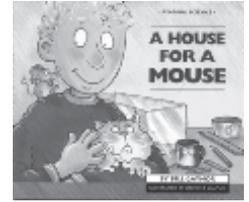


# A House for a Mouse

by Bill Gaynor

illustrated by Jennifer Lautusi



## Book Summary

*A House for a Mouse* makes simple, factual statements about the equipment and materials used to make a mouse house. The illustrations convey a second story line.

## Features of the Book

- One word change per page on pages 3 to 7.
- The high-frequency words – “A” and “for.”
- The rhyme – “house” and “mouse.”
- Initial “b” consonant – “box,” “bed,” and “bowl.”
- The secondary story line in the illustrations.
- The challenge of different lengths of text per page.

## Purpose

*A House for a Mouse* can be used in a guided reading setting to introduce the following skills and strategies:

- S** developing an awareness of the directionality of the print on each page;
- S** recognizing the relationship between letters and their sounds;
- S** predicting the story line using illustrations from the book;
- S** responding to simple questions about the story’s content;
- S** writing labels for a specific purpose.

## Introducing the text

Many of the children will have had first-hand experiences with pets, and will know how to care for them. Talk about the children’s own pets, and the kinds of houses they live in.

The materials and equipment in the background give clues as to the possible content of the book.

- *What’s that on the table?*
- *What do you think the boy is going to do?*

Talk about the rhyme between “house” and “mouse.”

## Reading the text

- S** Developing an awareness of the directionality of the print on each page.
- S** Recognizing the relationship between letters and their sounds.
- S** Predicting the story line using illustrations from the book.
- S** Responding to simple questions about the story’s content.

Title page – Read the title. The illustration shows that the boy is going to buy a mouse. Read the mirrored writing to the group.

Pages 3 to 7

- *What is the boy holding? What do you think he will use it for? What will the mouse use it for?*

Talk about the illustrations and note the humor in the antics of the mouse.

- *What do you think the cat and mouse are thinking and feeling?*

Page 8 – Look at the expressions on the characters’ faces and in the picture on the wall.

- *How is everybody feeling now?*

Discuss the author and illustrator profiles on the inside back cover.

Children now read the book independently.

## Revisiting the text

Look at the initial “b” consonant in “box,” “bowl,” and “bed.”

- *What sound does this letter make?*
- *What other words do you know that begin with this letter?*

## Following Up

**S** Writing labels for a specific purpose.

 Write thought bubbles or speech bubbles for the cat and mouse as they interact in the story.

 The children could innovate on the text: they could use the book as a model to write a new book titled “A Home for My Goldfish” or cat, dog, etc.

**B** Complete the blackline master opposite.