BOOK #14

MOUSE MESS

by

Linnea Riley

Materials

Vocabulary Word Cards

Rhyming Word Cards

No Purchased Materials
Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – mouse, mess, clean.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, Rhyming Word Cards.

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 mouse and say the word mouse. Ask the children what the mouse is stepping on.
- Show the children the Vocabulary Word Cards mouse and mess. Ask them to tell you the name of the beginning letter of the words. Ask them to say the beginning sounds of the words.

Reading Aloud

- Tell the children that you will be reading a story about a mouse that is very hungry and begins to eat lots of different kinds of food. Tell the children that while the mouse is eating, he is making a big mess.
- Introduce the Vocabulary Word Cards – mouse, mess, clean. Give a child-friendly definition for each word.
- Open the book and match the Vocabulary Word Cards to the pictures.
- Read the book.
- **While reading the book**, ask the following questions:
  - The mouse was very hungry. What were some of the things he ate? (crackers, cookies, cereal, cheese, jam, peanut butter, olives, pickles)
  - After the mouse finished eating, he looked around. What did he see? (a mess)
  - Who made the awful mess? (the mouse)

After Reading

- **After reading the book**, ask the following questions:
  - Why did the mouse wait until the people went upstairs before he made a mess?
  - After the mouse cleaned himself, what did he do? (went to bed)
  - Have you ever made a mess? Tell us about it.
**Conversations and Vocabulary Development**

**Activity 1** Randomly open some of the pages in the book and point to different food items. Ask the children to look at the pictures and use sentences to describe what they see. An example would be, “I see a mouse spilling milk on the counter”.

**Activity 2** Show the children the mouse and mess Vocabulary Word Cards. Ask what letter is at the beginning of both words. Ask them to make the sound of the letter. Tell them that the mouse likes foods that begin with the letter m. Tell the children to listen for words that begin with the letter and sound of m. Call out the words listed below and ask the children to rub their stomachs and say /m/ if the word begins with the /m/ sound.

- marshmallow
- bread
- mushrooms
- hot dog
- mustard
- meatballs
- macaroni
- jam
- milk
- apple
- pickles
- meat

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**Conversations and Language Enhancement**

**Activity 1** Ask the children to make up a story. Ask one child to begin the story, and ask the other children to add sentences to the story. Begin by using “clue” sentences and continue the story.

**Clue Sentences:**
- Pretend you went into the kitchen because you were very hungry.
- You didn’t know what to eat, so you began to look for food.

**Activity 2** Tell the children that rhyming words end alike. Say some rhyming words with the children (boat/coat, bed/red, bake/cake) Say the following sentences and ask the children to fill in the rhyming words.
- A little **mouse** was asleep in the _____ (house)
- He heard the sound of **feet**, it was time to _____ (eat)
- The milk spilled **out**, food was scattered _____ (about)
- Sticky jam was **spread** on the _____ (bread)

**Activity 3** Place the Rhyming Word Cards on the table. Point to and say each of the Rhyming Word Cards. Mix the cards up and ask the children to match the rhyming words. As they make the matches, ask them to say the two words. Ask them to think of additional rhyming words.
SEEDS
Session 2 - Steps to Success
Mouse Mess, Linnea Riley

Preparation
- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – mouse, mess, clean.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, Rhyming Word Cards.

Introduction of Book
- Ask the children to identify the main character of the story. (mouse)

Reading Aloud
- Review the content of the book by asking the children to tell you how the mouse made a mess in the house.
- Show the children the Vocabulary Word Cards. Ask them to read the cards.
- Read the book. Match the Vocabulary Word Cards to the pictures in the book.
- **While reading the book**, ask the following questions:
  - The mouse spilled the corn flakes on the floor. What did he do next? (raked the corn flakes in a pile and jumped into the pile)
  - What was sticky and gooey in the story? (jam)
  - What did the mouse do with the jam? (made a peanut butter and jam sandwich)

After Reading
- After **reading the book**, ask the following questions:
  - Who did the mouse think made the mess? (the people)
  - Where did the mouse take a bath in the story? (in a cup)
  - Who do you think cleaned up the mess?

Conversations and Vocabulary Development

**Activity 1**
Tell the children that you are a mouse and you are hungry for rhyming words. Ask them to listen to the word pairs, and if the words rhyme, ask them to tap their heads.

<table>
<thead>
<tr>
<th>please</th>
<th>cheese</th>
<th>silk</th>
<th>milk</th>
<th>eye</th>
<th>pie</th>
<th>cold</th>
<th>hot</th>
</tr>
</thead>
<tbody>
<tr>
<td>head</td>
<td>bread</td>
<td>clutter</td>
<td>butter</td>
<td>up</td>
<td>down</td>
<td>in</td>
<td>out</td>
</tr>
</tbody>
</table>
Activity 2  Place the Rhyming Word Cards on the table. Say the rhyming words with the children. Have them pick up one of the cards and say as many rhyming words as they can. Continue until all children have had several opportunities to pick up rhyming word cards.

Conversations and Language Enhancement

Activity 1  Tell the children that rhyming words end alike. Say some rhyming words with the children (boat/coat, bed/red, bake/cake) Say the following sentences and ask the children to fill in the rhyming words.

- The mouse had so much fun, the tops came off, one by _____. (one)
- The mouse looked around, he couldn't believe the mess he _____. (found)
- The mouse sniffed his nose, there was jam between his _____. (toes)
- Now that the mouse was fed, he went upstairs and went to _____. (bed)

Activity 2  Tell the children you are going to say three words. Two of the words are going to rhyme, and one does not rhyme. Ask the children to tell you which word does not rhyme with the others.

feet-eat-sun (sun)  head-feet-bed (feet)  mouse-leg-egg (mouse)
horn-mess-corn (mess)  mouse-mess-house (mess)  cat-bat-cheese (cheese)

Activity 3  Play the I Spy game with the children. Look for items in the room that have easy rhyming word opportunities. Ask the children to fill in the rhyming word.

- I Spy a chair. What rhymes with chair? _____.
- I Spy a boy. What rhymes with boy? _____.
- I Spy a clock. What rhymes with clock? _____.
- I Spy a door. What rhymes with door? _____.

Activity 4  Remind the children that the book was about a mouse that made a mess in the kitchen. Give each child a topic and ask them to make up a full sentence describing 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 mouse in the kitchen. What are some of your favorite things to eat?

Story Starter 2  What is the messiest food that you ever ate?

Story Starter 3  Did you ever make a mess? What did you do?