






LESSON 1

Big Book and CD: *The City Mouse and the Country Mouse*

Summary of Core Instruction

-  **Daily Routines**
-  **Step 1** Build vocabulary and background
-  **Step 2** Guide listening and comprehension
-  **Step 3** Teach vocabulary
-  **Step 4** Teach the relationship between print and pictures

Materials

Big Book: *The City Mouse and the Country Mouse*
CD 4, Track 1



Student Objectives

Daily Routines

- Print awareness: Track print from left to right
- Phonological awareness: Recognize syllables in words

Print and Book Awareness

- Observe teacher's book handling skills
- Understand relationship between print and pictures

Visual Development

- Locate and identify pictures

Listening and Speaking

- Participate in discussions
- Describe personal experiences
- Listen and respond to stories read aloud

Vocabulary

- Understand story vocabulary

Comprehension

- Listen for a purpose
- Use pictures and prior knowledge
- Determine important ideas
- Use illustrations
- Connect text to experience
- Respond to a literature



DAILY ROUTINES

Print Awareness

Write on the board two sentences that tell the day of the week and something special about the day. Sweep your hand under each sentence from left to right as you read. Ask a volunteer to do the same, moving his or her hand under the words as you read the sentences again.

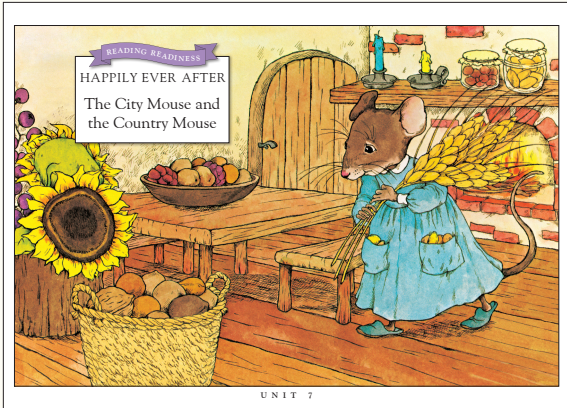
Phonological Awareness

Tell children that words are made up of smaller parts called *syllables*. Choose a child's name with two or three syllables. Say the name aloud as you clap once for each syllable. Have children clap together with you as you say the name again. Repeat with other children's names of varied lengths.

Step
1

Build vocabulary and background

Use *Big Book* cover and pages 2-3.



Introduce the book. Display the cover of the *Big Book* and read aloud the title. Tell children they are going to hear a story about two cousins—one who lives in the city and one who lives in the country. Tell children that the picture on the cover shows the inside of the Country Mouse's house, which is in a hole under a big tree. Point out that the mouse looks tired because she has been busy storing up food for the winter when mice can't go outside to search for food. Help children identify in the picture some of the foods the mouse has collected. (*nuts, berries, grain, seeds*)


Activate prior knowledge. Turn to pages 2-3. Point to each mouse and ask children if they think the mouse is the City Mouse or the Country Mouse. (*Children will probably say that the mouse in fancy clothes is the City Mouse.*) Briefly discuss children's experiences living in or visiting houses in the country or in the city.

Step
2

Guide listening and comprehension

Use *Big Book* pages 1-7 and CD 4, Track 1.

Help children set a purpose for listening. Tell children that the story they are about to listen to will tell them what happens when the City Mouse and Country Mouse visit each other's houses.

 **Play the story.** Turn to page 1 of the *Big Book*. Have children listen to the story on the CD straight through as you turn the pages of the *Big Book*.

Model using pictures to understand vocabulary. As children listen to the story, point to pictures that illustrate key vocabulary words, such as *Country Mouse, City Mouse, nuts, crumbs, berries, cheese, cat, Angry Woman, and dogs*.

Stop the CD when the narrator gets to the end of the story.

Discuss the story. Use these questions to guide and assess children's comprehension:

- 1. Did the City Mouse like the Country Mouse's house? no How do you know?** She said the Country Mouse's house was very small and that the food was terrible. (Determine important ideas)
- 2. Look at pages 4 and 5. How did the mice get into the dining room? How did they get out of it?** through a hole in the wall (Use illustrations)
- 3. Did the Country Mouse like the City Mouse's house? no How do you know?** She was scared of the cat, woman, and dogs; she wanted to go back to her own home. (Determine important ideas)
- 4. Would you rather be the City Mouse or the Country Mouse? Why?** Answers will vary. (Respond to stories)



Teach vocabulary

Review story vocabulary: *mouse, city, country, cozy.*

Have you ever seen a real mouse? (Answers will vary. Briefly discuss children's experiences.) Do real mice dress in clothes and talk? (*no*) Can a real mouse live in a wall or under a tree? (*yes*)

What words can you use to tell about the City Mouse's house? (Children may suggest *fancy, big, full of food, or scary.*) What words would you use to tell about the Country Mouse's life? (Children may suggest *plain, hard, comfortable, or not scary.*)

The story says that the Country Mouse went back to her cozy house. What do you think a cozy house is like? (*little, warm, comfortable, not scary*)



Teach the relationship between print and pictures

Use *Big Book* pages 9-15.

Use printed sentences to retell the story. Display page 9. Explain to children that you are going to tell the story again by reading words printed on the pages. Ask children what they see on page 9. (*the Country Mouse in her house and some words*) Tell children that the words you read will tell about what is happening in each picture. Read pages 9-15.

Teach about the relationship between print and pictures. Remind children that the pictures in books show what is happening in a story. Explain that the pictures on a page go with the words on the page. Display pages 10-11. Read the words on page 10. Point out that these words tell how the City Mouse felt about the Country Mouse's home and food. Which of the two pages shows the City Mouse? (*page 10, the same page as the one with the words about how the City Mouse felt*) Then turn to pages 12-13. Read the first sentence on page 13. Ask which of these two pages shows a lot of food. (*page 13, which has the sentence about the food*)




Tell children they will get to hear *The City Mouse and the Country Mouse* again later.

LESSON 2

Concept Development: *brown, long, short, arrow, rectangle*

Summary of Core Instruction

Daily Routines

-  **Step 1** Play the introductory game
-  **Step 2** Teach *brown, long, short, arrow*
-  **Step 3** Teach *rectangle*

Materials

Brown construction paper (4 sheets)
Masking tape
Recorded music
Unit 7 Concept Board
Brown crayon



Student Objectives

Daily Routines

Print awareness: Track print from left to right and top to bottom
Phonological awareness: Recognize syllables in words

Vocabulary/Conceptual Development

Identify colors: *brown*
Identify shapes: *rectangle, arrow*
Identify sizes: *long, short*

Listening and Speaking

Discuss pictures

Comprehension

Follow oral directions



DAILY ROUTINES

Print Awareness

Write on the board two sentences that tell the day of the week and something special about the day. Point to where you start reading and where you stop as you read the sentences. Ask a child to come to the board and point to where to start reading. Have another child point to where to stop.

Phonological Awareness

Remind children that words are made of parts called *syllables*. Choose a child's name with two or three syllables. Say the name aloud as you clap for each syllable. Have children clap together with you as you say the name again. Repeat with any children's names you did not use yesterday.



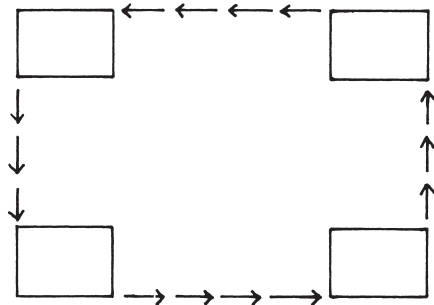
Step
1

Play the introductory game

Use four sheets of brown construction paper, masking tape, and recorded music.

Set up the game. “Musical Mousetraps” is played like “Musical Chairs.” Children will walk around a rectangle made with arrows on the floor as music plays. If they are standing on a sheet of brown construction paper when the music stops, they are “trapped” and out of the game.

On the floor, arrange four sheets of brown construction paper so they make four corners of a large rectangle. Connect the sheets with arrows made with masking tape, as shown.



Introduce *rectangle, brown, arrow.* Tell children they will be playing a game called “Musical Mousetraps.” Hold up one of the sheets of construction paper. Tell children that the sheet is brown. Trace your finger around the edges of the sheet and tell children the sheet is a rectangle shape. Point out that the shape has two long sides and two short sides.

Teach *arrows.* Point to the arrows on the floor, identify them, and demonstrate how the pointed part of the arrows show the direction children should go.

Introduce “Musical Mousetraps.” Have children stand along the arrows between the paper rectangles. Have them pretend they are mice and the paper rectangles are mousetraps. Have children be quiet as mice and follow the arrows to tiptoe around the rectangle. Explain that they must always step on a brown mousetrap before turning a corner. Tell them you will play music, and they should tiptoe from mousetrap to mousetrap while the music is playing. Tell them that as soon as the music stops, they must stop where they are.

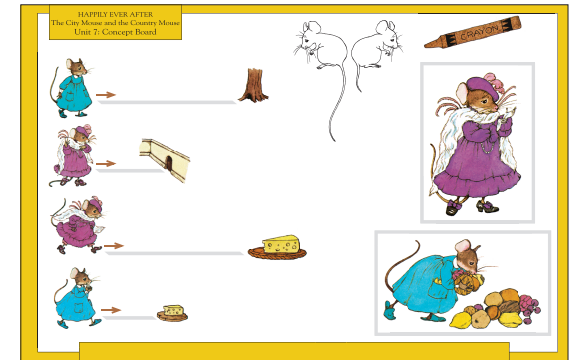
Play “Musical Mousetraps.” Play music as children tiptoe around the rectangle. Then stop the music. Children who are standing on the brown paper “mousetraps” when the music stops must stand inside the large rectangle. Repeat turning on and off the music until only one mouse remains.



Step
2

Teach *brown, long, short, arrow*

Use the Unit 7 Concept Board and a brown crayon.



Teach *brown.* Display the Concept Board. Point to the crayon at the top of the board and tell children that the crayon is brown. Ask children to identify items of clothing or objects around the room that are brown. Hold up a brown crayon and ask what color it is.

Point to the pictures of the two mice at the top of the Concept Board. Tell children you are going to color in each mouse with your brown crayon.

Teach long, short. Point out that one mouse has a long tail and one has a short tail. Use your brown crayon to trace over the tails several times as you say the words *long* and *short*. Have volunteers point to the mouse with the long tail or the one with the short tail.

Have children follow arrows to trace long and short paths. Point out the City Mouse and the Country Mouse in the first two rows on the left side of the chart. Tell children that the Country Mouse wants to get to her hole under the tree. Point to the arrow beside her and explain that the arrow is pointing to a path that leads to the tree. Trace the path with the brown crayon. Do the same to trace the path from the City Mouse to her hole and from the two mice to their cheese.

Ask the following questions as you retrace each path:

- Which mouse had a long path home?
- Which mouse had a short path home?
- Which mouse had a long path to the cheese?
- Which mouse had a short path to the cheese?



Teach *rectangle*

Use the Unit 7 Concept Board and a brown crayon.

Teach *rectangle*. Have children look at the framed portraits of the City Mouse and the Country Mouse on the right side of the Concept Board. Tell children that the shape of each frame is a *rectangle*. Have children repeat the word with you. Explain that a rectangle always has two long sides and two short sides.

Have children look at the rectangle around the City Mouse. Trace one long side with the crayon and ask if that side is a long side or a short side. (*long*) Do the same for the other long side and then for both short sides.

Follow the same procedure to have children name the long sides and the short sides of the rectangle around the Country Mouse. Point out that it doesn't matter whether the long sides go up and down or from side to side; as long as the two long sides are across from each other and the two short sides are across from each other, the shape is a rectangle.

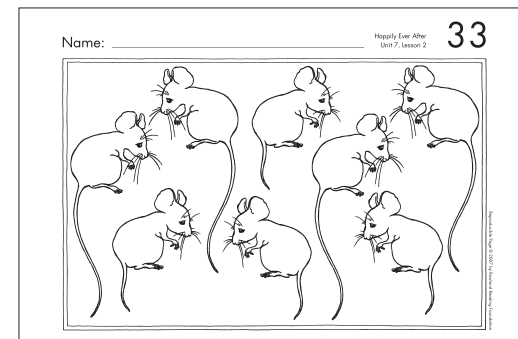


TEN-MINUTE TUCK-INS

Optional Activities for Additional Practice

Reteach *long, short, brown*

Use Blackline Master 33, a brown crayon, and other colored crayons for each child.



Child colors mice with long tails brown and mice with short tails a different color.

Give each child a brown crayon and a copy of the blackline master. Have crayons of several other colors available. Have children find all the mice with long tails, trace the tails, and color in the mice brown. Then have them use a different color to color in the mice with short tails.

TEN-MINUTE TUCK-INS

Vocabulary/Conceptual Development: *rectangle, long, short*

Use chalk or masking tape.

Tell children they are going to play a version of “Duck, Duck, Goose” called “Mouse, Mouse, Cat.” Use chalk or masking tape to make a large rectangle on the floor. Have children sit along the lines of the rectangle. Have children raise their hands as you ask the following questions:

Who is on the short side of the rectangle?

Who is on the long side of the rectangle?

Choose one child to be It. Tell children that It will walk around the rectangle, tapping each child’s head and saying,

“Mouse, mouse, mouse . . .” until he wants to be chased. Then he will tap a head, say “Cat,” and the cat will chase It around the rectangle. If It gets to the cat’s place and sits down without being tagged, the cat becomes It. If It is tagged by the cat before he reaches the cat’s place, the cat returns to the rectangle and It tries again.

Vocabulary/Conceptual Development: *rectangle, long, short*

Use construction paper, scissors, and two paper bags or boxes.

Create a set of long strips of paper, each about eight inches long, and a set of short strips of paper, each about four inches long. Make enough strips for each child to

have one strip plus two extra long strips and two extra short strips. Mix up the children’s strips and put half into each of two paper bags or boxes. Place two tables or desks at one end of the classroom and set a long and a short strip on each table. Place the bags at the other end of the classroom. Tell children they are going to run a “Rectangle Relay.”

Divide children into two teams and have each team stand behind one of the tables. Have the first child from each team tiptoe to the bag at the other end of the room, take out a strip, return to her team’s table, and place the strip on top of the strip that is the same length—long or short. Then the next racer can tiptoe to the bag, choose a strip, and place it on top of the long or short strips on her team’s table. The first team to collect and sort all its strips of paper wins.

LESSON 3

Storybooks and CD: *The City Mouse and the Country Mouse*

Summary of Core Instruction

Daily Routines

★ **Step 1** Have children make Storybooks

★ **Step 2** Teach book handling

★ **Step 3** Guide listening and comprehension

★ **Step 4** Teach making predictions

★ **Step 5** Teach emergent writing

♥ **Lasting Lessons:** Being Content

Materials

Storybook sheets for *The City Mouse and the Country Mouse*

Scissors

Stapler

CD 4, Track 2

Brown crayons

Chart paper (optional)



Student Objectives

Daily Routines

Print awareness: Recognize word boundaries

Phonological awareness: Recognize syllables in words

Fine Motor Skills

Hold and use scissors

Fold paper

Draw a line *under*

Make a *circle*

Mark an *X*

Listening and Speaking

Listen and respond to stories read aloud

Vocabulary

Understand story vocabulary

Comprehension

Listen for a purpose

Follow oral directions

Make predictions

Emergent Writing

Dictate reasons characters might give each other



DAILY ROUTINES

Print Awareness

Write on the board two sentences that tell the day of the week and something special about the day. Point to the words as you read each sentence aloud. Tell children that a word always has a space before and after it. Then ask for volunteers to point to each word in a sentence as you read. Ask a volunteer to point to the space before and after one word.

Phonological Awareness

Say a child's first name and last name aloud as you clap the syllables in the names. Then call on individual children to clap for the syllables of their own first and last names as you say them aloud.



Step 1 Have children make Storybooks

Use Storybook sheets for *The City Mouse* and the *Country Mouse*, scissors, and stapler.

Distribute Storybook sheets and scissors. Distribute a Storybook sheet to each child, making sure that the side with the brown star in the upper left-hand corner is facing up.

Give directions for cutting apart pages. Hold up the Storybook sheet so children can see the side with the brown star. Have children find and point to the cutting line on their sheets. Cut along the line, and then ask children to use their scissors to do the same. Provide assistance as needed.

Give directions for assembling books. When children have finished cutting, hold up the half-sheet with the brown star in the upper left-hand corner. Have children find and point to the same side of the same sheet. Show children how to fold the sheet with the brown star on the inside and the cover of the book on the outside. Have children put the folded sheet aside.

Hold up the half-sheet with the yellow star in the upper left-hand corner and have children find and point to the same side of the sheet. Show children how to fold the sheet with the yellow star on the inside. Have children slip this folded sheet inside the first one. Then staple the pages together along the spine.

Write children's names on their Storybooks. Print each child's name on the back of his Storybook, or have him print the letters he knows and then write the name correctly next to his letters.



Step 2 Teach book handling

Use Storybooks.

Have children locate the cover and title of the book. Have children hold their books with the cover facing them. Ask them to point to the title of the book. Then read the title aloud. Remind children they will follow along in their books as they listen to the CD.

Teach left-to-right directionality. Show children how to open the book to show pages 2-3. Point to the *City Mouse* on page 2 and tell children they should always look at the page on the left side first. Sweep your finger to the *Country Mouse* on page 3. Point out that the two pages show one big picture. Remind children that the picture shows the *City Mouse* visiting the *Country Mouse*.


Have children turn to pages 4-5. Ask children which picture they should look at first. (page 4) Have children point to the picture on page 4 and then to the picture on page 5. Explain that these two pages show two different pictures. Ask children what is happening in each picture. (*The Country Mouse is seeing the City Mouse's house and food.*)

Have children turn to the back cover and find their names. Point to each colored rectangle and ask children to identify its color. (*yellow, black, purple, green*) Tell children that the colored rectangles will help them know they are looking at the right picture when the CD asks them to mark something on the back cover.

Step
3

Guide listening and comprehension

Use Storybooks; CD 4, Track 2; and brown crayons.

 **Play CD 4, Track 2.** Give each child a brown crayon. Have children follow along in their Storybooks as they listen to the story. Observe children as they listen to make sure they are following along on the correct pages. Pause the CD at the end of the story.

Help children complete the comprehension page. Make sure that children have the back cover of their Storybooks facing up and their crayons in hand. Have them listen carefully to the directions given on the CD. Then play the directions on the CD.

Check comprehension and following directions. After children have responded to the questions and checked their answers as directed on the CD, go over the questions and answers one more time.



In the box with the yellow rectangle, child draws a line under the second picture and circles the first picture. In the box with the black rectangle, child circles the Country Mouse. In the box with the purple rectangle, child puts an X on the City Mouse. In the box with the green rectangle, child puts an X on the Country Mouse.

Step
4

Teach making predictions

Use Storybooks.

Help children predict what will happen next in a story. Explain to children that as they listen to a story, they can try to figure out what will happen next. Have children look at each page as you ask the following questions:

Pages 4-5: How did you think the Country Mouse would feel about the City Mouse's house? Why did you think so? *(Children may say they predicted that the Country Mouse might have liked the City Mouse's house because it was fancy and large, or that the Country Mouse didn't like the City Mouse's house because it was so different from her own.)* How did she feel about the City Mouse's house in the end? *(It was scary and she wouldn't want to live there.)*

Pages 6-7: What did you think the mice would do when the cat, dogs, and angry woman came after them? Why did you think so? *(Most will say they predicted the mice would run away because that's usually what mice do when they are scared.)* Were you right?

Page 7: What did you think the Country Mouse would do after she was safe in the City Mouse's hole? Why did you think so? (*Most will say they predicted she would go home because she was scared.*) Were you right?

Page 7: What do you think the City Mouse will do next? (Answers will vary.)



Teach emergent writing

Use Storybook page 7 and chart paper (optional).

Have children look again at the picture of the mice in the hole on page 7 of their Storybooks. Write the following on the board or chart paper:

You should stay in the city because

Have children pretend they are the City Mouse who is giving her country cousin reasons to stay in the city. Ask them to dictate words to complete the sentence.

For example:

. . . there is much more food in the city than in the country.

. . . it quiets down a lot after it gets dark.

. . . the cat usually sleeps a lot and we can sneak by her.

Draw a line or use a fresh sheet of paper and write the following:

You should live in the country because

Have children dictate words the Country Mouse might say to convince her city cousin to move to the country. For example:

. . . it is peaceful.

. . . there are no scary cats, women, and dogs there.

As you read through children's dictated sentences, sweep your hand under the words from left to right.

Collect children's Storybooks. Children will use them again in Lesson 9.



LASTING LESSONS

Being Content

Ask children how the Country Mouse felt after she was back in her own house. (*comfortable, cozy, safe, peaceful, happy*) Encourage children to name one thing about their home or school that makes them feel the same way. Record children's contributions in a list titled, "What Makes Us Happy." Send copies of the list home with the Storybook and other materials after children have completed the unit.

LESSON 4

Letter Recognition: O, o; P, p; Q, q

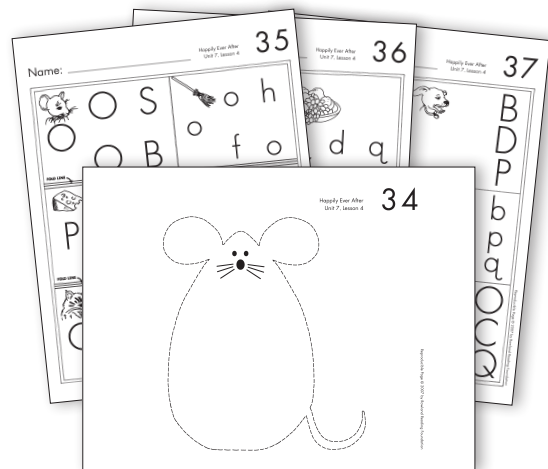
Summary of Core Instruction

Daily Routines

- ★ **Step 1** Teach recognition and names of O, o; P, p; Q, q
- ★ **Step 2** Give practice matching O, o; P, p; Q, q
- ★ **Step 3** Give practice identifying named letters

Materials

Blackline Masters 34-37
Brown construction paper
Letter Cards O, o, P, p, Q, q
Scissors
Black marker
Brown crayons



Student Objectives

Daily Routines

Print awareness: Recognize sentences
Phonological awareness: Recognize syllables in words

Letter Recognition

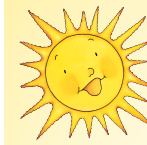
Identify capital O, P, Q and lowercase o, p, q
Distinguish between letters
Match letters

Comprehension

Follow oral directions

Fine Motor Skills

Draw a line *under*
Draw a line *between*
Mark an X



DAILY ROUTINES

Print Awareness

Write on the board two sentences that tell the day of the week and something special about the day. Read the sentences aloud. Ask children how many sentences are on the board. Count the sentences together.

Phonological Awareness

Say a child's first and last name aloud as you clap the syllables in the names. Then call on individual children to clap the syllables of their own first and last names as you say them. Call on any children you did not call on yesterday.

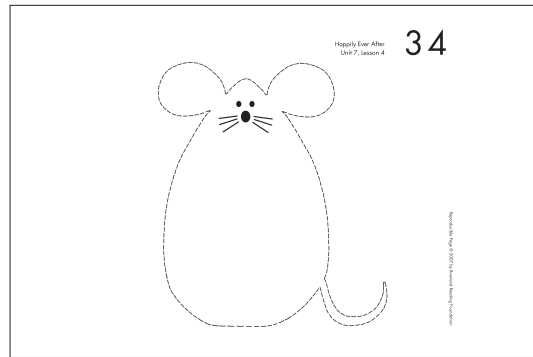


Step
1

Teach recognition and names of O, o; P, p; Q, q

Use *Blackline Master 34*; brown construction paper; Letter Cards O, o, P, p, Q, q; scissors; and a black marker.

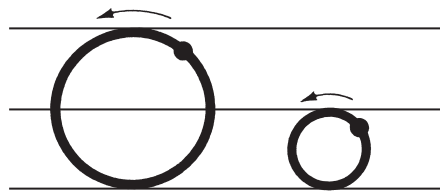
Prepare paper mice. Use *Blackline Master 34* to trace and then cut three mice out of brown construction paper. Write the capital and lowercase forms of O, P, and Q on the mice using a black marker. Have available a mix of Letter Cards for O, o, P, p, Q, and q—enough so there is at least one Letter Card for each child.



Teach recognizing and naming O, o, P, p, Q, q. Write O on the board. Identify the letter as “capital O.” Have children repeat the name of the letter after you. Write o next

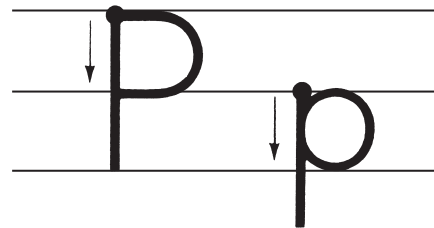
to O. Explain that this is another way to write o, and tell children it is called “lowercase o.” Do the same for P, p, Q, and q. Then point to the letters at random and have volunteers name them.

Have children practice matching letters. Place the three mice on a chalk tray or bulletin board. Place the Letter Cards face down in a stack on a nearby desk or table.



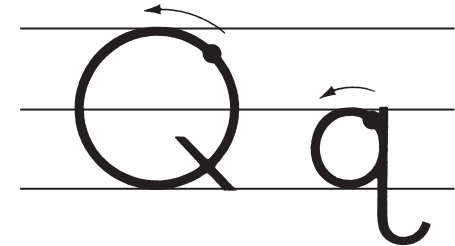
Capital O. Begin at the dot just below the top line. Go up to the top line and make a circle that touches the bottom line and ends back at the dot.

Lowercase o. Begin at the dot just below the middle line. Go up to the middle line and make a circle that touches the bottom line and ends back at the dot.



Capital P. Begin at the dot. Draw a straight line down to the bottom line. Lift your pencil and go back to the dot. Draw a line that curves out and down to the middle line, then back to the straight vertical line.

Lowercase p. Begin at the dot. Draw a straight line down below the bottom line. Trace the line back up to the dot. Curve the line out and down to the bottom line, then back to the straight line.



Capital Q. Begin at the dot. Make a circle curving from the top to the bottom line and back to the dot. Add a short, slanted line that extends from just inside the circle out to the bottom line.

Lowercase q. Begin at the dot. Make a small circle curving down to the bottom line and back to the dot. Without lifting your pencil, make a straight line up to the middle line and straight back down below the bottom line. Curve to the right to make a tail.

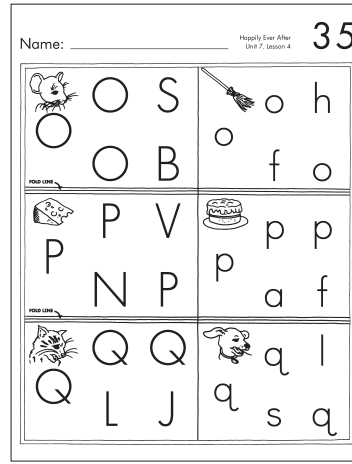
Point to the *Oo*'s on the first mouse. Tell children the mouse has *Oo*'s on her tummy because she likes to eat *o*'s. Do the same for the mice labeled *Pp* and *Qq*.

Show children the stack of Letter Cards. Have them imagine that these are letters that the mice like to eat. Explain that children can feed the mice by placing a Letter Card next to the mouse with the same letter on its tummy. Have children take turns drawing a Letter Card, naming the letter on it, and "feeding" it to the mouse who likes to eat that letter.



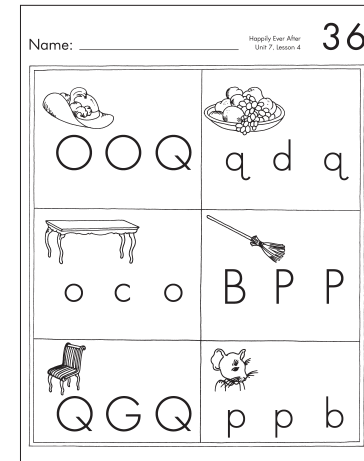
Give practice matching *O, o; P, p; Q, q*

Use *Blackline Masters 35-36* and brown crayons.



Child uses a brown crayon to underline and name *O, o, P, p, Q, q*.

Have children underline and name matching letters. Distribute copies of *Blackline Master 35* and brown crayons. Help children identify the pictures in each row. (*mouse, broom, cheese, cake, cat, dog*) Have children fold their papers so they look at one row at a time. Tell children to look at the picture next to the mouse and identify the letter under it. (*capital O*) Tell them to find and underline other letters in the same box that match the letter under the mouse. Follow a similar procedure to complete the page. Then have children name the letters they underlined.



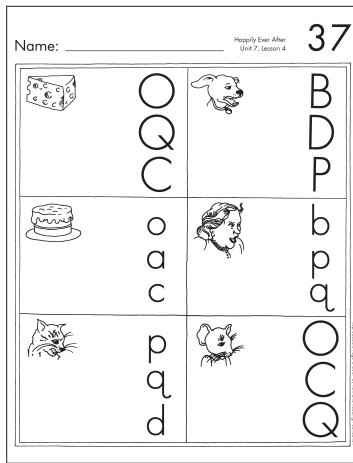
Child uses a brown crayon to cross out *Q, d, c, B, G, b*.

Have children identify letters that don't match. Distribute copies of *Blackline Master 36*. Help children identify the picture in each box in each row. (*hat, fruit, table, broom, chair, mouse*) Explain that one of the letters in each box doesn't match the others. Have children use their brown crayons to mark an X over the letter in the box that doesn't match. Then have children name the matching letters in each box.



Step 3 Give practice identifying named letters

Use Blackline Master 37 and brown crayons.



Child uses a brown crayon to draw a line from cheese to capital O, from dog to capital P, from cake to lowercase o, from woman to lowercase p, from cat to lowercase q, from mouse to capital Q.

Have children draw lines to named letters. Distribute copies of Blackline Master 37. Help children identify the picture in each box in each row. (*cheese, dog, cake, woman, cat, mouse*) Have children draw a line from each picture to the letter you name: cheese—capital O; dog—capital P; cake—lowercase o; woman—lowercase p; cat—lowercase q; mouse—capital Q.



TEN-MINUTE TUCK-INS

Optional Activities for Additional Practice

Letter Recognition: Matching Letters O, o; P, p; Q, q

Use drawing paper, a black marker, masking tape, and two sets of Letter Cards O, o, P, p, Q, q.

Tell children they are going to run a “Letter Race.” On three sheets of paper, write Oo, Pp, and Qq. Tape the sheets above a chalk tray or table. On the opposite side of the room, use masking tape to make a start line. Divide children into two teams. Shuffle each set of Letter Cards. Give one card from the first set of Letter Cards to each member of one team and one card from the second set to the members of the other team. Tell children they are going to have a walking relay. Have the teams line up behind the start line. On your signal, have the first child in each team walk quickly to the chalk tray or table and place his letter under the paper with the corresponding letter. The first team to correctly sort all their letters wins.

Vocabulary/Conceptual Development: Categorizing

Use CD 4, Track 1; old magazines; drawing paper; scissors; and glue.



Give each child two sheets of drawing paper, an old magazine, scissors, and glue. Replay *The City Mouse and the Country Mouse* (CD 4, Track 1) or reread it (see story on pages 83-84).

Ask children what they think the Country Mouse might see near her home in the country. (*trees, grass, a farm, wild animals*) Then ask what the City Mouse might see near her home in the city. (*buildings, cars and buses, traffic lights, lots of people*) Have children find and cut out pictures that show what each mouse might see. Then have them sort the pictures into two groups: what the Country Mouse might see and what the City Mouse might see. Have them glue each group of pictures onto a sheet of drawing paper to make country and city collages.