

✓ Lesson Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Describe an event that has already taken place outside the immediate place and time (SL.P.4)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The Lion and the Mouse” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Assume the perspective of the lion and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Understand and use complex sentences with clauses introduced by *because* (L.P.1f)
- ✓ Express a personal opinion (SL.P.6)

Core Vocabulary

accident, *n.* Something that just happens and is usually bad

Example: The accident happened when the two cars crashed into each other.

Variation(s): accidents

great, *adj.* Very large or big; wonderful

Example: The elephant at the zoo needed a great, big bowl for his drinking water.

Variation(s): greater, greatest

promise, *v.* To say you are sure you will do something

Example: I promise to return the book I borrowed from the library.

Variation(s): promises, promised, promising

At a Glance

| | Exercise | Materials | Minutes |
|------------------------------------|--|---|--------------------|
| Introducing the Read-Aloud | W Essential Background Information or Terms | | 5 |
| | W Identifying Characters | | |
| | W Purpose for Listening | | |
| Presenting the Read-Aloud | W The Lion and the Mouse | | 10 |
| Discussing the Read-Aloud | W Comprehension Questions | | 10 |
| Teacher-Led Learning Center | L The Lion and the Mouse | Activity Page 1A-1; writing utensils; drawing tools | During Center Time |
| Take-Home Material | T Family Letter; "The Lion and the Mouse"; Tell Me About the Lion and the Mouse | Activity Pages 1A-2, 1A-3, 1A-4 | * |

Introducing the Read-Aloud

5 minutes

Whole Group

Essential Background Information or Terms

Tell students they will hear a special kind of story called a *fable*. A fable is a story that teaches a little lesson, or a moral. This fable is a very old story that was written by a man named Aesop (\EE-sop\) who lived long, long ago. Tell students that this fable teaches a lesson about a very tiny mouse who helped a very big lion.

Ask students, "Have you ever helped a friend do something that was hard for them to do on their own?" Tell students that sometimes we need our friends to help us do things we cannot do alone.

Whole Group

Identifying Characters

Show Flip Book Page 1A-1 and point to the mouse in the illustration when asking about mice. Then point to the lion when asking about lions.

Tell students there are two characters in this story. Characters are the people or animals the story is about. Tell students that the characters in fables are often animals. In this story, the characters are a mouse and a lion. Ask students, "What do you know about mice?" Have students describe mice and be sure to highlight that mice are very small and have sharp teeth. Ask students, "What do you know about lions?" Be sure to mention that lions are a kind of cat. Just like cats, they like to sleep a lot and chase mice.



Purpose for Listening

Tell students that the title or name of the fable they will hear today is “The Lion and the Mouse.” Ask them to listen carefully to find out what the characters do to help each other in this story.

The Lion and the Mouse



◀ SHOW FLIP BOOK PAGE 1A-1: Sleepy lion watches mouse

- 1** *Accident* means he didn't do it on purpose.
- 2** How do you think the lion felt when he was woken up from his nap?

Once upon a time, there was a little mouse. The little mouse liked to scamper about among the trees in the jungle. One day, quite by **accident**, he ran across the paws of a sleeping lion. **1** This woke the lion up from his peaceful afternoon nap. **2**

As you can imagine, the lion was not at all pleased. He did not like to be woken up before he was ready. It made him grumpy—very grumpy! The lion opened one eye. Then he opened the other eye.



◀ SHOW FLIP BOOK PAGE 1A-2: Angry lion clutches mouse

The lion reached out and angrily grabbed the tiny mouse in his big paws.

The lion was just about to eat him when the mouse cried out, "Please, kind sir, I didn't mean to disturb you. If you will let me go, I will be forever grateful. I **promise** **3** that one day I will return your kindness by helping you."

- 3** A promise is something you are sure you will do



◀ SHOW FLIP BOOK PAGE 1A-3: Lion lets mouse go

The lion laughed out loud. "How could such a little animal ever help so **great** **4** an animal as a lion?" he asked. All the same, the lion decided to let the little mouse go.

- 4** or big



◀ SHOW FLIP BOOK PAGE 1A-4: Angry lion caught in net

Not long after, the mouse was once again scurrying about among the trees in the jungle. **5** Suddenly, the sound of a loud roar rose up into the air. The mouse shivered with fright and considered running in the opposite direction. However, the mouse bravely set off to discover who or what had made such a loud noise.

- 5** or hurrying around

The mouse came upon a small clearing in the trees. There, he saw the very same lion trapped in a hunter's net made of ropes.

6 [Point to the net and tell the students that the lion is caught in the net.]

The lion was roaring ferociously. He was also struggling to free himself from the tangled web of ropes. **6** Sadly, no matter how hard he struggled, he was not able to escape the hunter's trap.

Once again, the little mouse thought about running away. The lion's roars were so frightening! But he also remembered his promise to the lion. He had promised that if the lion let him go, he would return his kindness. He was a mouse who kept his promises. He thought very carefully and came up with a plan.

7 or chew

He ran to the side of the great beast and began to gnaw **7** on the ropes. He kept on gnawing and gnawing with his sharp teeth. He gnawed until he could gnaw no more. At last he made a hole in the net big enough for the lion to escape through.



◀ **SHOW FLIP BOOK PAGE 1A-5: Mouse has chewed the lion free**

The noble lion sprang from the net and shook his mane. Then he looked up at the tiny mouse. The tiny mouse looked down at the lion.

"Thank you," said the lion. "You kept your promise." And with that, the lion sprang forward and disappeared into the shadows cast by the trees. **8**

8 This story teaches us a little lesson, or a moral.

9 or lesson

*The moral **9** of this story is:*

*Friends who are little in size can still be great friends. **10***

10 *Great* in this sentence means wonderful.

The End

**Comprehension Questions**

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand students' responses using richer and more complex language. Sample responses are given below. As you model responses for students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Who are the characters in the story?
 - The **characters** in the story are the lion and the mouse.
2. *Literal* Why was the lion angry at the mouse?
 - The lion was angry at the mouse **because** the mouse woke him up from a nap.
3. *Inferential* Why did the lion decide to let the mouse go?
 - Answers may vary, but may include reference to the fact that **the mouse promised he would help the lion someday** if he let him go.
4. *Literal* Who traps the lion? What does he use to trap him?
 - The **hunter** uses the **net** to trap the lion.
5. *Literal* How did the mouse help the lion?
 - The mouse helped the lion by **chewing or gnawing through the net** to set him free.
6. *Evaluative* Do you think that friends who are little in size can help those who are larger in size? How do you help your mom/dad/teacher?
 - Answers may vary.

Teacher-Led Learning Center Activity



Art Center

Students will have the opportunity to color and talk about the characters from the story “The Lion and the Mouse.” Give each student **Activity Page 1A-1: The Lion and the Mouse**. Provide a variety of types of writing utensils and drawing tools such as colored pencils, pencils, crayons, and markers.

- Read the title of the Activity Page to students as you run your finger under the text, explaining that this is also the title or name of the story.
- Ask students if they can name the two animal characters in the story.
- Tell students to color the picture of each character.
- Once students have colored their pictures, ask them to think of words to describe each of the characters, prompting as necessary. Students might use some of the following words:
 - Lion—*large, great, sleepy, grumpy, angry, grateful*
 - Mouse—*little, tiny, scared, grateful, brave*
- Help each student think of a sentence about one of the characters, using one of the description words (above). Write the student’s sentence beside the character.

Take-Home Material



Family Letter; “The Lion and the Mouse”; Tell Me About the Lion and the Mouse

Give students the following items to complete at home with an adult:

- **Activity Page 1A-2: Family Letter**
- **Activity Page 1A-3: The Lion and The Mouse**
- **Activity Page 1A-4: Tell Me About the Lion and the Mouse**

✓ Lesson Objectives


The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Point to the front cover, title, title page, where to start reading, and the order that words are read on a page (RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of “The Lion and the Mouse” (RL.P.6)
- ✓ Attend and listen to the illustrated Big Book story “The Lion and the Mouse” (RL.P.5)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The Lion and the Mouse” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ With prompting and support, ask and answer questions about the word *accident* (RL.P.4)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ With prompting and support, use the word *accident* acquired through conversations, reading and being read to, and responding to “The Lion and the Mouse” (L.P.6)
- ✓ Classify by the conceptual categories *accident* and *not an accident* (L.P.5a)
- ✓ With prompting and support, retell “The Lion and the Mouse” including characters, a beginning, and an ending (RL.P.2, RL.P.3)

- ✓ Show understanding of temporal words and phrases: *once upon a time, first, next, then, the end* (L.P.5c)
- ✓ With prompting and support, sequence illustrations of three events in “The Lion and the Mouse” (RL.P.2)

| At a Glance | | Exercise | Materials | Minutes |
|---|---|--------------------------|---|--------------------|
| Review “The Lion and the Mouse” | W | Introducing the Big Book | Classic Tales Big Book | 5 |
| | W | Presenting the Big Book | | |
| Word Work: Accident | W | Defining Accident | Image Cards 1B-1, 1B-2, 1B-3, 1-B4 | 10 |
| | W | Deepening Understanding | | |
|  Complete remainder of lesson later in the day | | | | |
| Extension Activities | W | Let’s Tell a Story | Image Cards 1B-5, 1B-6, 1B-7 | 10 |
| | S | What Happens Next | Activity Page 1B-1; scissors; construction paper (optional) | 10 |
| Teacher-Led Learning Center | L | Writing Center | Activity Page 1B-1; small blank book for each student; scissors; glue; writing utensils | During Center Time |
| Take-Home Material | T | Let’s Tell a Story | Booklets from Writing Center Activity | * |

Advance Preparation

- Cut apart **Image Cards 1B-3** and **1B-4** before beginning instruction.
- Prior to the lesson, prepare small blank books for each student. Each book should have a front and back cover and three interior pages. Directions for making a blank book can be found here: <http://www.apartmenttherapy.com/simple-blank-book-how-to-116943>.

Note: *You could also use a stapler to bind the book.*

- If needed, cut Activity Page 1B-1 for students. If students are ready, students will cut the page themselves



Introducing the Big Book

- Show students the cover of the *Classic Tales* Big Book.
- Tell students that the cover has words and pictures that tell what the book is about.
- Point to and read the title: *Classic Tales* Big Book and explain that these words tell us that the book has many different stories or tales in it. It is called a big book because it is larger than most books so that everyone can see the pictures and read the words.
- Tell students that this book has many different stories in it and that they are going to get to read from it all year long.
- Tell students to watch your finger when you read the book because you are going to point to each word as you read it.
- Turn to page 1 of the *Classic Tales* Big Book



Presenting the Big Book

Title Page

- Read the title while running your finger under the words. Explain that most books and stories have a title page that tells the name of the book or story. Point to the author of the story and remind children that this is a special kind of story called a *fable* that was written a long time ago by an author named Aesop. Read the name of the illustrator and tell students that the illustrator is the person who drew the pictures.

Page 3

- **FIRST READ** ► ... was scampering about.
THEN DISCUSS ► *Or running quickly*

Page 4

- **FIRST READ** ► ... great, big, furry paws.
THEN DISCUSS ► *What does the lion do with the mouse? What does the mouse promise the lion?*
 - The lion lets the mouse go. The mouse promises to help the lion in the future.

Page 6

- **FIRST READ** ► ... in a net made of ropes.
THEN DISCUSS ► *Do you remember who set the trap?*
 - A hunter set the trap.
- **FIRST READ** ► ... to keep his promise.
SAY OR ASK ► *Or something he was sure he would do.*

Page 7

- **FIRST READ** ► The moral of this story is:
THEN DISCUSS ► *A moral is a little lesson. Do you remember the moral of this story? The moral of the story is: Friends who are little in size can still be great friends.*
- Ask students whether they think this story could really happen (e.g., can a lion and mouse talk?). Explain that while parts of the story could happen (e.g., a lion could get trapped in a hunter's net, a mouse could chew through the net, etc.) other parts, such as the lion and mouse talking, are pretend, or make-believe, and could not really happen.

Word Work: Accident

10 minutes

Whole
Group

Defining Accident

1. In the read-aloud you heard, "One day, quite by *accident*, the mouse ran across the paws of a sleeping lion."
2. Say the word *accident* with me.
3. An accident is something that you don't do on purpose; it just happens and it is usually bad.
4. In our story, it was an accident that the mouse ran across the lion's paw because the mouse didn't mean to do it.
5. **Show Image Card 1B-1: Spilling Milk**
The little girl in this picture has spilled milk on the floor by accident. She did not mean to spill the milk; it just happened. She meant to pour the milk into her glass.

6. Sometimes things happen by accident, like when the mouse woke up the lion by accident. I want everyone to say what I say, “The mouse woke up the lion by accident.” Say that with me, “The mouse woke up the lion by accident.” Now, I want each of you to turn to your friend and say that same thing, “The mouse woke up the lion by accident.” Then, I want your friend to say the same thing to you. Can anyone share a story about a time they did something by accident?
7. What’s the word we’ve been talking about that means something that just happens that is usually bad?



Deepening Understanding

Act it Out

Use puppets or stuffed animals to role-play an accident by making the puppets accidentally bump into each other. Then, ask the class what the puppets could say to make each other feel better. Model the conversation using the puppets. Finally, invite students to act out an accident and apology using the puppets.

Is it or Isn't it?

In this activity, students will sort pictures according to whether they are something that happened by accident or something that was done on purpose. Use **Image Card 1B-1: Spilling Milk** as one header and **Image Card 1B-2: Pouring Milk** as the other header. Tell students you are going to show them some pictures and you would like them to think about whether or not they are something that happened by accident or on purpose. They will put the pictures of the accidents under **Image Card 1B-1: Spilling Milk** and things that were not an accident under **Image Card 1B-2: Pouring Milk**. Mix up and show students pictures from **Image Card 1B-3: Accident Examples** and **Image Card 1B-4: Not an Accident Examples**. As you show each card, ask students to name the image, then turn it upside down and place it on the floor. After you have finished showing all of the cards, have students come forward and choose a card. Have students sort images under the headers and reinforce the meaning of the word accident by saying, “Yes, that is an accident because that girl did not mean to do it, it just happened.” or “That is not an accident because that boy did it on purpose.”



Complete Remainder of Lesson Later in the Day

Note: The extension activity must be completed prior to the teacher-led learning center.

Whole Group

Let's Tell a Story

10 minutes

Using Image Cards 1B-5: Sleepy Lion Watches Mouse, 1B-6: Angry Lion Caught in Net, and 1B-7: Mouse Has Chewed the Lion Free, ask students to retell the story “The Lion and the Mouse.”

Place Image Cards face down on a blackboard or easel where all students can see them. Turn over one card at a time and ask students to describe what is happening in each image. Mix up the order of the cards, and then ask students which event happened first in the story. Put the first image on students’ left. Then order the other two images until the three cards are in the correct order from left to right. Model a brief retelling of the story based on the images for the students, using words such as *once upon a time*, *first*, *next*, *then*, *the end*, etc. Emphasize that you are using the pictures to help you tell the story.

Small Group

What Happens Next?

10 minutes

Note: If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.

Give each student **Activity Page 1B-1: Tell the Story of “The Lion and the Mouse.”** Have students cut apart the images, or assist them in doing so. Tell the students you want them to put the pictures in the same order that they happened in the story they heard.

Once students have sequenced their images, model a simple retelling of the story based on the pictures. Then, ask each student to tell you a story based on the pictures. Prompt students by saying, “Tell me about what is happening in the pictures.”

Save each student’s images for use in the teacher-led learning center.

Optional: You may want to provide a placemat or piece of construction paper for each student to use as s/he lays out the images from left to right. You can provide additional support by placing a large green dot at the far left of the mat to signal the starting point and a red dot at the end of the mat to signal the stopping point. You might also draw three boxes the same size as the images where students can place the pictures.

Teacher-Led Learning Center



Writing Center

Provide each student with a small blank book that has a front and back cover and three pages (see **Advance Preparation**). Have students make their own “The Lion and the Mouse” books by pasting their pictures from **Activity Page 1B-1: Tell the Story of “The Lion and the Mouse”** onto the pages of the book. Tell students to leave the front cover of the book blank, pasting the first picture on an inside page.

Check to ensure that students have pasted the pictures in the correct sequence. Then, have students observe you as you write the title of the book on the front cover. Tell them that you are writing the title, or the name of the book, on the cover. Next, write ‘Illustrated by’ and each child’s name on the front cover of his book. Explain to students that they are the ‘illustrator’ of the book because they added the pictures to the book.

Take-Home Material



Let’s Tell a Story

Have students take home the books they made in the Writing Center. Instruct students to tell the story of “The Lion and the Mouse” to an adult using the pictures in the book to tell the story.