



Setting the Stage for **SELF**

Topic 1: Introductory Lesson

(My Mouth is a Volcano)

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Topic 1: Introductory Lesson

Book: *My Mouth is a Volcano*
by Julia Cook

Overview for Lessons 1.1 - 1.3

Concept

Listening and taking turns helps us work and learn together

Vocabulary

Targeted Vocabulary: cooperate, interrupt, respect

Objectives

Social-Emotional

Students will be able to:

- Participate in whole and small group discussions by listening when others speak, taking turns, and sharing their thoughts and feelings

Common Core Standards

- See SELF Guide to Common Core Standards

Materials

- *My Mouth is a Volcano* by Julia Cook
- Batty the Bat puppet
- Turn and Talk Procedures poster

Teaching Notes

In the story, *My Mouth is a Volcano*, Louis is always interrupting others. However, Louis learns to respect others by monitoring his thoughts and managing his words.

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Lesson 1.1

Grouping Whole group

Materials

- Turn and Talk Procedures poster

Targeted Vocabulary: cooperate, interrupt, respect

Social-Emotional Objective

- Students will participate in whole and small group discussions by listening when others speak, taking turns, and sharing their thoughts and feelings.

Lesson Focus (3 minutes)

1. Review YOUR classroom rules with students and discuss how rules help us work together, learn more, and get along better. **Rules are instructions that tell us what we can and cannot do.**
2. Tell students that when you follow the rules you cooperate. **Cooperate is when you work with someone. Cooperate is also when you do what someone asks you to do.** You cooperate when you work together in a group and when you follow the rules.
3. Point out to students that there are not only general classroom rules, but also specific rules for whole and small group meetings (give examples).
4. Share an example about what would happen if there were no classroom rules. (e.g., if you didn't keep your hands and feet to yourself or if you didn't follow directions.)
5. After discussing what would happen if you didn't have rules, model specific rules for taking turns when we speak. (See Turn and Talk procedures below.)
6. Tell students that following the rules is one expectation of the teacher, and discuss some other expectations with the students. **Your expectations are your beliefs that something will happen.** *are your beliefs that something will happen. You might expect to ride the bus home or be picked up by someone after school. That means you believe that is what will happen.*

Turn and Talk PROCEDURES

1 **Look** at the person who is speaking.



2 **Listen and think** about what the speaker is saying.



3 **Wait** your turn to talk.



4 Be ready to **share**.



Model Turn and Talk with students

What do you think would happen if we didn't take turns when we talk?

(Allow a few students to answer.)

Let's try it....

Prompt students to tell you briefly about their favorite game (or similar topic), while you tell them about your favorite game. (Everyone will talk at the same time.)

Then ask:

What is my favorite food?

(Allow a few students to answer.)

What is _____'s favorite food?

(Allow a few students to answer. Respond to their answer.)

*I don't know about you, but since we were all talking at the same time, I couldn't hear what you were saying. I would have a hard time telling you what your favorite food is. When we wait our turn to talk, we listen **respectfully** to the important things others have to say, and they can listen to our important thoughts. When we **respect** someone, we think about their feelings and show we care about what they say.*

Now we're going to practice talking to a partner and listening to what they say.

Teacher Models Turn and Talk (9 minutes)

*Note: You may want to refer to the Turn and Talk procedures poster again.

Teacher Instructions

1. Pair each student with a partner
2. Determine which partner goes first (see suggestions below)
 - student with longer/shorter hair
 - student whose name comes first alphabetically
 - student whose birthday is earlier in the year
 - Assign peanut butter or jelly to each student. Teacher decides which one goes first on a given day.
3. Using the Turn and Talk procedures, ask students to turn to their partner and share their favorite game (or similar topic). While one partner talks, the other listens.
4. After each partner has had a chance to share, ask 3-4 students to share what their partner said with the whole group.

1. Discuss what a difference it makes when we take turns instead of everyone talking at the same time.

Wrap-Up (1 minute)

*When we **respect** others, we follow the rules, wait for our turn, and pay attention to what they say. When you pay attention to someone who's speaking, you look at the person and think about what he or she is saying. It usually makes us feel good when people pay attention to what we have to say. It lets us know that they think what we have to say is important. This is one way we can work together and cooperate in our classroom so that everyone gets a turn to share his or her important thoughts and feelings.*