

Pedagogical Activities

The Mouse Factory

La fábrica de **RATONES** The **MICE** Factory

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Ilustrado por / Illustrated
by Oscar González



This guide has been designed as a pedagogical resource to accompany the reading of the story *The Mouse Factory*. The activities proposed here stimulate emotional reflection, ethical awareness, and language development in a flexible format that can be adapted to different groups and contexts.



The Mice Factory

La fábrica de ratones

Pedagogical Activities
Actividades pedagógicas
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1. INTRODUCTION

Reading as an Active and Guided Experience

Reading is a receptive skill, but that does not make it a passive one. Children should approach texts actively, and adults can play a key role in supporting this process by reading *The Mouse Factory*. Their guidance not only fosters story comprehension and language development but also highlights the values implicitly embedded in the narrative, in line with educational goals. This shared reading experience undoubtedly strengthens the bond between children and adults, whether caregivers, family members, or teachers.

Achieving this goal is not complicated. You can rely on your own strategies while also exploring some of the suggestions presented here. What matters most is discovering which approaches best suit your students or children, since every child has a unique learning style. In this sense, it is especially beneficial to ensure that children find the activities enjoyable.

In stories such as *The Mouse Factory* it is essential to recognize that children's prior knowledge, their experiences, and existing understanding directly influence how they interpret events in the story. Comprehending a narrative involves far more than knowing the language. For this reason, illustrations play a crucial role: each image sparks mental representations that connect with the text, allowing children to construct an overall meaning of the story through the drawings.

The activities presented below are designed not only to support language learning, which is, of course, fundamental, but also to introduce situations that are close to everyday life. Through these activities, children explore relationships, hopes, and fears and draw lessons that help them reflect on ethical behavior.

This set of activities can be used before, during, and after reading. It also offers flexibility for the accompanying adult to adapt based on creativity, the participants' ages, or the group's specific characteristics. Each adult may choose one or more activities to work on with the children, depending on the moment.

All the activities proposed in this guide are based on the story *The Mouse Factory* to enhance reading comprehension, emotional engagement, and critical thinking.

Nelly Giraldo Gil – Teacher

2. PRE-READING ACTIVITIES

A. Painting My Emotion Today

Materials: Flashcard No. 1 – “How are you feeling today?”

The flashcards are at the end of this file.

Give each child a flashcard with black-and-white mice. Then ask them to look at Flashcard No. 1: “How are you feeling today?”

Each child paints the emotion that most accompanies him/her today.

Then, you can ask questions like:

- Where do you feel it?
- What do you usually do?
- What color do you prefer to paint it?
- Do you talk to someone about it?

If they want, they can comment on it.

B. Guessing Game

Materials: Flashcards with Illustrated Adjectives

Take the vocabulary of 16 adjectives titled “Flashcards with Illustrated Adjectives” (find it at the end of this file) and place the words around the classroom or reading area.

You can give the kids instructions like:

- Touch the card that means... “fuerte.”
- Touch the word opposite to “bad.”
- Touch your nose if the word “upset” means “disgustado, alterado.”
- Run towards the word that means “colorido.”
- Swim to the word “anger” and give it to another child to say the meaning.

If they don't know, they should ask: “What is the meaning...?”

- Jump to a word you like and say what it means. If you don't know the meaning, you can ask for it.
- Raise your hand if you know the word “awful.”
- Touch your head if you can make a sentence with the word “brave.”

C. Go Beyond...

Go beyond the literal meaning of two words in this story – *upset* and *surprised*.

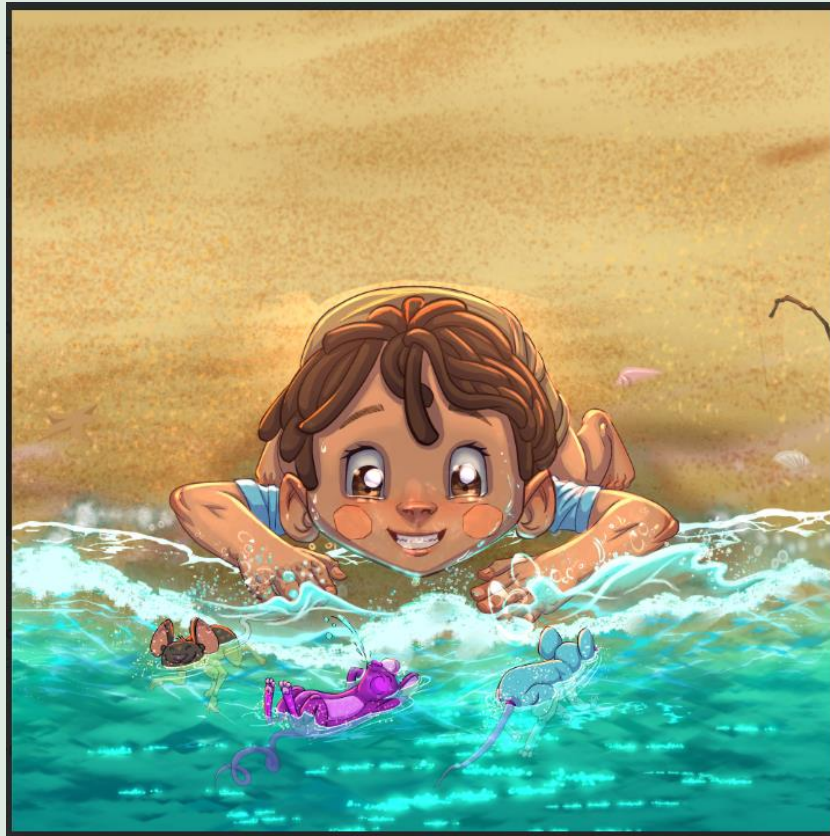
Picture A



Look at Picture A.

- What do you see?
- What is the feeling here?
- What happens?
- What color are the mice?
- What do you think Joe is going to do?

Picture B



Look at Picture B.

- What is Joe doing?
- What is the feeling here?
- What's up with the mice in **Picture B**?

D. Opposites Vocabulary

Materials: Flashcard No. 2 – “Opposites”

- Take the **OPPOSITES** flashcard.
- Cut out the pictures one by one.
- Place them in the center of the classroom or reading area.
- Each child takes an expression and holds it in his/her hand.

Steps:

- a. The adult or teacher asks them: **“Show me your upset face.”**
The group should identify the feeling.
- b. Then another child goes to the drawing set and looks for an antonym.
 - Continue **a** and **b** until the five pairs of opposites are formed.

3. DURING-READING ACTIVITIES

A. Who Is Who in the Story?



- What's his name?
- Where is he?
- Is he reading a book?
- What is he doing?
- Is he happy?



- Who is in this picture?
- What is her occupation?
- Is she an old woman?
- What class does she teach?
- Where is she?



- Who is he?
- Is he a child?
- What's his occupation?
- What is he doing?
- Where does he live?

B. Game: Where, What, Who...

Look at this picture and answer:



- Who do you see in this picture?
- Where are they?
- Look at the students in front... What are they doing?
- Who is Joe in this picture?
- Where is Joe?
- What does Joe do?
- What is happening?

C. True or False

Read the story and pause before this part: **"After vacation, Joe returned to school..."**

Ask the children to say whether the sentence read is **true or false** (according to the reading). If it is false, correct it.

- Joe lives in a big city ___
- The dark mouse says to Joe, "Believe in yourself." ___
- The blue mouse says to Joe, "You are brave." _____
- The teacher left the kid alone with his problem ___
- She is a social science teacher _____
- Joe's dad is a teacher _____
- Joe plays with the mice at school ___
- The teacher and Joe have a good relationship ___

D. Think About Your Classroom...

Listen to each expression and place:

- **Thumbs up** if you should say it to your classmates.
- **Thumbs down** if you shouldn't say it.

- Your parents will punish you!
- Crashed!
- You are brave!
- Trust yourself!
- What you really believe in... is what matters!
- Don't talk nonsense!
- You look ridiculous!
- You are very important!
- Turtle!

Comment on what we say and its implications for the behavior of others.

4. AFTER-READING ACTIVITIES

A. Write a Letter to the Sea

You can include:

- A greeting
- How the sea makes you feel
- Moments by the sea that you are grateful for
- Dreams you want to entrust to the sea to take care of
- Questions you want to ask the sea
- A farewell



B. Guardians of the Sea

Create an album as teamwork. Include:

- One sea animal per child
- A picture
- Name of the animal
- Skills of that animal
- This animal helps by... (e.g., to eliminate carbon dioxide)
- We can help it by... (e.g., by not throwing plastic into the sea)
- A message that this animal delivers to humans or other living beings

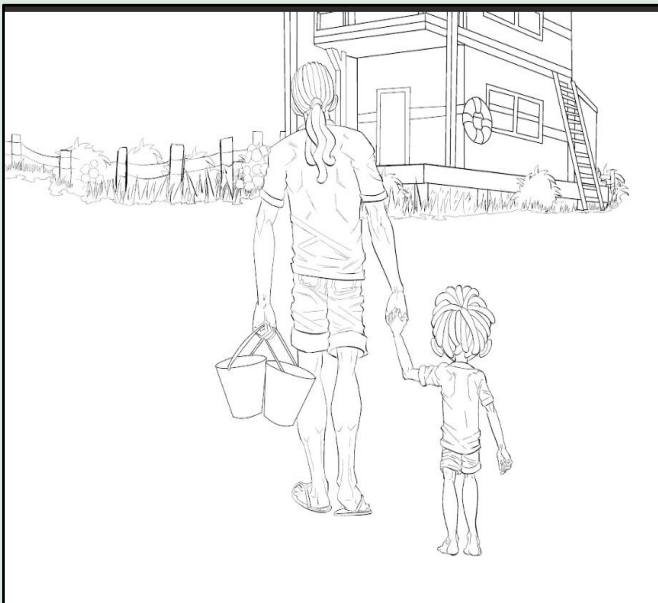
Show others your album.

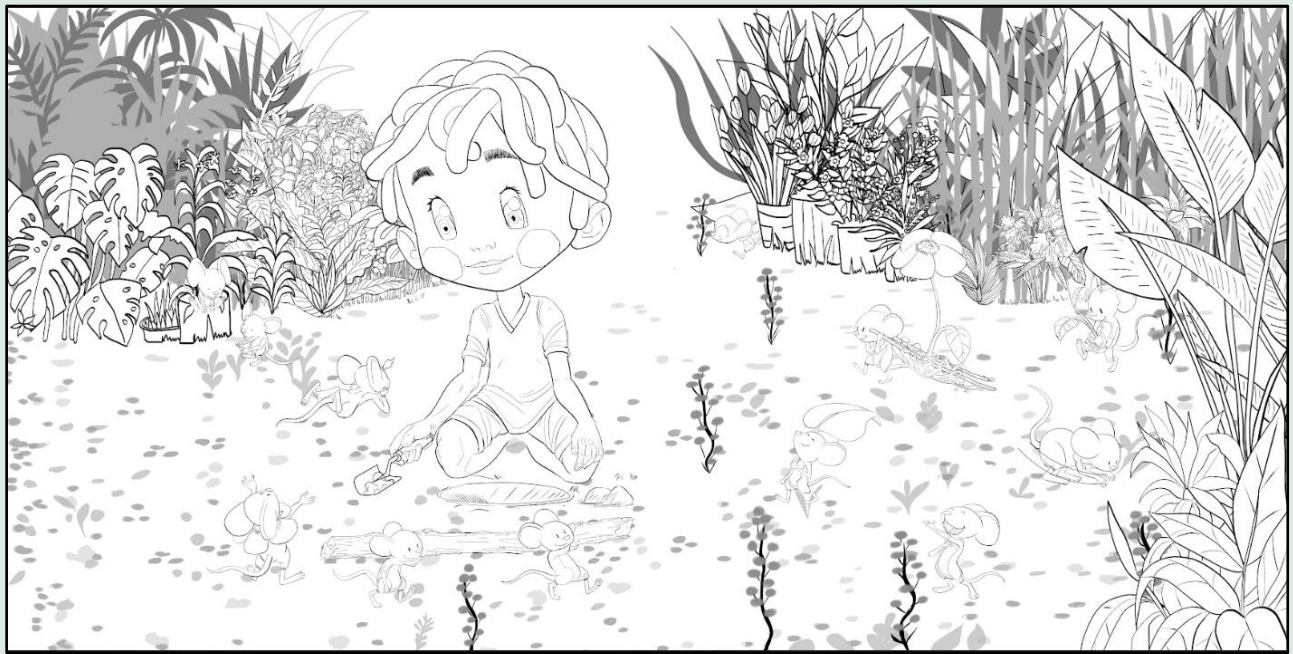
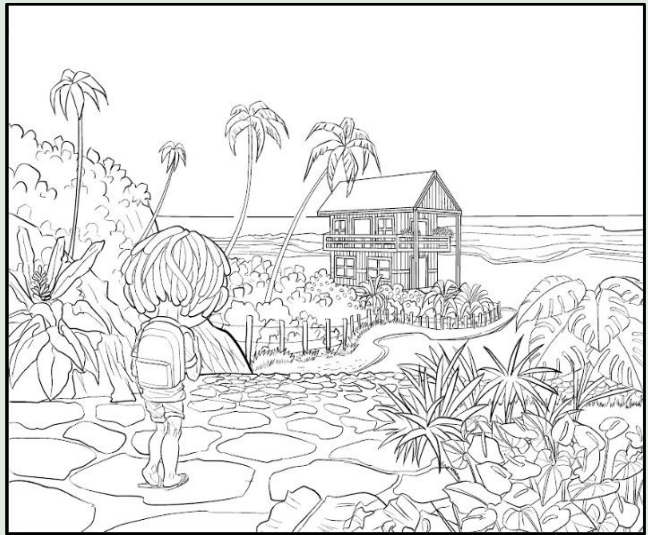
C. You as Part of the Story

- Choose one of the following **black-and-white** scenes.
- Draw yourself in the scene and paint it.
- Tell the group about your choice.



A series of 20 horizontal dotted lines spanning the width of the page, intended for handwriting practice.





5. SUPPORT MATERIALS

• Flashcard No. 1 – Emotions

How are you feeling today?



Flashcard No. 2 – Opposites

OPPOSITES



Brave



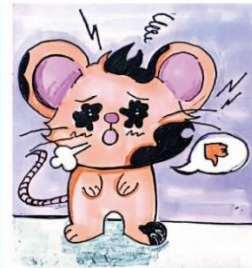
Fearful



Brilliant



Happy



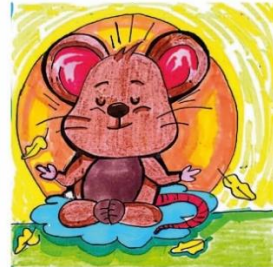
Upset



Uncaring



Loving



Calm



Stupid - Foolish



Surprised

Flashcards with Illustrated Adjectives

Vocabulary

















6. AUTHOR'S BIOGRAPHY AND CONTACT





Nelly Giraldo Gil is a teacher and writer who has devoted much of her life to supporting children and young people in their learning process. Now retired, she has transformed her pedagogical vocation into a new mission: writing stories that connect worlds and bring hearts together.


Today, she coordinates a project called **WonderWise**, born from a shared desire with her daughters, Eliana and Catalina, to strengthen childhood learning through bilingual stories.

Her stories intertwine imagination, neuro-education, and human values. In each one, connections are nurtured, questions are awakened, and the joy of learning is celebrated, inviting readers to explore the world with curiosity, sensitivity, and a deep sense of meaning.



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