

# SEEDS

Skill-based Educational Experiences Delivery System

## **BOOK #12**

### **MOUSE SHAPES**

by  
**Ellen Stoll Walsh**

**Materials**  
**Vocabulary Word Cards**  
**Foam Shapes**  
**6 Legal Sized Envelopes**

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## Session 1 - Steps to Success

*Mouse Shapes, Ellen Stoll Walsh*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *shapes, square, triangle, rectangle, circle, diamond, oval*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, **Foam Shapes**.

### Introduction of Book

- Show the children the cover of the book and ask them to identify what is pictured on the front cover. Point to the colorful shapes and name the shapes for the children. Tell them they will be learning about different shapes.
- Identify the title of the book and the author of the book.

### Reading Aloud

- Tell the children that you will be reading a story about how mice use different shapes to make a house, a tree, a sun, a wagon, and a book.
- Introduce the Vocabulary Word Cards – *shapes, square, triangle, rectangle, circle, diamond, and oval*. Give a child-friendly definition for each word.
- Match the Vocabulary Word Cards to the **Foam Shapes**. Say the name of each shape as it is introduced.
- Begin reading the book. Point to each shape as it is introduced.
- **While reading the book**, ask the following questions:
  - After reading page 8, ask the children what two shapes the mice used to make a house? (square and triangle)
  - After reading page 10, ask the children what two shapes the mice used to make a tree? (rectangle and triangle)
  - After reading page 14, ask the children what shapes the mice used to make a wagon? (2 circles and a rectangle) What shapes did they use to make the book? (2 diamonds)

### After Reading the Story

- **After reading the book**, pages 1 through 35, ask the following questions:
  - What shapes did the mice use to make a fish? (oval, 2 circles, 8 triangles)
  - What shapes did the mice use to make a cat? (circles, and triangles)
  - In the book the mice run away. Why did the mice run away? (afraid of the cat)
  - What did the mice make to scare the cat? (3 scary mice)



## Conversations and Vocabulary Development

- Activity 1** Place the following **Foam Shapes** on the table: square, triangle, rectangle, circle, diamond, oval. Show the children the shape Vocabulary Word Cards. Hold up the shape Vocabulary Word Cards and tell the children you are going to call out a shape and they have to point to the shape that is called. Repeat this activity several times.
- Activity 2** Give each child one of the following **Foam Shapes** – circle, square, triangle, rectangle, oval. Ask the children to listen for their shape and hold it up while singing the song. Sing the **Shape Song** with the children.

### **Shape Song**

A circle is round.  
A house is square.  
A triangle has three sides.  
A rectangle is long and thin,  
Just like the trunk of a tree.  
Look at the sky,  
The sun is a circle,  
And the moon is oval.  
Shapes, shapes everywhere.  
What other shapes do you see?

- Activity 3** Ask the children to look around the room for different shapes. Ask them to point to the shapes and use a sentence to tell you the name of the shapes, such as, "I see a blue circle that is a clock." Continue until all children have had a chance to identify at least one shape.

## Conversations and Language Enhancement

- Activity 1** Display the **Foam Shapes** on the table. Tell the children you are going to hold up one shape at a time and you want them to tell you the name of the shape. Say the **Shapes** chant with the children.

### **Shapes**

Do you know what shape this is?  
What shape this is? What shape this is?  
Do you know what shape this is?  
I'm holding in my hand?

- Activity 2** Place the **Foam Shapes** on the table. As you point to each shape, ask the children to tell you the name and the color of the shape. Mix up the order and colors of the shapes and repeat the activity.
- Activity 3** Place the **Foam Shapes** on the table. Make sure there are at least two of each shape. Ask the children to match the shapes. As the children match the shapes, ask them to name each shape and tell you the color of each shape.

# SEEDS

## Session 2 - Steps to Success

*Mouse Shapes, Ellen Stoll Walsh*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *shapes, square, triangle, rectangle, circle, diamond, oval*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, **Foam Shapes**, 6 legal sized envelopes.

### Introduction of Book

- Ask the children to identify some of the shapes that were in the book. (square, triangle, rectangle, circle, diamond, oval)
- Show the children the Vocabulary Word Cards and review each of the shapes names.
- Review the title of book and the author of the book.

### Reading Aloud

- Tell the children that the mice were running away from the cat in the book. Ask the children to tell you where the mice were hiding. (in the shapes)
- Read the book while pointing to the shapes.
- **While reading the book**, ask the following questions:
  - What color were the shapes that the mice used to make a house? (red)
  - What shapes did the mice use to make a tree? (rectangle, triangle)
  - Hold up a foam circle. Ask the children what the mice made out of the circle. (sun, wagon wheels)

### After Reading

- **After reading the book**, ask the following questions:
  - When the cat saw the scary mice in the story, what did he do? (the cat ran away)
  - The mice gave the cat some Swiss cheese. What was the shape of the Swiss cheese? (triangle)
  - Name some of the shapes in the book. (square, triangle, rectangle, circle, diamond, oval)

### Conversations and Vocabulary Development

**Activity 1** Place the shape Vocabulary Word Cards and several of the **Foam Shapes** on the table. Ask the children to place the **Foam Shapes** on the corresponding Vocabulary Word Cards.

**Activity 2** Draw one of the following shapes on legal sized envelopes: circle, square, rectangle, triangle, diamond, oval. Give each child several of the **Foam Shapes** and ask them to identify their shapes and place them in the corresponding envelope.



- Activity 3** Place the six **Foam Shapes** on the table – circle, square, rectangle, triangle, diamond, and oval. Ask the children to name the shapes with you. After they have said the shape names, ask them to make the beginning sound of each shape word. Practice saying the beginning sounds of each shape name with the children.

### **Conversations and Language Enhancement**

- Activity 1** Place several of the **Foam Shapes** on the table. Tell the children that they are going to be making different objects using the shapes. Ask them to make a house, a sun, a tree, and a wagon with the shapes.
- Activity 2** Give each child several of the **Foam Shapes**. Make sure they have different shapes. Ask them to use the shapes to make different objects: wheels, windows in a house, doors in a house, roof of a house. When they are finished making the objects, ask them to name each shape. Say the **What Shape Am I?** chant with the children.

#### **What Shape Am I?**

The wheels of the car are the shape of \_\_\_\_\_. (**circles**)  
The windows in my house are the shape of \_\_\_\_\_. (**squares**)  
The doors in my house are the shape of \_\_\_\_\_. (**rectangles**)  
And the roof of my house is the shape of \_\_\_\_\_. (**triangle**)

- Activity 3** Ask the children to draw shapes in the air while singing the **Shapes All Around** song.

#### **Shapes All Around**

Draw a circle in the air. (draw circle)  
Draw a square in the air. (draw square)  
We can draw shapes in the air.  
Draw a rectangle in the air. (draw rectangle)  
Draw a triangle in the air. (draw triangle)  
Draw a diamond in the air. (draw diamond)  
Can you draw an oval in the air? (draw oval)  
So many shapes all around.

- Activity 4** Remind the children that the book was about shapes. Give each child a topic and ask him/her to describe the topic. If the child has difficulty, prompt by giving clues, or say a sentence and ask the child to repeat the sentence.

- Story Starter 1** Pretend you are a shape person. What would you look like if you were a shape person and what would you do?
- Story Starter 2** Pretend you are a mouse. Tell us what kinds of shapes you find in the room.
- Story Starter 3** The cat ate Swiss cheese for lunch in the book. Tell us what you like to eat for lunch.