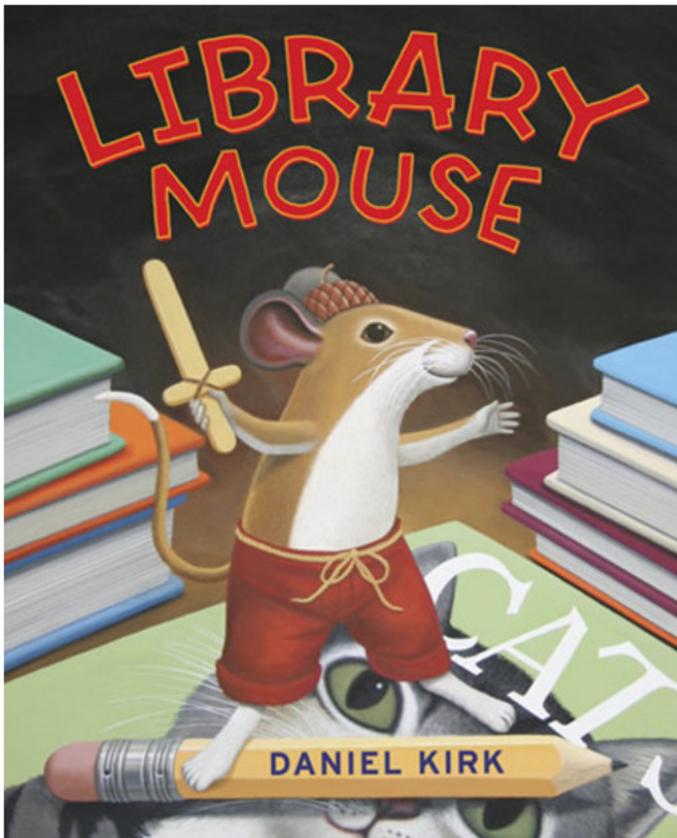




Library Mouse

by Daniel Kirk

A Choose to Read Ohio Toolkit



About the Book

Every child can be a writer—and **Library Mouse** will show you how!

Beloved children's books author and illustrator Daniel Kirk brings to life the story of Sam, a library mouse. Sam's home was in a little hole in the wall in the children's reference books section, and he thought that life was very good indeed. For Sam loved to read. He read picture books and chapter books, biographies and poetry, ghost stories and mysteries. Sam read so much that finally one day he decided to write books himself!

Sam shared his books with other library visitors by placing them on a bookshelf at night. But people wanted to meet the talented author. Whatever was Sam to do?

The joy of reading, writing, and sharing is brought to life in this warmhearted tale.

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Book Details

Library Mouse by Daniel Kirk

Abrams Books, 2007, ISBN 9780810993464. Ages 4-8. NC830 Lexile.

http://www.abramsbooks.com/Books/Library_Mouse-9780810993464.html

About the Author

Daniel Kirk has illustrated a number of popular books for children, among them **Chugga-Chugga Choo-Choo!**, which *School Library Journal* called “an instant hit with young children.” He has also both written and illustrated books, among them **Snow Dude**, which *Booklist* said “[crackles] with excitement and mischief . . . fun to read aloud,” and **Bus Stop, Bus Go!**, which *School Library Journal* called “a lively trip that’s loaded with fun.”

Daniel Kirk was born in Elyria, Ohio. He now lives in Glen Ridge, New Jersey, with his wife and three children. He was inspired to write **Library Mouse** after spending countless blissful days with his family perusing the stacks at his local library.

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Author Resources:

Daniel Kirk's official website

<http://danielkirk.com/>

Author page on Abrams website

http://www.abramsbooks.com/Authors/Daniel_Kirk.html

Daniel Kirk has written three additional books about Sam the Library Mouse:

- **Library Mouse: A Friend's Tale** (2009)
- **Library Mouse: A World to Explore** (2010)
- **Library Mouse: A Museum Adventure** (2012)

Learn about all of Daniel Kirk's books here: <http://danielkirk.com/dankirkbooks.html>

For publicity and speaking engagement inquiries:

Please contact Jason Wells at jwells@abramsbooks.com.

Also look at Daniel Kirk's school visits page at <http://danielkirk.com/dankirksschool.html> and his schedule and fees information at <http://danielkirk.com/schedule.html>.



<http://oh.webjunction.org/ohctointro>

Get Ready To Read!

Encouraging early literacy skill-building in young children.

Library Mouse is a good book for preschoolers as well as early elementary aged children. Many of the activities, ideas, and discussion questions included in this toolkit incorporate the **five practices** that help young children get ready to read:

Reading - Writing - Talking - Playing - Singing

Reading to and with a child is the single most important way to help children get ready to read as it helps develop six key early literacy skills: print motivation, phonological awareness, vocabulary, narrative skills, print awareness and letter knowledge. **Writing** (including drawing and scribbling) helps children learn about print, letters, and vocabulary, and helps establish pre-reading skills. **Talking** helps children learn oral language – a critical early literacy skill – and also increases vocabulary and comprehension. **Playing** helps children think symbolically, learn self-expression, and put thoughts into words. **Singing** slows language down so children can hear the different sounds that make up words and develop letter knowledge and phonological awareness. All of these components lead to children being ready to learn how to read when they begin school.

Parents, teachers, and librarians are encouraged to utilize these activities with children whether at home, in the classroom, or at the library.

The Five Practices are featured in **Every Child Ready to Read** (<http://everychildreadytoread.org>), a library-based early literacy outreach initiative of the Public Library Association and the Association for Library Service to Children. For more information, please visit **Ohio Ready to Read** at <http://www.ohreadytoread.org/>.

Talk About It!

*Topics to share when discussing **Library Mouse** with children.*

- Why does Sam love the library so much? Have you ever felt the same way about a particular place?
- What is an author? What is an illustrator? Discuss these careers and how one becomes an author or illustrator.
- Sam is very shy when it comes to meeting people. Children can be shy too. Talk to students about being shy and encourage participation from each child.
- Talk about mice. What do they eat? Where do they live? What do they look like? Discuss their behavior. Have children imitate various characteristics of a mouse.

- There are many different components to a library. Discuss the library environment. What is an aisle, bookshelf, library card, reference desk, etc.?

Learn and have fun!

*Here are some ideas for extending the experience of reading **Library Mouse**.*

- Explore the school or public library. Take the children on a tour of the library and encourage them to understand the library environment. Talk about what they like to do at the library. What else are libraries used for? Create a scavenger hunt to familiarize children with the library.
- Have students each make their own book, just like Sam made. Each child can talk about their book and show their artwork. This is a good opportunity to discuss different types of books prior to a library trip. Activities for **Library Mouse** and other Daniel Kirk books can be found here: <http://danielkirk.com/dankirkactivity.html>
- Create a "Meet the Author!" mirror tissue box. Have children look in the mirror before writing their stories, just like Sam did!
- Bring Library Mouse to life! Bring a cardboard box and items that are found throughout the book (candle, books, pencils, mirror, battery, paper, stapler, popsicle sticks and stuffed animal mouse). Have the children re-create Sam's environment as an interactive art activity.
- Have the children each construct a mouse mask to wear for the day or to the library trip. Mouse mask instructions can be found here: <http://www.storyplace.org/preschool/activities/mousemask.asp>.
- What's this?! Place the items from Sam's environment in a bag (candle, books, pencils, battery, paper, stapler, popsicle sticks, tiny article of clothing and stuffed animal mouse). Have each child select an item from the bag, and, without looking, describe the item and try to identify the object. Discuss each object's purpose or use.
- Let the children visit Library Mouse face-to-face! Contact Laura Mihalick at Abrams Books (lmihalick@abramsbooks.com) to borrow the Library Mouse costume free of charge.



<http://library.ohio.gov/ctro>

Tie It In!

Using this book with Ohio's Early Learning and Development Standards.

Educators: Here are examples of activities using **Library Mouse** that align with Ohio's Early Learning and Development Standards at the Pre-Kindergarten level (3-5 years). Other standards may also apply.

Librarians, parents, and others: The Ohio Department of Education adopted Ohio's Early Learning and Development Standards in 2012 to describe key concepts and skills that young children develop during the birth-to-five year period. The purpose of these standards is to support the development and well-being of young children and to foster their learning. The standards for ages 3-5 describe the developmental skills and concepts that young children should know and be able to do by the end of their preschool experience. For more information, including the complete set of standards, follow this link to the Ohio Department of Education site: <http://goo.gl/IE0xp>.

These activities may also be used in library programs, family activities, and other projects.

Language and Literacy

- **Reading – Letter and Word Recognition.** As you read **Library Mouse** with children, encourage and help them to recognize and identify different letters of the alphabet. Practice pointing out some upper and lower case letters as well as those in their first name.
- **Reading – Reading Comprehension.** After reading **Library Mouse** together, ask children questions about the story (“Why did Sam decide to start writing his own books?”; “What did everyone in the library think about Sam’s books?”; “Where does Sam live?”). Then, ask children to retell the story to you/someone else or to re-enact another story that they are familiar with or that reminds them of **Library Mouse**. Make it fun by using props or pictures to guide their retelling.
- **Writing – Writing Application and Composition.** Encourage children to use a combination of drawing and emergent writing (scribbling is okay!) to make their own book, just like Sam. Alternately, they may create a letter, greeting card, menu, etc. Offer support and modeling to help develop manual dexterity and establish an understanding of the connection between words and images.

Cognition and General Knowledge

- **Science – Life Science: Explorations of Living Things.** Because Sam is a mouse, he sleeps during the day but is awake at night and eats crumbs that he finds on the floor. Explore the habitats, behavior, and eating habits of mice with your child by talking together, looking at pictures, and reading informational texts about mice.
- **Mathematics – Measurement and Data: Describe and Compare Measurable Attributes.** Sam leaves out pencils for the children in the library to use to write their



<http://library.ohio.gov/ctro>

own books. Gather a group of pencils of varying lengths and have children arrange them from tallest to shortest (i.e., biggest to smallest).

- *Social Studies – History: Historical Thinking and Skills.* In **Library Mouse**, Sam writes the story of his life for the biography section of the library. Help children develop an awareness of their own life stories by talking about and sharing their own memories and experiences (this does not have to be an in-depth recollection; for example, remembering a fun day at the park, a birthday or family vacation, etc.).

Additional Activities and Ohio’s New Learning Standards

Educators: Every Choose to Read Ohio book for children may be used to support Common Core Reading Standards. Here are examples of activities using **Library Mouse** that align with additional content standards. These are examples. Other content standards may also apply.

Librarians, parents, and others: These activities may also be used in library programs, family activities, and other projects. Academic Content Standards define what students should know and be able to do at each grade. They are included for teachers who want to use this book in school. For more information, see the Ohio Department of Education website, <http://education.ohio.gov>. Click on “Academic Content Standards” in the Educators section.

Science

- *Life Science – Physical and Behavioral Traits of Living Things.* Imagine that Sam is coming to live in your classroom (or home). What would he need in his new home? Think about what mice eat, where they find shelter, and other basic survival needs such as water, air, cleanliness, and safety. Plan an environment for Sam to live in by talking about traits and behaviors of mice, making lists, and drawing pictures. (Kindergarten).

Social Studies

- *Government –Rules and Laws.* Discuss the concept of rules and how they exist in different settings based on fairness and consequence for breaking the rules. Talk about the different rules that are in place at libraries (school or public), such as lending limits, inside voices, and privacy. Then ask children to develop their own rules and guidelines for visiting and using the library. (Grade One).

Math

- *Geometry – Reason with Shapes and their Attributes (1.G.2).* Cut out pieces of colored paper into two-dimensional shapes (such as rectangles, squares, triangles, and half-circles) and encourage children to piece together the different shapes in order to create a new composite shape that looks like a mouse (i.e., two half-circles

for the ears, squares stacked together for arms and legs, triangles for the head/belly, etc.). (Grade One).

English Language Arts

- *Reading: Literature – Craft and Structure (RL.1.4)*. Develop children's understanding of word meaning and figurative language by looking for words or phrases in **Library Mouse** that suggest feelings and/or appeal to the senses. Becoming familiar with sensory language and understanding its purpose helps readers create mental imagery while they read. (Grade One).
- *Reading: Literature – Key Ideas and Details (RL.2.2)*. Enhance students' comprehension of the story by recounting it together as a class, then determining the central message, lesson, or moral. Ask students to discuss what they believe is the message of **Library Mouse**. What does Sam want for the people who read his book? What does he do to communicate this? How do you feel about the book's message? (Grade Two).

Explore More!

*Additional ideas and resources to use with **Library Mouse**.*

The World of Library Mouse: A Teaching Guide for Daniel Kirk's Library Mouse Books

<http://issuu.com/hnabooks/docs/librarymousefinal>

Discussion questions and extension activities for the first three Library Mouse books.

Fun activities @ your library®

<http://www.ala.org/alsc/issuesadv/kidscampaign/libraryactivities>

Engaging activities for any library, from the American Library Association.

About Choose to Read Ohio

Choose to Read Ohio, a project of the State Library of Ohio and the Ohioana Library Association, encourages public libraries, schools, families, and others to build a community of readers and an appreciation of Ohio authors and literature. CTRO is adaptable for use in classrooms, libraries, bookstores, by book discussion groups, families, and other community groups.

Explore Choose to Read Ohio resources & toolkits: <http://library.ohio.gov/ctro>.

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