



The Story of Jumping Mouse, Part II

8

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “The Story of Jumping Mouse, Part II”
- ✓ Identify the characters in “The Story of Jumping Mouse, Part II”

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 addressed in all lessons in this domain.

Students will:

- ✓ Create a drawing to present an opinion on a favorite character, by identifying the favorite character and including details to support the choice of character (W.K.1)
- ✓ Create a drawing with sufficient detail to support the choice of a favorite character from a read-aloud (SL.K.5)
- ✓ Evaluate and select stories on the basis of personal choice for rereading

Core Vocabulary

compassion, *n.* Deep awareness of the suffering of another, as well as a desire to stop it

Example: Greg felt compassion for his friend, who fell off her bike.

Variation(s): none

enormous, *adj.* Very large

Example: The trucks driving down the highway are enormous.

Variation(s): none

fragrances, n. Sweet or pleasant odors


Example: My mother's garden is full of flowers with different fragrances.

Variation(s): fragrance

misused, v. Used incorrectly

Example: Liliana misused her pencil by digging a hole in the ground with it.

Variation(s): misuse, misuses, misusing

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Story of Jumping Mouse, Part II		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Misused		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Character Assessment	drawing paper, drawing tools	15
	Student Choice		



The Story of Jumping Mouse, Part II

8A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that “The Story of Jumping Mouse” is a Native American folktale. Review with students that folktales were told orally and passed down from person to person. A folktale is one type of fiction.

Remind students of the definitions of character, setting, and plot. A character is who the story is about. The setting is where the story takes place. The plot is what happens in the story.

Use images 7A-1 through 7A-5 to review what was learned about Jumping Mouse in the previous read-aloud, using the terms character, setting, and plot.

Purpose for Listening

Have students share the predictions they made about the other characters Jumping Mouse would meet and the kinds of gifts he would give them. Tell students to listen carefully to the second half of the story about Jumping Mouse to see if their predictions are correct. (If some students are already familiar with this folktale, tell them to listen to see how this version might be different from the one they know.)

The Story of Jumping Mouse, Part II

1 or sadly



Some time later, Jumping Mouse arrived at the great grassy plain. There he found a bison lying forlornly¹ in the grass.

“Hello bison,” said Jumping Mouse. “I am Jumping Mouse.”

← **Show image 8A-1: Jumping Mouse and the bison**

“Hello Jumping Mouse. Please tell me how beautiful the sky looks today,” said the bison sadly.

“Have you lost your sight?” asked Jumping Mouse with **compassion**.²

“Yes! I am blind now,” replied the bison. “I do not know what I will do now that I cannot see.”

“I am just an ordinary mouse,” replied Jumping Mouse, “but before I reached the great grassy plain, a magic frog gave me a new name. The frog named me Jumping Mouse. The name gave me extra strength in my legs. I will name you ‘Eyes-of-a-Mouse’ in the hope that your eyes will regain their strength.”³

No sooner had Jumping Mouse finished speaking, when the bison exclaimed, “I can see!”

← **Show image 8A-2: The bison seeing**

At that very moment Jumping Mouse realized that he could no longer see.

“And I cannot see!” said Jumping Mouse.⁴

“Dear Jumping Mouse,” said the bison. “You have given me your eyes. I am so thankful! Let me do something for you.”

“I am on my way to the far-off land,” explained Jumping Mouse. “Though, how I will get there now, I do not know.”

“Come, jump beneath my **enormous** hooves, and I will guide you across the grassy plain to the high mountain,” said the bison gently.⁵ And with that they set off.

2 When you have compassion, you want to help others when they are having a hard time.

3 Jumping Mouse hopes that the bison will be able to see again.



4 Why can't Jumping Mouse see?

5 Enormous means very big. [Show students how big enormous is with your arms. Have them do the same with their arms and repeat the word after you.]



← **Show image 8A-3: The bison leading Jumping Mouse**

When they reached the high mountain, the bison bid farewell to Jumping Mouse. Jumping Mouse rested for a while and then began to climb the mountain. It was difficult, as Jumping Mouse could not easily tell which way to go. He sniffed the air and followed the scent of pine.⁶

6 How might Jumping Mouse feel at this point?

Jumping Mouse trod along on grass and rocks. But then he trod on something that felt alarmingly like fur. Jumping Mouse sniffed the air again.

“Wolf!” he said in a frightened voice.

“Do not fear me,” replied the wolf, “for I am a very sad wolf. I have lost my sense of smell. I do not know how I will find food without it.”



← **Show image 8A-4: Jumping Mouse and the wolf**

“My dear wolf,” said Jumping Mouse, “it may seem strange, but I gave the bison my sight. I will call you ‘Nose-of-a-Mouse’ and we shall see what will happen.”⁷

7 What do you think will happen?

No sooner had Jumping Mouse spoken these words than the wolf sniffed the air and cried, “I can smell you Jumping Mouse, and other wonderful **fragrances**⁸ as well. Thank you! I am so grateful. How can I repay you?”

8 or scents or smells

“I am on my way to the far-off land. I am brave and I still have hope that I will get there even though I can no longer see nor smell. Perhaps you can help me.”

“I will help you Jumping Mouse. Walk beneath my body and I will lead you onward,” said the wolf.



← **Show image 8A-5: The wolf guiding Jumping Mouse to the mountain**

Onward they went until at last the wolf exclaimed, “I can go no farther. We are on the top of the high mountain. I must bid you goodbye, my friend.” And with that, the wolf retreated back down the mountainside.

For the first time, Jumping Mouse felt fear. How would he ever get to the far-off land now that he could no longer see nor smell? A tiny tear drop fell to the ground. At that very moment, Jumping Mouse heard a familiar voice.



◀ **Show image 8A-6: Jumping Mouse at the top of the mountain**

9 The word *misused* means to be used incorrectly. Jumping Mouse could have used all of the magic for himself, but instead he shared it with others.

“Do not be fearful,” said the magic frog, for it was he. “You could have **misused** my gift, but you did not.”⁹ Instead, you showed kindness and helped others on your journey. Jump high into the sky, my friend.”

Jumping Mouse hesitated for just a second, and then he jumped high into the sky. Immediately he felt the air lift him up into the clouds. He felt the warmth of the sun on his back. He looked down and saw the beauty of the land beneath him.



◀ **Show image 8A-7: Jumping Mouse as Eagle soaring through the air**

“Jumping Mouse,” said the magic frog, “I am giving you a new name. It is Eagle. Fly away, my friend, and soar on to your new home in the far-off land.” And that is exactly what Jumping Mouse did.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about the characters Jumping Mouse would meet and the gifts he would give them correct? (Answers may vary.) What new characters appear in the second half of the read-aloud? (The bison and the wolf are new characters in this read-aloud.)
2. *Literal* What gift does Jumping Mouse give to the bison? (Jumping Mouse gives the bison his sense of sight.) What does he name the bison? (Jumping Mouse names the bison “Eyes-of-a-Mouse.”)
3. *Literal* What gift does Jumping Mouse give to the wolf? (Jumping Mouse gives the wolf his sense of smell.) What does he name the wolf? (Jumping Mouse names the wolf “Nose-of-a-Mouse.”)

4. *Evaluative* What do these gifts tell you about Jumping Mouse? Is he kind, or is he mean? (Jumping Mouse is very kind to give away his senses of sight and smell as gifts.) Does Jumping Mouse care about others? (Yes, Jumping Mouse cares about others.) How can you tell? (He gave up his sight and sense of smell to help the other animals. He was compassionate and generous.)
5. *Inferential* What does the magic frog turn Jumping Mouse into at the end of the story? (The magic frog turns Jumping Mouse into an eagle at the end of the story.) How does this help Jumping Mouse? (He can now fly to the far-off land.)

[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.

6. *Evaluative Think Pair Share:* Jumping Mouse does very nice things for the bison and the wolf when he gives them his own senses of sight and smell. In the end, he is rewarded by the magic frog. He is turned into an eagle and can live in the far-off land forever. What lesson can we learn from this story? (It's nice to do good deeds, such as helping others. Good deeds often bring unexpected rewards.)
7. 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: Misused

5 minutes

1. In the read-aloud you heard, “You could have *misused* my gift, but you did not.”
2. Say the word *misused* with me.
3. When you misuse something, you use it in the wrong way.
4. Larry misused his desk by writing on it.
5. Have you ever seen or heard of someone who misused something? Try to use the word *misused* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw someone who misused _____ by . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read a few sentences about a boy named Billy. If Billy used the item correctly, say, “That’s right, Billy.” If he misused the item, say, “You misused that, Billy.” Remember to answer in complete sentences.

1. Billy used his toothbrush to comb his hair. (You misused that, Billy.)
2. Billy used his pencil to write his name on the paper. (That’s right, Billy.)
3. Billy used a hat as a bowl for his cereal. (You misused that, Billy.)
4. Billy used scissors to cut the paper. (That’s right, Billy.)
5. Billy used scissors to cut open his apple. (You misused that, Billy.)



Complete Remainder of the Lesson Later in the Day



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8_B

Extensions

15 minutes

Character Assessment

Briefly review all of the stories students have heard thus far. Ask them to choose one favorite character from the stories and draw a picture of that character. When they have completed their drawings, ask students to explain their reasons for choosing their particular characters. Prompt discussion with questions such as, “How would you describe the character? What did the character want? What kinds of things did the character do to get what s/he wanted?”

Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh students’ memories. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.