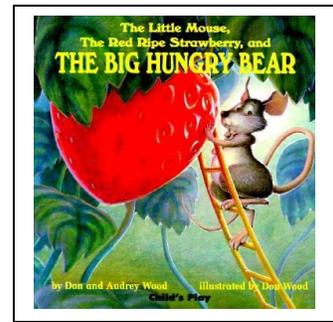


# Let's talk about The Little Mouse, The Red Ripe Strawberry and The Big Hungry Bear



By Don and Audrey Wood

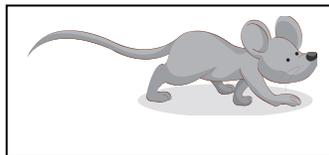
This is a lovely story for encouraging together time with your child. One of the principles for reading with your deaf child offered by the Le Clerc Centre's Shared Reading Project is, **"Follow the child's lead."** Make sure you follow your child's lead as you sit together and read the story. It is ok to go slowly through the pages. It is ok to move through them quickly. It is even ok not to read the whole book in one sitting. Another of the Shared Reading Project's principles for reading with your deaf child is, **"Use attention maintenance strategies."** Ensure that your child can see both you and the book. Be expressive with your face and body. Sign on your child's body. Establish eye contact. As a parent, you know your child best. You can try these suggestions to keep your child's attention or do what you know works for you and your child.

## Encouraging expressive language and problem solving skills with your child.

After reading the book together you can do some pretending. Imagine that you are a big hungry bear. Ask your child to hide the red ripe strawberry. See if you can find it. Change roles and play the game again. Where could you hide it? How could you guard it? Could you disguise it? What would it look like?

## Let's Play Together

### There Was a Little Mouse



**There was a little mouse**

*Sign 'little' 'mouse'*

*Run your fingers down the child's arm to her hand*

**Who found a piece of cheese**

*Sign 'found' 'cheese'*

*Nibble your fingers in her palm*



**He gave this one a piece**

*Sign 'give'*

Offer the pretend cheese to your child

Then he ran up into the house and he went to sleep!

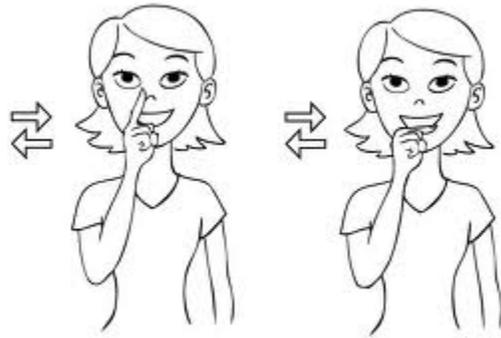
Walk your fingers back up your child's arm (tickle his/her neck)

Sign 'house' 'sleep'

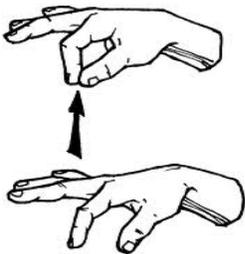
little



mouse



find



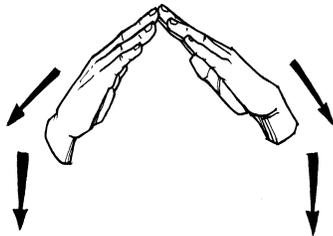
cheese



give



house



sleep

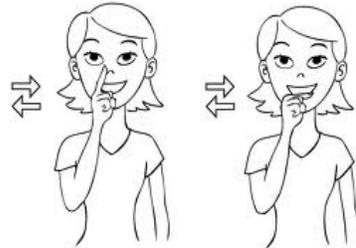


## Let's Play with Rhymes

Rhyme in English is based on the sounds of words (house and mouse), but in ASL, rhyme is visual. The more signs have similarity of shape, location, movement, and orientation, the stronger the rhyme.

Signs like “shhh”, “where” and “mouse” have the same handshape, but different movement. Signs like “quiet” and “house” have the same handshape, palm orientation and movement—so they have a stronger rhyme.

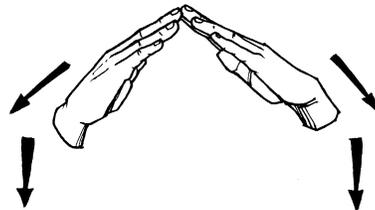
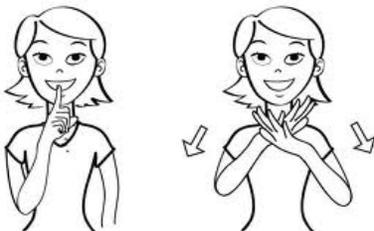
**Shhhh x 2**      **mouse x 2**



**Where x 2**



**Quiet x 2**      **house x 2**



Sit facing your child. Repeat each rhyme 2 times paying attention to the rhythm as well. The pacing or rhythm of the signing, much the same as the pacing or rhythm of reading the words in English, influences the rhyme.

## Let's Create

### Play Dough

Measure and mix together in a bowl:

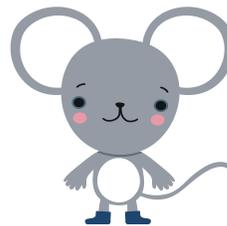
2 ½ cups flour

½ cup salt

2 packages unsweetened strawberry kool aid.

Boil 2 cups of water.

Add to dry ingredients with 3 tbsp. of oil. Knead together until well mixed and let cool. Store in a covered container in the refrigerator when not in use.



## Disguise yourselves!

Using a paper grocery bag cut and decorate a mask that will disguise you and your child from the big hungry bear! Assist your child in cutting holes for the eyes and mouth. Use markers, crayons, construction paper, yarn, and anything else you can find to decorate the mask.



*With the playdough make **big** and **little** strawberries for the little mouse and the big hungry bear. Can your child share the berries equally between the little mouse and the big hungry bear? How many berries will each of them get? If there is an unequal number of berries, how can the last berry be shared? Provide a plastic knife for your child to practice cutting the strawberries into halves. Review the video for signs you can use during this activity with your child.*