

Books for Young Learners Teacher Resource

Book Notes



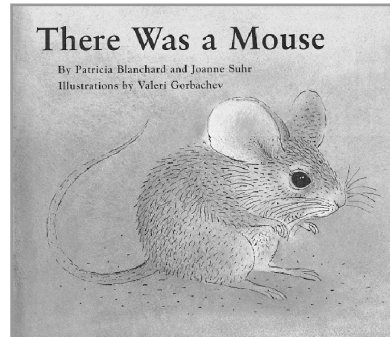
There Was a Mouse

Authors Patricia Blanchard and Joanne Suhr

Illustrator Valeri Gorbachev

16 pages ■ 77 words

Había un ratón ■ 70 words



There Was a Mouse

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
S	G	I						

S = Shared G = Guided I = Independent

SYNOPSIS

A busy mouse gives a boy a surprise when she peeps out of a pocket.

WHAT THE BOOK OFFERS

- Fiction narrative
- First person
- Mostly past tense; ends in present tense
- Repeated pattern over three pages
- Open-ended, ends with a question for reader to ponder
- Question and answer within pattern
- Rhythm
- Repetition of word within a sentence
- Clear text/illustration match

POSSIBLE SKILLS EMPHASIS

- Noticing repetition, understanding constancy of text
- Predicting and confirming using phonological links, matching words, and working for meaning
- Understanding that self-correcting is part of a reader's role

INTRODUCING THE BOOK

The title tells us that there was a mouse, but it does not tell us what the mouse does. What might such a friendly little mouse do?

- Accept all suggestions, encouraging responses in complete sentences, if necessary repeating them back as "It might. . ."

The illustration on the title page tells us one thing the mouse does. I wonder what mischief it is up to now. Or perhaps it is looking for something or someone. Let us see what the authors tell us about this mouse.

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There Was a Mouse (continued)

FOCUS OF INSTRUCTION

Page 2: *Where was the mouse? Now find the word in the text that tells you that. How could you check it?*

What do you notice at the end of the second sentence? What has to follow an asking sentence? So what will the next page tell us?

Pages 4 and 5: *Did that answer the question that the authors wrote on page 2?*

What do you notice about the words on these two pages? Which words are repeated?

Pages 2 through 5 are like a little story. They tell who was there, where it was, and what it did. Let's read that again. I think that will help you read the next few pages.

Page 6: *Where is the mouse this time? Look at the text again. What do you see after the last word? What does that tell you?*

Turn to the next page. What do you notice? So what patterns are the authors using? Now we have two incidents or little stories within the book. There are still more pages to read, so I wonder if we have another little story within the big one.

Page 14: *What do you notice? I wonder why the authors have changed the pattern. How many pages are left? Perhaps they have a surprise for us. Read on and see.*

FOLLOWING THE READING

- Revisit the question mark. It is important that students know its function and that a response is required either from the text or from within them. Have the students frame questions and answers, ensuring that the replies are complete sentences.

Look at the last page again. What do you notice about the punctuation? What do the authors want us to do? Write a note to the boy telling him what to do.