



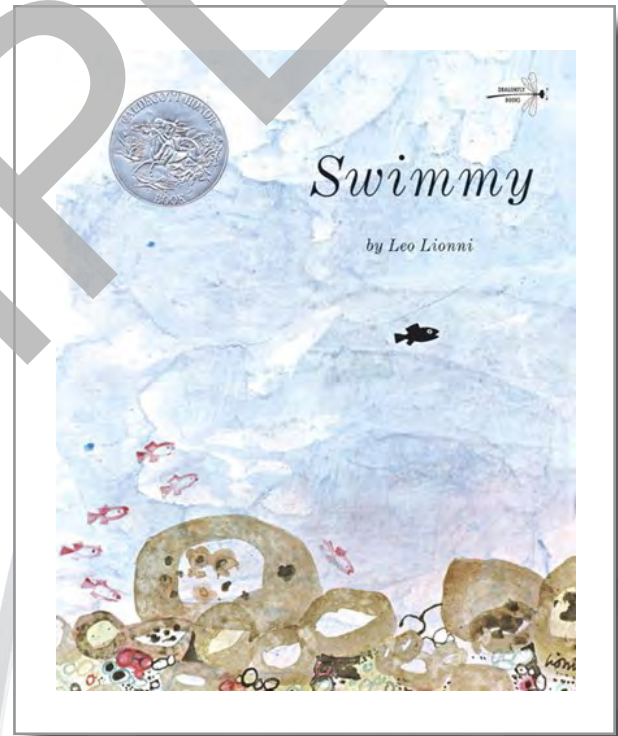
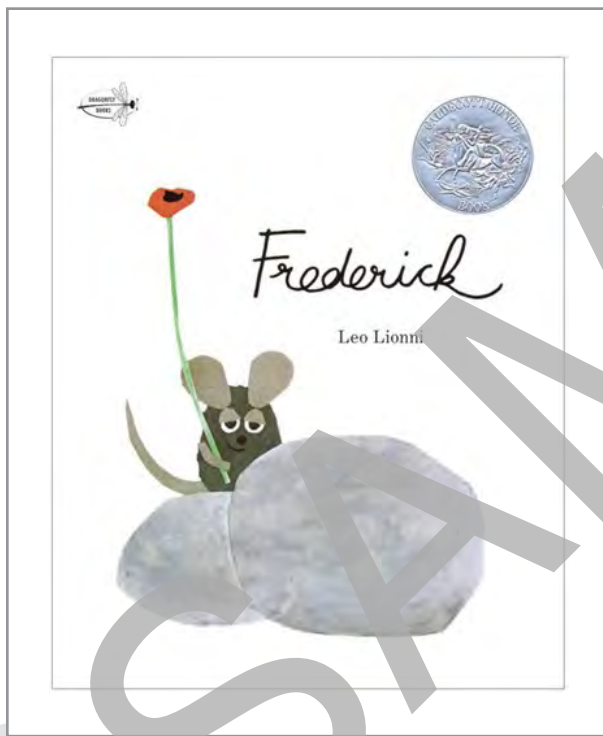
COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Frederick

Leo Lionni

Swimmy

Leo Lionni



READ, WRITE, THINK, DISCUSS AND CONNECT

Frederick Swimmy

Leo Lionni

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Brainstorming, visualizing,
sorting

Literary Elements

Story elements,
Characterization

Vocabulary

Collective nouns

Comprehension

Comparison/contrast,
sequencing

Listening/Speaking

Interviewing

Writing

Poetry, narrative

Summary of *Frederick*

Frederick, one of a family of five field mice, helps to prepare for the winter by gathering sun rays, colors, and words. As the food stores dwindle, Frederick shares his supplies with others.

About the Author

Leo Lionni was born in Holland and, as a child, taught himself to draw by copying the work of the masters in Amsterdam's museums.

He received his Ph.D. in economics from the University of Genoa and came to the United States in 1939 with his wife, Nora, and two young sons. He has been involved in the world of graphic arts ever since.

Internationally recognized as an artist, designer, sculptor, and author of children's books, he is the recipient of the 1984 American Institute of Graphic Arts Gold Medal, and is a four-time Caldecott Honor Book winner for *Inch by Inch*, *Frederick*, *Swimmy*, and *Alexander and the Wind-up Mouse*.

Initiating Activities

You may choose to do one of these activities before reading the story and the other activities after reading the story. However, they are appropriate at any time.

1. **Seasons:** Have four large paper banners prepared with the name of a season on each.

Brainstorm with the children and list words to describe each season. To start off you may want to read this poem:

The Four Seasons

Spring is showery, flowery, bowery.

Summer is hoppy, choppy, poppy.

Autumn is wheezy, sneezy, freezy.

Winter is slippy, drippy, nippy.

You may also want to read the poem, "The Coin," by Sara Teasdale, to the children.

Display the banners when you are finished.

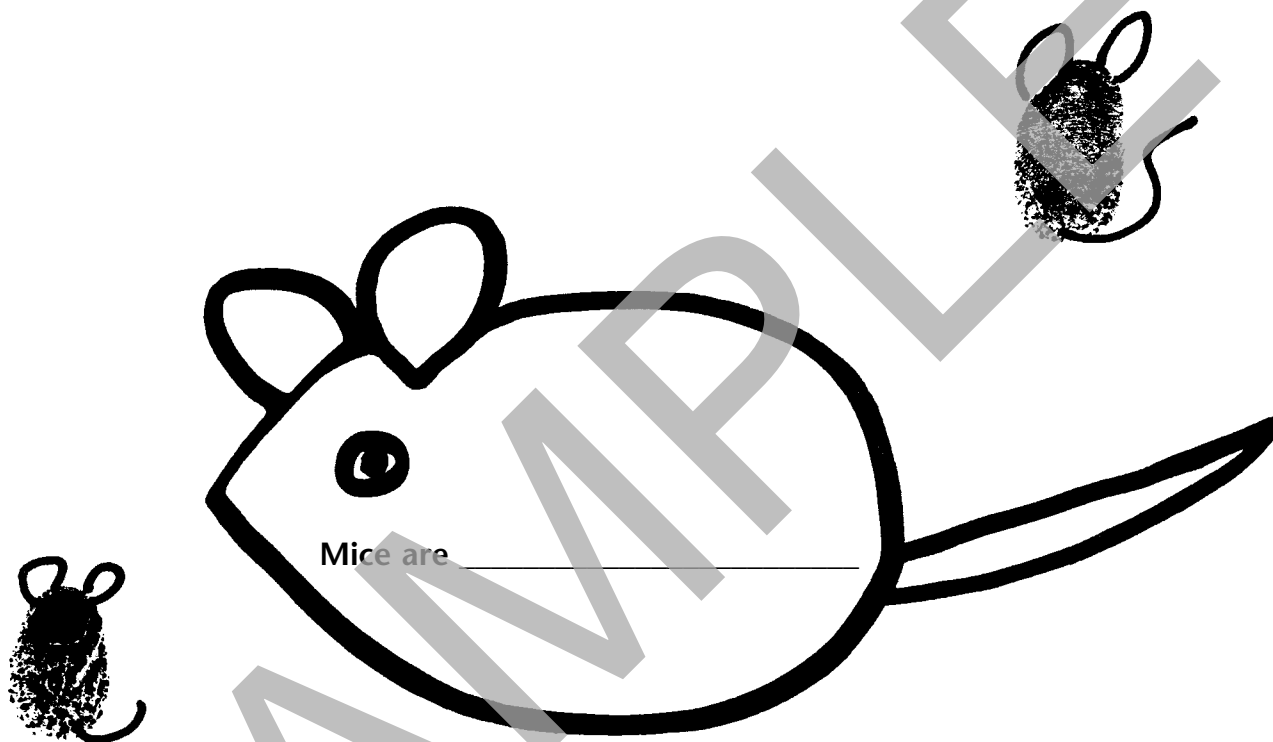
2. **Mice:** Make a large mouse and write "Mice are _____" on it.

Brainstorm with the children and list the words used to describe mice.

Read the poem, "Mice," by Rose Fyleman, to the children.

Did anyone think that mice are nice? Check the list. Read the words together.

Make thumb print mice.



3. **Seeds:** Take the children outside on a "seed hunt." Try to find as many as you can and bring them inside.

Sort the seeds by kind. For example, acorns in one set, maple tree seeds in one set, etc. Which group had the most? the least? the same? You may want to make a graph.

Brainstorm with the children about what happens to the seeds outside. Record the answers.

Would other kinds of seeds be found in different places? What seeds might be found on a farm? What seeds might be found in a field? Make lists like the ones that follow.

Discussion Questions and Activities

Read the story. Predict the outcome when partway through the story. (See pages 6-7 of this guide.) After making predictions, finish the story and answer the following questions:

1. What made getting ready for winter different this year, from the years in the past? (*The farmers had moved away, the farm was abandoned, and the granary was empty.*)
2. Did the other mice mind that Frederick was doing a different kind of work? (*Only once "they asked reproachfully," when they thought that Frederick was half asleep. However, the other mice never suggested that Frederick give up his work for theirs.*)
3. Did the other mice appreciate Frederick's contribution to the family? How do you know? (*Answers will vary.*)
4. Write a class poem about Frederick.
5. Ask the children for contributions about mice, seasons, families, work, or seeds. They may want to:
 - Write a poem.
 - Write a story.
 - Use art media.
 - Sing or compose a song.
 - Do something else.

6. **Create a Story Map:** The story follows a sequence in which Frederick prepares for the long, difficult winter ahead by doing a different kind of work.

List the sequence of events in chronological order. (See page 8 of this guide.)

7. With their eyes closed, have the children think of the four mice in Frederick's poem. How might each be pictured, so that one is different from the other? (*Answers will vary.*)
8. **Season Mice:** In groups of four, have each child create a "season mouse." Make a variety of items available, such as:

wallpaper
fabric scraps
colored construction paper
tissue paper
yarn
sequins
etc.

The group may wish to write a poem, a caption, or something else to go with the mice they create. Then put the "season mice" on display.

-
9. Do the people where you live do anything to get ready for the winter? What?
 10. If you have gathered some seeds, try planting some of them. Keep a growth record.
 11. **Seed Math:** Sort a variety of seeds into sets, by kind. Determine how many are in each set. Determine if the sets may be divided equally among five mice, four birds, etc.

Using a seed that may be eaten by children, give each child in a group the same number of seeds. Use as fractional parts of a whole set. That is, if each child has a set of four, one seed is one fourth of the whole set of four. Allow them to “subtract” fractional parts from the whole set by eating some of the seeds.

12. **Character Web:** Develop a character web for Frederick. (See pages 9-11 of this guide.) What if Frederick had been different from the other mice in the family? What if Frederick had been the same as the other mice in the family?
13. If a continued study of mice will follow this story, do a KWL, using some of the information from the Venn Diagram created earlier to start the K section with things the children KNOW about mice. Then ask WHAT, in addition, they would like to know. Fill in what is LEARNED and make corrections to the KNOW section as misconceptions are corrected.

What I Know	What I Would Like to Know	What I Learned