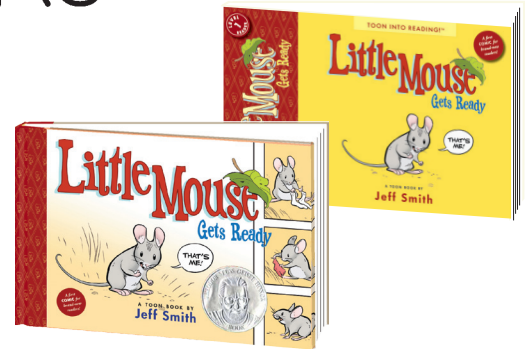
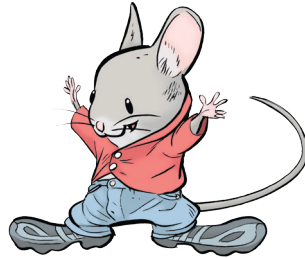


FOR VISUAL READERS  
**TOON BOOKS®**

**Little Mouse Gets Ready**  
 by Jeff Smith

Hardcover ISBN: 978-1-935179-01-6  
 Paperback ISBN: 978-1-935179-24-5  
 Guided Reading Level = F  
 Lexile Level = 160

by Amy Lee,  
 Educational Outreach, TOON Books



**ELA COMMON CORE STANDARDS**

KEY IDEAS AND DETAILS	
Ask students: What is Little Mouse getting ready to do? How does he get ready?	<b>RL.K.1, RL.1.1</b>
Ask students to retell the story in their own words, listing the steps that Little Mouse takes to get ready.  Ask students to retell the story. Why is Little Mouse getting dressed? Why does he get undressed at the end of the story?	<b>RL.K.2, RL.1.2</b>
Who are the two characters in the story? Where is Little Mouse getting ready to go? Why is he excited to go there?	<b>RL.K.3, RL.1.3</b>

INTEGRATION OF KNOWLEDGE AND IDEAS	
From pages 8 to 21, Little Mouse is getting dressed. Look especially at page 10, on the first panel -- what do you see on the ground? What do you think he will do on page 11? How do you know?  On page 13, second panel, Little Mouse says that "pants are next." Predict the steps he will take on the following pages.	<b>RL.K.7  RL.1.7</b>
While Little Mouse is getting dressed, his mother is waiting for him. How can you tell what she's feeling (look at page 16)? How does Little Mouse feel when she tells him that mice don't wear clothes, on page 26? What details help you draw that conclusion?	<b>RL.K.9, RL.1.9</b>

CRAFT AND STRUCTURE	
Lead students through the segment where Little Mouse is putting on his shirt, on pages 19 to 23. Is it easy for him to put on the shirt? What are the problems he runs into? How can you tell what Little Mouse is feeling?	<b>RL.K.4, RL.1.4</b>
Tell your students about comic books. Have students identify speech balloons, pointing out that the tail of the balloon points to the person talking.  Look at the part where Little Mouse is putting on underwear. How are they different from real underwear? How do you know?	<b>RL.K.5, RL.1.5</b>
In this book, the author both writes and illustrates his work. Explain that one person both creates the words and the pictures. We don't see Little Mouse's mother till the end -- how do you know who's speaking? What clues help you figure it out?	<b>RL.K.6, RL.1.6</b>

SPEAKING AND LISTENING / WRITING	
Pair students and have one read Little Mouse's lines and the other read Mama's lines. Then have them switch roles and read. Ask them to describe their favorite scenes.	<b>SL.K.2, SL.1.2, SL.K.6, SL.1.6</b>
Ask students to describe how they get ready in the morning, listing each step in sequence. Have them draw pictures to accompany each item, and label them.	<b>W.K.3, W.1.3, W.K.8, W.1.8</b>

Peter Gutierrez  
Montclair, New Jersey



## Lesson Plan for *Little Mouse Gets Ready*

by Jeff Smith

Overview	Using visuals as prompts for the oral delivery of a first-person narrative can be a powerful way to build vocabulary and speaking skills. <i>Little Mouse Gets Ready</i> , which is essentially a graphic monologue, provides an ideal model for step-by-step/process structure and how visuals can support a speaker's points.
Subject	English Language Arts
Grade Level	Kindergarten
Suggested Time	50-80 minutes (1-2 class periods)
Materials	Crayons, colored pencils, or other drawing implements
Objectives	Students will build vocabulary by reciting new and familiar words, especially transition words used frequently in chain-of-events narratives.
Before Reading	<p>Complete the activity sheet yourself. Choose a process that children will be quick to grasp. You may want to transfer your four-panel strip to an overhead transparency or chalkboard.</p> <p>Preview <i>Little Mouse Gets Ready</i> by using the cover and title to encourage students to predict what the story will be about. Draw attention to the panels and the word balloon, and use them as a springboard to invite students to share what they know about comics and how they tell stories.</p>
During Reading	<p>Explain the uniquely graphic aspects of story by showing how each panel illustrates a specific action. Point out that just as Little Mouse follows a series of steps to get ready, so the cartoonist Jeff Smith tells the story one step at a time. Ask them to identify the action in each panel, Little Mouse's expression or feeling, and how this information connects to the panels that precede or follow.</p> <p>As you read, write the following "order" words on the board: <i>first, then, next, last, new, and almost</i>. Also write the following "content" words and phrases: <i>love, I can't wait, have to, hard, and done</i>. Have volunteers use the items in a similar context as it relates to their own lives. Estimated time for this section: 25-30 minutes.</p>
After Reading	<p>Share your four-panel strip that outlines the steps you take to "get ready" for an activity. Guide students to understand how you use "order" words to link the steps in sequence. Explain to the students that they will create similar "pictures that tell a story in steps." Advise them to choose a simple topic with only a few steps. Emphasize that they should identify the four steps before actually drawing in each panel. Estimated time: 15-25 minutes.</p> <p>Finally, have students use their personal narrative activity sheets to help present what they do to "get ready". Review the vocabulary words listed on the board and explain how using them will help listeners follow their talks. Each presentation should take no more than one minute. Estimated time: 10-25 minutes.</p>



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# *My Comic About Getting Ready*

Name \_\_\_\_\_

Date \_\_\_\_\_

Draw four pictures in the boxes that show you getting ready to do something you like.

This is what I do when I get ready to

---

1 Start Here	2
3	4 The End!

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