



Teacher Resources

for
Mouse Scouts

Comprehension (ELA.2.1 & 2.3)	Vocabulary (ELA.2.39)
<ul style="list-style-type: none">» How are Violet and Tigerlily alike? How are they different?» How did Violet react to the special project? How did Tigerlily react?» What problem did the Mouse Scouts have with their garden?» How did they overcome their problem?	<ul style="list-style-type: none">» suspicious» tolerate» cultivated» precaution» tentatively» trellis
Fluency (ELA.2.1)	Writing Prompt (ELA.2.3 & 2.22)
<ul style="list-style-type: none">» Have your students engage in paired reading. Either group students into pairs or let them choose their partner. Students will take turns reading the story aloud by reading alternating sentences.» Create an audio recording of the book to include in a listening center or to provide to struggling students prior to a class read-aloud.	<ul style="list-style-type: none">» As a class, engage in a discussion about perspectives different characters have in the story. Students should complete a character map on one of the main characters (other than Violet) to support their writing.» Students should retell the story in their own words from the perspective of the character they chose.
Language (ELA.2.36)	Companion Texts
<ul style="list-style-type: none">» Use reflexive pronouns <p>Mentor Sentences</p> <ul style="list-style-type: none">» But have you ever thought of growing food yourself? (Pg. 22)» She would never be able to do it herself. (Pg. 48)	<p>Mouse Scouts series by Sarah Dillard</p> <p><i>Mouse Scouts: Make a Difference</i></p> <p><i>Mouse Scouts: Camp Out</i></p> <p><i>Mouse Scouts: Make Friends</i></p> <p>Related books</p> <p><i>The Vegetables We Eat</i> by Gail Gibbons</p> <p><i>Roots, Shoots, Buckets & Boots: Gardening Together with Children</i> by Sharon Lovejoy</p>

