



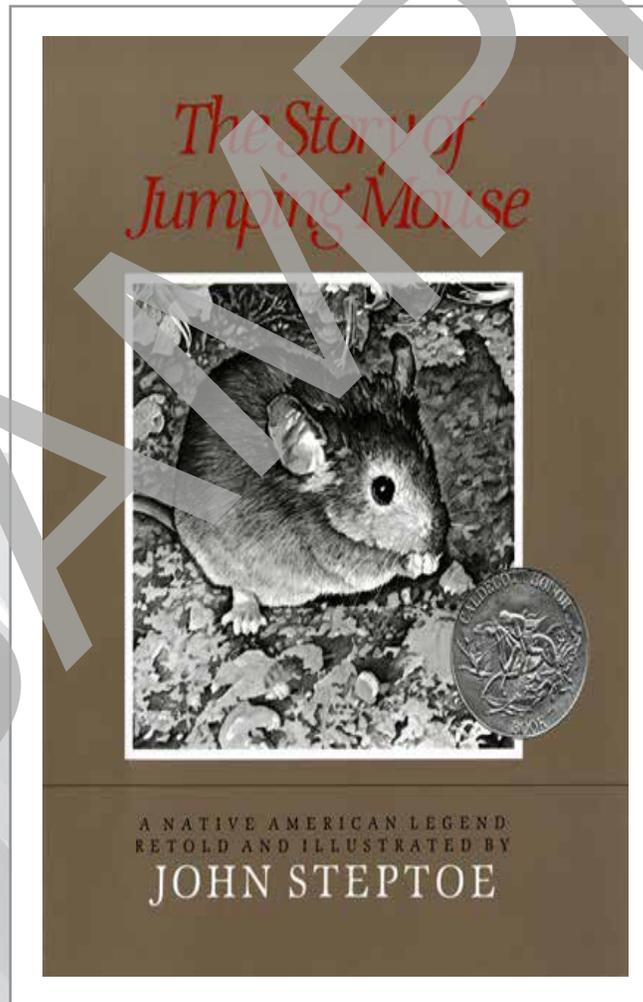
TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Story of Jumping Mouse

John Steptoe



READ, WRITE, THINK, DISCUSS AND CONNECT

The Story of Jumping Mouse

John Steptoe

TEACHER GUIDE

NOTE:

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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Table of Contents

Summary	3
About the Author.....	3
Initiating Activities.....	3
DRTA Procedure.....	5
Five Sections	8
Each section contains: Vocabulary, Discussion Questions and Activities, Predictions	
Concluding Questions and Activities.....	16
Bulletin Board Ideas.....	30
Recipes	31
Teacher Information	32

Skills and Strategies

Thinking
Research

Comprehension
Predicting, inference

Writing
Class poem

Listening/Speaking
Discussion

Literary Elements
Legend genre, story elements,
characterization

Summary

A young mouse, having heard about a wonderful far-off land, sets off alone on a perilous journey to find it. Reaching a river that he is unable to cross, the mouse meets a Magic Frog who names him Jumping Mouse, for he has given the mouse powerful hind legs. The frog also cautions Jumping Mouse that he will meet hardships along the way, but will reach the far-off land if hope is kept alive.

The story tells of the obstacles that Jumping Mouse meets, and of the sacrifices that he makes to help others in need. The compassion and spirit of hope that sustains Jumping Mouse brings him, at last, to the far-off land.

About the Author

John Steptoe was born September 14, 1950, in Brooklyn, New York. He and his wife have two children, a daughter named Bweela, and a son named Javaka. He and his family live in Peterborough, New Hampshire.

Steptoe attended the New York School of Art and Design from 1964 until 1967.

He was a teacher at the Brooklyn Music School during the summer of 1970. He is a painter and writer/illustrator of children's books, and won the Gold Medal from the Society of Illustrators in 1970 for his book *Stevie*, which was written when he was sixteen.

Steptoe has said, "One of my incentives for getting into writing children's books was the great and disastrous need for books that black children could honestly relate to. I ignorantly set precedents by writing such a book. (*Stevie*) I was amazed to find that no one had successfully written a book in the dialogue which black children speak."

Initiating Activities

You may choose to do one of these activities previous to the reading of the story, and the other activity after the story has been read. They are appropriate at any time.

1. Mice

Put up the bulletin board for "Mice." Make a copy of the poem "I Think Mice Are Rather Nice" by Rose Fyleman. (This poem may be found on page 54 of *The Random House Book of Poetry For Children*, selected by Jack Prelutsky, New York: Random House, 1983.) Place the poem in the area where the children will gather.

Make a banner out of the letters of the word MICE, and hang in the area.

Ask the children what they think of when they hear the word MICE. Make a list of the responses. Save this list, and use as ideas for stories about mice.

OR

Ask the children to give one word that describes MICE, and make a list of these descriptive words to use later in stories and poems. (Such as: run, jump, eat, scamper, gnaw, chew, sleep, etc.)

Read the poem to the children. Did anyone in the group give that kind of response about mice? Do people, in general, like mice and think that they are nice? Why? Why not?

What do you know about mice? Do a KWL about them. Find out what the children KNOW about mice, what they WOULD like to know, and then, as the study evolves, what they have LEARNED about mice. Refer to the Teacher Information about mice at the end of this unit. If incorrect information is given in the KNOW section, cross it out as correct information is LEARNED.

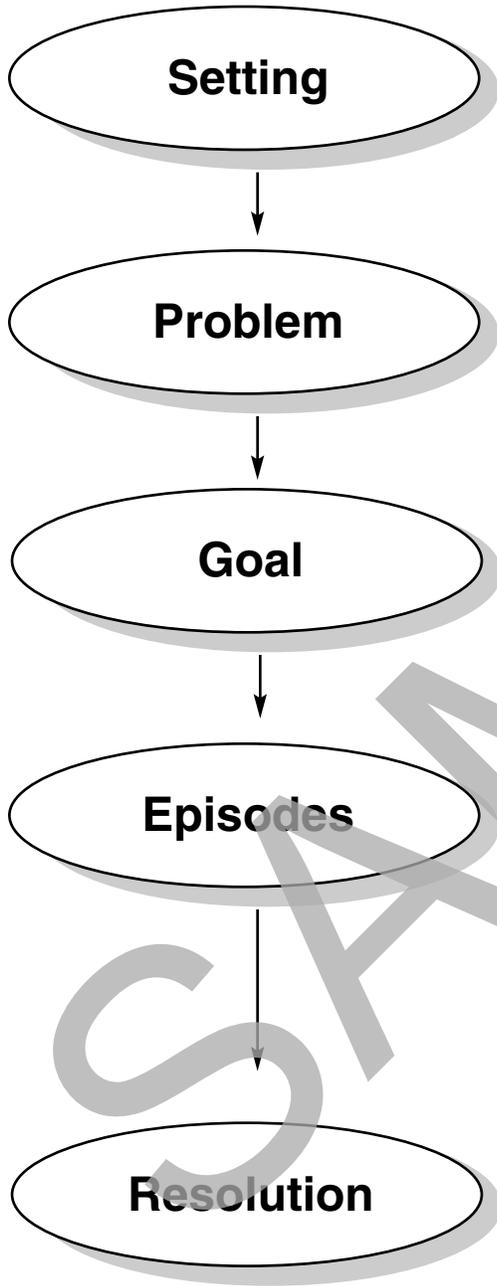
What I Know	What I Would Like to Know	What I Learned

Ask the children if they know any poems, rhymes, or songs about mice, and encourage a demonstration. If any of the suggestions are generally known, join in together to enjoy. (See “Mice In Literature And Song” for some suggestions.)

2. Native American Legends

Put up the “Native American Legends” bulletin board. (Legend: An unverified popular story handed down from earlier times.)

Story Map



Characters _____

Time and Place _____

Beginning → Development → Outcome

How Do You Feel?

You are invited to a birthday party.

Someone takes apart your Lego structure.

Your pet dies.

Your crayons are lost.

You are all alone, outside, on a sunny day.

Your friend invites you to come over.

You are sick.

The wind blows the trees, and it starts to thunder and lightening appears.

Elicit suggestions of other situations from the children. Get different reactions to each situation.

Illustrate something that elicits a happy feeling, a sad feeling, etc.

Encourage children to tell others if feelings get hurt, or if something has been done to make one feel angry. By being more aware of how we affect others, we may also be made more aware of our own feelings and how they make us behave.

Mice In Literature And Song

In the Mother Goose rhymes, mice are often mentioned casually, as part of the background of life.

Birds of a feather flock together,
And so will pigs and swine;
The rats and mice will have their choice,
And so will I have mine.

Hickory, Dickory, Dock!
The mouse ran up the clock;
The clock struck one,
And down he run,
Hickory, Dickory, Dock!

Put your full name on a piece of paper. How many other words can you make from the letters in your name? Trade papers with someone else. Can you find any more words to add to the list?

Stuffed Mouse

You will need:

9 x 12 inch paper
Crayons
Yarn
Gluestick or glue
Scissors

Fold a piece of 9 x 12 inch paper in half, short side to short side. Draw the outline of the body of a mouse on the paper. Keeping the paper folded, cut out the mouse. Save the scraps.

Draw the features on the face of one side of the mouse. Glue on short pieces of yarn for the whiskers.

Glue the outside edges of the body, leaving a space to put in the stuffing. (To speed the process, you may use a stapler, and staple the edges.) If using glue, allow it to dry.

Using the scraps of paper, crumple some up, and stuff into the body of the mouse. Do not overfill. Close the remaining edge of the body, to enclose the stuffing. Add a tail to the body of the mouse, and ears, if needed. Clean up.

Design a “mouse house” for your mouse. Make it a home from things that you can find.

Where will your mouse live? (country, city, desert, forest, etc.)

Where will it go? What will it see in that part of the world?

What animals will it meet in that environment?

What adventures will your mouse have?

Record the adventures of your mouse. Write a story, a poem, a play, and/or make an audio or video tape.