

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear Cross-Curricular Lesson Plan

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Big Ideas:

Language Arts:

- Language and story can be a source of creativity and joy
- Playing with language helps us discover how language works

Arts Education:

- Dance, drama, music, and visual arts express meaning in unique ways
- People connect to others and share ideas through the arts
- Students can experience the joy in a story through a form of drama and taking on the role of a character. Non-verbal communication and facial expressions help students to become more aware of their body and emotions when they share their interpretation and understanding of the story. Incorporates those who are unsure of their actions as they can look around to borrow from friends.

Curricular Competencies:

Students will be able to:

Language Arts:

Comprehend and Connect (reading, listening, viewing)

- Use sources of information and prior knowledge to make meaning
- Use developmentally appropriate reading, listening, and viewing strategies to make meaning

Create and communicate (writing, speaking representing)

- Exchange ideas and perspectives to build shared understanding

Arts Education:

- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination
- Express feelings, ideas, stories, observations, and experiences through the arts

Content:

Students will know:

Language Arts:

- Oral language strategies

Arts Education:

- elements in the arts: dance: body, space, dynamics, time, relationships, form

Materials:

- *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don and Audrey Wood

Lesson:

1. Introduce the book and inform students we are going to do drama. Inquiry into if they know what a drama is, if they have participated in one before, and what it might entail for them
2. Tell the students you will be reading the story and they will be doing the actions. Have students stand up and tell them they will become the little mouse in the story
3. P. 1-2 ‘What are you doing?’ tell students they need to look like they are doing something they shouldn’t be – what would you look like in this case
4. P. 3-4 ‘Are you going to pick that red, ripe strawberry?’ starting to climb up the bush to reach for a strawberry, how would you look before you pick a strawberry, are you happy? Excited to have this treat?
5. P. 5-6 ‘haven’t you hear about the big, hungry Bear?’ how does it make you feel to think there is a hungry bear in the area?
6. P. 7-8 ‘that Bear loves red, ripe strawberries!’ encourage students to emphasize/elongate the previous reactions they had made – scared, worried, mad, protective...etc.
7. P. 9-10 ‘The big, hungry Bear can smell a red, ripe strawberry a mile away...’ inform the students that you will become the bear and walk around them sniffing for their strawberries
8. Inform students they have now picked their strawberries - P. 11-12 ‘Especially, one that has just been picked.’ as the bear you are smelling stronger and closer to them; PAUSE ask the mice how they are feeling, what do you think is going to happen etc.
9. P. 13-14 as the bear act out the actions on the page: boom, boom, boom and sniff, sniff, sniff
10. P. 15-16 ask students to show you how they would hide their strawberry
11. P. 17-18 ask students to show you how they would guard their strawberry
12. P. 19-20 ask students to show you how they could disguise their strawberry
13. P. 21-22 ‘only one way ...to save a red, ripe strawberry...’ ask students what they think the only way to save their strawberry is
14. P. 23-24 ‘Cut it in two.’ Have students cut their strawberry
15. P. 25-26 and have them share half of it with a nearby mouse
16. P. 27-28 and eat it up right away – as the bear continue to move through students smelling for their strawberries