

# **Itsy Bitsy Baby Mouse**

## **Picture Book Teaching Activity Guide**

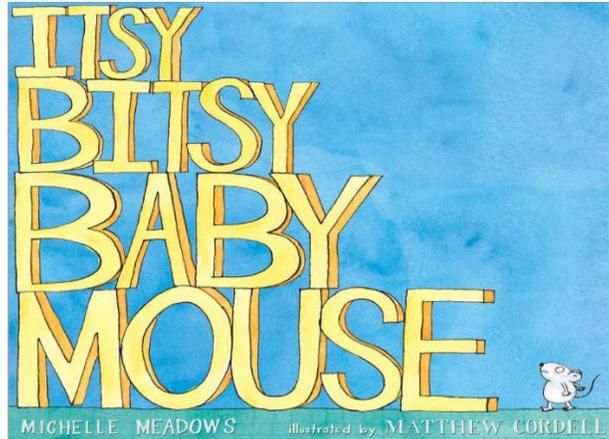
### **(Pre-k - 2<sup>nd</sup> Grade)**

Written by Michelle Meadows

Illustrated by Matthew Cordell

Published by Simon & Schuster Books for Young Readers

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## **Book Summary**

Itsy Bitsy Baby Mouse must navigate a huge house to find his way home. He whirls and twirls, chases a fly, finds apple pie, discovers he is lost, and panics. After a close encounter with a cat, he finally spots someone who can point him in the right direction.

## **Story Behind the Story**

Michelle Meadows, the author of this book, wrote *Itsy Bitsy Baby Mouse* because she does not like to be lost. One day she chased a buzzing fly for about five minutes. Around the same time, her son was doing a lot of cartwheels around the house. One day the author thought: What if a mouse was so busy playing, twirling, and chasing a fly that he gets lost in a human house? What would happen? How would he find his way home?

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# **Itsy Bitsy Baby Mouse Teaching Activities Linked to Common Core State Standards (CCSS) English Language Arts**

**Themes:** Mice, Lost children, Fears, Imagination, Seeking help, Rhymes/poetry; **CCSS:** Actively engage in group reading activities with purpose and understanding.

## **1. Anatomy of a Picture Book**

CCSS: Name the author and illustrator of a story and define the role of each in telling the story.

CCSS: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- ✓ Discuss the role of the author Michelle Meadows (words/text) and the illustrator Matthew Cordell (pictures) and how both play a role in conveying a story.
- ✓ In a picture book, illustrators use the text as a jumping-off point; the text inspires illustrators to express their creativity through visual pictures. Discuss these specific examples:
  - The illustrator (not the author) decided what the mouse, the ladybug, the fly, and the cat would look like.
  - The illustrator (not the author) also decided what the “friendly mouse” would look like, as well as Mama and Papa.
  - The illustrator (not the author) decided what the house looks like.

## **2. Comprehension**

CCSS: Ask and answer questions about key details in the text.

CCSS: Describe characters, settings, and major events in a story, using key details.

CCSS: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- ✓ Explain that Itsy Bitsy Baby Mouse is fiction. Discuss the fictional elements in the context of using imagination: talking mice, mice dressed in clothes...
- ✓ Discuss the characters: The characters include a cat, a ladybug, a family of mice, and a friendly mouse. After reading Itsy Bitsy Baby Mouse, ask students to recall which animals they saw in the story. What do the characters look like?

- ✓ Discuss the setting: What is the setting of this story?
- ✓ What activities does Itsy Bitsy Baby Mouse engage in before he realizes he is lost?

### 3. Story Structure

CCSS: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS: Describe how characters in a story respond to major events and challenges.

- ✓ Every story has a beginning, middle, and end. Use a board or flip chart. As a group, discuss what major events happen in the beginning, the middle, and the end.
- ✓ Every story has a problem. As a group, discuss the problems Itsy Bitsy Baby Mouse encounters.
  - What does Itsy Bitsy Baby Mouse do when he realizes he is lost?
  - What happens when Itsy Bitsy Baby Mouse crawls up on a fuzzy mound?
  - What does Itsy Bitsy Baby Mouse do when he bumps into the friendly mouse (asks for help)?
  - How does Itsy Bitsy Baby Mouse describe his house to the friendly mouse?
  - What does Itsy Bitsy Baby Mouse think when someone picks him up by the tail?
- ✓ How does the story end?

### 4. Rhyme Time

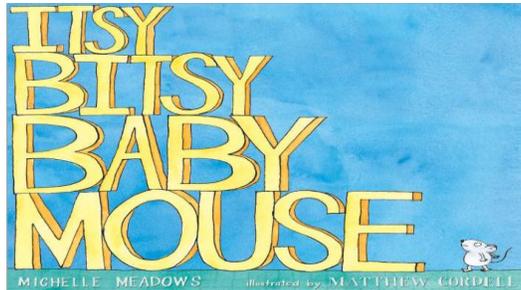
CCSS: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- ✓ Itsy Bitsy Baby Mouse is a story in rhyme. Discuss the definition of rhyme. Rhyming words end in the same sound.
- ✓ Give students a word from the book and have them brainstorm corresponding rhyming words as a group. AIR: What rhymes with air? Ask students to name any rhyming words they can think of.
- ✓ Ask students to identify rhyming words through the Itsy Bitsy Baby Mouse matching exercise on the next page.

# Itsy Bitsy Baby Mouse

## Rhyme Time Matching Activity



Draw a line to connect each word on the left side of the page with a rhyming word on the right side of the page. These words are from *Itsy Bitsy Baby Mouse*, written by Michelle Meadows and illustrated by Matthew Cordell.

mouse

I

high

bug

pie

that

there

slide

rug

key

mound

house

cat

disappear

hide

fly

tree

round

near

air

## 5. Projects

CCSS: Participate in shared research and writing projects.  
CCSS: Speak audibly and express thoughts, feelings, and ideas clearly.  
CCSS: Write opinion pieces in which students introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  
CCSS: Add drawings or other visual displays to descriptions as desired to provide additional detail.  
CCSS: Compare characteristics of animals that make them alike and different from other animals and nonliving things.

- ✓ Itsy Bitsy Baby Mouse was able to tell the friendly mouse what his house looks like. Ask students to practice writing their address and telephone number. Ask students to describe their house and draw a picture of their house.
- ✓ Review simple rules to prevent getting lost.
- ✓ Discuss landmarks and how they can help students remember where things are located.
- ✓ Ask students to draw a picture of a mouse. Ask students to name their mouse and create a story about their mouse.
- ✓ Discuss with students how mice are different from other animals. Discuss the characteristics that mice have in common.
- ✓ Parts of Speech: Ask children to identify verbs, nouns, and adjectives in the text of Itsy Bitsy Baby Mouse.
- ✓ Help kids [make a mouse puppet with a paper bag.](#)