

Lesson plan for: Segal, Lore. *Why Mole Shouted and Other Stories* New York, Farrar Straus & Giroux, 2004

Grade Ranges: Pre-K-2

SYNOPSIS

Mole lives with Grandmother Mole underground. Four short stories tell of their relationship in which Grandmother Mole does not always have the last say. Class discussions and individual work will reinforce the underlying messages of the stories.

KEYWORDS

retrace. Gopher, gourmet, vinaigrette,

BODY

1. Show the video. Discuss the keywords. Have students try to make up sentences using them.
2. Class discussion will elicit the message of each story as well as the dominant person in each.
3. As students examine the pictures throughout the book, they will point out the elements that illustrate the text.
4. Each student will draw a booklet showing her/himself in a situation comparable to those shared by Mole and Grandmother Mole. They may use any adult for their tales.
5. Each student will write a couplet to accompany one of their drawings.

OBJECTIVES

- Students will listen to a reader attentively and responsively whether in person or on a video.
- Students will show an understanding of the stories and be able to explain how Mole and Grandmother Mole got along by helping each other.
- Students will show an understanding of how art work supports text in an illustrated book.
- Students will create original art and write a couplet to show assimilation of what they have learned.

STANDARDS

CT

Language Arts Standard, Content

Standard 1 Reading and Responding

Students will describe the thoughts, opinions and questions that arise as they read, view or listen to a text and use relevant information from the text to summarize the content.

Students will use what they know to identify or infer important characters, settings, themes, events, ideas, relationships or details within a work.

Visual Arts, Content Standard Connections

Students will make connections between the visual arts, other disciplines and daily life.

NJ

Language Arts and Literacy

Standard 3.1

All Students Will Speak For A Variety Of Real Purposes And Audiences.

Standard 3.4 (Listening)

All students will listen actively to information from a variety of sources in a variety of situations.

NY

English Language Arts

Standard 1

Students will read, write, listen, and speak for information and understanding.

Standard 2

Students will read, write, listen, and speak for literary response and expression.

Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

Standard 4

Students will read, write, listen, and speak for social interaction.

The Arts

Standard 3.1

Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.

Standard 3.3

Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. . . . Students will compare the ways in which a variety of ideas, themes, and

concepts are expressed through the visual arts with the ways they are expressed in other disciplines

NYC: Literature

E5a Respond to non-fiction, fiction, poetry, and drama using interpretive and critical processes.

E5b Produce work in at least one genre that follows the conventions of the genre.

Technology and Materials Needed:

1. Video player and tape of recorded reading of *Why Mole Shouted and Other Stories*
2. Drawing materials
3. Pencil

Assessment:

1. Check for comprehension of the story by asking questions.
2. Check for application by examining each student's booklet and couplet.