



### About the Book

Text Type: Fiction/Fable Page Count: 16 Word Count: 249

#### Book Summary

A tiny mouse stumbles upon a sleeping lion and finds herself trapped under his huge paw. Just as she is about to become an afternoon snack for Lion, Mouse convinces him to let her go, promising to help Lion one day. Will the small mouse be able to help the mighty lion? Students will enjoy the colorful, supportive illustrations while they learn about sequencing events and connecting to prior knowledge.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Connect to prior knowledge to understand text
- Sequence events
- Segment syllables
- Identify short vowel e
- Identify and use the pronouns *he* and *she*
- Identify and use antonyms

#### Materials

Green text indicates resources that are available on the website.

- Book—*The Lion and the Mouse* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Extra copy of the book to cut apart
- Sheets of paper
- Sequence events, short vowel e, pronouns worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *he*, *the*, *was*
- Content words:  
Story critical: *chewed* (v.), *help* (v.), *mighty* (adj.), *spare* (v.), *struggled* (v.), *trapped* (adj.)

### Before Reading

#### Build Background

- Write the word *mighty* on the board. Ask students if they know what it means to be mighty. Invite them to share their ideas. Discuss the meaning of the word *mighty*—something or someone that is powerful, strong, or large. Have students share things that can be mighty.

- Ask students whether or not they have ever heard the fable about the lion and the mouse. Have them share what they know about the story.
- Write the word *fable* on the board. Explain to students that a fable is a fiction, or make-believe, story that often teaches the reader a lesson. Explain to students that this story is a fable and will teach a valuable lesson about friendship.

### Book Walk

#### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the pictures in the book. Remind students that the pictures in the book give clues about the story and characters. Ask students what they expect to read about in the book on the basis of what they see in the pictures. (Accept all answers that students can justify.)

#### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that effective readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the story will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.  
*Think-aloud: When I look at the picture on the front cover, it makes me think the lion might hurt the mouse. I know lions are huge, ferocious animals and mice are tiny, meek animals. The lion could easily hurt or eat the mouse. When I look at the picture on the back cover, I see the lion is holding the mouse and laughing. The mouse does not look scared like she did on the front cover. On the basis of this picture, I think the two animals will become friends. Since this story is a fable, the lesson might have to do with friendship.*
- Have students share how they connected to prior knowledge with a partner, on the basis of the covers and the title page of the story. Then, have partners share connections with the whole group.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Sequence events**

- Review or explain to students that stories usually must be told in a particular order from beginning to the end. The correct order of a story is called a *sequence of events*.
- Explain that certain words are often used to describe a sequence of events. Write the transition words *first*, *next*, *then*, *after that*, and *finally* on the board. Encourage students to listen for these words as you describe the sequence of events in a story.
- Model sequencing the main events using a familiar tale, such as *The Little Red Hen*.  
*Think-aloud: If I want to tell someone the story of The Little Red Hen, I need to tell the events in the right order or else the story will not make sense. First, the Little Red Hen finds a grain of wheat and asks her friends to help her plant it. Then, they all say, "No!" Next, she asks her friends to help her harvest the wheat, and again they all say, "No!" After that, she asks them to help her grind the wheat into flour, but they all say, "No!" again. Then, she uses the flour to bake some yummy bread, and all her friends want to eat the bread. Next, the Little Red Hen tells them, "No!" because they did not help her with the work. Finally, she eats the bread all by herself.*
- Tell the story again using key words on the board, but sequence the events of the story out of order. Ask students to explain why the order of events is important (the sequence of events does not make sense when told out of order). Discuss with students that a story does not make sense when the events are out of order.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though the lion trapped the mouse under his huge paw. What does it mean to be trapped? Correct, when someone is kept from leaving a place, he or she is trapped. Have you ever been trapped?*
- Write the following story-critical words on the board: *chewed, help, spare, and struggled.*
- Point out that these words can be found in the story and understanding the meaning of each word will help them better understand the story.
- Give each student a blank piece of paper. Have students divide the paper into four sections and write one vocabulary word in each section. Then, have students illustrate each vocabulary word on the basis of prior knowledge. Once students have illustrated each vocabulary word, have them share and discuss each word with a partner. As a class, discuss the meaning of each vocabulary word.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *chewed* in the dictionary. Invite a volunteer to read the definition for *chewed*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 12 as you read the sentence in which the word *chewed* is found to confirm the meaning of the word. Ask students to look at the picture on page 12 for clues about the meaning of the word *chewed*. Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students read to find out more about the lion and the mouse. Remind them to think about the sequence of events as they read the story.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread.
- Model making connections to prior knowledge.  
**Think-aloud:** *As I read the first few pages of the story, I learned that Mouse was hurrying home and was trapped under Lion's paw. The lion lifted her by the tail and started to eat her for an afternoon snack. When I read this part of the story, it made me think about my cat trapping mice in the yard. She often traps them and then lets them go, only to trap them again and eat them. The mouse in the story asks Lion to spare her so she can help him one day. I wonder if Lion will let Mouse go. I will have to keep reading to find out.*
- Invite students to share with a partner how they connected with what they already knew as they read. Have the partners share with the whole group.
- Cut out the pictures from an extra copy of the book. Place the pictures from pages 3 through 6 on the board. Have students describe the sequence of events to a partner, using the pictures as a guide. Encourage students to use the transition words *first, next, and then* as they share the sequence.
- Invite a volunteer to describe the sequence of events to the rest of the class. Record the words *first, next, and then* on the board above the appropriate pictures.
- **Check for understanding:** Have students read to the end of page 9. Remind them to continue making connections to prior knowledge.

- Place the pictures from page 3 through 9 on the board in the wrong order. Have students work with a partner to sequence the events. Invite volunteers to share the correct sequence of events with the class, and encourage them to use transition words to link events. Invite a volunteer to share the sequence with the class, and rearrange the pictures on the board.
- Invite volunteers to come to the board and record the appropriate transition word above each picture. Point out that the word *first* can only go with the first event, but the words *next*, *then*, and *after that* can be rearranged and repeated for all of the events in between the first and last events. Discuss why the word *finally* has not been used yet.
- Have students read the remainder of the book. Remind them to think about what they know about or have experienced with lions and mice as they read and to pay attention to the correct sequence of events in the story.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Reinforce with students how thinking about what they already know about a topic of a book helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *As I read the end of the story, I thought about the lesson that a fable often has at the end. Mouse said, "What you give is what you get." I think this means when you help others, they will help you in return. I predicted from the cover pictures that Mouse and Lion would become friends. I know friends help each other out when they are in trouble. My friends have always helped me when I needed it. For example, when my car had a flat tire, my friend came to get me. I would do the same thing for my friend if she needed it. It is important to have friends of all kinds.*
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Place the cut-out pictures from the whole book on the board. Have students work with a partner to sequence events from the beginning to the end. Encourage them to use words such as *first*, *next*, *after that*, and *finally* to create their sequence. Invite volunteers to share their sequence of events with the rest of the class, and have them come to the board to rearrange the pictures into the correct order.
- Have students share with a partner how sequencing events helped them to remember and enjoy the story. Invite volunteers to share their ideas with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). Discuss their answers.
- **Enduring understanding:** In this book, you read a fable about how a little mouse helped a mighty lion. This seems impossible when you first think about it, but after reading the story you learn how a tiny animal can help a huge animal. Now that you know this information, what are some ways you can help other people or animals who are different from you?

### Build Skills

#### Phonological Awareness: Segment syllables

- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.

## Lesson Plan *(continued)*

## The Lion and the Mouse

- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *afternoon*. Clap each time you say a syllable (three claps).
- **Check for understanding:** Say the following words one at a time and have students clap the syllables and tell how many syllables are in each word: *asleep, wake, under, return, delightful, slowly, laughed*.

### Phonics: **Short vowel e**

- Write the word *help* on the board and say it aloud with students.
- Have students say the short /e/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /e/ sound in the word *help*.
- Have students work with a partner to generate words that have the short /e/ sound. Have volunteers share some the words generated with the whole group. Write the words on a chart.
- **Check for understanding:** Write the following words that have the short /e/ sound on the board, leaving out the vowel: *peg, let, gem*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /e/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [short-vowel-e worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: **Pronouns**

- Invite a male volunteer to stand at the front of the class. Say and write a sentence that describes the volunteer. For example: *He is tall*. Ask students to identify whom the word *he* refers to (the student's name).
- Rewrite the sentence on the board, replacing the pronoun *he* with the name of the student. Ask students if the sentence means the same as the original sentence.
- Explain to students that the word *he* is a *pronoun* and that a pronoun is a word that *replaces a noun*. Point out that the pronoun *he* is used to refer to a boy, man, or male animal. Have students use the word *he* in oral sentences with a partner. Ask volunteers to share their sentences with the whole class.
- Invite a female volunteer to stand up. Say and write a sentence that describes the volunteer. For example: *She has long hair*. Ask students to identify whom the word *she* refers to (the student's name). Rewrite the sentence on the board, replacing the pronoun *she* with the name of the student. Ask students if the sentence still has the same meaning.
- Point out that *she* is a pronoun used to refer to a girl, woman, or female animal. Have students use the word *she* in oral sentences with a partner. Ask volunteers to share their sentences with the whole class.



- **Check for understanding:** Have students find and circle all examples of the pronoun *he* in the book. Have them find and underline the pronoun *she*. Have students share with a partner the difference in meaning between these two words, and then discuss as a class. Have each student write a sentence that contains both pronouns on a separate piece of paper. Invite volunteers to share their sentences with the whole class.
- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). If time allows, discuss their answers.

### Word Work: **Antonyms**

- Have students turn to page 4 and find a word that describes the lion (*huge*). Have students turn to page 7 and find a word that describes the mouse (*little*). Ask students to share with a partner the difference between the lion and the mouse. Invite volunteers to share their ideas with the class.
- Point out that the words *huge* and *little* have opposite meanings. Explain that two words with opposite meanings are called *antonyms*.

## Lesson Plan *(continued)*

## The Lion and the Mouse

- Have students read page 3 aloud with you. Ask students to point to the word *asleep*. Have students think of an antonym for the word *asleep* and share it with a partner (*awake*). Have a volunteer share with the whole class. Write the antonym pair on the board.
- **Check for understanding:** Write the following words on the board: *tall, sunny, slowly, scared, loudly, hot, and true*. Have students work with a partner to identify antonyms for each word. Have them use the original words and the antonyms in separate oral sentences.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the connections they made to the book with someone at home.

### Extend the Reading

#### Narrative Writing and Art Connection

Provide access to other familiar and classic fables. Read several fables aloud to students. Work together as a class to create a chart to identify the main character, the setting, the problem and solution, and the lesson of each story. Have students independently create an idea for their own fable. Remind students that a fable is a make-believe story that teaches a lesson. Invite students to share their ideas with a partner. Invite individual volunteers to share their ideas with the whole class. Have students write and illustrate an original fable. If time allows, have students share their stories with the class.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on narrative writing.

#### Science Connection

Discuss lions and mice, their habitat, what they eat, and so on. Provide Internet and other resources about both lions and mice. Have students locate at least one fact they learned about each animal. Provide each student with two large index cards. Have students record their facts on the index cards. Discuss students' findings and invite them to compare and contrast a lion and a mouse using a large Venn diagram.

#### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.



**Assessment****Monitor students to determine if they can**

- consistently use the strategy of connecting to prior knowledge to understand text during discussion;
- accurately identify the sequence of events during discussion and on a worksheet;
- accurately segment syllables during discussion;
- identify and write the letter symbol that represents the short /e/ sound during discussion and on a worksheet;
- correctly understand and identify pronouns *he* and *she* during discussion, in the text, and on a worksheet;
- consistently identify and choose appropriate antonyms during discussion.

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)