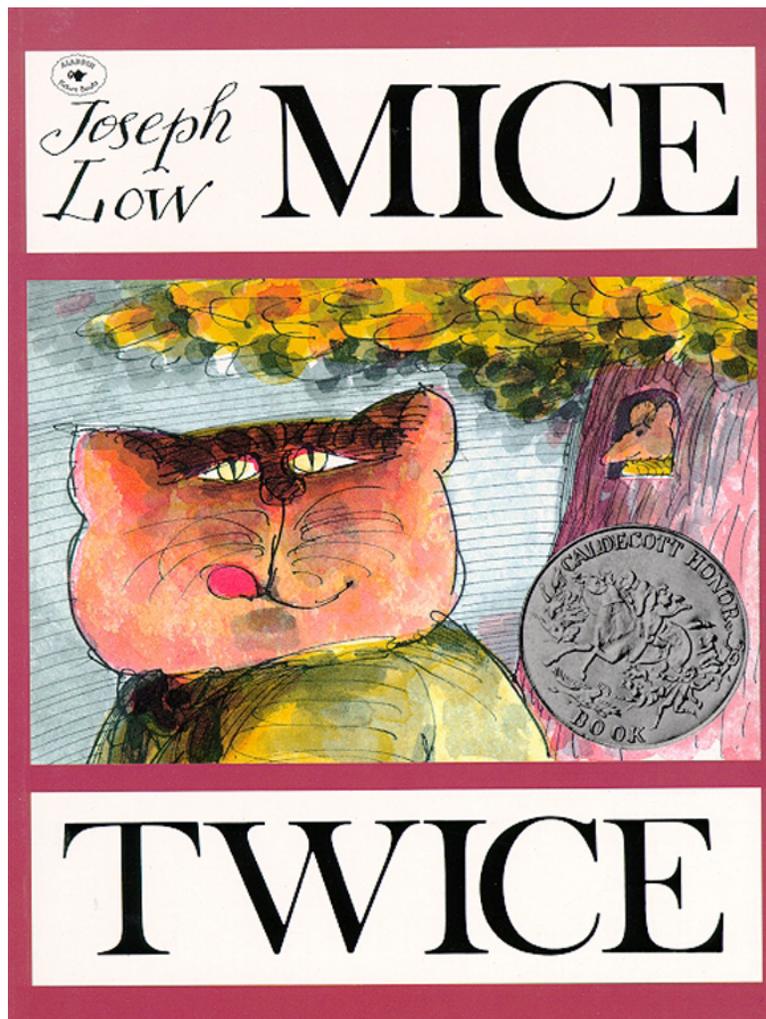


SAG-AFTRA FOUNDATION PRESENTS

# Storyline Online®

## A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: K - 1<sup>ST</sup>



WRITTEN AND ILLUSTRATED BY JOSEPH LOW

Watch the video of actor  
**Ty Burrell**  
reading this story at  
[storylineonline.net](http://storylineonline.net)



# ABOUT THIS STORY

## SYNOPSIS

A round of uneasy hospitality results when Mouse and Dog arrive at Cat's house for dinner.

## THEMES IN THE STORY

Cleverness, Anticipation, Irony, Etiquette

# READING AND WRITING

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

*Standards listed below are for Kindergarten and First Grade.*

## BEFORE READING

**Standards:** CCSS.SL.K.1. CCSS.SL.1.1

Build background and tap knowledge about animals and how they depend on other animals for their food.

**Ask students:** What animals do cats eat? Wolves? Crocodiles? Lions? Tell students that they are going to listen to a story about animals inviting other animals for dinner. Tell them to think about why the animals might be inviting the other to dinner.

## DURING READING

**Standards:** CCSS.ELA.SL.K.2 CCSS.ELA.SL.1.2

**Objective:** Students will listen to story and answer teacher posed questions appropriately.

**Procedure:** Stop story at appropriate parts to ask questions or pose prompts. Suggestions:

- As each guest arrives for dinner, ask students to explain the reaction of the characters.
- Why does Cat invite Mouse; Why does Mouse invite Dog? Continue this line of questioning.
- Discuss/clarify unknown vocabulary (toothy, gaping, Swiss cheese, brie cheese, frantic)

## AFTER READING

### Kindergarten

**Standards:** CCSS.ELA.LITERACY.RF.K2A

**Objective:** Students will produce words that rhyme with / ice /

**Materials:** Chart paper, marker, Lined paper

### **Procedures:**

**Step 1:** Write MICE TWICE on chart paper and introduce letter-sound combination.

**Step 2:** Work with students to make a list of rhyming words.

**Step 3:** Review words on list with students.

**Step 4:** Have students write a sentence using at least 2 words from the list. (Ex: The mice ran twice.)

## **1st Grade**

**Standards:** CCSS.ELA.RL.1.2

**Objective:** Students will use sequence strips to retell and demonstrate understanding of story.

**Materials:** Sentence Strips, Mice Twice Sequence Strips (attached), Index cards, Construction Paper, glue (Option 2)

### **Preparation:**

**Step 1:** Write the following words on index cards: Cat, Dog, Mouse, Wolf, Crocodile, Lion, Wasp

**Step 2:** Copy MICE TWICE SEQUENCE STRIPS for student use.

**Step 3:** Copy MICE TWICE SEQUENCE STRIPS on sentence strips for whole class lesson instruction.

### **Procedure:**

**Step 1:** Practice animal names with students using index cards – post for students to reference.

**Step 2:** Have students sequence the story, filling in the blanks with the correct animal name.

### **Option 1:**

Display sentence strips and work with students to correctly sequence events and fill in blanks. Students can then retell the story orally by reading the strips aloud.

### **Option 2:**

Provide students with a copy of the MICE TWICE SEQUENCE STRIPS and have them cut strips apart. Students can work independently or with a partner to correctly sequence the events and glue them on construction paper. Check student work using teacher made sentence strips. Students can practice retelling the story by reading the strips to each other.

## **WRITING - RESPONSE TO READING**

### **Kindergarten**

**Standards:** CCSS.ELA.LITERACY.W.K.3

**Objective:** Students will use a combination of drawing, dictating, and writing to compose a narrative about a topic. If you could invite an animal friend to dinner, who would you bring?

**Materials:** Paper, Crayons or markers

### **Procedure:**

**Step 1:** Discuss the dinner guest animals in the story. Ask students to imagine that they could bring an animal to dinner as their guest. Which animal would they bring? Why?

**Step 2:** Have students illustrate the dinner party.

**Step 3:** Work with students to complete the sentence starter: I would bring a(n) \_\_\_\_\_ to dinner.

**Step 4:** Conference with students to allow them to dictate to you the reason or help them write the sentence.

## **1st Grade**

**Standards:** CCSS.ELA.LITERACY.W.1.1

**Objective:** Students will write an opinion piece, stating their opinion and providing a reason for the opinion.

**Materials:** Paper, pencil

### **Procedure:**

**Step 1:** Write the prompt on the board: *Do you think Cat will ever bother Mouse again?*

**Step 2:** Lead students in a class discussion.

**Step 3:** Put students into like-opinion groups:

- a. No, I don't think Cat will ever bother Mouse again.
- b. Yes, I think cat will bother Mouse again.

**Step 4:** Have students work together to write opinion piece containing the opinion statement and at least one valid reason for opinion.

# ACROSS THE CURRICULUM ACTIVITIES

## MATH: DICE TWICE

### OBJECTIVE —

Familiarize the students with the meaning of “twice.” Practice math skills through games.

### MATERIALS —

Dice (1 or 2 per partners, depending on ability level), Math Mats, Number worksheet, wipe-off board (additional materials used depending on learning objective).

### PROCEDURE —

**Step 1:** Introduce the concept of twice by having students follow directions for doing things twice (ex: jump on one foot twice, clap your hands twice, flap your arms twice)

**Step 2:** Explain to students that they will roll dice twice to complete the math activity. Suggested activities are listed below.

### Kindergarten

**Standards:** CCSS.MATH.CONTENT.K.CC.A3 –Writing numbers; K.OA.A1 – Adding numbers

Partners take turns rolling twice.

#### **Writing Numbers**

Students can write the number of each roll and find the number on a math mat (depending on ability and learning objective).

#### **Adding Numbers**

Use 1 die and have students roll twice. Make an addition equation from the numbers rolled.

### First Grade

**Standards:** CCSS.MATH.CONTENT.1.OAA.1

Adding Numbers to 20

Partners take turns rolling dice twice to make an addition equation (use 2 dice, if appropriate). Students record the addition equation on a record sheet.

## SOCIAL STUDIES

### OBJECTIVE —

Familiarize the students with the fundamentals of good table manners.

### MATERIALS —

Prepare a copy of the poem “The Goops” to display to class. Paper, crayons, markers, Food for snack activity

### PROCEDURE —

**Step 1:** Read and discuss poem.

**Step 2:** Tell students that good table manners are a way of showing respect and consideration for themselves and others. Good manners make sharing a meal pleasant. Use the poem as a springboard for discussion about what constitutes bad and good manners.

- Step 3:** Make a list of student suggestions on chart paper, making sure the following points are listed:
- ✓ Do not talk with your mouth full.
  - ✓ Chew with your mouth closed.
  - ✓ Keep your napkin on your lap.
  - ✓ Don't rest your elbows on the table.
  - ✓ Do not complain about the food.
  - ✓ Do not lick your finger or your silverware.
  - ✓ Talk politely and use an inside voice.
  - ✓ Ask to be excused from the table
- Step 4:** Have students follow along as you reread poem.
- Step 5:** Call on students to highlight or underline the lines in the poem that show bad table manners.
- Step 6:** Students can draw a picture of the Goops eating with proper table manners.

**OPTIONAL ACTIVITY —**

Divide the students into small groups. Provide students with a snack or use lunchtime meal to have students practice good table manners.

**BOOKS ON THE SUBJECT —**

Manners at the Table (Way to Be!) by Carrie Finn

Dude That's Rude! (Get some Manners) by Pamela Espeland and Elizabeth Verdick

## THE GOOPS

*By Gelett Burgess*

The Goops they lick their fingers,  
And the Goops they lick their knives;  
They spill their broth on the tablecloth --  
Oh, they lead disgusting lives!  
The Goops they talk while eating,  
And loud and fast they chew;  
And that is why I'm glad that I  
Am not a Goop -- Are you?  
The Goops are gluttonous and rude,  
They gug and gumble with their food;  
They throw their crumbs upon the floor,  
And at dessert they tease for more.  
They will not eat their soup and bread  
but like to gobble sweets, instead,  
And this is why I oft decline,  
When I am asked to stay and dine!"

## MICE TWICE SEQUENCE STRIPS

Cat invites \_\_\_\_\_ to dinner at 6:00.

Dog invites Cat to dinner at 7:00 the next night.

Cat invites Dog to dinner at 8:00 the next night.

Wasp stung Lion's Lip and Lion broke the house apart and ran.

Dog answers the door with \_\_\_\_\_ .

Mouse and Wasp enjoyed a feast at Cat's house.

The door opened and \_\_\_\_\_ was waiting with his friends Dog and Mouse.

Cat told Lion, I'll grab \_\_\_\_\_ and you grab \_\_\_\_\_ .

Mouse brings \_\_\_\_\_ to Cat's house.

Cat brings \_\_\_\_\_ to Dog's house.

Cat ran after Lion. Dog ran after Cat.

\_\_\_\_\_ was waiting for Dog and Mouse.

## ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at [storylineonline.net](http://storylineonline.net).

## ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit [sagaftra.foundation](http://sagaftra.foundation).

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