



Running words: 324

## Book Summary

This story looks at friendship and how the most unlikely individuals can become friends. When Lion traps Mouse, he considers eating her, but Mouse begs for mercy and offers him friendship instead. Lion decides that Mouse is too small to eat or to be his friend, and lets her go. The next day, Lion is caught in a trap, and Mouse frees Lion by chewing through the ropes. In the end, Lion realises that the size of a friend doesn't matter.

## Themes

Animals, birds, and insects;  
Friendship

## Features of the Book

- The information contained in the illustrations
- Content words for discussion: *friend, help, laughed*
- Phonics and phonemic awareness: consonant blend – *th*; short vowel sounds – *but/hungry/lunch/much/us*

## Strategies

*The Lion and the Mouse* introduces and reinforces the following strategies:

- activating prior knowledge;
- using graphic sources;
- making connections.

## Materials

- Copies of the Sentence Strips reproducible for this book, cut and ready for use
- Copies of the BM, pencils, felt-tip pens

# The Lion and the Mouse

by Kitty Thomas

## Introducing the Text

Begin by drawing on the students' prior knowledge and asking them to think of the qualities they look for in a friend. Write their answers in a list.

- *What do you and your friends do together?*
- *What do you have in common with your friends?*
- *How are you different from your friends?*

## Reading the Text

Hand one book to each student. Ensure that the content words (*friend, help, laughed*) are integrated naturally into the discussion. An understanding of these terms will help students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

## Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations

- *Who are the characters in this story?* (Lion, Mouse)
- *What do you think this story is about?* (Lion and Mouse have an adventure.)

## Page 2

- *What do you think is happening on this page?* (Lion has caught Mouse.)

Read the text together. Confirm that Lion has caught Mouse. Also, have a student point out the speech marks on the page. Remind students that these marks indicate who is speaking in the story.

## Page 3

- *What do you think Lion and Mouse are saying to each other?* (They look like they are arguing.)

Read the text together.

- *Do you think Lion will eat Mouse or let her go?*

## Pages 4 to 5

- *What is happening on these pages?* (Lion thinks about something and then lets Mouse go.)

Read the text together. Confirm that after thinking it over, Lion listens to Mouse and lets her go.

- *Is Mouse too small to be Lion's friend? Why or why not?*

## Pages 6 to 7

- *How does Lion's expression change from pages 6 to 7?* (Lion stops looking angry and laughs.)

Read the text together. Confirm that Lion's mood has changed during his conversation with Mouse, from being fierce to being friendly.

- *What do you think will happen next?*

# The Lion and the Mouse

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## Pages 8 to 9

- *What is happening on these pages?* (Lion is caught in a net.)

Read the text together. Confirm that Lion has been caught in a trap.

- *Do you think a small mouse can save a big lion?*
- *What things are mice good at doing?* (digging, fitting in small spaces, chewing)

## Pages 10 to 11

- *How do you think Mouse helped Lion escape?* (She chewed the ropes.)
- *Why does Mouse look worried on page 11?* (Lion is free and looking fierce again.)

Read the text together. Confirm that Mouse helped Lion escape by chewing a hole in the net.

- *Do you think Lion will eat Mouse now that he is free?*

## Page 12

- *What do you think Mouse and Lion are saying now?* (They are laughing at something together.)

Read the text together. Confirm that Lion has decided he was wrong about Mouse being too small to be a friend.

- *Did you predict any of the events in the story correctly?*

## Revisiting the Text

- Revisit the list the students made of the qualities they look for in a friend. Ask them if any of these qualities are related to appearance, such as small or big friends, friends with long or short hair, etc., or if they chose qualities related to a friend's behaviour towards other people. Discuss how we choose friends based on how they act, not on what they look like.
- Find and list the "th" consonant blends in the story. With the students, add any other words they know that contain this blend.
- Write the words *but*, *hungry*, *lunch*, *much* and *us* on the board, and, with the students, create a list of other words that contain the short "u" sound.

## Following Up

- Encourage the students to write a story about an unlikely set of friends. Have them think about what makes their characters different and what makes them alike.
- Give the students copies of the BM for this story. They can complete the speech bubbles with information from the story.