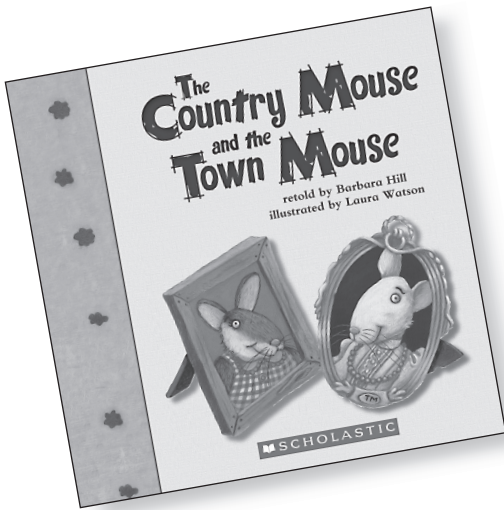


The Country Mouse and the Town Mouse



Word Count: 423

Retold by Barbara Hill

Illustrated by Laura Watson

Text Type: Fiction: Narrative — Fable

Guided Reading Level: H

Summary: A mouse from the town visits her friend in the country. After a very quiet visit, she invites her friend from the country to come to the town. The mouse from the country has a very interesting visit in the town and is happy to return home.

Text Features

Visual Literacy

- ▶ thought balloon with picture support

Text Supports

- ▶ illustrations support the text

Possible Text Challenges

- ▶ quotation marks
- ▶ some difficult words: *crumbs, gathered, thirsty, politely, scampered*

Reading Strategies

Comprehension

- ▶ evaluating
- ▶ making connections: text to self/comparing

Working with Words

- ▶ word solving and building: using sounds of beginning letters and consonant clusters to solve unfamiliar words
- ▶ using context cues to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ evaluate characters' feelings
- ▶ make connections from the text to their own experiences
- ▶ use multiple word-solving strategies

Oral Language Opportunities

- ▶ offering opinions
- ▶ using Think/Pair/Share

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Making connections:
text to self/comparing

Activating and Building Background Knowledge

Create a T-chart with the headings “Same” and “Different.” Ask students to think about a time when they visited someplace else. Ask, *Was it a friend’s or relative’s house? Was it a new country? What was the same about the house, the food, and the clothing? Was anything different?* Use the Think/Pair/Share strategy. Have students share their feelings with the person beside them about how the place was different and how it was the same. Then invite students to share some thoughts with the whole group. Record their thoughts on the T-chart.

Print concepts

Overcoming Text Challenges

Point out to students that the author gives clues when a character is speaking. Explain that what the character says is inside a type of punctuation called *quotation marks*. Show an example on the board. Explain that what the character says is followed or broken up by the word *said* or a similar word. Point out some examples of speech on pages 10 and 12. Have students find the quotation marks and any words used instead of *said*.

ESL Note: Have students brainstorm other words that mean “said.”
Write the list on chart paper as a reminder.

Visual literacy

Have students turn to page 6. Explain what a thought bubble is. Ask, *How can you tell what the character is thinking?*

Word solving and building

Show some unfamiliar words that will be challenging, such as *crumbs*, *gathered*, *thirsty*, *politely*, and *scampered*. Model using several strategies to solve unfamiliar words, such as: looking at beginning letters, consonant clusters, or word endings; identifying silent letters, breaking words into chunks; and using picture and context cues.

Evaluating

Setting a Purpose

Hand out sticky notes to the students. Say, *When you are reading, think about how the country mouse feels. As you read, record on your sticky notes how the mouse’s feelings change during her visit. Put the sticky note on the page of the book that shows each feeling.*

Teaching Tip: Provide students with small clipboards with three or four sticky notes already on the board. This provides a framework for the number of comments you are looking for. If this is the students’ first experience with this strategy, try using three colours—one for each of the beginning, middle, and end.



DURING READING

Have students read the book independently, thinking about the purpose that has been set. Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to encourage students to

problem-solve as they read. For example, ask, *Does it make sense? Can you use the picture to help you? Does it sound right? Does it look right?* Also offer prompts that help students evaluate what they read, such as: *Which mouse does the author think is wisest? How do you know?*

If some students finish reading before others, have them reread the story and complete their sticky notes.



AFTER READING

Evaluating/making connections: text to self

Ask students to go back to the sticky notes in their books. Ask, *How did the country mouse feel at the beginning of the story? Why do you think that? Is it the picture or the words that let you know? When did the country mouse's feelings change? Show me the page that you put your sticky note on.*

Discuss the ending of the story. Ask, *Which mouse would you rather be? Why? What do you think would happen to the mice if they switched houses?*

Word solving and building

Based on your observations, review the words students found challenging. Use prompts, such as, *Does that sound right? Check the letters in the middle of the word. What would make sense there?* Point out any positive reading strategies you observed. For example, you might say, *I like the way Deanna read to the end of the sentence to help her figure out the word gathered on page 5. That's one thing good readers do.*

Rereadings

Provide opportunities for students to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Evaluating

Role Playing

Have students work in pairs. One of the partners will take on the role of the country mouse and the other the town mouse. Ask, *Can you persuade your partner to move from the country to the town or the town to the country? What kind of things would you say to make your partner want to switch places with you?* This is intended to be an oral activity but could be linked to a drawing/writing activity.

Inferring

Thought Bubbles

Have students write a caption for the thought bubbles on pages 6 and 15. Say, *Write what the town mouse is thinking (page 6). Write what the country mouse is thinking (page 15).*

Making connections: comparing/evaluating

Comparing Mice

Have students use the BLM to compare the country mouse and the town mouse in words and drawings.

Comparing Mice

Name: _____

Country Mouse



Town Mouse



House/street

Food

Other

Other