

The Mouse Tales collaborative Internet Project has been a great way to enjoy some of the many mouse stories that were listed in the curriculum materials. The children read and listened to *The Lion and the Mouse* selections in the WEB resources *. After reading *The Lion and the Mouse*, I read *Amos and Boris* by William Steig to the children. We discussed the similarities and differences between the two stories. We also noticed the book was a wonderful example of powerful word choice. It contained the words phosphorescent and luminous to describe the ocean at night. There were so many new words to learn. For this project I wanted the children to review some of the reading responses our class has been using this year. Together as a class we completed five responses on poster size paper for the story, *Amos and Boris*. When the responses were completed, the class was divided into groups of 4 or 5 children. Each group worked on the computer in MS Word or Inspiration to complete their final product for one of the five responses. The reading responses were: story map, Venn diagram, cause and effect, vocabulary map and flow chart.

Story Map	Amos and Boris by William Steig
Title	Amos & Boris
Characters	Amos and Boris
Problem	Amos the mouse rolled off his boat. He couldn't see land and thought he would die. Boris the whale was flung ashore by a tidal wave and thought he would die.
Event 1	Amos built a boat to sail the ocean but he fell off the boat and the boat kept going.
Event 2	Just when he thought he would die, a whale named Boris found him and gave Amos a ride back home.
Event 3	Years later Boris was in a hurricane and was flung upon the same beach where he had brought Amos.
Ending	Amos found Boris on the beach and brought two elephants to push Boris back into the ocean. Boris was saved.

Tyler, Jordyn, Katie, Peter, Alex

Cause	Effect
Amos builds a boat	He goes sailing to see the world
Amos gets tired and falls asleep	He rolls off the deck into the water
He's swimming with no place to go	He thinks he will die.
Boris sees Amos and asks what kind of fish he is.	He offers Amos a ride back to his home.
Years later a hurricane flings Boris up on the beach.	Boris thinks he will die.
Amos finds his friend Boris	Amos gets two big elephants to push Boris into the water.
Boris saves Amos's life	Amos saves Boris's life

Alyssa, Holly, Dale, Emerson, Alex

Vocabulary Map

Word	luminous	Word	sextant
Definition	Giving off light or full of light	Definition	An instrument used to find latitude at sea
Part of Speech	adjective	Part of Speech	Noun
Synonym	Light, shining		
Antonym	Dark, dull		
Sentence	Her hair was shiny and luminous		The captain used a sextant to find his way.

Mary, Ellie, Charlie, Riley, Ryan Q.

Venn Diagram (Inspiration)

LION AND THE MOUSE

Lion lives on land
Hunters caught lion
Lion and Mouse weren't friends at first
Mouse made a hole in a net to save lion
Lion was king of beast of the forest
He was brave and fierce

Both Stories

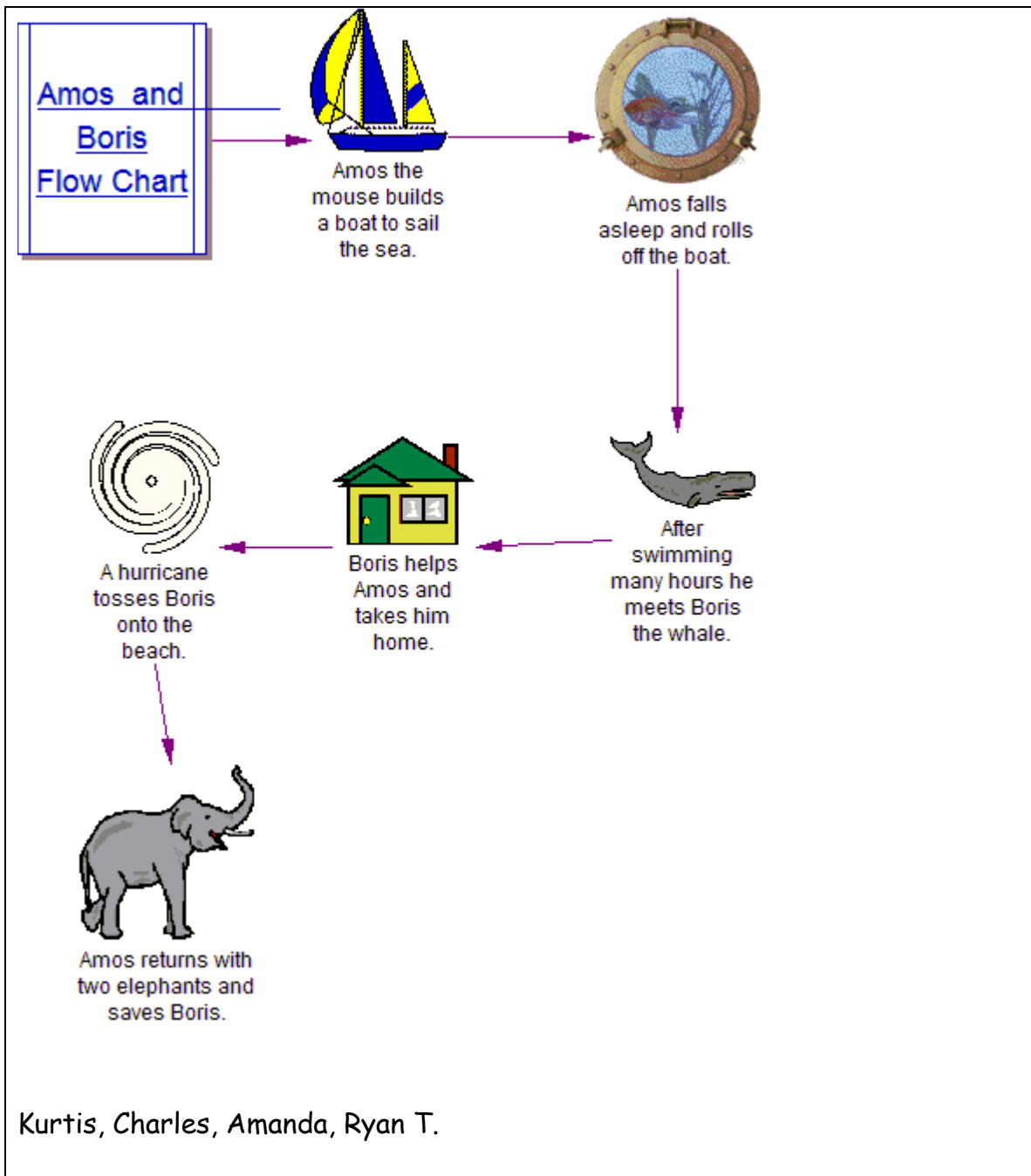
Both stories have a mouse
Both mice help their friends
Both big friends help the little ones
Both creatures get in trouble

AMOS AND BORIS

Amos and Boris were friends right away
Whales live in water
Hurricane came and beached Boris
Mouse got elephants to help Boris
Whales are huge and kings of the sea

Jacob, Sara, Adrian, Emilia

FLOW CHART (Inspiration)



Illinois Learning Standards

Language Arts

1A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.

1B.1a. Establish purposes for reading, make predictions, connect important ideas, and link next to previous experiences and knowledge.

1C.1d. Summarize content of reading material using text organization (e.g.,

story sequence).

2.A.1a. Identify the literary elements of theme, setting, plot and character within literary works.

4.A.1b. Ask questions and respond to questions from the teacher and from group members to improve comprehension.

National Educational Technology Standards for Students (NETS)

1. Students use productivity tools to collaborate in construction technology-enhanced mode publications, and producing other creative works.

2. Students develop positive attitudes toward technology uses that support lifelong learning, personal pursuits, and productivity.

3. Students use telecommunications to collaborate, publish, interact with peers, experts, and audiences.

* [The Lion and the Mouse](#) Story with sound

- [The Lion and the Mouse](#) Text and illustrations