

A Wordless Connection *(The Lion and The Mouse)*

Objective:

Students will use illustration from a wordless picture book to write their own version of a story using dialogue, setting, action and/or feeling.

Iowa Core Standard:

RL.K.7---With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Materials:

- *The Lion and the Mouse* by Jerry Pinkney
- Computer with a Projector
- Rubric
- Writing Paper
- Pencils and Colors

Opening:

1. [Have you every done something nice for another person? Do you think that you can help someone who is bigger, stronger, and older than you?](#)
2. After a little discussion, explain that is just what happened in this book called *The Lion and the Mouse*.
3. Explain that you have brought a book to read today, but that this book is a little bit different because there are no words (a few sounds, but not any words that explain the story)
4. [How do you read a story with no words? How do you know what is happening?](#)
5. Explain that you have to use the pictures to imagine what is happening.
6. [How can we connect the pictures to the words? Emotions, gestures, background](#)
7. Explain that I going to “read” the first few pages, but then I’m going to ask for your help to make our own words to the pictures that Jerry Pinkney drew.

Direct Instruction (Reading):

8. Read the first 14 pages.
 - a. Pages 1-2 Describe background and environment
 - b. Pages 3-4 Describe action (*scurried*)
 - c. Pages 5-6 Describe feelings of safety (but what he didn’t know...What do you notice?)
 - d. Stop and discuss. [When I am reading the pages, what things do I seem to include? What do I talk about?](#) *Feelings, setting, action, talking*
 - e. Pages 7-8 Use dialogue (*frightened*)
 - f. Pages 9-10 Use thoughts
 - g. Pages 11-12 Use dialogue and action
 - h. Pages 13-14 Describe setting and feelings
9. Stop and explain that they are going to help me read the rest of the books and remind them to include ***talking, actions, feelings, and what they see in the setting.***
10. Read 15-30 while asking for their help to read. *Try to do only a sentence or two*
11. Prompt them by asking questions like:
 - a. What do they seem to be doing? Why would they do that?
 - b. How do you think the lion/mouse is feeling? How do you know?
 - c. What might they be saying? Why do you think that?

- d. What do you notice in the background? Do you think that's going to affect the story?

Closing:

12. Tell them that they are going to watch a video of the same story.
 - a. <https://www.youtube.com/watch?v=iPybpc-xuG0>
13. Discuss
 - a. [Did they use the exact same words as we did?](#)
 - b. [Did the same type of things happen?](#)
 - c. [How could that happen? They never heard us read it before.](#)

Writing Extension:

14. Go back to the first page and explain that you are going to become an author for Jerry Pinkney and write a sentence of the story for the first couple pages. (**Teacher Model**)
 - a. Page 1-2 "It was night and the mouse heard a sound."
 - b. Page 3-4 "Then an owl swooped down, but the mouse scurried away."
15. Tell them that you are going to write and spell the next pages together. (**Shared Writing**)
16. Now explain that each of them is going to get a page to recreate/redraw that illustration and write a sentence or two that connects the illustrations to the story. (**Independent Practice**)

Real Life Application:

17. Take pictures of the book and explain that you are going to email it to Jerry Pinkney. (pinkneystudiojill@gmail.com)
18. Have the students come up with an email that they want to write. Sample:
Dear Mr. Pinkney,
We loved you're *The Lion and the Mouse* book! We were wondering what it would be like if there were words to your book, so we became your author! We hope you enjoy!

Assessment:

19. Formative Assessment- Observe students and try to have each student describe part of the story. Especially listen for feelings, actions, setting, and dialogue.
20. Summative Assessment- Evaluate student writing with rubric below.

Foundational Skills	Uses spaces to separates all their words as well as capital letters and punctuation.	Uses some spacing (even if used incorrectly) and/or punctuation and capital letters.	No identifiable conventions used.
Iowa Core Standard	Connects their writing to the picture using actions, feelings, setting, and/or dialogue (at least 2).	Connects their writing to the picture using actions, feelings, setting, or dialogue.	Makes no connection between the illustration and their words.
Language Conventions	Identifies the majority of the sounds in their words with correct spellings for CVC and sight words	Some words are represented with appropriate sounds.	Little to no letter/sound connection or formation.