

✓ Lesson Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7)
- ✓ Describe an illustration or text in “The City Mouse and the Country Mouse” and make connections to self and the world around them (RL.P. 11)
- ✓ Predict events in “The City Mouse and the Country Mouse” (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The City Mouse and the Country Mouse” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Identify and express mental states and emotional feelings (SL.P.6)
- ✓ Assume the role of the mice from “The City Mouse and the Country Mouse” and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, use the words *feast* and *silverware* acquired through conversations, reading and being read to, and responding to texts (L.P.6)

Core Vocabulary

escaped, v. Got away from something dangerous

Example: The mouse escaped from the cat's claws.

Variation(s): escape, escapes, escaping

feast, n. A big, special meal with lots of fancy food

Example: At Thanksgiving, my family has a big feast with turkey, mashed potatoes, gravy, and pumpkin pie.

Variation(s): feasts

grand, adj. Very big and fancy

Example: The beautiful, old house had a grand staircase with soft, red carpet and a gold railing.

Variation(s): grander, grandest

silverware, n. Tools like forks, knives, and spoons that are used for eating food

Example: My mother asked me to set the dinner table with silverware.

Variation(s): none

At a Glance

| | Exercise | Materials | Minutes |
|------------------------------------|--|--|--------------------|
| Introducing the Read-Aloud | W Essential Background Information or Terms | | 5 |
| | W Where Are We? | Image Cards 2A-1, 2A-2 | |
| | W Purpose for Listening | | |
| Presenting the Read-Aloud | W "The City Mouse and the Country Mouse" | | 15 |
| Discussing the Read-Aloud | W Comprehension Questions | | 5 |
| Teacher-Led Learning Center | L Dramatic Play Center | Props for plain and fancy table settings | During Center Time |
| Take-Home Material | T "The City Mouse and the Country Mouse" | Activity Page 2A-1 | |

Advance Preparation

Prior to the lesson, collect materials for the plain and fancy table settings to be used in the dramatic play center. For example, for the plain table setting, collect simple play food (a can of peas, corn on the cob, etc.) paper napkins, and plastic cutlery. For the feast in the city, collect a tablecloth or placemats, cloth napkins, an unlit candle, fancy silverware and fancy play food (desserts, etc.) You may also choose to add some dress-up accessories (simple and fancy hats, a bandana, a bow tie, tutu, feather boa, etc.)

Introducing the Read Aloud

5 minutes

Whole
Group

Essential Background Information or Terms

Tell students they are going to listen to the fable of “The City Mouse and the Country Mouse.” Tell students that fables are stories that were written a long time ago by a man named Aesop (/EE-sop/). Ask students to say *Aesop* with you. Remind students that a fable is a story that teaches a little lesson, or moral. “The Lion and the Mouse” is another fable that students have heard that taught a lesson (i.e., friends who are little in size can still be great friends).

Whole
Group

Where Are We?

Tell students there are two settings in this story. The setting is where the story takes place. This story is set in two places, the country and the city. Tell students they are going to learn about the differences between these two settings.

Show Image Card 2A-1: City Scene

Tell students, “This is a picture of the city.” Explain to students that the city is crowded and noisy, and has lots of buildings, cars and people. Ask students if they have ever visited the city. Ask students what they saw when they were in the city.

Show Image Card 2A-2: Country Scene

Tell students, “This is a picture of the country.” Explain to students that the country is a place that has lots of space with fewer buildings, is very quiet, and does not have much traffic. Ask students if they have ever visited the country. Ask students what they saw when they were in the country.

Purpose for Listening

Tell students they are going to hear a fable called “The City Mouse and the Country Mouse” about two characters who live in different places and like different things. Explain that the main characters in this story are two mice—a Country Mouse, who lives in the country, and a City Mouse, who lives in the city. Tell students to listen for the kinds of things the Country Mouse likes and the kinds of things the City Mouse likes.

The City Mouse and the Country Mouse



1 The Country Mouse

2 The City Mouse

◀ SHOW FLIP BOOK PAGE 2A-1: Mice meet in the country

Once upon a time, there were two mice who were cousins. One mouse lived in a small, simple house in the country **1**. The other mouse lived in a large, stylish house in the city. **2**

One day, the City Mouse went to visit his cousin in the country. The Country Mouse was very happy to see the City Mouse. He invited his cousin to stay for dinner.



◀ SHOW FLIP BOOK PAGE 2A-2: Mice dine in the country

The Country Mouse pulled two silver thimbles up to a spool of thread. The thimbles and spool of thread became two chairs and a table. He set the table with two acorn caps and a little birthday cake candle. He served a simple **3** meal. They ate ripe peas and corn.

As they were eating, the City Mouse became less cheerful. Suddenly he said, "Dear Cousin, however do you put up with such plain food?"

The Country Mouse was thoughtful for a moment. Then he replied, "My apologies, Cousin, but this is what we eat most of the time in the country." **4**

4 Did the City Mouse like the Country Mouse's food?

The City Mouse promptly invited the Country Mouse to come with him to the city. "Just wait until you taste the wonderful foods we have in the city," he said. "I can assure you, you will not want to return to the country."



◀ SHOW FLIP BOOK PAGE 2A-3: Mice arrive in the city

So the City Mouse and Country Mouse set off. They scampered through the fields and the neighborhoods and into the city. They arrived late that evening. The Country Mouse saw immediately that his cousin lived in a very **grand 5** house.

5 or big and fancy

"Shhhh!" said the City Mouse as they entered the house through a little hole in the wall. "We don't want anyone to hear us!" The City Mouse led the way as he dashed from room to room making sure no one was there.



← **SHOW FLIP BOOK PAGE 2A-4: Mice dine in city**

6 or a big, special meal with lots of food

Finally, feeling safe, he waved his arm and invited his country cousin into a large dining room. Once there, they ran up the leg of a huge dining table. The remains of somebody's magnificent **feast** **6** still lay spread out on the table. They had left behind their **silverware**, their crystal glasses, their napkins—and a lot of their delicious food.

"This is how we eat every day in the city," said the City Mouse.

The Country Mouse could hardly believe it. There was so much fancy food! There were bunches of fresh green grapes left behind. There were even slices of a delicious chocolate cake with luscious icing! There was more food than the Country Mouse had ever seen before.

The two mice got busy, nibbling away. "Delicious," munched the Country Mouse. "I have never eaten such fine food."

Then both mice stopped in the middle of a bite. They heard loud growls, snarls, and hisses nearby. **7**

"Quick! Follow me!" yelled the City Mouse.

7 What do you think it might be?



← **SHOW FLIP BOOK PAGE 2A-5: Mice hiding from the cat**

8 How do you think the mice felt?

9 or got away

He scampered to the floor, with his cousin right behind him. At that very moment, an angry-looking cat raced into the dining room. **8** The two mice ran for their lives! They **escaped** **9** just in time, dashing through a small hole in the wall.

"Whew! That was close," said the City Mouse. "We'll wait here until they leave, and then we can finish our meal."

But the Country Mouse was so frightened, he couldn't reply. He had never been in such danger before. He thought about his simple house in the country. He realized how much better he liked it there. He decided that it was time to go home.



← **SHOW FLIP BOOK PAGE 2A-6: Country Mouse leaves city**

10 Each mouse felt most comfortable in his own setting with the things he was used to eating.

The Country Mouse did not even say goodbye to his cousin. He picked up his belongings and scampered out of the city house. He ran all the way home to the country, where he felt safe and happy.

*The moral of the story is: There's no place like home. **10***

The End



Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand students' responses using richer and more complex language. Sample responses are given below. As you model responses for students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* What kinds of food did the Country Mouse serve? What kinds of food did the City Mouse serve?
 - The Country Mouse served **simple foods** like peas and corn and the City Mouse served **fancy foods** like chocolate cake and grapes.
2. *Evaluative* Would you like to eat the plain, country food or the fancy, city food?
 - Answers may vary.
3. *Literal* Describe where each mouse lived.
 - The Country Mouse lived in a small, simple house in the country. He used thimbles and a spool of thread for chairs and a table. He set the table with two acorn caps and a little birthday cake candle. The City Mouse lived in a very grand house. They entered the house through a little hole in the wall. He had a large dining room with a huge dining table, silverware and crystal glasses.
4. *Inferential* Why does the Country Mouse like the country better than the city?
 - Country Mouse feels **safe and comfortable** in the country. He likes the **plain, simple food** in the country. He **feels at home** in the country. He **was scared** when he got chased by the cat in the city.

Teacher-Led Learning Center



Dramatic Play Center

At tables in the classroom, or during a meal, have students re-enact the city and country meal scenes from “The City Mouse and the Country Mouse.” For the meal in the country, set up a plain, simple dining table; for the feast in the city, set up a fancy dining table (see **Advance Preparation**). Explain to children that they can pretend to be either city mice or country mice. Perhaps the city mice dress up in fancy dress clothes. Then, sit with the children at the table and pretend to be either city mice or country mice enjoying a meal. Model use of the words *feast* and *silverware* for students as they eat their pretend meal in the city or country.

Take-Home Material



“The City Mouse and the Country Mouse”

Give students the following items to complete at home with an adult:

- **Activity Page 2A-1: The City Mouse and the Country Mouse**

✓ Lesson Objectives










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Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “The City Mouse and the Country Mouse” (RL.P.5)
- ✓ Point to the front cover, title, table of contents, pages, and title page (RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of “The City Mouse and the Country Mouse” (RL.P.6)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The City Mouse and the Country Mouse” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Assume the perspective of the mice and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Identify and express physical sensations, mental states, and emotional feelings (SL.P.6)
- ✓ With prompting and support, ask and answer questions about the word *feast* (RL.P.4)
- ✓ With prompting and support, use the word *feast* acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Combine simple sentences using *and* (L.P.1f)

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7, RL.P.11)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ Express a personal opinion (SL.P.6)

| At a Glance | | Exercise | Materials | Minutes |
|--|---|---|--------------------|---------|
| Review “The City Mouse and the Country Mouse” |  Introducing the Big Book | <i>Classic Tales</i> Big Book | 5 | |
| |  Presenting the Big Book | | | |
| Word Work: Feast |  Defining <i>Feast</i> | | 10 | |
| |  Deepening Understanding | | | |
|  Complete remainder of lesson later in the day | | | | |
| Extension Activities |  Identifying the Setting | Image Cards 2A-1, 2A-2, 2B-1, 2B-2 | 10 | |
| |  Comparison Activity | Activity Page 2B-1 | 10 | |
| Teacher-Led Learning Center |  Games Center | Image Cards 2B-3, 2B-4; manila file folder; lamination sheets | During Center Time | |
| Take-Home Material |  Dinner with the City Mouse | Activity Pages 2B-2, 2B-3 | * | |

Advance Preparation

- Cut apart **Image Cards 2B-1** through **2B-4** before beginning instruction.
- Prior to the lesson, make a ‘City Mouse and Country Mouse’ folder game. Laminate the images from **Image Card 2B-3: City Mouse** and **Image Card 2B-4: Country Mouse**. Staple the picture of the City Mouse on the left interior flap of the manila file folder and the Country Mouse on the right interior flap of the file folder. Write the words *City Mouse* and *Country Mouse* on the appropriate side of the file folder. Place the remaining pictures in the folder.



Introducing the Big Book

- Show students the cover of the *Classic Tales* Big Book.
- Remind students that the cover has words and pictures that tell what the book is about. Point to and read the title: *Classic Tales* Big Book.
- Tell students that the pieces of paper in a book are called *pages*.
- Remind students that there are many different stories in this book so this book has a special page that will help you find the stories.
- Show the Table of Contents and tell students that this is the Table of Contents page. Explain that the Table of Contents lists the titles, or names, of all the stories and where to find them.
- Point to the page numbers and tell students that these numbers tell you the page on which the story starts.
- Point to the title “The City Mouse and the Country Mouse” and follow the dotted line over the page number. Tell students that the story starts on page 9 and you are going to find it by looking at the numbers on the all of the pages.
- Turn to the title page of “The City Mouse and the Country Mouse” and show students the page number and tell them that it is the same number listed in the Table of Contents beside that story’s title. Tell students to watch for page numbers on each page as you read the story.



Presenting the Big Book

Title Page

- Read the title, while running your finger under the words. Explain that most books and stories have a title page that tells the name of the book or story. Point to the author of the story and remind children that this is a special kind of story called a fable that was told a long time ago by a man named Aesop. Read the name of the illustrator and tell students that the illustrator is the person who drew the pictures.

Page 11

- **FIRST READ** ► ... *his cousin the Country Mouse.*
THEN DISCUSS ► ***Where did the mice in our story live?***
 - One mouse lived in the city; one mouse lived in the country.

Page 12

- **FIRST READ** ► ... *was not impressed.*
THEN DISCUSS ► ***Or pleased***

Page 13

- **FIRST READ** ► ... *his cousin's grand home.*
THEN DISCUSS ► ***He was impressed by the City Mouse's fancy house.***

Page 15

- **FIRST READ** ► ... *a small hole in the wall.*
THEN DISCUSS ► ***How did the mice feel?***
 - The mice felt frightened.

Page 17

- **FIRST READ** ► *The moral of this story is:*
THEN DISCUSS ► ***A moral is a little lesson. Do you remember the moral of this story? (The moral of the story is: There's no place like home.) Guide students in understanding that while places we visit are often wonderful and special, we usually feel most comfortable and happy in a setting that we know, like home.***
- Talk with students about which parts of this story could really happen (e.g., mice could live in the city or country, a cat could chase mice) and which parts are pretend or make-believe (e.g., mice do not wear clothes, mice do not talk, etc.).

**Defining Feast**

1. In the story “The City Mouse and Country Mouse,” you heard, “The remains of somebody’s magnificent *feast* still lay spread out on the table.”
2. Say the word *feast* with me.
3. A feast is a big, special meal with lots of fancy food.
4. In our story, the mice had a feast in the city. They ate the delicious ham, sweet potatoes, and cake with icing.
5. On Thanksgiving, many families have a feast. They put out a fancy tablecloth, set the table with silverware, and eat fancy food like turkey, mashed potatoes, gravy, and pumpkin pie.
6. I had a feast on my birthday. I ate lots of delicious foods like roast beef, mashed potatoes, and a chocolate cake. Now I want you to think of a delicious food that you would like to eat at a feast. Who can tell us about the food they would want to eat at a feast? Now, I want each of you to turn to the friend sitting beside you (pair students) and say, “I would like to eat _____ at a feast.” Then, I want your friend to share with you. Who else would like a chance to share what they would eat at a feast?
7. What’s the word we’ve been talking about that means a big, fancy meal?

Deepening Understanding***Thumbs Up or Thumbs Down?***

In this activity, you will describe a meal and students will show “thumbs up” to indicate that you are describing a feast; students will show “thumbs down” if you are not describing a feast.

| Feast (thumbs up) | Not a Feast (thumbs down) |
|--|------------------------------------|
| Turkey, stuffing, mashed potatoes, gravy, chocolate cake | A piece of bread |
| Ham, green beans, rolls, cranberry sauce, ice cream with chocolate sauce | A peanut butter and jelly sandwich |
| Steak, baked apples, broccoli, rolls, chocolate chip cookies | A hot dog |
| Tablecloth, candles, flowers, silverware, cloth napkins | Paper plates and plastic forks |

**Complete Remainder of Lesson Later in the Day**

Whole
Group

Identifying the Setting

10 minutes

In this activity, students will distinguish between things that belong in the city and things that belong in the country. Remind students that this story has two different settings—the city and the country. Tell students that the City Mouse and the Country Mouse have different things they like and do not like because they live in different places.

Show Image Card 2A-1: City Scene

Remind students that the City Mouse lives in the city. Tell students that the city is a place with many buildings, crowded streets, and lots of people.

Show Image Card 2A-2: Country Scene

Remind students that the Country Mouse lives in the country. Tell students that the country is a place with open fields, wide roads, and only a few houses. Use the images of the city scene and the country scene as headers and help children sort the images from **Image Cards 2B-1: City Images** and **2B-2: Country Images**. Tell students that they are going to look at pictures of things that belong in the city and pictures of things that belong in the country. Hold up each image and ask students whether the object belongs in the city or in the country. Place each image under its appropriate header.

Ask students whether they would prefer to live in the country or the city, providing one reason why. Prompt students as needed by providing sentences starters, such as “I would prefer to live in the country because...” or “I would prefer to live in the city because...”.

Small
Group

Comparison Activity

10 minutes

In this activity, students will compare themselves to the mice in the story and then decide which mouse they are most like. Give each student **Activity Page 2B-1: Are You a City Mouse or a Country Mouse?** In each pair of pictures, have students circle the picture with which they most identify (or the one they like the best). The left picture in each pair is something the City Mouse likes. The right picture in each pair is something the Country Mouse likes. Help students count how many things they have in common with the City Mouse and how many things

they have in common with the Country Mouse. Finally, in the last pair, have students circle the picture of the mouse they are most like—either the City Mouse or the Country Mouse. Some students may feel that they are like both mice; these students could circle both mice.

Teacher-Led Learning Center



Games Center

Provide students with the folder game ‘City Mouse and Country Mouse’ (see **Advance Preparation**). Explain that there are two characters in the story—the city mouse and the country mouse. Read the words “Country Mouse” as you slide your finger under the letters that spell the word. Tell students to look at the images and find a picture of something that belongs with the Country Mouse. Have students place the picture on the side of the folder with the Country Mouse. Repeat the process for “City Mouse.”

Take-Home Material



Dinner with the City Mouse

Give students the following items to complete at home with an adult:

- **Activity Pages 2B-2, 2B-3: Dinner with the City Mouse**