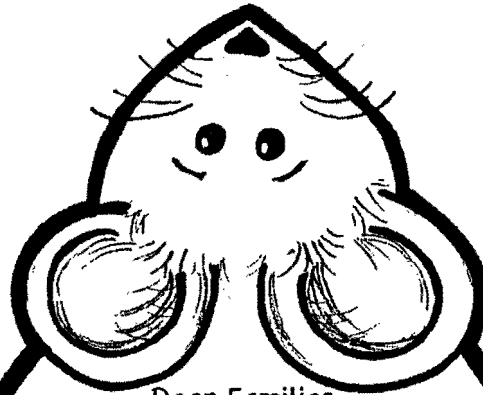
The Lion and the Mouse
by Jerry Pinkney

Inside Mouse, Outside Mouse
by Lindsey Barrett George

If You Give A Mouse a Cookie
by Laura Joffe Numeroff

Mouse T.V.
by Matt Novak

Can I Keep Him?
by Steven Kellogg



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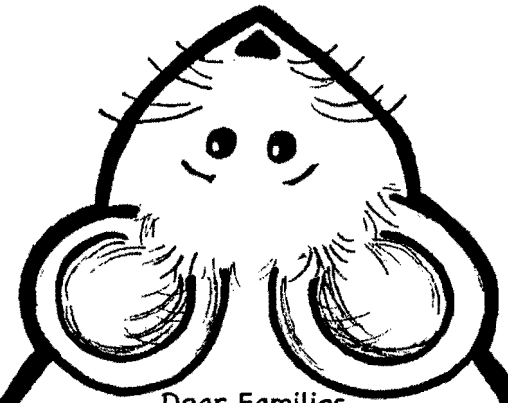
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Parent Education Lesson Plan
for
Mice Are Nice by Charles Ghigna

Name of Activities: Reading Books with Rhyme
Word Chunk Mice
More Cheese, Please Game

Students Participating; size of group:
Individual parents or parents in a large group

Lesson Goal: Parents will learn how rhyme can be used to support early readers and understand common “word chunks” by preparing game materials for their child.

Learning Objectives/Skills: The learners will be able to:

- a) Understand how rhyme can support early readers’ development
- b) Acquire knowledge of common “word chunks” such as “-ice” “-all” “-ace” and “-ee”
- c) Learn a rhyming game and prepare materials for their child to play at home

Environmental Adaptations, Time and Materials Needed: These activities can be adapted to many different situations but chairs/desks in a circle would be ideal. The activities will take approximately **20-25 minutes**, depending on students. The following materials will be needed:

- Copies of *Mice Are Nice* by Charles Ghigna (one for each family)
- “More Cheese, Please” game board (two for each family)
- Cheese Hole Cards (one for each family)
- Word Chunk Mouse Templates (one of each word chunk and a blank template)
- Pencils and paper
- Zip-lock baggies
- Scissors

Procedure/Description of the Activity

1. Instructors should begin the lesson with a brief discussion about rhyming texts. Many books for young children have rhyming words or phrases. These books may seem cute or funny, however, rhyming words can be a very supportive tool for developing readers. Make sure parents understand that when children are exposed to rhyming words, they are hearing repeated examples of the same vowel and consonant patterns.

2. Explain to parents that although rhyming books may seem simple, they help strengthen and build an association between letter combinations and sounds. Parents can increase the effectiveness of rhyming books by bringing their child’s attention to repeated word chunks. Word Chunks are common groups of letters and sounds found in different words, for example, “-ace,” as in face, lace and brace.

3. Introduce the book *Mice Are Nice* by Charles Ghigna. Bring parents’ attention to the cover of the book and title. Explain that “-ice” is a word chunk or sometimes called a “word family.” By changing the letter in front of the word chunk, many words can be formed. Ask parents to listen to you as you read the story and identify rhyming patterns and word chunks. Instructors should model interactive reading techniques by asking questions, prompting listeners for predictions and

making connections between the illustrations and text (*Instructor Note: In this book, the illustrations provide excellent visual cues to help beginning readers decode words that would make sense in a sentence*).

4. After reading the story, discuss with parents different word chunks they heard in the story. Parents may have heard “-ell” “-eek” “-ice” “-et” “-ace” etc.

5. Distribute the Word Chunk Mouse Template for the “-ice” chunk. Demonstrate for parents how to cut out the template and assemble by cutting along the two slits and sliding on of the tails through. Explain to parents that this can be a fun way for children to learn different words with a single word chunk. Each template includes two tails. One tail contains single letters and the second tail contains blends (two letters/sounds). Encourage parents to practice reading the different words aloud with their children at home.

6. Next, explain to parents how to play the rhyming game, *More Cheese, Please!* This game helps children identify rhyming words that share the same word chunk. Each family should receive two game boards, one set of Cheese Hole cards, and multiple Word Chunk Mouse Templates for additional chunks. Parents should cut apart the Cheese Hole cards and lay them face down in the “pot.”

7. The game is played with two players. Each player has a board in front of them and selects a different Word Chunk Mouse Template. The Cheese Hole cards are placed between the two players. Players take turns drawing a card from the pot. If the word contains the word chunk, the player will keep the circle and put it in their cheese game board. If a player draws a circle that does not have a word from their word family, then they will place it back in the pile.

Note: Children can self-check to see if words have their word chunk using their Word Chunk Mouse Template they chose for the game.

8. The game is over when one player has collected all five Cheese Hole cards for their board. Partners can play again by choosing a different Word Chunk Mouse Template.

9. Invite parents to play this game with their children at home and read the words aloud. Each parent may take home the appropriate materials to play the game.

Assessment:

Objective	Participants' Names												Comments
a) Understand how rhyme can support early readers' development													
b) Acquire knowledge of common "word chunks"													
c) Learn a rhyming game and prepare materials for their child to play at home													

Reflect on the Activity:

1. What worked well?
2. What didn't work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

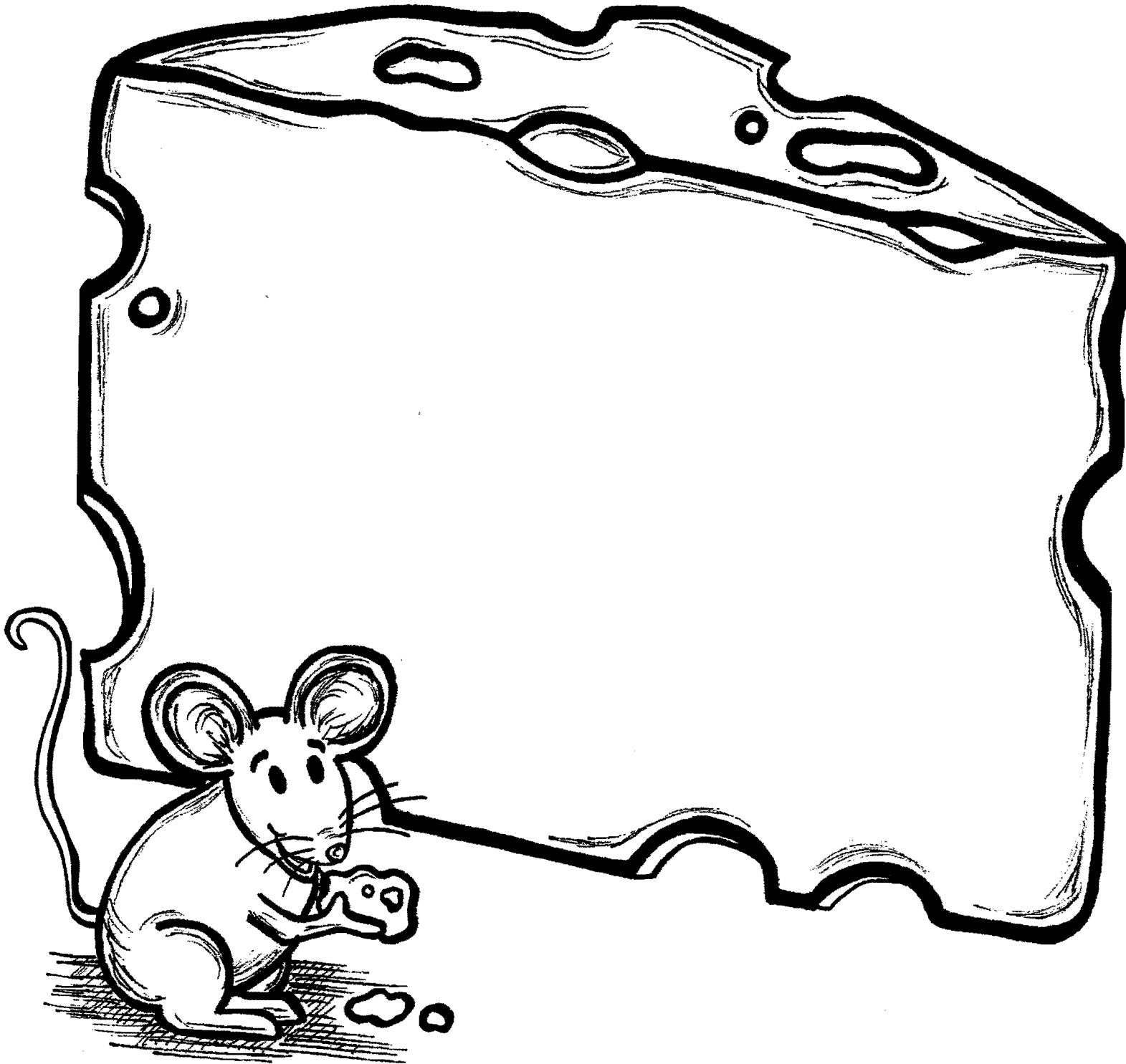
Transfer Home/Extension Ideas: Encourage parents to try out the techniques at home with their children as they read *Mice Are Nice* and to report back on their success. Parents may use the Cheese Hole Word cards as part of a "Memory Game." Lay all the cards face down and try to uncover a rhyming pair. If the two words rhyme, the player collects the cards.

<u>Literacy Area(s)* Addressed (check all that apply):</u>					
X	The Power and Pleasure of Literacy	X	The Literate Environment	X	Language Development
X	Phonological Awareness	X	Phonemic Awareness	X	Types of Text
X	Letters and Words	X	Vocabulary	X	Knowledge of Print
X	Building Knowledge and Comprehension	X	Reading Comprehension	X	Motivation
	Fluency		Multiple Literacy		

* from National Center for Family Literacy's *Building Strong Readers and Learning to Read and Write*

More Cheese, Please!

Help mouse find the holes for his cheese!
Find five rhyming words to put inside the cheese.



mice

sleek

face

smell

dice

week

race

fell

spice

peek

lace

yell

rice

seek

place

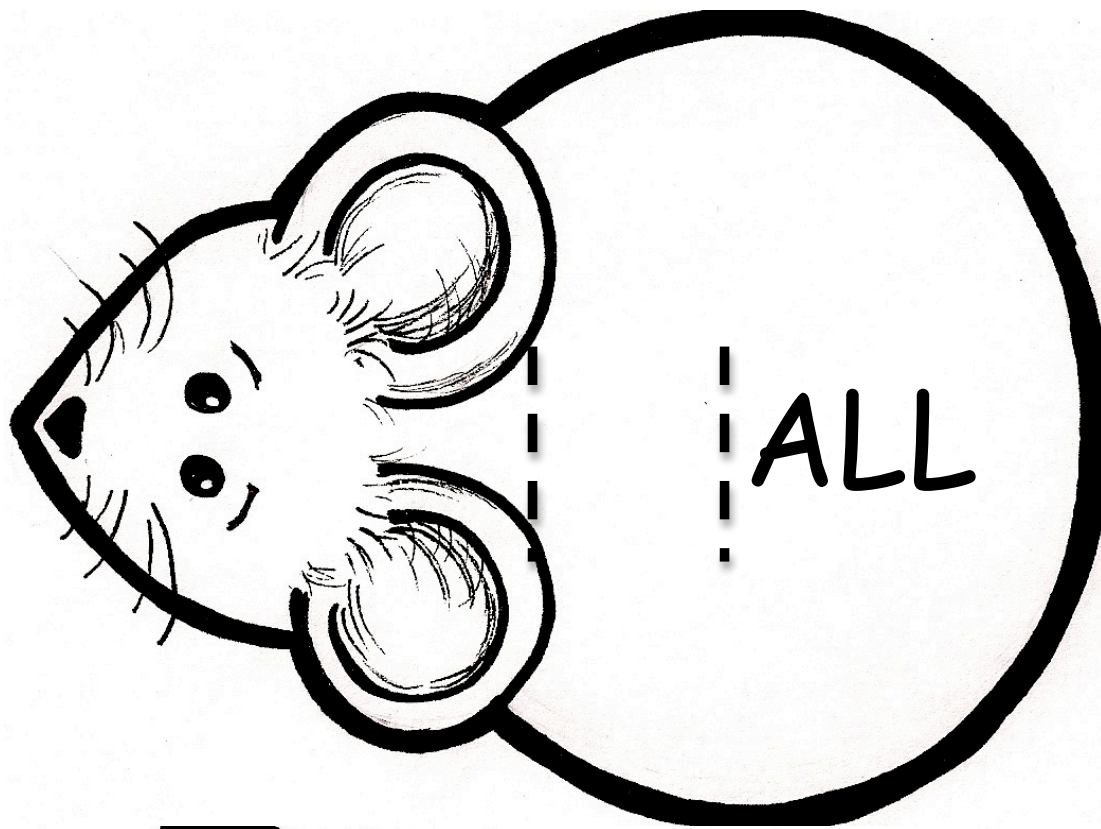
shell

nice

cheek

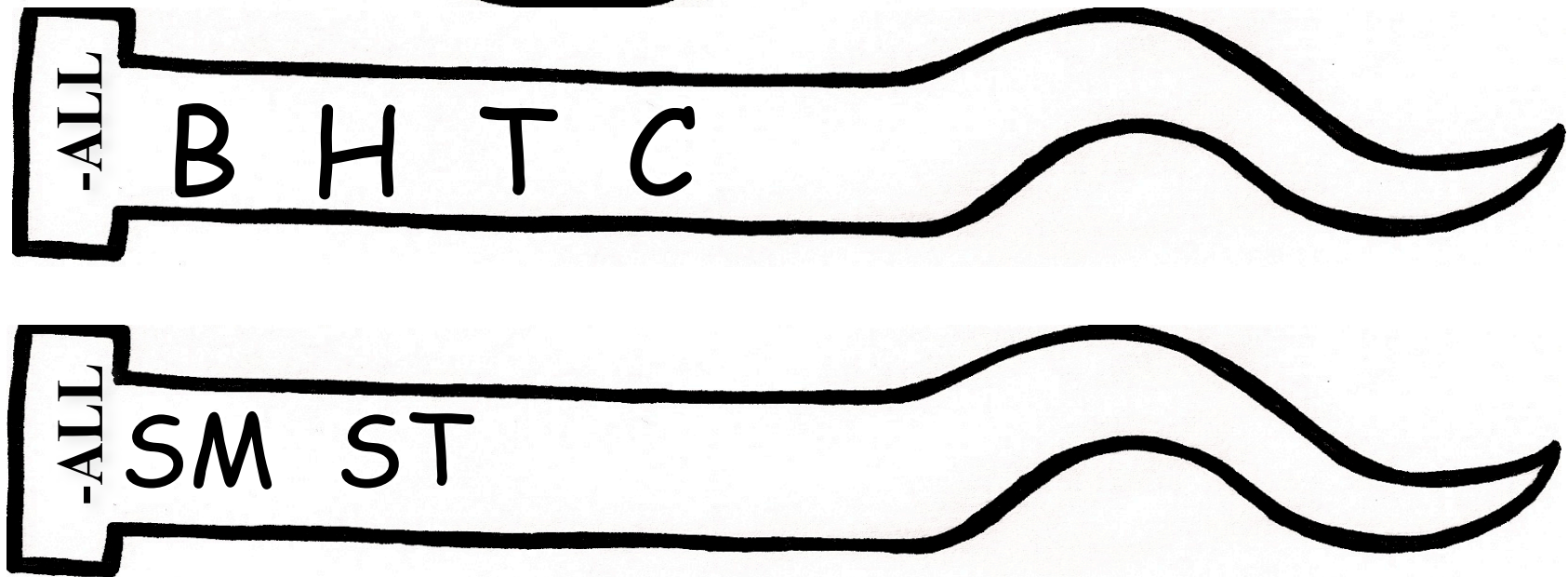
space

sell



"-ALL" Mouse

BALL
HALL
TALL
CALL
SMALL
STALL



Interactive Literacy Lesson Plan
for
Mice Are Nice by Charles Ghigna

Name of Activities: Pet Shop Grab
Name That Animal

Students Participating; size of group:
Children and parents; partners

Lesson Goal: Children and families will practice comprehension through an interactive game and play *Name That Animal* using descriptive language and analytical reasoning.

Learning Objectives/Skills: The learners will be able to:

- a) Actively listen to a story and participate in a group discussion (children and parents)
- b) Demonstrate comprehension by playing *Pet Shop Grab* game and recalling animal characteristics (children)
- c) Listen and support their child by participating in the *Pet Shop Grab* game (parents)
- d) Provide effective prompts for their child when necessary (parents)
- e) Use descriptive language to provide clues about an animal (children and parents)
- f) Use analytical reasoning to determine a mystery animal from a set of clues (children and parents)

Environmental Adaptations, Time and Materials Needed: These activities can be adapted to almost any environment. Children will need a flat surface (table, tray, floor) to lay the animal cards on during the *Name That Animal* game. The activities will take approximately **25-30 minutes**, depending on students. The following materials will be needed:

- A copy of *Mice Are Nice* by Charles Ghigna (one for each family)
- Pet Shop Template (one for each student)
- Brown bag (one for each student)
- Animal Cards (one set for each family)
- Coloring supplies (crayons, markers, colored pencils)
- Safety scissors
- Glue sticks/Elmer's Glue/Tape

Procedure/Description of the Activity:

1. Begin the lesson by inviting children and families to join you for story time. Introduce the book, *Mice Are Nice* by Charles Ghigna. Have children look at the cover illustration and make predictions about what the story will be about. Ask children, "Do you think this mouse is happy or sad? How can you tell?"
2. Invite parents to read the story to their child in pairs or small groups. Parents should prompt their child to pay attention to the reasons why each animal would NOT make a good pet, as this will be important when playing the *Pet Shop Grab* game. Also ask children to further explain some of the reasons. For example, a parent may ask, "Why

wouldn't you want a pet turtle that hides in its shell all day?" Children may reason that you cannot play with them or see their head and arms often.

3. After reading the book talk with children and families about the story. Ask children to identify reasons why mice are nice and would make good pets. Incorporate higher level thinking questions such as, "Do you agree that mice would make good pets? Why or why not?"

4. Explain to children and families that remembering and understanding details from a text is an important skill called "comprehension." Parents and children will play an interactive game called *Pet Shop Grab* that will help assess children's comprehension of the story. Each family should receive a Pet Shop Template, brown bag and set of Animal Cards.

5. First, have children and parents color and cut out the Animal Cards and Pet Shop Template together. Have parents help children glue the Pet Shop Template onto the brown bag with the bag opening at the top. Cut off the portion of the brown bag that comes above the Pet Shop (see photo for details). Next, place the Animal Cards inside the brown bag.

6. When groups are finished creating their materials, have them use the *Pet Shop Grab* game to recall details from the book. Children will draw an Animal Card out of the bag and explain a reason from the book why it wouldn't make a good pet. Eg. Child draws a boa, "Boas squeeze! But mice are nice!" If a child draws a mouse from the bag, they will explain one reason why a mouse would be a good pet. E.g. "Mice are nice because... they are cuddly and small."

7. If children are struggling to recall specific details from the book, parents can offer prompts to help their child. Parents may ask, "What are some reasons why *you* think this animal wouldn't make a good pet?" Parents should praise their children for reading words on the Animal Cards and remembering details from the story!

8. The game is over when all the cards have been drawn from the bag. Families can take the game materials home to play again or set up an imaginary pet shop.

9. Using the same Animal Cards (with only one mouse card this time) and the Pet Shop bag, families can play *Name That Animal*. This game is for two players. First, the parent draws an Animal Card from the bag. Then, they give the child clues to see if the child can guess the animal. Eg. "I am long and skinny. My eyes are slits. I have a tongue that goes in and out. I can squeeze very tight." Encourage parents to give one clue at a time so children can guess names of animals after each one. Parents should provide clues about the physical description of the animal as well as strong action verbs related to its behavior. Continue providing clues until the child guesses correctly.

Note: For more support, spread out the Animal Cards on a flat surface, facing up in front of the child. The parent will secretly select an animal to describe. This way, the child can use the visual cues from the animal illustrations to help them identify the animal.

10. Continue the game by having the child give the parent clues about an animal. Encourage them to use details from the book about the animal's characteristics and description.

11. Another variation can be played by giving clues about what the animal is NOT like. This will help children practice analytical reasoning as they eliminate animals based on their characteristics. Begin the game by laying all the Animal Cards face up. An example of this variation is shown in the dialogue below:

Parent: My animal does not have fur.

Child: *(Eliminates animals that DO have fur such as the mouse, kitten, puppy and rabbit)*

Parent: My animal does not have any feet.

Child: *(Eliminates animals that are left that DO have feet such as the lizard, turtle, and parrot. Now only the snake and fish remain)*

Parent: My animal does not have fins.

Child: *(Eliminates the goldfish)* Your animal is a SNAKE!

Assessment:

Objective	Participants' Names												Comments
a) Actively listen to a story and participates in group discussion (parents and children)													
b) Demonstrate comprehension by playing <i>Pet Shop Grab</i> and recalling animal traits (children)													
c) Listen and support child by participating in the <i>Pet Shop Grab</i> game (parents)													
d) Provide effective prompts for their child when necessary (parents)													
e) Use descriptive language to provide clues about an animal (children and parents)													
f) Use analytical reasoning to determine a mystery animal from a set of clues (children and parents)													

Reflect on the Activity:

1. What worked well?
2. What didn't work?
3. What might have made the activity more successful?

4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home/Extension Ideas: a) Children can take home their Pet Shop bag and Animal Cards and create a make-believe pet shop in their home b) Parents and children can create their own animal cards to add to the Pet Shop bag c) Families can choose a mouse book from the Suggested Titles List to read as an extension to this story.

Suggested Titles about Mice:

The Lion and the Mouse by Jerry Pinkney

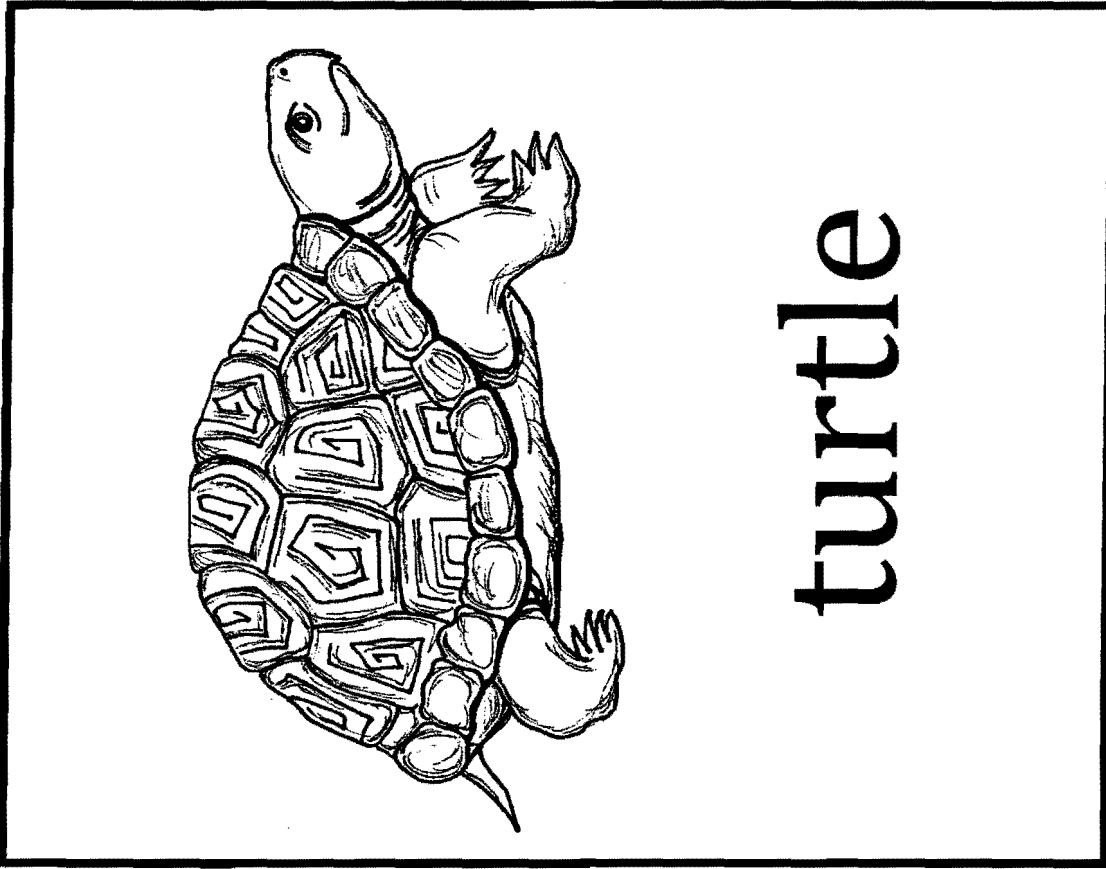
Inside Mouse, Outside Mouse by Lindsey Barrett George

If You Give a Mouse a Cookie by Laura Joffe Numeroff

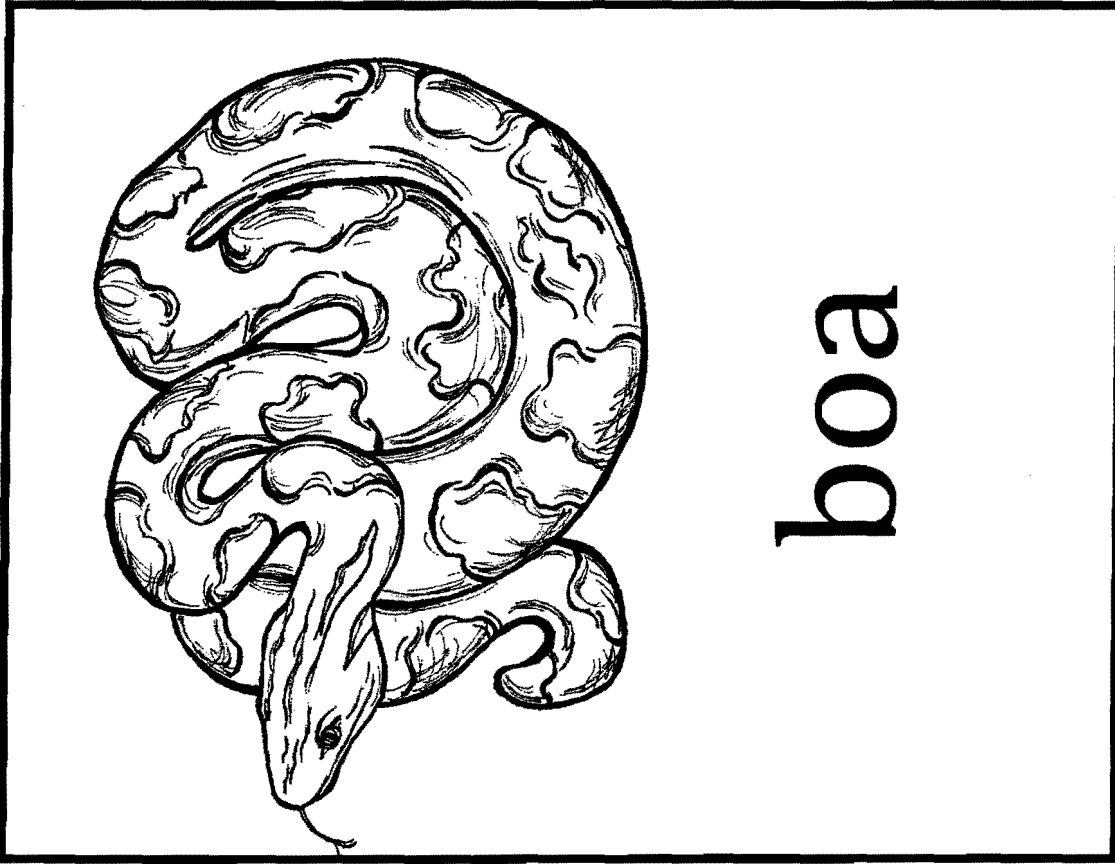
Mouse T.V. by Matt Novak

Literacy Area(s)* Addressed (check all that apply):					
X	The Power and Pleasure of Literacy	X	The Literate Environment	X	Language Development
	Phonological Awareness		Phonemic Awareness		Types of Text
X	Letters and Words	X	Vocabulary	X	Knowledge of Print
X	Building Knowledge and Comprehension	X	Reading Comprehension	X	Motivation
	Fluency		Multiple Literacy		

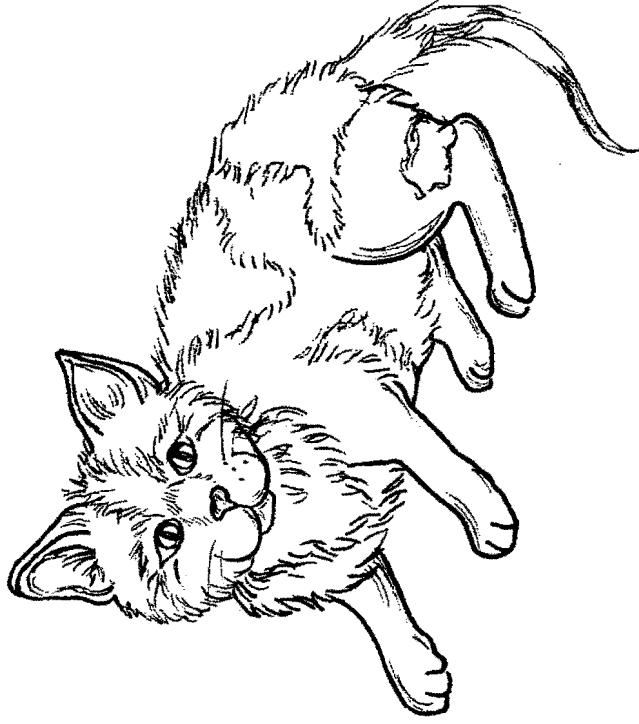
* from National Center for Family Literacy's *Building Strong Readers* and *Learning to Read and Write*



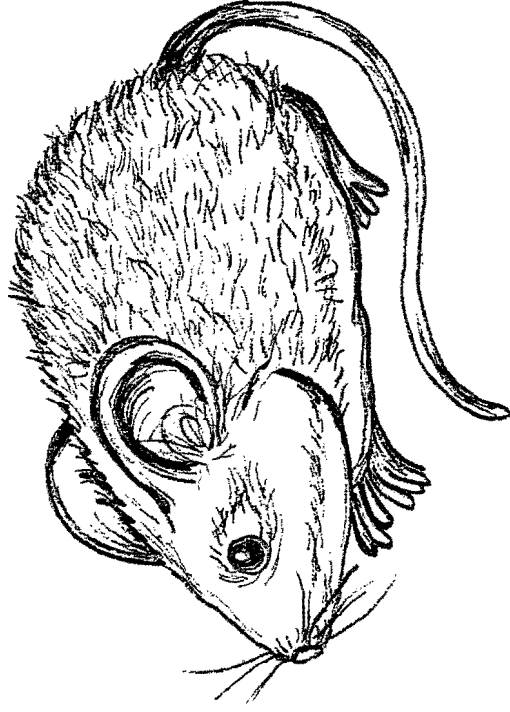
turtle



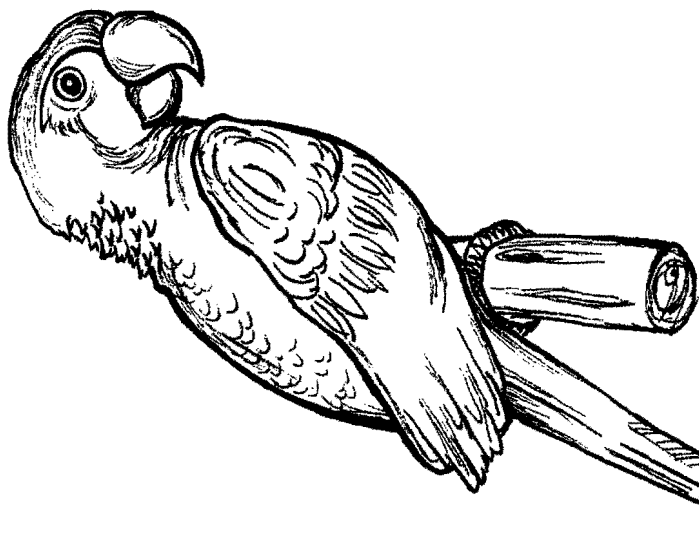
boa



cat



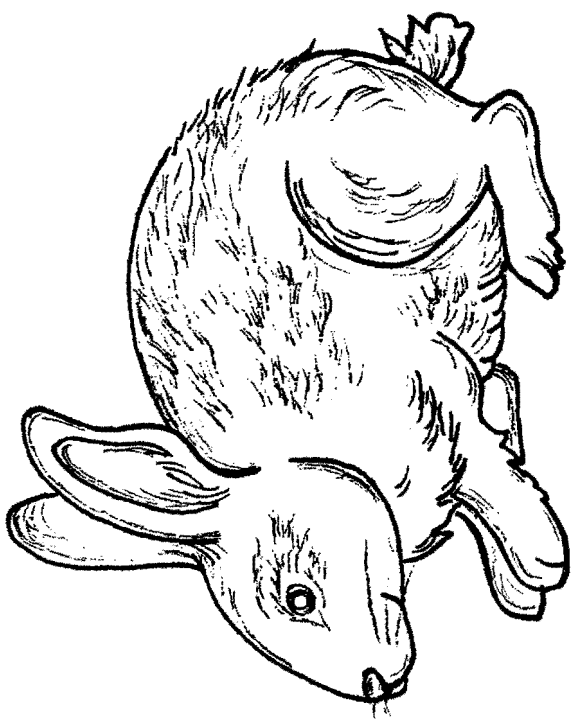
mouse



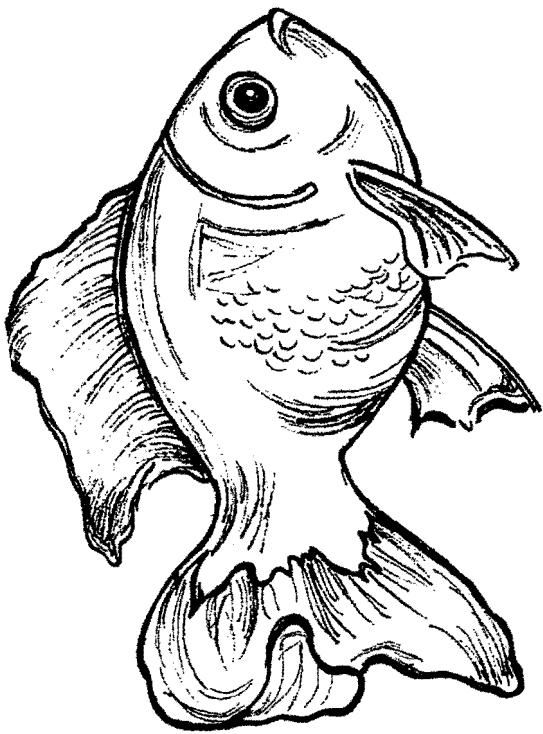
parrot



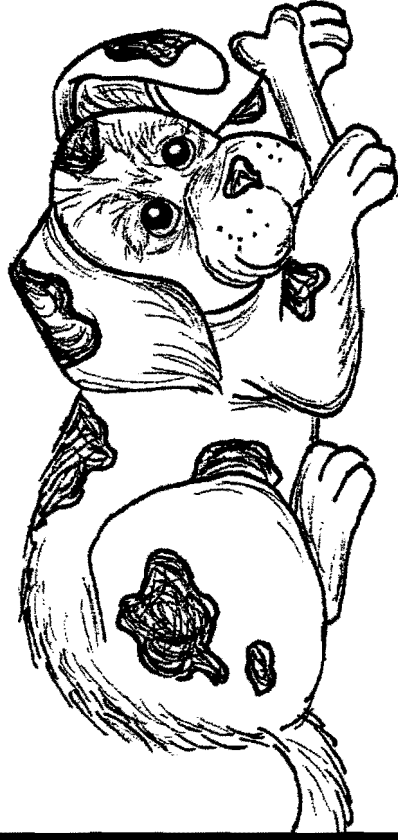
lizard



rabbit



goldfish



puppy