

Title	"Two Large Stones" from <i>Mouse Soup</i> by Arnold Lobel
Theme	Making Predications and Character Development
Subject	Reading and Language Arts
Grade Range	K-2
Duration	1 class period
Standards and Goals	<p>New Jersey Core Curriculum Content Standards</p> <p>Standard 3.1 (Reading): All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.</p> <p>Standard 3.2 (Writing): All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p>Standard 3.4 (Listening): All students will listen actively to information from a variety of sources in a variety of situations.</p>
Objectives	<p>Student will:</p> <ul style="list-style-type: none"> • Listen to and/or read "Two Large Stones" in <i>Mouse Soup</i> by Arnold Lobel and discuss the text critically and analytically. • Make predictions about the book, stories and characters. • Discuss varying points of view in a story. • Make a flip book depicting various points of view in the story.
Materials and Preparation	<ol style="list-style-type: none"> 1. Copy of the book <i>Mouse Soup</i> by Arnold Lobel <p>(Note- for students that learn through listening, have audio versions of the book available. This title is available from RFB&D. Playback device will also be needed.)</p> <ol style="list-style-type: none"> 2. Construction paper folded in half lengthwise with one half cut into three flaps to create a flip book. (You will need one per student). 3. Crayons or markers for illustrations
Procedure: Introduction	<ol style="list-style-type: none"> 1. Discuss what was previously read in the book. Include in the discussion how the mouse is trying to trick the weasel.
Procedure: Instruction	<ol style="list-style-type: none"> 1. Discuss how different characters/people can have different points of view about the same thing or event. Give real life examples and relate to the weasel and the mouse as well as the short story "Bees and the Mud". 2. Share with the students that this short story will also have different points of view and that you will be discussing them at the end of the story. 3. Have the students do a picture walk and pair share prior to reading. 4. Read and/or listen to <i>Two Large Stones</i>. Since the story is short, you may want to have the students whisper read the story to themselves first, then listen to it while they follow along. 5. <i>Discussion Questions:</i> <ul style="list-style-type: none"> • What did the two stones want to see?

	<ul style="list-style-type: none"> • Who did they ask to tell them about the other side of the mountain? • What was the bird's description? What was the mouse's description? Why were they different? • If the stones asked a cow for its opinion, what do you think it might say?
Procedure: Practice	<p>1. After reading the story, discuss how the bird, mouse and stones each saw things differently. Have the students complete a flip book by illustrating and writing a sentence about each character's point of view. On the top of the first flap write <i>Birds</i>, on the second write <i>Mouse</i> and on the third <i>Two Stones</i>. Under each flap in the flip book, the students should write a sentence and illustrate that character's point of view.</p> <p>2. Depending on the reading ability of the students, they can pair read this story to each other since it is so short.</p>
Wrap-up	<ol style="list-style-type: none"> 1. Students can pair share their flip books. 2. Ask the students to share their opinions of the story and share their favorite parts. Point out that each student may have a different point of view about the story, just as the characters have varying points of view in the book.
Assessment	<ol style="list-style-type: none"> 1. Participation in discussion. 2. Completed flip book.