



The Lion and the Mouse

10

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “The Lion and the Mouse”
- ✓ Describe the characters: the lion and the mouse
- ✓ Retell the events of the fable
- ✓ Identify dialogue in “The Lion and the Mouse”
- ✓ Explain that fables teach a lesson that is stated as the moral of the story
- ✓ Identify the moral of the fable
- ✓ Explain that fables often have animal characters that act like people (personification)

Language Arts 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 that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, retell or dramatize the fable “The Lion and the Mouse,” including the characters, and beginning, middle, and end events of the story in proper sequence (RL.K.2)
- ✓ Describe familiar things, such as lions and mice, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Identify real-life connections between words, such as *disturbed*, and their use (L.K.5c)

- ✓ Explain that “The Lion and the Mouse” is fantasy because animals cannot talk
- ✓ While listening to “The Lion and the Mouse,” orally predict what will happen in the read-aloud based on the text heard thus far, and then compare the actual outcome to the prediction
- ✓ Discuss personal responses to counting on someone else, particularly someone who is younger or smaller, and connect those to the characters in the fable

Core Vocabulary

disturbed, v. Interrupted, especially by making a noise;

bothered someone

Example: The doorbell disturbed the sleeping baby.

Variation(s): disturb, disturbs, disturbing

favor, n. A kind or helpful action

Example: Will you please do me a favor and feed the dog?

Variation(s): favors

gnawing, v. Chewing


Example: The dog is gnawing the bone.

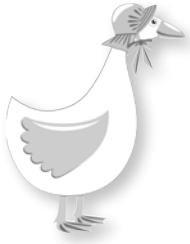
Variation(s): gnaw, gnaws, gnawed

grateful, adj. Feeling thankful or showing thanks for kindness or something that makes you happy

Example: Lucy was grateful that Evan shared his crayons.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Lion and the Mouse		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Disturbed		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Image Review	Image Cards 1–4	15
	On Stage		
<i>Take-Home Material</i>	Family Letter	Instructional Master 10B-1	*



The Lion and the Mouse

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Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Remind students that they have been hearing many nursery rhymes over the past several days. Ask them to describe some things that lots of nursery rhymes have in common. (they are short, with rhyming words; characters; etc.)

Tell students that they are going to listen to something a little different; it's called a fable. Have them say the word *fable* out loud. Explain that a fable is a special kind of story. Like many nursery rhymes, fables are fun to listen to, and, like nursery rhymes, many fables have been around for hundreds or thousands of years. However, fables are also very different from nursery rhymes. Sometimes nursery rhymes are just fun to say but they don't have much of a story.

In fables, there is always a story and a lesson to be learned, which is called a moral. Have students say the word *moral* out loud. Tell them that the characters in fables are often, but not always, animals. Often these animal characters have a problem, and as they go about trying to fix their problem, they learn a lesson.

Purpose for Listening

Tell students that you are going to read a fable about a lion and a mouse. Tell them to listen carefully to find out who learns a lesson in this fable.

The Lion and the Mouse



◀ Show image 10A-1: Mouse scurrying on sleeping lion

One day a little mouse was scampering along when he came upon a great sleeping lion. At first, the mouse did not know it was a lion. He ran up the lion's tail and jogged along the lion's back. When he realized he was climbing on a lion, the mouse turned to run away. But by that time, it was too late. The lion had woken up.



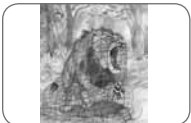
◀ Show image 10A-2: Mouse in lion's paw

The lion was very angry at being **disturbed**.¹ He gave a ferocious roar and scooped the mouse up with his big paw.

"How dare you wake me up!" bellowed the lion. "Don't you know I am the king of beasts?"²

The lion was just about to swallow the mouse when the tiny animal cried out, "Please, your majesty! I didn't mean to disturb you. If you will let me go, I will be **grateful** to you forever."³ And if I can, I will do you a **favor** someday."⁴

The lion laughed a big laugh. He could not imagine any way in which a tiny mouse could help a big, strong lion like himself. But since the very thought of a mouse helping a lion had made him laugh and had put him in a better mood, he decided to let the mouse go.



◀ Show image 10A-3: Lion in net

Not long after, the mouse was running along in the jungle when he heard a terrible roaring nearby. He went closer to see what the trouble was, and there he saw the lion. The lion was caught in a hunter's net and could not get out.⁵

The mouse remembered his promise to the lion, and he began **gnawing** the ropes of the net with his sharp little teeth.⁶ He kept gnawing until he had made a hole in the net big enough for the lion to get free.

1 *Disturbed* means bothered.

2 What do you think will happen next?

3 *Grateful* means thankful.

4 Doing a favor is doing something nice for someone. Do you think the mouse will do the lion a favor someday?

5 What do you think the mouse will do?

6 *Gnawing* means chewing.



← **Show image 10A-4: Lion is free**

“You laughed when I said I would repay you for letting me go,” said the mouse. “But now you see that even a little mouse can help a lion.”

So, the moral of the story is: “Little friends may be great friends.”

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* Who are the characters in this fable? (a lion and a mouse) Are they animals or people? (animals)
2. *Evaluative* Tell about lions in real life. Are they large, strong . . . ? Tell about mice in real life. How large are they compared to lions? (Answers may vary but should include that lions are big, strong and mice are small, weak.)
3. *Inferential* In the fable, what do the lion and mouse do that real animals cannot do? (talk) So, could this story really happen or is it make-believe? (make-believe) How do you know? (because animals don't talk)
4. *Inferential* How does the lion feel at the beginning of the story when the mouse is jogging across his back? Why? (He's angry because his sleep is disturbed.) What does the lion plan to do? (swallow, or eat, the mouse)
5. *Inferential* Why does the lion decide not to swallow the mouse? (The mouse talks the lion out of it by saying that he might help the lion someday. This makes the lion laugh and puts him in a better mood.)
6. *Inferential* How does the mouse help the lion later? (He gnaws the net to free the lion.)
7. *Evaluative* What is the moral of this fable? (“Little friends may be great friends.”) Who is the little friend? (mouse) Why is he a great friend? (He helps the lion escape.) Who learns the lesson? (the lion)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Can you think of a time when you had to count on a friend, particularly a smaller or younger friend, or a little brother or sister? Or was there a time when someone bigger than you counted on you to do something that they were unable to do? Does a person's size affect whether he or she can be a good friend? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Disturbed

5 minutes

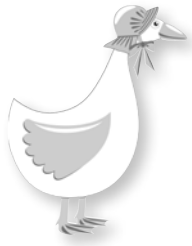
1. In the fable you heard, "The lion was very angry at being *disturbed*."
2. Say the word *disturbed* with me.
3. If something disturbed you, it bothered you.
4. The loud music disturbed my nap.
5. Tell about something that has disturbed you. Try to use the word *disturbed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was disturbed when . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some situations. If what I name might disturb you, say, "That would disturb me." If what I say would not disturb you, say, "That would not disturb me." (Answers may vary for all.)

1. a dog barking while you are trying to sleep
2. raining cats and dogs while you are playing outside
3. your mother giving you a piece of fruit when you are hungry
4. someone talking to you while you are watching TV
5. your friends giving you birthday presents at your party
6. a fly buzzing around your head
7. someone whistling while you are drawing a picture



Complete Remainder of the Lesson Later in the Day



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Extensions

15 minutes

Image Review

One by one, show images 10A-1 through 10A-4. Ask students to explain what is happening in each picture. Help them to create a continuous narrative retelling the fable. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. Also, encourage the use of temporal vocabulary to help in introducing and sequencing events: *first*, *then*, *next*, *later*, *finally*, etc.

Ask students which of the images they think best shows the moral of the fable. Have them explain why they chose a particular image.

On Stage

Divide students into pairs, assigning one student the role of the lion, and the other student the role of the mouse. Ask students to act out the fable while you narrate. Give students an opportunity to narrate as well. You may want to explain that the narrator is someone who tells or reads a story. Ask students what a conversation between two characters is called. (a dialogue) Ask them who is having a dialogue in this fable. (the lion and the mouse)

Use Image Cards 1–4 for retelling and sequencing the events of this fable. This may be done as a class, in a small group, or individually.

Take-Home Material

Family Letter

Send home Instructional Master 10B-1.