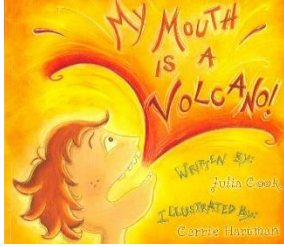


Disability: Emotional Disturbance



Book Title: My Mouth is a Volcano

Written by Julia Cook and illustrated by Carrie Hartman

Grade level for lesson plan: 2<sup>nd</sup>

Cook, J., & Hartman, C. (2005). *My Mouth is a Volcano*. National Center for Youth Issues.

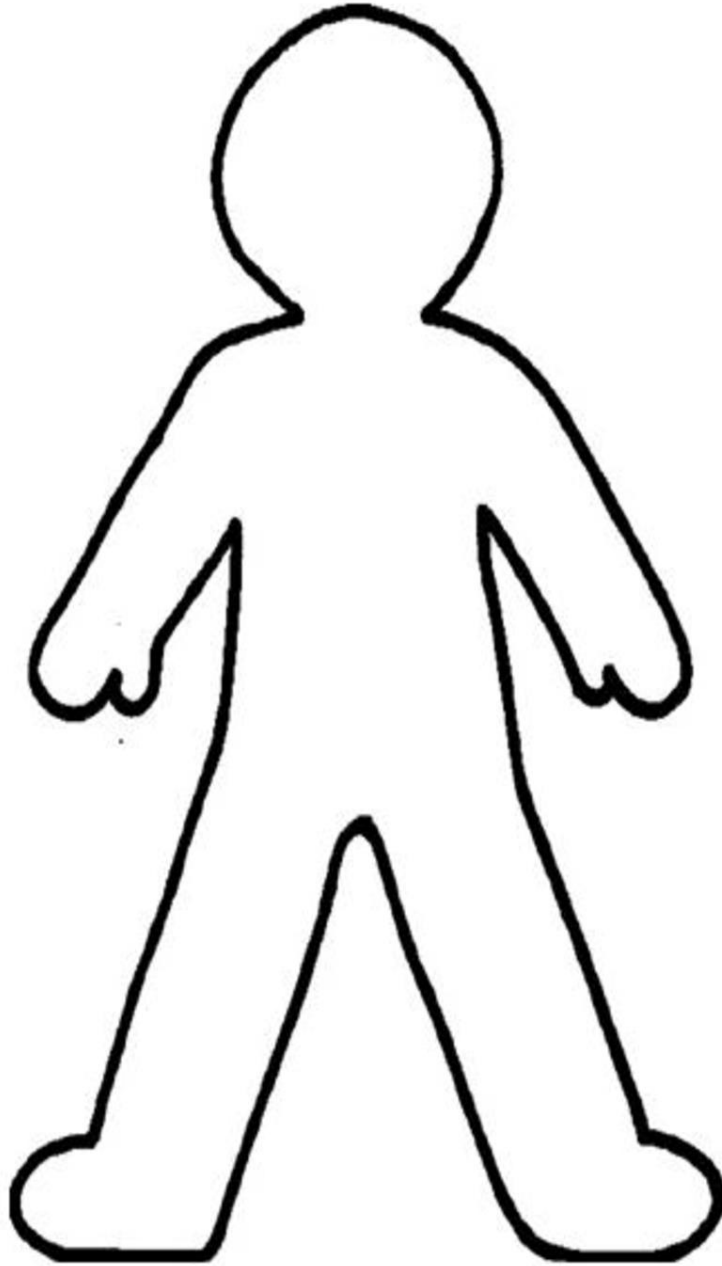
Lesson 1: What Important Words Feel Like. Pages used: 3-11

Introduction: “Today we are going to be reading the first part of our book *My Mouth is a Volcano*. In this book, we will meet Louis. Louis has a problem: he has very important things to say, and the volcano in his mouth makes him say them all the time! Can anyone tell me what a volcano is?” (Expected responses should include: something that explodes, something with lava in it, something that is hot, etc.) “Very good! A volcano is a piece rock that comes out of the ground and has a very large hole at the top that lava will come out of when it erupts. Can anyone tell me a prediction about what Louis means when he says his mouth is a volcano?”

Begin reading page 3: ask “What do you think people mean when they say Louis erupts a lot?” Continue reading. At page 6 and 7, pause to say “Louis describes his words leaving his mouth as them doing a wiggle and a jiggle and then pushing past his teeth and out of his mouth. Take 7 seconds to think about what it feels like to you when you have something important to say, and then turn to your partner and describe it to them. Take 1 minute to talk and listen to each other about what your important words feel like when they need to come out.” After 1 minute of partner talking, call students back to attention and tell them to hold onto those thoughts as we continue reading. Begin reading pages 8, 9 and 10. After finishing page 11, say “I want you to think of a time when you wanted to interrupt someone to say something important. Take 10 seconds to think of this, and then turn to your partner talk about it for 1 minute. After 1 minute we will move to our desks to begin the next part of our lesson.” After 1 minute have students move back to their seat and introduce the next activity.

Activity: “Now that you have had time to think of and discuss how your body feels when you have something important to say, I want you to use the activity page on your desk to illustrate what important words feel like to you. Use colors and pictures to show how your important words leave your body. When you are done, pick a place on the wall to display your picture. When everyone is done, we will take a walking tour to see all the different ways important words can feel to someone.” After everyone is done drawing and has displayed their picture, encourage students to walk around the room and look at each others pictures. Have them try to find a picture that is similar to theirs and one that is really different from theirs. Have them write 2 sentences about how they are similar and different. End the lesson by describing how everyone feels their important words in a different way. Leave them with the thought: “Everyone feels important words, and everyone feels emotions, but we all feel them differently. Does that mean that one way of feeling is better or more ok than another?”

# My Important Words



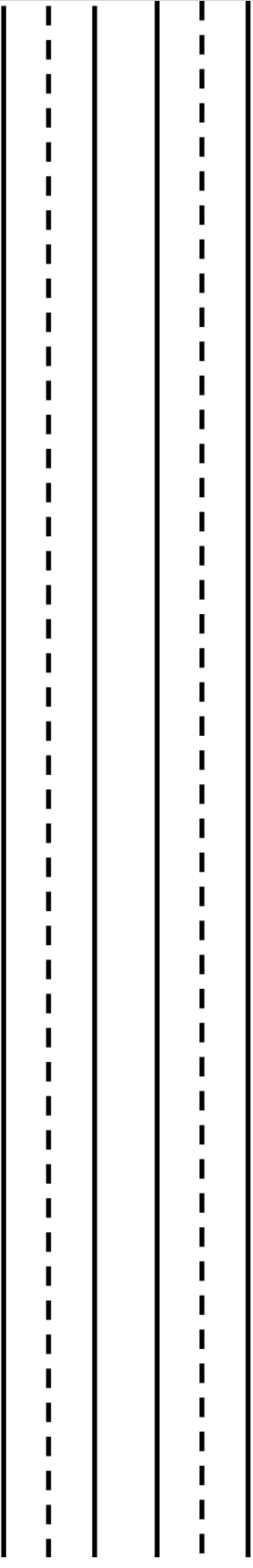
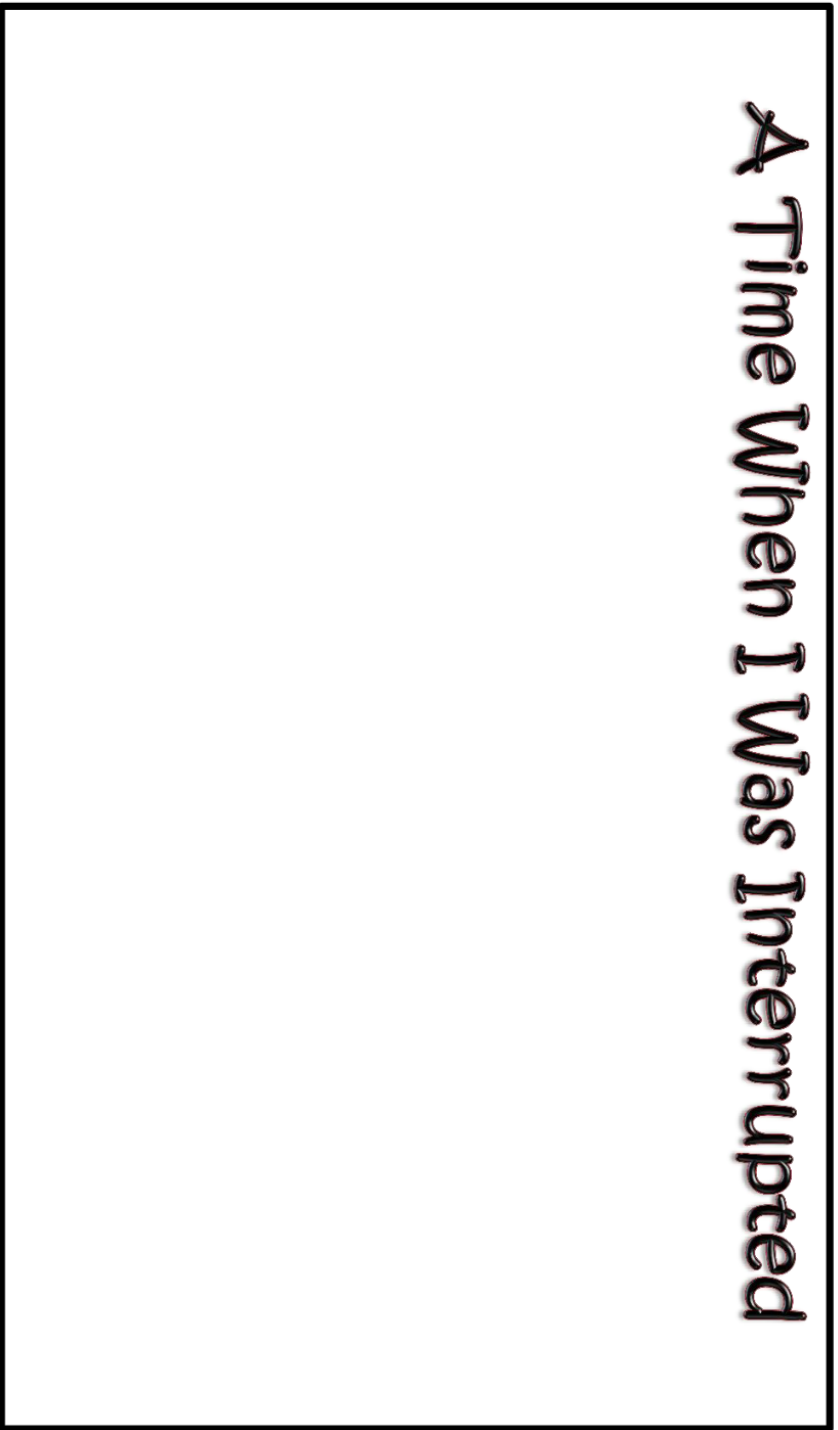
Lesson 2: The Problem with Interrupting. Pages used: 12-19

Beginning: “Today we are going to keep reading our story *My Mouth is a Volcano*. Can anyone remind us about what we read yesterday?” Wait for someone to raise their hand and summarize the previous reading. “Very good. Well today we are going to keep reading about Louis and his volcano mouth. Can anyone guess what might happen if Louis erupts while someone is talking?” Wait for someone to answer. “Let’s see if you are right.”

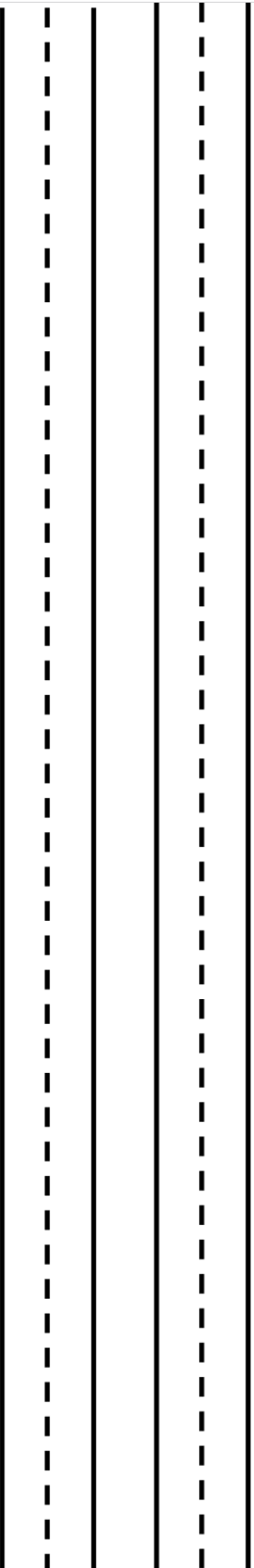
Begin reading: Start with page 12. “Why do you think Louis’ teacher got on to him for erupting? Raise your hand if you think you know.” Wait for answers. “Maybe it was only his teacher who gets angry about the eruptions.” Turn the page. “How do we think his teacher at daycare will respond to him erupting?” Keep reading to page 14. “What happened to Louis when he erupted at daycare? Raise your hand if you think you know.” After someone responds, say “Well that’s his school teacher and his daycare teacher who have been upset about his eruptions. Surely his mom won’t be upset about his eruptions. She will know how important his words are, right? What do we think will happen next?” Wait for answers then keep reading pages 15-19. “So Louis got in trouble at school, at daycare, and at home for erupting. What is another word for erupting?” Wait for someone to answer interrupting. “When we erupt with our important words, we interrupt people. Their words are just as important as our important words. Have you ever been interrupted before? Think of a time when you were interrupted and how it made you feel. When you are ready, turn and talk to your partner for 2 minutes. When we are done, we will go back to our seats and start on our next activity. You may begin.”

Activity: After 2 minutes, call students back to their seats and have them look at their activity sheet. “We just told our partner about a time when we were interrupted and how it made us feel. Now I want you to use the two sheets on your desk to draw and write about the time you were interrupted and how it made you feel. For each sheet you will draw a picture and write 1-2 sentences describing the picture. When you are done, I want you to go place your pictures on the wall underneath your drawing of how your body feels when you have important words. When everyone is done, we will take another walking tour. I want you to look at everyone’s drawings from today and pick one that was similar to how you felt being interrupted and one that was different from how you felt. When we return to our seats, I want you to write two new sentences about how they were similar and different on the same paper you wrote on last time. Raise your hand if you have any questions. You may begin.”

# **A Time When I Was Interrupted**



## How I Feel When Someone Interrupts Me



### Lesson 3: Everybody Interrupts Sometimes. Pages used 20-25

Introduction: “Today we will be reading some more from our story *My Mouth is a Volcano*. Who can remind us of what has happened so far?” Pause for responses. “So Louis has been interrupting people and keeps getting in trouble for it. Lets see what happens when Louis gets interrupted.”

Being reading: Starting on page 20, begin reading. “Louis is really excited to share his story. How do we think Louis will feel if someone interrupts him while he is telling this story?” Wait for responses and then begin reading again. On page 23, pause and say “Louis seemed really upset when Richard interrupted him.” Keep reading and stop again on page 25. “This time Courtney interrupted Louis. He seems upset by being interrupted again during his important story time. Why do we think Louis was upset about being interrupted during his important story time?” Wait for responses. “Yesterday we talked about how we feel when we are interrupted. Today we are going to be doing short plays about interrupting others. You will break up into groups of 2-3, and I want you to each come up with a scene where someone is talking/teaching/sharing something, and someone interrupts them. Your play should show what happens when the person interrupts and how you move forward after it happens. When I say go, we will move into our groups and begin coming up with our play. When you are ready to share your play, raise your hand and I will write your groups name down on my list. When everyone is done, we will watch everyone’s plays and discuss how each group moved on from the interruption. We will use kind words and give helpful suggestions for what we could change. You may go.”

Activity: Students will break into groups of 2-3 come up with a scene where someone is talking/teaching/sharing something, and someone interrupts them. Each play should show what happens when the person interrupts and how they move forward after it happens. Each play needs one interruption and one solution to move past the interruption. When everyone is done, we will watch everyone’s plays and discuss how each group moved on from the interruption. We will use kind words and give helpful suggestions for what we could change about the play to make it more inclusive or how we should have moved past the interruption.

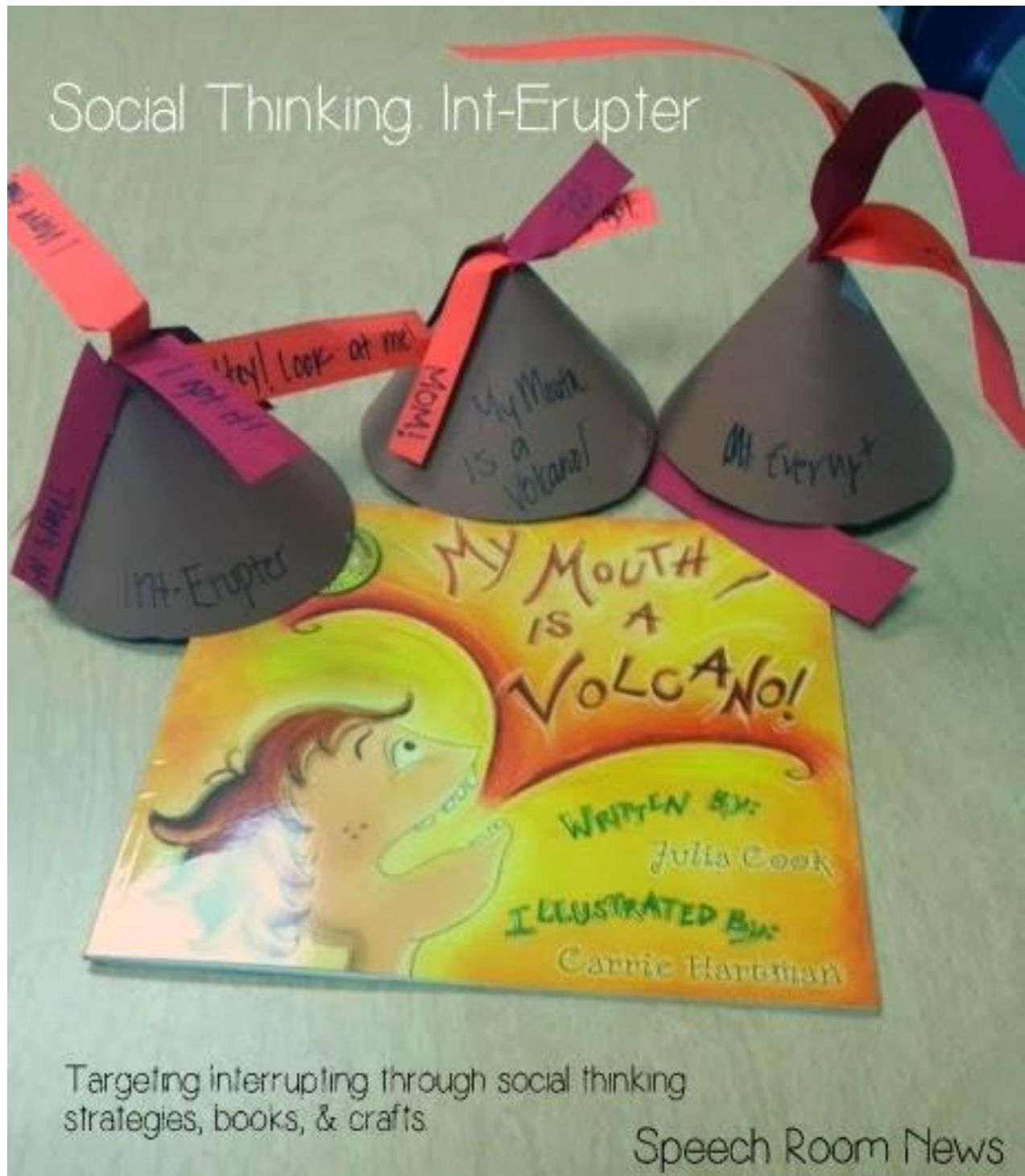
#### Lesson 4: How Can I Stop My Volcano? Pages used 26-32

Introduction: “We are almost done with our story My Mouth is a Volcano. Can someone please tell us what has happened with Louis so far?” Wait for someone to respond. If needed, call on multiple people to get a full synopsis. “Louis learned what it felt like to be interrupted. Now that he knows, what do we think he will do next?” Wait for responses.

Begin reading: Start reading on page 26. After page 27 pause to ask students “Do you think the suggestion Louis’s mom gave will work?” Wait for yes or no responses. “Why do you think it will/won’t work?” Wait for responses. Keep reading on page 28. At page 32 the story ends. “Louis was able to stop the volcano in his mouth by biting down really hard and then blowing the important words out of his mouth. Why do we think this worked for Louis?” Wait for responses. “What are some other ways we could stop the volcanos in our mouth?” Responses should be like “hold my breath and count to ten.” “Count down from 10 in my head.” “Sing the pledge of Allegiance in my head.” “Touch my finger to my nose and blow the words out.” Write responses on the board. Repeat them out loud as you write them. Make sure everyone has a turn to share their idea. After everyone’s responses are on the board, ask “Are these the only ways to stop the volcano in our mouth?” Students should respond no. “Everyone will have different ways to stop their volcanos. No volcano is exactly the same. Sometimes stopping our volcano will work and sometimes it will not. If someone can’t stop their volcano, what is something we can say to them to let them know we don’t like being interrupted?” Wait for appropriate answers like “We can ask them to stop interrupting us” or “My words are also important. If you want to share your important words can you please wait until I am done?” After a few examples, say “Today we are going to each choose 5 ways to stop our volcano from erupting using the strategies on the board. We are going to be making personal volcanos and each strip of lava in our volcano will have one of our strategies. You will each need a pair of scissors, a pencil, a glue stick, one large brown circle, and 5 red, yellow, or orange strips of lava. When you are done collecting your supplies, please return to your seat.” Have students return to their seats after collecting supplies.

Activity: After students have collect a pair of scissors, a pencil, a glue stick, one large brown circle, and 5 red, yellow, or orange strips of lava, have them sit down at their desk. First they will cut the brown circle on one side to the middle. They will then glue the two new sides together to form a cone. They will use their pencil to write their five strategies on their strips of lava. One strip per strategy. After writing, they will glue the strips on one end to the inside of the volcano. When they are done, they will leave their volcanos on their desk to use tomorrow.

Example volcanos





## Lesson 5: Emotional volcanos.

Introduction: Yesterday we finished our story *My Mouth is a Volcano*. We learned that we could work hard to stop the volcanos in our mouth so that we don't interrupt others. But sometimes people can't stop their volcanos even when they try really hard. And sometimes our volcanos are not just in our mouths. Sometimes our emotions can be volcanos to, and they erupt in different ways. What are some ways that our emotions can erupt like a volcano?" Wait for responses like "When I'm happy I smile." Or "When I'm mad, I scream." Or "When I'm angry at someone I hit them." Record responses on the board.

"Some of these are good ways that our emotions can erupt, like when we are happy and smile or laugh. But some are not. Sometimes, like when our mouth volcanos erupt, we can hurt people's feelings or even worse, we can hurt their bodies. Some friends struggle with holding their volcano eruptions in and may not have the skills they need to stop their emotions from erupting. This can scare us or disrupt our learning. But we can help our friends work on their eruptions so that they don't erupt as much or as largely. We came up with some strategies yesterday for how to stop our mouth volcanos from erupting. What are some strategies from our list that we could use with our emotional volcanos?" Wait for responses like "Count to 10 in my head." Or "Sing a song in my head." Circle them on the board as they are said. "Are there any other ways that we haven't said yet that a friend could use to stop their emotional volcano from erupting?" Write them on the board under the responses from yesterday. "Ok, yesterday we made our personal volcanos with some strategies on them. Today we are going to make real volcanos and use our strategies to stop them from erupting. You will need a small, empty water bottle, a couple paper towels, a bottle cap, a spoonful of baking soda, and a spoonful of vinegar. When you have your supplies ready, return to your seat."

Activity: When students have a small, empty water bottle, a couple paper towels, a bottle cap, a spoonful of baking soda, and a spoonful of vinegar at their desk, they can begin. Walk them through adding the baking soda into the empty bottle. Pause instruction to ask "When we add the vinegar what do we think will happen?" Wait for answers like "it will explode" or "eruption." "Yes, it will erupt. When it begins erupting, I want you to grab the cap, use your strategy that you selected to stop your eruption, and then place the cap on the bottle. The cap will stop the eruption from continuing on the outside. Think of the cap like our strategy, it will stop the volcano of our mouth or our emotions from erupting out of our bodies. The eruption may still be happening inside, but it will not erupt all over our friends or family. If we keep the eruption inside, we can keep using our strategies to calm down the eruption inside our bodies. When I say go, add your vinegar to your bottle, use your strategy, and cap the bottle. Go!" Watch as students complete the experiment and add caps to their bottles. They should continue watching as the ingredients foam and mix inside the bottle with the cap on. When they are done, they should write a sentence or two about what they observed.



Colles smart buy  
White Vinegar  
2 Litres

MCKENZIE'S  
Bi-Carb Soda  
shake & pour

My Mouth is a Volcano!  
WRITTEN BY: Julia Cook  
ILLUSTRATED BY: Carrie Harrison

My Mouth is a Volcano  
Eden is a boy who likes to bike down hard and fast but his words come out. She suggests to  
what goes out through his nose. Then, when it is his turn to talk, take a deep breath  
how to make words so he can say them. Practice taking deep breaths and fill in each