

EMERGENCY SUPPLY PLANS

*ignited literacy
and more*

#2

“The Lion and the Mouse”

WELCOME

Dear Teacher,
Thank you for your purchase of my Emergency Supply Plans.

These plans can be printed and left in your emergency supply binder. Use them for those days that you are not able to make lesson plans or need something quick last minute.

These plans can be used with very little prep on your part, and the optional student pages are not necessary. Students can complete these in their own notebook.

Simply just leave this package for your supply teacher, and you have a stand alone lesson to give to students. It is more than just busy work. Meaningful learning and practice will still occur for students while you are gone, but it can be used at any point in the year.

Sincerely,
Patti Firth
Madly Learning Inc.

EMERGENCY LESSON PLANS

Language arts

PREP	<ul style="list-style-type: none"> • Review the lesson and the teacher answer sheet • Photocopy "The Lion and the Mouse" for each student double sided • Ensure students have notebooks or lined paper to complete their work on • Prepare chart paper or photocopy the second paragraph from the text to display for students.
Independent Reading	<ul style="list-style-type: none"> • Students will read their independent reading book.
Teacher Directed Lesson	<ul style="list-style-type: none"> • Photocopy and provide each student with a copy of the text "The Lion and Mouse" on double sided paper. • Read the story the "The Lion and Mouse" with students. • Students will answer the questions at the end of the story. The first question can be answered using details from the text, but the second answer should be planned out and written in paragraph format. • Review how to fill out the organizer by putting what they think the answer is to the question 2
Independent Work Activity	<ul style="list-style-type: none"> • Students will use the graphic organizer to plan out their answers. In their notebooks they will draw a circle in the center and then divide the outside of the circle into 4 quadrants. In each quadrant they will write evidence they collected from their reading or their own ideas to support their answer. They will then use this organizer to write a paragraph response in their notebooks. That answers question #2 at the bottom of the reading.
Teacher Directed Lesson	<ul style="list-style-type: none"> • Grammar: Copy the third paragraph of the text "The Lion and Mouse" onto a chart paper or enlarge the text through photocopying or display this through a projector for students to see. Review the parts of speech. • Noun: a person, place or thing. • Verb: an action word, thinking word or state of being. • Adjective: a word that describes a noun. • Adverb: a word that describes a verb and tells you how something is done. • Tell students that they will read the paragraph and circle all of the nouns, verbs, adjectives and adverbs in this paragraph using the following colours. Nouns (red), Verbs (blue), Adjectives (orange) and Adverbs (green).
Independent Work Activity	Ask them to identify all of the Nouns (red), Verbs (blue), Adjectives (orange) and Adverbs (green) in the third paragraph from the story.
Additional Activities	<p>Ask students to choose 10 words from the text to use as a special spelling list. Students should choose words that will challenge them. Students can choose from the following options as activities to do with these words:</p> <ul style="list-style-type: none"> - Write the words out in rainbow colours. - Make a word search for a friend to solve. - Make a crossword with definitions of each word <p>Writing - Students can write a story about a character that helped and made a difference for someone else.</p>

EMERGENCY LESSON PLANS

math

Word Problems

- Using this reading as inspiration, have students choose a question to answer.
- 1) A scientist was tracking the population of mice and how it grew. She checked the mouse population the first of the month for eight months. She found the first month, the mouse population multiplied by 2 then it multiplied 3 the following month. It continued to grow at this rate for the rest of her study. If she started with 2 mice on day one, How many mice were there at the end of 8 months?
- 2) A lion eats about 8 kg of food a day. How much food does he eat in a month?

Math Game

- Divide the class into groups. One group are LIONS, and the other group are MICE. Give LIONS one colour paper and the MICE will get a different colour paper. They will divide the paper into 8 even sections (2x4) on four cards they will write a number between 50-99 (HIGH) and on the other four cards they will write a number between 11-49 (LOW).
- Student A will match up with a students on the opposite team B. They will then flip two of their cards, one LOW card for them and one HIGH card for their opponent. Each player will now have two cards; one of theirs and one of their partners. They will subtract both numbers and then which ever person has the lowest answer will win a point. They will then switch and find a new opponent
- Students will keep track of their own points.

social sciences

Research Questions

- Have students choose a question and learn more about a topic.
- 1) Learn more about the lion. What does the daily life of a lion look like?
- 2) Learn more about children who made a difference. Louis Braille, Boyan Slat. Elif Bilgin. Anne Frank. Malala Yousafzai. Alex Deans. Ann Makosinski. Jack Andraka
- 3) Learn how mice are an important part of science experiments. How do scientists use mice in science?

other activities

Art

- Follow the directed drawing lesson steps to draw a lion head in the middle of the page. Then use paint/coloured pencils/or crayons to create the mane around the head.

Drama

- Take the story of the day and have students create short 5 minute dramatic reenactments fo the story without words.

Phys. Ed

- A lions roar — set up the playing area with the center area as the lion's hunting area. Start with one lion in the middle and the prey will be on either side of the hunting area. Prey must run through the hunting area to the other side. If they get caught, they become a lion. Continue until only lions remain.

OPEN RESPONSE ORGANIZER

The lion didn't think that anything less powerful could help him.

The lion learned that anyone can help regardless of his size when the mouse got him out of the trap

Main Idea:
Although you might be small you can still make a

The mouse was able to use the things she was good at to help the lion with a problem.

The mouse learned that even though she was small she could still help someone in need.

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OPEN RESPONSE SAMPLE

I think that the main message of this story is that although you might be small you can still always make a difference. First the lion didn't think that anything small like the mouse could help him. However, at the end he learned that the mouse could use her small size to help save the lion. The mouse also learned that even though she was small, she could still help someone as large and powerful as the lion. This reminds me of when we had an election and although I was a kid I could still help my parents decide who to vote for. That is why I think that the lesson is that although you might be small you can still make a big difference.

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GRAMMAR PARAGRAPH

The mouse was terrified, he began shaking and trembling. He pleaded with the lion "Please don't eat me, Your Majesty! I didn't mean to wake you up. I'm a silly little mouse. I was only playing please let me go pretty please I promise I will be your friend forever! You might like a friend like me; I'm small and one day I could save your life you know."

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WORDS TO USE FOR SPELLING

- | | |
|---------------|---------------|
| 1. mane | 7. terrible |
| 2. roared | 8. trouble |
| 3. usually | 9. eventually |
| 4. scornfully | 10. wrong |
| 5. silliest | 11. chewing |
| 6. caught | 12. squeaked |

Digital sites to make word searches and cross word puzzles

puzzlemaker.discoveryeducation.com

<http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php>

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MATH WORD PROBLEMS

A scientist was tracking the population of mice and how it grew. She checked the mouse population the first of the month for eight months. She found the first month, the mouse population multiplied by 2 then it multiplied 3 the following month. It continued to grow at this rate for the rest of her study. If she started with 2 mice on day one, How many mice were there at the end of 8 months?

Month 1	NA	2
Month 2	2x2	6
Month 3	6x3	18
Month 4	18x2	36
Month 5	36x3	108
Month 6	x2	216
Month 7	x3	648
Month 8	x2	1296

If every month is multiplying alternately by 2 then 3 the final population of mice at the end of 8 months will be 1296 mice.

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MATH WORD PROBLEMS

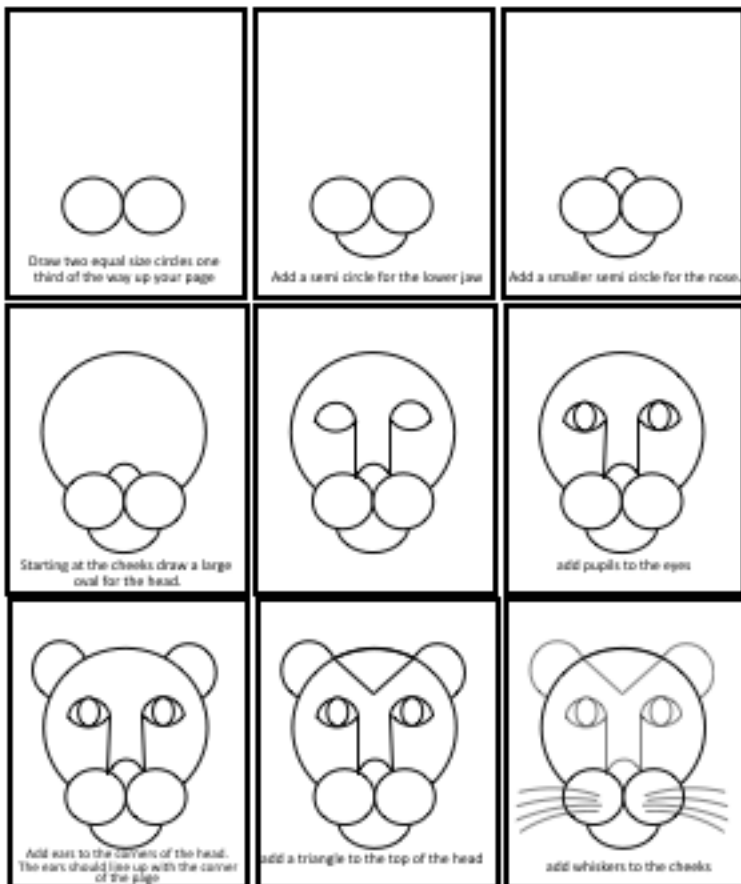
A lion eats about 8 kg of food a day. How much food do they eat in a month?

$$8 \times 30 = 240$$

If a lion eats 8 kg of food a day and there are 30 days in the month then the lion will eat 240 kg of food in a month.

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ART EXAMPLE Directed drawing



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ONLINE RESEARCH SITES

Scan this QR code with chrome QR scanner to link to research sties for student use



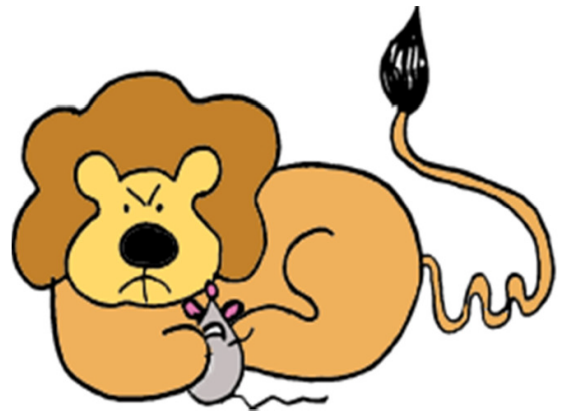
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THE LION AND MOUSE

Retold from Aesop

One day, when a lion was sleeping, a silly little mouse ran up his tail, onto his back, up his mane then he danced and jumped on his head. The little mouse wanted to wake the lion up.

Well, it worked, the lion grabbed the mouse and held him in his giant claws. He roared at the mouse "How dare you wake me up! Don't you know that I am King of the Pride Lands? You know I usually eat anyone who tries to wake me."



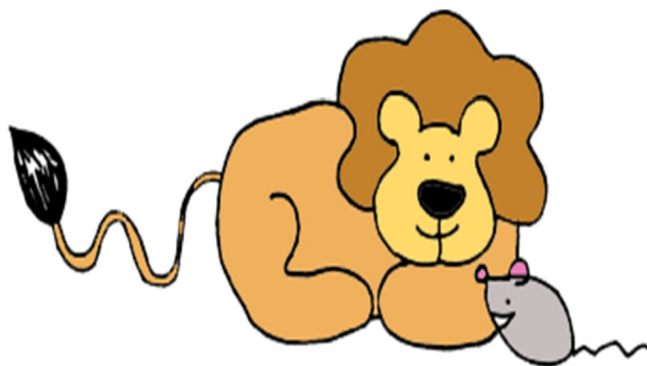
The mouse was terrified he began shaking and trembling. He pleaded with the lion "Please don't eat me, Your Majesty! I didn't mean to wake you up. I'm a silly little mouse. I was only playing! Please let me go pretty please I promise I will be your friend forever! You might like a friend like me; I'm small and one day I could save your life you know."

The lion looked at the tiny mouse and laughed. "You, save my life? That's the silliest thing I've ever heard!" he said scornfully. "You are a silly little mouse and you made me laugh so because I'm happy now I will let you go." The lion opened his claws and let the mouse go free. "Oh thank you, Your Majesty," squeaked the mouse, and ran away as fast as he could.

A few weeks later, as the lion was walking to the Pride Lands, he wasn't paying attention and ran into a hunter's trap. He was caught inside a rope net. He struggled and struggled, but the more he struggled the more tangled he became. He roared a terrible roar that shook the Pride Lands. It was so loud that every animal heard it - even the mouse.

"Oh no! My friend is in trouble!" cried the mouse. He took off in the direction of his friend's roar, and soon found the lion trapped in the hunter's trap. "Hold still, King", squeaked the mouse. "I'll have you out of there super quick!" The mouse started chewing through the ropes with his sharp teeth. Eventually, the lion was free.

"Wow," said the lion, "I never thought that someone as little as you would ever be able to help me. But you did, I was wrong and I am very glad I let you go and didn't eat you. Thank you very much little mouse."

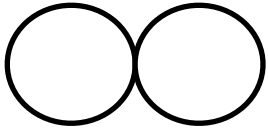


"You let me go, we are friends now, I am glad I was able to help you", answered the mouse. From that day forward the lion and the mouse remained friends forever.

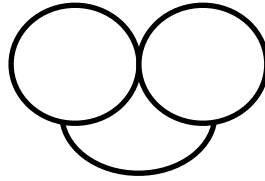
Answer these questions:

- 1) How did the lion's feelings about the mouse change from the beginning to the end?
- 2) What is the main lesson of this story? Support your ideas with details from the text and your own ideas.

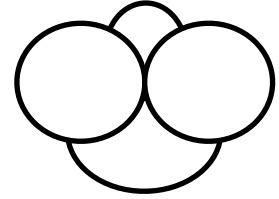
LION DIRECTED DRAWING



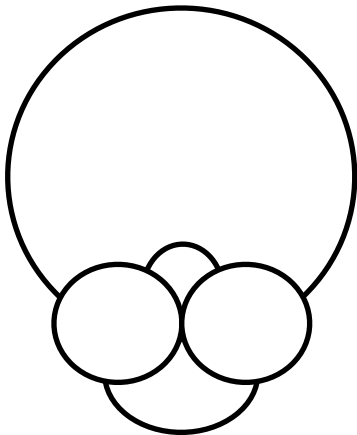
Draw two equal size circles one third of the way up your page.



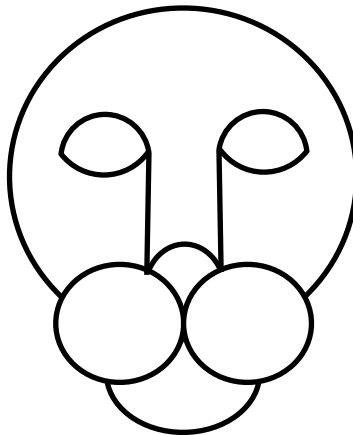
Add a semi circle for the lower jaw.



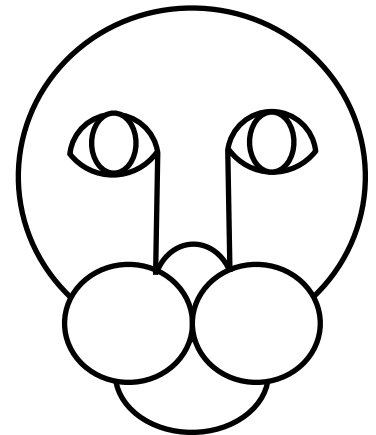
Add a smaller semi circle for the nose.



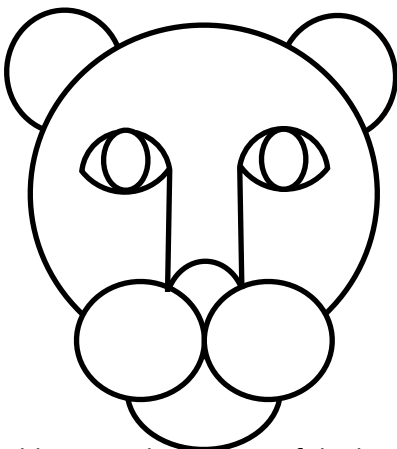
Starting at the cheeks, draw a large oval for the head.



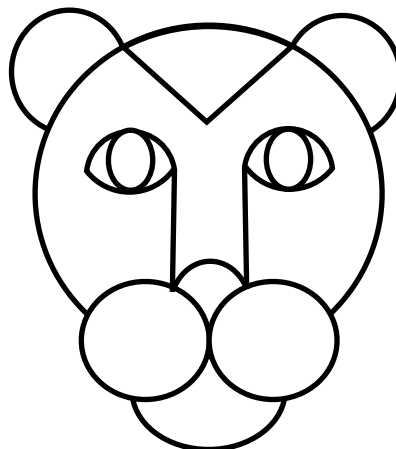
Draw two oval eyes, and connect them to the nose with two lines.



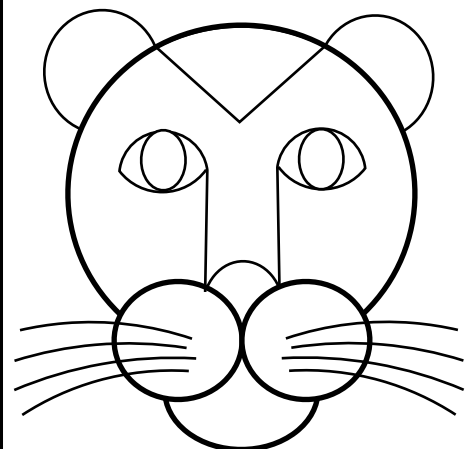
Add pupils to the eyes.



Add ears to the corners of the head. The ears should line up with the corner of the page



Add a triangle to the top of the head.



Add whiskers to the cheeks.

OPTIONAL STUDENT PAGES

MAIN IDEA

graphic organizer

Supporting detail

Supporting detail

Main
idea

Supporting detail

Supporting detail

reading comprehension questions

- 1) How did the lion's feelings about the mouse change from the beginning to the end?

Lion's feelings at the beginning?

Lions feelings at the end?

- 2) After organizing your thoughts on the graphic organizer, what is the main lesson of this story? Support your ideas with details from the text and your own ideas.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

The mouse was terrified he began shaking and trembling. He pleaded with the lion “Please don't eat me, Your Majesty! I didn't mean to wake you up. I'm a silly little mouse. I was only playing! Please let me go pretty please I promise I will be your friend forever! You might like a friend like me; I'm small and one day I could save your life you know.”

The Lion and Mouse

HIGH CARD

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LOW CARD

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LOW CARD

LOW CARD

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CLASS CHECKLIST

1	1. Please rate student behaviour today in class, on a scale of 1-4. 4 - they were helpful and showed good listening and independent work skills 1-they required many reminders to do what was expected.
2	Students completed their grammar activity and showed this to the teacher. (Checkmark)
3	Students completed their reading response and handed it in. (Checkmark)
4	Students completed their two math word problems and handed these into the teacher. (Checkmark)

[illegible]