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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>



Little Mouse Gets Ready
by Jeff Smith
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