

# LESSON PLAN

## LOOK OUT, MOUSE!

An I Like to Read® Book, Level E

written and illustrated by Steve Björkman

*Farmer Fred forgot to feed the horse! Mouse nibbles holes in the horse's feed bag and all is well for the horse, but not for Mouse. Look out, Mouse!*

**Learning Objectives:** Read text with purpose and understanding, retell familiar stories including key details, identify characters, settings, and major events in a story, identify beginning sounds of new vocabulary words, and cause and effect relationships. Learn the science concepts of predator and prey.

**Guided Reading Level:** E

**Grade Level Equivalent:** Grade 1

**Interest Level:** Pre-K–3

### Instructional Standards

**Reading Literature:** RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7

**Reading Foundation Skills:** RF.K.1,2a,2c,2e,3,3a,3c,3d,4/RF.1.1,1a,2,2b,2d,3,3b,4

**Writing:** W.K-1.2,3,6,8

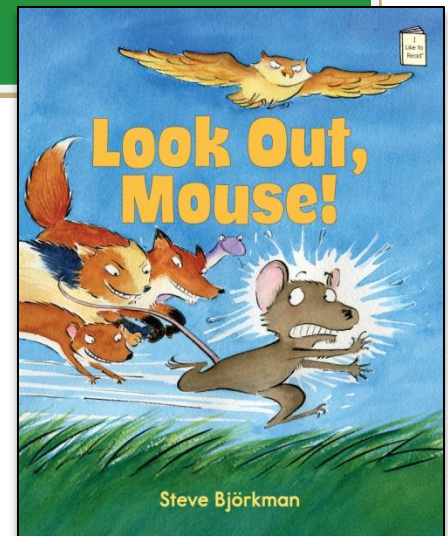
**Speaking and Listening:** SL.K-1.1,2,4,5,6

**Language:** L.K.1,1b,1d,2,2a,2c,2d,4,5,5d,6/L.1.1,2,2a,2e,4,5,5a,5b,6

**Next Generation Science Standards:** K-LS1—From molecule to organism structures and processes

### BEFORE READING

1. Read the title and discuss the cover illustration.
2. Write **Look Out, Mouse!** on the board. Ask students to explain why the author uses an exclamation point in the title.
3. Give examples of words and phrases that have an exclamation point and chart.
4. Do you think this story is real or make-believe?
5. Write **“reality”** and **“fantasy”** on the board. Ask students to find the small word in “reality” (real). Explain that fiction can be realistic or fantasy.
6. Read the name of the author/illustrator. Discuss each role.
7. Take a picture walk through the book.
8. Discuss the setting and characters.
9. Invite students to tell what they know about mice (they like to eat leftover food and they are sneaky).
10. Why is mouse running?
11. Discuss the words **“predator”** and **“prey.”** Is Mouse the predator or the prey?
12. Write **“cause and effect”** on the board and discuss. Mouse is running because he is being chased by predators.
13. Have students predict what the book is going to be about.



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Ages 4–8 • E-book available



**Word Work:**

1. Write the vocabulary words on the board: **dinnertime, mouse, Farmer Fred, horse, nibbles, cat, snake, dog, chicken, owl, weasel, fox, neighs, barks, cluck, house.**
2. Have students circle the beginning sound for each vocabulary word including blends: **fr, sn, ch, cl.**
3. Write “**horse**” and “**house**” on the board. Ask students how they can tell these two words apart (they have the same beginning and ending sound).
4. Write “**nibble**” on the board. Invite students to tell other words that have the same meaning (synonyms).
5. Have students find the “sound words” and circle them.
6. Tell students to find the capitalized words. (Ex: The name of one of the characters.)
7. Write “**animals**” on the board. Have the students find all of the animals in the story.
8. Write “**dinnertime**” on the board. Explain that this is a compound word. Some words have two words together that make up a new word. **Dinnertime** means time for dinner.

**DURING READING**

1. Tell the students that they will listen/read to find out why Mouse is running. Why does he need to look out?
2. Read the story aloud. Ask students to follow along as you read and predict what is going to happen.
3. Find words and phrases that are repeated.
4. Have students make and check predictions during the story.
5. Ask the students how the illustrations and words help us understand what the story is about.
6. Give students time to read the book independently or in pairs.
7. Who is this story mostly about (main character)?
8. Where and when does the story take place (setting)?
9. What is the first problem in the story? How is it solved? (Farmer forgets to feed horse.)
10. What is the next problem in the story? How is it solved? (Mouse is being chased.)
11. Why do you think mouse is nibbling the bag of grain?
12. Who chases mouse in the story? Why?
13. What animal in the story is not a threat to the mouse? Explain.
14. What causes Farmer Fred to wake up?
15. Why does the mouse go into the house?

**AFTER READING**

1. Retell the story in your own words using the correct sequence of events. Draw a storyboard.
2. Describe how the illustrations help you understand the story on each page.
3. What did the illustrations tell you that the words did not?
4. How is this story realistic?
5. Think of a new title for the story. Why is it a good title?
6. Write and draw a picture of something that happened in the story. Tell why it happened (cause and effect).
7. What do you think will happen next? Explain.

**Word Work:**

The definitive article: using “the” to refer to people or objects that are unique.

1. Find all of the animals in the story that the mouse was afraid of (predators). Write “the” before each animal.
2. Find all of the animals in the story that helped the mouse. Write “the” before each animal.
3. Fill in the blanks with words from the story: **dinnertime, mouse, Farmer Fred, horse, nibbles, cat, snake, dog, chicken, owl, weasel, fox, neighs, barks, clucks, house.**
  - It was \_\_\_\_\_ at the farm.



- The mouse \_\_\_\_\_ the bag of grain.
- \_\_\_\_\_ forgot to feed the \_\_\_\_\_.
- The dog \_\_\_\_\_.
- The chicken \_\_\_\_\_.
- The horse \_\_\_\_\_.
- Here comes the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- Look out, \_\_\_\_\_!

## SCIENCE CONNECTIONS

### Sounds

What sounds do the animals (chicken, snake, cat, owl, mouse, weasel, and fox) make?

### Predator and Prey

- A **predator** is an animal that eats another animal.
- A **prey** is an animal that is eaten by another animal.
- Some animals can be both **predators** and **prey**.

Locate pictures of various animals and show to class. Ask students to determine if the animals are predators, prey, or both: frog, bear, fox, chipmunk, rabbit, hawk, snake, deer, mouse.

