

# BE A MOUSE AGAIN

## Activity Book and Teaching Guide

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This program is designed to be used with the 2007 edition of *Letters and Sounds*, available for free download from [www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk) or [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications); email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com); phone: +44 (0)845-60-222-60

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**New letter groups: *ey, ough, augh, ea-e, ou-e*;**  
**New sounds /uh/ for *ou* (in couple), /s/ for *c* (in cent);**  
**New endings: *-ent, -ible, -ar, -a***

Before introducing the written words, ensure that the children understand their meanings. We suggest that you use either Synthetic Phonics or Inductive Whole-word Phonics.

### Synthetic Phonics

#### **Introducing a new sound for the letter group *ou***

Display the letter group *ou*. Have the children tell you the sound of the letter group as they have learned it (/ow/ sound in *mouth*). Explain that they are going to learn another sound for the same letter group (/uh/). Say the new sound and have the children repeat it. Then read together through the relevant word family on page 3. Combine both the *ou* words used in *Krishna's Usual Food* (*out, about, scout, sprout, pout, shout, trout, proud, cloud, loud, louder, loudest, flour, sour, scour, found, sound, mountain, fountain, mouth, south*), with the *ou* words introduced in this book, and have the children sort them according to the sound the letter group *ou* makes in each word.

#### **Introducing new letter groups *ey, ough, augh***

Display the new letter group *ey*. Say the letters it contains and then say the two different sounds *ey* makes: /ay/ and /ee/. Have the children repeat the

sounds. Then go through the relevant word family on page 3. Repeat for the letter groups *ey, ough, and augh*. In most places and for most words *ough* and *ough* will make the sound /uh-f/. However, *cough* makes the sound /o-f/ (some *ough* words, not introduced here, make different sounds. For example, *bough* has an /ow/ sound and *dough* has an /oa/ sound). Discuss how these three letter groups are mostly situated at the end of words.

#### **Introducing endings *-ent, -ible, -ar, -a***

Write a word from the relevant word family (from page 3) for the children to see, making a slash between the syllables and underlining the focus ending (for example: *diff/er/ent*). Sound-say and blend one syllable at a time. Then blend all the syllables. For example, sound-say: /d-i-f/ *diff*, /er/, /e-n-t/ *ent*; then blend the syllables: *different*. Repeat with words that contain the same endings. It shouldn't be necessary to blend the endings in the word after introducing the focus ending for the first time. Say, "The end syllable in *president* is the same as the end syllable in the word *different*. We already know that it is pronounced *ent*, so we don't have to sound and blend these letters." Then repeat with words ending in *-ible, -ar, and -a*.

### **Introducing ea-e in please, ou-e in house**

Write the word *house* and draw a picture of a house next to it. Have the children read and say the word. Discuss how, like other words we have learned, the letter *e* at the end of the word is silent. Unlike the words we have learned previously, the *e* at the end of this word does **not** change the vowel sound in the middle of the word. Pointing at the words and letter groups from the word family, say “In the word *house* the letter group *ou* still makes an /ow/ sound and the letter group *ea* in the word *please* still makes an /ee/ sound.” Have the children read through the relevant word families on page 3.

### **Introducing new sound for c in cent**

Explain to the children that they are going to learn a new sound for the letter *c*. Have the children give examples of letters known to them, which can make more than one sound (*i* as the short sound /i/ or as the long sound /igh/, *o* as /o/ or /oa/). Then write the word *face* on the board and draw a picture of a face. Remind the children that in this word the *e* at the end makes the *a* in the word sound like /ay/. Have the children discuss and find the new sound for the letter *c*.

Go through the relevant word families on page 4 with the children. Have them look for differences in the lists. Explain that in the first and second lists, the letter *e* after the *c* makes the *c* sound like /s/. In the first list, the letter *e* at the end of the word also changes the sound of the vowel in the middle of the word from a short sound to a long sound. Point out how this is so by looking at and discussing some of the words in the list. In the second list, the letter *e* does not change the sound of the vowels. Show and read some words with the children to demonstrate this. In the third list, the *e* after the *c* makes the *c* sound like /s/. In the fourth list, it is the letter *i* after the *c* that makes the *c* sound like /s/. Read through the word families one list at a time, reminding them of the characteristics of each list before reading it. Then read the word family again, this time without stopping to remind the children about the similarities in each list. You can summarize by saying that when an *e*, *i*, or *y* comes after *c*, the *c* sounds like /s/. You

might note that *once* is here because it follows the *c-e* rule, and the three words following it are to show how to pronounce the *o*. Those three words have already been taught. We will have *c-y* words in *The Treasure in the Melon*.

Have the children practice reading all the words introduced in this book by playing the following game for two or more players. Get a container (you can decorate it to make it look special). Write the words from the word families on small cards and put them in the container. The container is to be passed from child to child in a circle. When a child gets the container, he or she takes out a card and reads it, using the sounding and blending process if needed. If the child can read it, he or she keeps the card. If not, it goes back into the container. The container is passed after every attempt to read a word. To make it more fun, you can add a couple of “Lose a Turn” cards. The play ends when all the cards have been drawn. The player with the most cards wins.

### **Inductive Whole-word Phonics**

Go through the word families one list at a time using spell-say (for example: *c-o-u-g-h*, *cough*) and repeat for the first word of each list. See if the children can then read the rest of the words in the list. Use spell-say if needed. Read the words, list by list, from top to bottom first. Once the children are familiar with the words, read across the word families.

Have the children practice reading all the words introduced in this book by playing the following game for two or more players. Get a container (you can decorate it to make it look special). Write the words from the word families on small cards and put them in the container. The container is to be passed from child to child in a circle. When a child gets the container, he or she takes out a card and read it, using spell-say if needed. If the child can read it, he or she keeps the card. If not it goes back into the container. The container is passed after every attempt to read a word. To make it more fun, you can add a couple of “Lose a Turn” cards. The play ends when all the cards have been drawn. The player with the most cards wins.

## Word families

couple

cousin

double

touch

trouble

southern

cough

rough

tough

enough

laugh

laughed

key

valley

alley

donkey

cockney

jockey

turkey

chimney

trolley

journey

they

grey

obey

prey

survey

hey

whew

convey

different

president

resident

calendar

caterpillar

vinegar

Africa

camera

Canada

possible

terrible

please

leave

weave

disease

breathe

increase

house

mouse

*Word families: /s/ sound for c in cent*

ace	once	cell	acid
face	one	central	circus
lace	none	cent	circle
race	done	December	cigar
place		center	citizen
grace	dance	cereal	decide
space	chance	certain	pencil
	fence		
ice	prince	accent	accident
mice	since	success	
nice	ounce		
rice	bounce		
price	announce		
slice	balance		
twice	distance		
advice	palace		
	sentence		
	difference		



## Hard and Soft C

Read the words in the box. If the word starts with a hard **c** like the **c** in **cow**, print the word next to the cow. If the word starts with a soft **c** like the **c** in **pencil**, print the word next to the pencil.

cent

cell

Canada

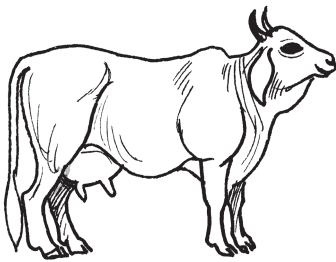
cough

cake

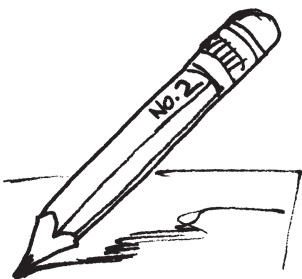
circus

caterpillar

cereal

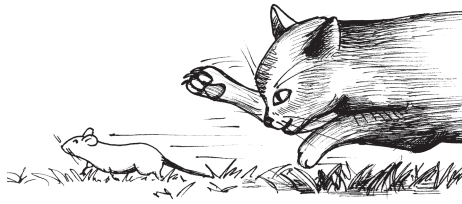


Handwriting practice lines for words starting with a hard 'c' (like cow). The section contains five sets of three horizontal lines (top, middle dashed, bottom) for writing.

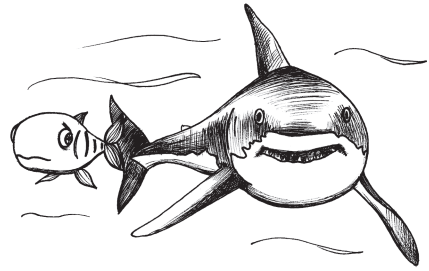


Handwriting practice lines for words starting with a soft 'c' (like pencil). The section contains five sets of three horizontal lines (top, middle dashed, bottom) for writing.

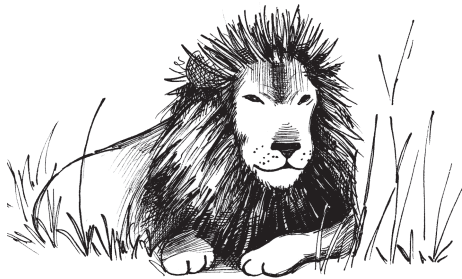
*Mark the phrase that matches the picture*



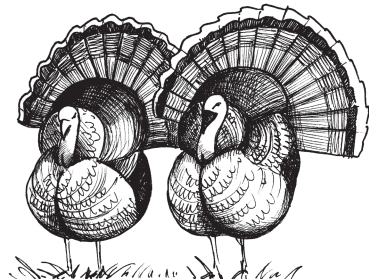
- ☐ a mouse in a house
- ☐ a mouse in trouble



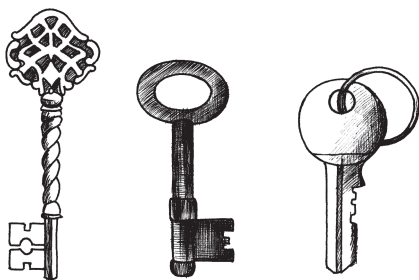
- ☐ a shark's prey
- ☐ a prince laughs



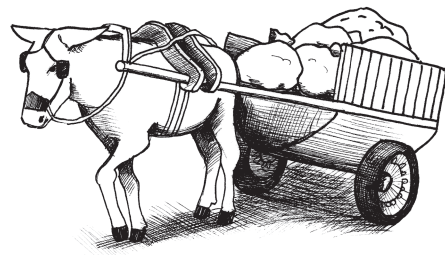
- ☐ a chimney cleaner
- ☐ a lion in Africa



- ☐ a couple of turkeys
- ☐ they weave cloth



- ☐ three different pencils
- ☐ three different keys



- ☐ the donkey pulls
- ☐ the jockey sits

**NOTES FOR PARENTS AND TEACHERS:** Have the children mark the box next to the phrase that best describes the picture.



What are they doing?

- ☐ They are looking at a caterpillar.
- ☐ They hide from the terrible beast.
- ☐ They bow down to the prince.



What is the mouse doing?

- ☐ The mouse is eating in an alley.
- ☐ The mouse is running from the terrible cat.
- ☐ The mouse is sleeping in a house.



What will he do with the camera?

- ☐ He will take a photo of the president.
- ☐ He will take it to the valley.
- ☐ He will see if it's possible to get the camera fixed.

**NOTES FOR PARENTS AND TEACHERS:** Have the children look at each picture and read the question. Then they should read the three sentences below the question using spell-say or sound-say when needed. The children should mark the box next to the sentence that best answers the question and matches the picture.

*Match sentences to pictures*

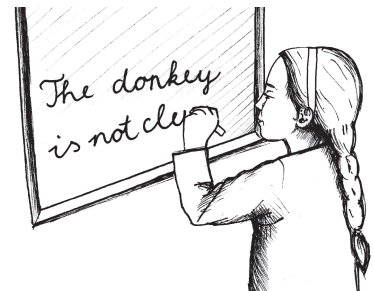
They both dance in front  
of Radha and Krishna.



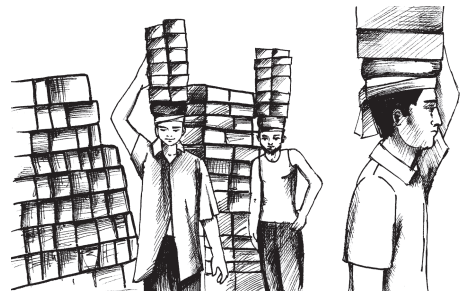
They balance the  
bricks on top.



The girls in Africa  
weave nice baskets.



She prints a sentence  
about a donkey.



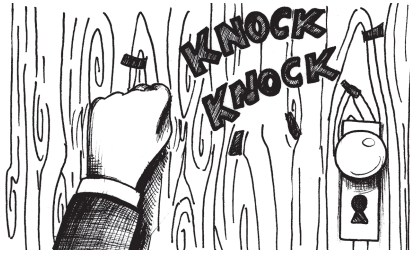
They clean up the  
mess in the alley.



**NOTES FOR PARENTS AND TEACHERS:** The children should read each sentence using spell-say or sound-say when needed. Ask them to describe the pictures, and then draw lines to match sentences to pictures.

## Tricky word: Who

**NOTES FOR PARENTS AND TEACHERS:** Say the word *who* and ask the children to suggest oral sentences using it. You can model some also. Then write some simple sentences using known words with *who* such as, “Who wants to play outside?” “Who likes to go swimming?” Discuss how *who* is often used in a question. Have the children read the questions on this page and answer them by writing or drawing in the boxes provided. Help as needed.



Who is it?



Who drew this?

Who is your mum?

A large, empty rectangular box with a black border, intended for a child to draw or write an answer to the question 'Who is your mum?'

Who is your teacher?

A large, empty rectangular box with a black border, intended for a child to draw or write an answer to the question 'Who is your teacher?'

Who cooked your dinner?

A large, empty rectangular box with a black border, intended for a child to draw or write an answer to the question 'Who cooked your dinner?'

Who are you?

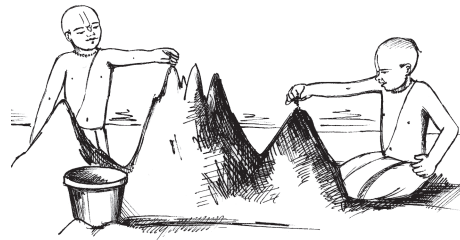
A large, empty rectangular box with a black border, intended for a child to draw or write an answer to the question 'Who are you?'

## Tricky word: friends

**NOTES FOR PARENTS AND TEACHERS:** Say the word *friends* and ask the children to compose oral sentences using it. You can model some. Then write on a board some simple sentences using known words with *friends* such as, “My friends are kind.” “I have many friends.” Have the children read the captions at the top of this page, and then the bottom paragraph. The children should circle the illustration that best supports the paragraph, and write a suitable title for it on the line provided. Help as needed.



Friends are nice.



These are my friends.

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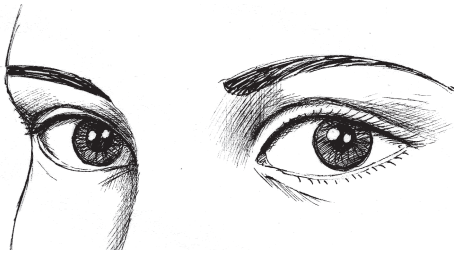


Friends can make you laugh when you feel down. They like to help whenever possible. They help if something terrible happens, or when you get hurt or feel sad. They want to help you get out of trouble. Friends are worth more than gold. Krishna is our most dear friend.



## Tricky word: eyes

**NOTES FOR PARENTS AND TEACHERS:** Say the word *eyes* and ask the children to compose oral sentences using it. You can model some also. Then write some simple sentences using known words with *eyes* such as, “My eyes are dark brown.” “Her eyes do not work since she is blind.” Have the children read the captions at the top of this page. Then have them read and follow the instructions on the page. Help as needed. Some answers at the bottom can be discussed since there is more than one possible answer.



eyes



I can see with my eyes.

Draw your eyes in this box.

Circle the colour of your eyes:

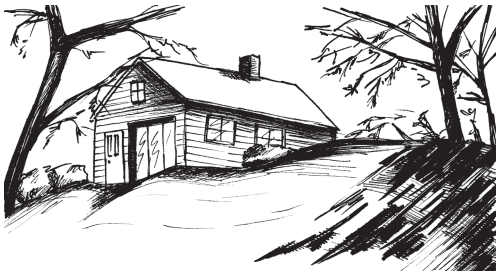
blue   green   light brown   dark brown   grey

Circle the things you can see with your eyes:

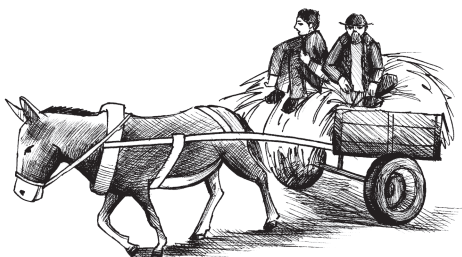
a cough	December	a calendar	a touch
a fence	a trolley	an accident	a chance
a laugh	success	a cousin	a sentence

## Tricky word: *their*

**NOTES FOR PARENTS AND TEACHERS:** Write the words *their* and *there* on a board. Explain that these words are spelled differently but are pronounced the same way. Explain that each word has a different meaning. Point to the word *there* and ask the children how they would use this word. Then point to the word *their* and say that this word is used when you want to say that something belongs to more than one person. Have the children suggest oral sentences using the word *their*. You can model some. Then write some simple sentences using known words with *their* such as, "This is their toy." "This is their car." Have the children read the sentences on the left side of this page. Finally, they should complete the paragraph on the right side by writing *there* or *their* on the blanks.



Their house is  
on a hill.



Their donkey  
works hard.



They let me use  
their toys.

their there

Today we went to visit our  
cousins. In \_\_\_\_\_ house  
\_\_\_\_\_ was a small room  
for Krishna. In the room  
\_\_\_\_\_ were books and  
instruments. We sang songs  
\_\_\_\_\_. After we finished  
singing, they took us to see  
\_\_\_\_\_ cow in the yard.  
They milk \_\_\_\_\_ cow in the  
mornings so that they always  
have milk to drink and cook  
with. I liked visiting \_\_\_\_\_  
place. I want to go \_\_\_\_\_  
again one day.

*What do you think?*

Can a bee sting more than once?

☐ Yes ☐ No

Does a president need to say “please?”

☐ Yes ☐ No

Do all caterpillars turn into moths?

☐ Yes ☐ No

Can you print with a pencil?

☐ Yes ☐ No

Is Canada different from Africa?

☐ Yes ☐ No

Can you use vinegar for cleaning?

☐ Yes ☐ No

Does acid burn our skin?

☐ Yes ☐ No

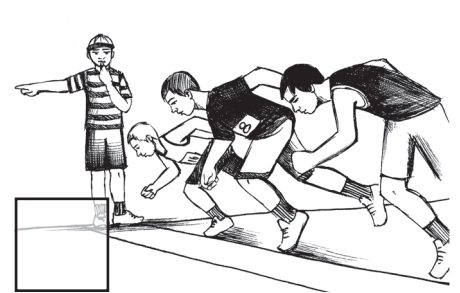
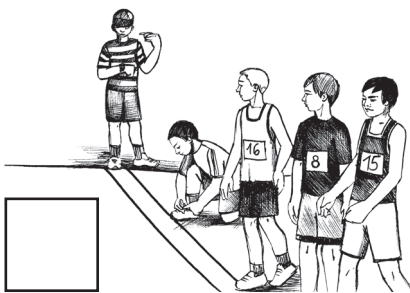
Are you a citizen of Canada?

☐ Yes ☐ No

**NOTES FOR PARENTS AND TEACHERS:** The children should answer *yes* or *no* to the question by marking the appropriate box. The questions do not always have a correct or incorrect answer. The focus is on the reading of the question and the child’s reasoning. This activity can be used as a whole class exercise. Write each question on a board and the children can hold up a *yes* or *no* card to answer the question.

**NOTES FOR PARENTS AND TEACHERS:** Review (revise) *be*. Then write the seven words that start with *be* on a board or on a sheet of paper. Ask the children to read the words. Help as needed. Discuss the meanings, and ask the children to compose oral sentences using each of the words. Model some also. The children should then read the top paragraph and put the numbers 1, 2, and 3 in the boxes next to the pictures according to what happened first, next, and last in the paragraph. Then the children should write in the missing letters in the bottom story (*beyond* is not used). They can also illustrate that story by creating a drawing on another paper.

My friends and I will begin the race soon. We will run a long distance to the palace beyond the hill. I stand between my two best friends and wait. Then the coach yells, “Go! The race has begun!” I run and wonder who will become the winner.



Vishaka be\_\_\_\_\_ to dance when she was six. Then, when she was ten, she had an accident and broke her leg. It was tough to be\_\_\_\_\_ to dance again. To be\_\_\_\_\_ strong, she had to balance be\_\_\_\_\_ two bars. She had to hold them and bounce. Now she has be\_\_\_\_\_ to dance for Krishna on Sundays.

begin began begun  
become became  
between beyond

Krishna pats his friends, the cows. They look at Krishna, who is the prince of Vraja, with their big eyes. Each cow wants him to milk her. Then the prince of Vraja squats on the ground next to one cow. He holds a golden milk bucket between his legs. Krishna's turban becomes crooked from touching the side of the cow. His curls fall out from his turban. They bounce when he puts his hands up and down on the cow's udder to milk her. The milk begins to go in the bucket. The milk becomes like a mirror where Krishna can see his face. Pure white drops of milk splash onto Krishna's cloth.

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Krishna sees his face in a mirror.

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

---

The bucket is between Krishna's hands.

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

---

Krishna's curls bounce when he milks.

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

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Which of these tells us the main point?

- ☐ How Krishna goes with his cows to the forest.
- ☐ How much the cows like the prince of Vraja.
- ☐ How Krishna milks one of his cows.

### CREATING THE ATMOSPHERE

Ask the children “Do you sometimes think that if you get something you really, really want you will be happy forever? Have you ever gotten a toy or a dress or something that you really wanted? With some of those, did you just play or use it for a little while and then get bored with it, or forget about it? Then did you start looking for something else to make you happy?” Listen to the children’s responses. Explain that this book is about a mouse that gets what he wants but is only satisfied for a short while.

### INTRODUCING THE BOOK

Look at the cover. “What can you see in the illustration on the cover? What do you think they are doing? Are they talking? What might a mouse be talking to a yogi about?” Ask the children what authors and illustrators do. Point out where on the page the names of the author and illustrator are and read their names to the children. Read the blurb on the back cover to the children.

pp. 2–3: “What’s happening in the picture? Yes, they are chewing their food and there is a cat watching them. Can you see the cat’s eyes?” Have the children point to the picture of a mouse and the word *mouse* in the text. Have the children read the words *they*, *their* and *eyes*.

pp. 4–5: “What is this mouse doing (point to the mouse that’s talking)? Yes, he’s saying something to his friends.” Have the children find the word *friends* in the text.

pp. 6–7: Discuss what is happening in the illustration. Read the text with the children.

pp. 8–9: Look at the illustration. “Who is this? Is this a yogi? Can you find the word *yogi* in the text?” Explain that there are some questions on this page. Have the children find the questions

and read them out loud. Discuss who is asking each question. Focus on the words *who* and *please*.

pp. 10–11: Discuss the illustration. “What is the mouse thinking about? What do you think he’s going to ask for?” Have the children read the second paragraph together, focusing on the correct reading of the word *different*.

pp. 12–13: Discuss the illustrations.

pp. 14–15: Discuss the illustrations. “Can you see another animal in the picture? Yes, a dog. Are cats scared of dogs?” Read the last sentence with the children, focusing on the word *once*.

pp. 16–21: Discuss the pictures.

pp. 22–23: Discuss the illustration. “What is different about the way some of the words are printed on this page? Yes, they slope. They are printed in italics. Let’s read the last sentence together. It says *thought the lion*. The lion did not say *he looks good to eat* out loud, he **thought** it. So that is why it is printed in italics. If the lion had **said** it, the author would not have used italics.”

pp. 24–25: Discuss the illustration. “Oh, no! What is the yogi going to do now? What’s happening in the illustration?” Have the children read the word *own*.

pp. 26–28: Discuss the illustrations.

### READING THE BOOK

If you are using Synthetic Phonics or Inductive Whole-word Phonics, the children should read out loud. If you are using Guided Reading, children should read silently. If children struggle with a word, have them spell-say or sound-say, refer to the relevant word family, use picture cues, or context cues. If they still struggle, read some of the other words in the same word family. Are the



children able to read compound words? If not, say, “Look for the word you know, or cover part of the word and read that part first before trying to read the whole word.”

Give positive acknowledgement to children who read the title without pointing and are able to read the word *mouse*.

pp. 2–3: Check for accurate reading of the words *their*, *eyes*, *mouse* and *they*. Are the children understanding the text correctly? “What do you think the cat might be thinking about?”

pp. 4–5: If the children do not read the bold words with more expression, discuss how words are bold for emphasis. “What are the three things the mouse doesn’t like about the cat?” (face, eyes, teeth) “Why do you think the mouse mentions those parts of the cat?”

pp. 6–7: Check for accurate reading of the words *alley* and *friends*.

pp. 8–9: Do the children read with expression? Do they sound like the characters in the book might sound?

pp. 10–11: Can the children make reasonable predictions based on both the information gained from past experiences and from the text? “That’s strange, the mouse is asking for help and the yogi is laughing. Why do you think the yogi is laughing?” Can the children read the word *once*?

pp. 14–19: For each set of pages, ask, “What is the...(new animal) scared of this time? What is he going to ask the yogi for?”

pp. 22–23: “The lion wants to eat the yogi now! What do you think about that? Is that mouse/lion treating someone who helped him so much very nicely? Is he being grateful?”

pp. 24–25: “Did we read this before in this book?” Guide the children to discover that the same speech was said on page 4 by the mouse about the

cat as is now being said by the yogi about the lion. “What would you do if you were the yogi?”

pp. 26–28: “Did the mouse deserve what the yogi did to him? Why or why not?”

## **AFTER READING THE BOOK, RETURNING TO THE TEXT**

### **Text characteristics**

This is the first book where unspoken thought is printed in italics instead of regular text. Find unspoken thought in earlier books in this series, such as *The Wicked Snake* or *Yashoda’s Vision*, and identify the difference between how it is written there and how it is written in this book. Discuss with the children the difference between our spoken and unspoken thoughts that we do not speak and what we do speak. Discuss and possibly demonstrate how unspoken thoughts are communicated in plays.

Ask the children to find what repeats in the story, and discuss how repetition adds a song or poetic quality and emphasizes what is important.

### **How the characters’ feelings change**

Pick a character and discuss how his or her feelings change throughout the book. For example, “Look at the dog (originally the mouse), here on page 17. His tail is wagging and his tongue is out with his head up. We can understand from reading the text that the mouse which turned into a cat, which turned into a dog, got what he asked for from the yogi, so he looks satisfied. But here on the next page the dog’s body language has changed. He is crouching a bit, his tongue is not out, and he is looking sideways as if he is worried about something. We can see a lion in the background. By reading the text, we can understand that again he is not satisfied. He is scared and he is asking for something else from the yogi.” Then have the children work in pairs to describe how a character changes in the book and then share their findings with the class. Avoid using the words *happy* and *sad*.

## Identifying plot elements

What is the problem the mouse has in this story? (He is fearful of being eaten, of death.)

How does the mouse try to solve the problem? (He asks for a body that is stronger, but he is never satisfied nor grateful. So he is turned back into a mouse. His problem is never solved, but maybe he learned an important lesson instead.)

What can we learn from this story in our own life? What does this book teach us? (It is important to be grateful for what we have. We should not misuse what we are given, or it could be taken away from us. Changing our surroundings or even our bodies will not give us happiness for a long time, maybe just for a few moments. Happiness comes from somewhere else.)

## Finding answers exercise

Model for the children how to find an answer by looking in the book. Ask the question, "Whom will the mouse find to help him?" Then both show and explain how you use the book to get the answer from both the pictures and the text. For example, you could say, "On page 9, we can see a yogi, and on the following pages, we can read how the yogi tries to help the mouse by changing his mouse body into a cat body; we can see this in the illustrations also."

Have the children find answers to the following questions, and explain the reasons for their answers. This can be done with a partner or as group work. Every child should answer at least one factual question and one inferential question. It is best if all the children answer all the questions. For the inferential questions, there is no "right" answer, and what is most important is for the children to explain their thinking process and reasoning based on the book.

## Fact questions

- ♦ What were the little mice doing before they saw the cat? (sitting and chewing their food)

- ♦ What body did the cat ask for? (a dog body)
- ♦ What did the lion want to do? (eat the yogi)

## Inferential questions

- ♦ Why did the yogi laugh each time the mouse asked for a change of body?
- ♦ Why would life not be much different if the yogi changed the body of the mouse?
- ♦ If the story continues, what will the mouse do?
- ♦ What would have been a better way for the lion to behave?

**Each child should now read the book out loud with fluency and expression.** If needed, model this first.

## FURTHER ACTIVITIES

Discuss how this book is fiction (not something that really happened). Explain that although this story probably did not really happen we can still learn something important from the story. Discuss how A.C. Bhaktivedanta Swami Prabhupada taught this story to show people how important it is to be grateful and self-satisfied, and that often fiction stories are made up to teach us about something that can be used in our real lives. You might read other fables or stories from the Pancatantra with the children and discuss why people like to learn things from stories such as these.

Discuss these topics: What can satisfy us forever? Why is it important to be grateful? Have the children choose a situation or body that they think would be really nice to have. Have them list all the things they think would be good about it and then all the negative things. Discuss how stories like this one show that the person is different from the body.

Turn the story *Become a Mouse Again* into a drama. Have the children perform it for each other or another audience.

*Mark or write the correct word based on the story book*

They saw the \_\_\_\_\_ of the cat,  
and then they ran away.

☐ eyes

☐ who

The mouse ran into an \_\_\_\_\_  
away from his friends.

☐ alley

☐ chimney

“Help me yogi, \_\_\_\_\_,”  
he called.

☐ disease

☐ please

Life will not be so \_\_\_\_\_  
if you are a cat.

☐ different

☐ president

“Please, help me just \_\_\_\_\_!”  
begged the mouse.

☐ one

☐ once

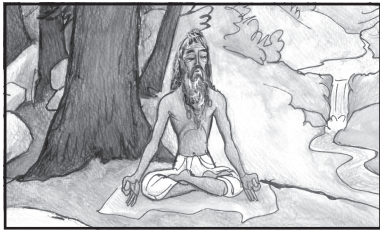
“Oh, yes.” \_\_\_\_\_ the lion.

☐ touched

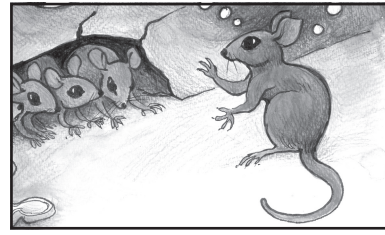
☐ laughed

**NOTES FOR PARENTS AND TEACHERS:** The children should read the sentences using sound-say or spell-say as needed. Then they should read the two words and decide which goes in the blank. They should then write the word in the blank. It is good if they orally spell and say the word they have written. If a child is unable to write the word, he or she can mark the box next to the correct word.

Who said it in the story book?



the yogi



the mouse

“I do not like the eyes of  
that cat.”

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“Help me yogi, please.”

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“Life will not be so different  
if you are a cat.”

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“Please, help me just once!”

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“Do you wish to eat me,  
dear lion?”

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“Be a **mouse** again!”

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**NOTES FOR PARENTS AND TEACHERS:** Have the children read the sentences and then try to remember if the yogi said it or if the mouse said it. If needed, have them refer back to the book. Then they should write *the yogi* or *the mouse*, depending on who said it, on the lines provided.

## Unscramble the sentences



and chewed their little food mice the sat

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that cat like the eyes of do I not

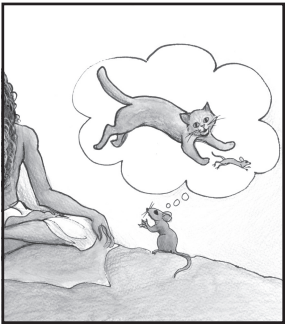
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to cat I am a want mouse be a big and I

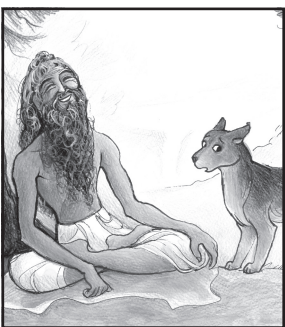
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different are a life will lion not be so if you

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**NOTES FOR PARENTS AND TEACHERS:** Model unscrambling sentences and adding capitalization and ending punctuation. Choose sentences from previous books or activity books to write on the board scrambled, and then work with the children to fix them. The children should then unscramble these sentences on this page to make sense, adding capitalization and ending punctuation (period/full stop, question mark, or exclamation mark). Children who struggle with this after repeated modeling can refer back to the reading book.

The title of the book is:

I liked the part of the book where:

Draw the part of *Be a Mouse Again* that you liked the best.

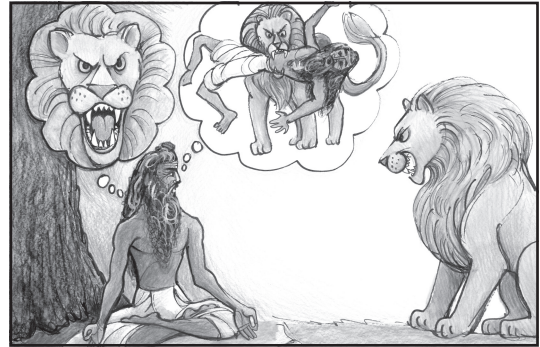


**NOTES FOR PARENTS AND TEACHERS:** Have the children write the title of the story book and also write about their favorite part of the story. Then have the children draw a picture of their favorite part of the story.



*Match questions to picture answers*

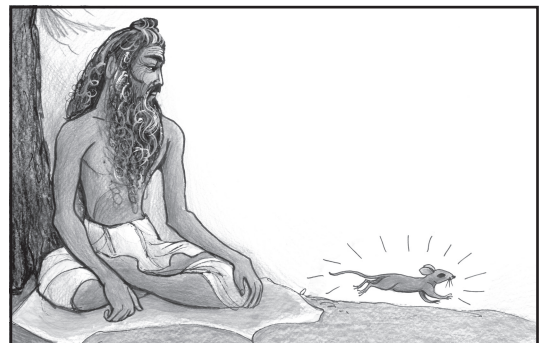
What did the mice see when they were chewing their food?



Whom did the mouse ask for help?



What did the mouse think after the yogi turned him into a lion?



What did the yogi do to the lion who wanted to eat him?



**NOTES FOR PARENTS AND TEACHERS:** Photocopy this page and cut out the questions and pictures. Have the children read the question using spell-say or sound-say as needed. After reading each question, they should place the picture that answers the question on top of the question. If you don't want to photocopy the page, the children can also draw lines from the questions to the picture answer.

## Match synonyms

Sometimes different words can have the same meaning, or almost the same meaning. Draw a line to connect the words that mean the same.

small	harsh
touch	little
tough	go
center	middle
leave	lane
rough	strong
alley	feel
ran	sprinted

**NOTES FOR PARENTS AND TEACHERS:** This activity helps introduce synonyms to the children. Briefly explain how words that have the same meaning or almost the same meaning are called synonyms. Provide some examples and then have the children complete the activity on this page. Help as needed.