Interactive Literacy Lesson Plan
for
Mice Are Nice by Charles Ghigna

Name of Activities: Pet Shop Grab          Students Participating: size of group: Name That Animal  Children and parents: partners

Lesson Goal: Children and families will practice comprehension through an interactive game and play Name That Animal using descriptive language and analytical reasoning.

Learning Objectives/Skills: The learners will be able to:

a) Actively listen to a story and participate in a group discussion (children and parents)
b) Demonstrate comprehension by playing Pet Shop Grab game and recalling animal characteristics (children)
c) Listen and support their child by participating in the Pet Shop Grab game (parents)
d) Provide effective prompts for their child when necessary (parents)
e) Use descriptive language to provide clues about an animal (children and parents)
f) Use analytical reasoning to determine a mystery animal from a set of clues (children and parents)

Environmental Adaptations, Time and Materials Needed: These activities can be adapted to almost any environment. Children will need a flat surface (table, tray, floor) to lay the animal cards on during the Name That Animal game. The activities will take approximately 25-30 minutes, depending on students. The following materials will be needed:

- A copy of Mice Are Nice by Charles Ghigna (one for each family)
- Pet Shop Template (one for each student)
- Brown bag (one for each student)
- Animal Cards (one set for each family)
- Coloring supplies (crayons, markers, colored pencils)
- Safety scissors
- Glue sticks/Elmer’s Glue/Tape

Procedure/Description of the Activity:

1. Begin the lesson by inviting children and families to join you for story time. Introduce the book, Mice Are Nice by Charles Ghigna. Have children look at the cover illustration and make predictions about what the story will be about. Ask children, “Do you think this mouse is happy or sad? How can you tell?”

2. Invite parents to read the story to their child in pairs or small groups. Parents should prompt their child to pay attention to the reasons why each animal would NOT make a good pet, as this will be important when playing the Pet Shop Grab game. Also ask children to further explain some of the reasons. For example, a parent may ask, “Why
wouldn’t you want a pet turtle that hides in its shell all day?” Children may reason that you cannot play with them or see their head and arms often.

3. After reading the book talk with children and families about the story. Ask children to identify reasons why mice are nice and would make good pets. Incorporate higher level thinking questions such as, “Do you agree that mice would make good pets? Why or why not?”

4. Explain to children and families that remembering and understanding details from a text is an important skill called “comprehension.” Parents and children will play an interactive game called Pet Shop Grab that will help assess children’s comprehension of the story. Each family should receive a Pet Shop Template, brown bag and set of Animal Cards.

5. First, have children and parents color and cut out the Animal Cards and Pet Shop Template together. Have parents help children glue the Pet Shop Template onto the brown bag with the bag opening at the top. Cut off the portion of the brown bag that comes above the Pet Shop (see photo for details). Next, place the Animal Cards inside the brown bag.

6. When groups are finished creating their materials, have them use the Pet Shop Grab game to recall details from the book. Children will draw an Animal Card out of the bag and explain a reason from the book why it wouldn’t make a good pet. Eg. Child draws a boa, “Boas squeeze! But mice are nice!” If a child draws a mouse from the bag, they will explain one reason why a mouse would be a good pet. E.g. “Mice are nice because… they are cuddly and small.”

7. If children are struggling to recall specific details from the book, parents can offer prompts to help their child. Parents may ask, “What are some reasons why you think this animal wouldn’t make a good pet?” Parents should praise their children for reading words on the Animal Cards and remembering details from the story!

8. The game is over when all the cards have been drawn from the bag. Families can take the game materials home to play again or set up an imaginary pet shop.

9. Using the same Animal Cards (with only one mouse card this time) and the Pet Shop bag, families can play Name That Animal. This game is for two players. First, the parent draws an Animal Card from the bag. Then, they give the child clues to see if the child can guess the animal. Eg. “I am long and skinny. My eyes are slits. I have a tongue that goes in and out. I can squeeze very tight.” Encourage parents to give one clue at a time so children can guess names of animals after each one. Parents should provide clues about the physical description of the animal as well as strong action verbs related to its behavior. Continue providing clues until the child guesses correctly.

Note: For more support, spread out the Animal Cards on a flat surface, facing up in front of the child. The parent will secretly select an animal to describe. This way, the child can use the visual cues from the animal illustrations to help them identify the animal.
10. Continue the game by having the child give the parent clues about an animal. Encourage them to use details from the book about the animal’s characteristics and description.

11. Another variation can be played by giving clues about what the animal is NOT like. This will help children practice analytical reasoning as they eliminate animals based on their characteristics. Begin the game by laying all the Animal Cards face up. An example of this variation is shown in the dialogue below:

   Parent: My animal does not have fur.

   Child: *(Eliminates animals that DO have fur such as the mouse, kitten, puppy and rabbit)*

   Parent: My animal does not have any feet.

   Child: *(Eliminates animals that are left that DO have feet such as the lizard, turtle, and parrot. Now only the snake and fish remain)*

   Parent: My animal does not have fins.

   Child: *(Eliminates the goldfish)* Your animal is a SNAKE!
**Assessment:**

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<tr>
<th>Objective</th>
<th>Participants’ Names</th>
<th>Comments</th>
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<tbody>
<tr>
<td>a) Actively listen to a story and participates in group discussion</td>
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<td>(parents and children)</td>
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<td>b) Demonstrate comprehension by playing <em>Pet Shop Grab</em> and recalling</td>
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<td>animal traits (children)</td>
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<td>c) Listen and support child by participating in the <em>Pet Shop Grab</em></td>
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<td>game (parents)</td>
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<td>and parents)</td>
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<td>f) Use analytical reasoning to determine a mystery animal from a set of</td>
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<td>clues (children and parents)</td>
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**Reflect on the Activity:**

1. What worked well?

2. What didn’t work?

3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

**Transfer Home/Extension Ideas:** a) Children can take home their Pet Shop bag and Animal Cards and create a make-believe pet shop in their home b) Parents and children can create their own animal cards to add to the Pet Shop bag c) Families can choose a mouse book from the Suggested Titles List to read as an extension to this story.

**Suggested Titles about Mice:**
*The Lion and the Mouse* by Jerry Pinkney
*Inside Mouse, Outside Mouse* by Lindsey Barrett George
*If You Give a Mouse a Cookie* by Laura Joffe Numeroff
*Mouse T.V.* by Matt Novak

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<tr>
<th>Literacy Area(s)* Addressed (check all that apply):</th>
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<tbody>
<tr>
<td>X The Power and Pleasure of Literacy</td>
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<td>Phonological Awareness</td>
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<td>X Letters and Words</td>
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<td>X Building Knowledge and Comprehension</td>
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<td>Fluency</td>
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* from National Center for Family Literacy’s *Building Strong Readers* and *Learning to Read and Write*