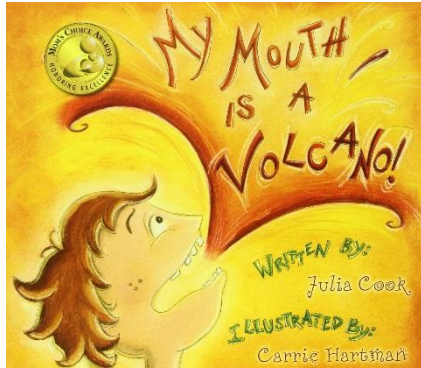




# SEEDS for Story Time

## Promoting Social Emotional Development Through Books



### ***My Mouth is a Volcano***

By Julia Cook

**A**ll of Louis' thoughts are very important to him. In fact, his thoughts are so important to him that when he has something to say, his words begin to wiggle, and then they do the jiggle, then his tongue pushes all his important words up against his teeth and he erupts, or interrupts others. His mouth is a volcano! Louis must learn to capture his rambunctious thoughts and words for expression at an appropriate time. (Ages 4-8)

### Introducing this book to young children:



CLL5.3a

As you introduce the book and title, ask children what they think would happen if their mouth was a volcano. Tell them you are going to read a story about Louis, a little boy that felt like his mouth was a volcano. Ask children to listen carefully to see what it means when your mouth is a volcano. As you read the story, pause to allow the children time to guess.



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SED3.3C

Ask the children what happens during circle time when everyone tries to talk at the same time. Remind children that it is important to take turns when you talk to others. Ask them how to let everyone know that they have something to share. They may say "raise your hand." Introduce the children to a stuffed animal or other small trinket that can be passed around during group time to help ensure everyone gets a chance to talk and be heard. For example, you could have *Talking Teddy* or *Polite Penguin*. Encourage children to pass it around and share something when it is their turn- it's ok to pass it to the next person without sharing.



SED1.4b

Use the story to talk about volcanos. Show children pictures and/or videos of erupting volcanos. Ask children how it makes them feel to see these eruptions. Does it make you scared? nervous? excited? Talk about how things can make each of us feel differently.



SED2.4d

Talk with children about what it means to be a good listener. When we are listening to someone, we are quiet and look toward the person that is talking. Ask children how they feel when someone is listening to them and how it feels when you are interrupted.

# SEEDS for Story Time

**R**epeated readings of the same book provides opportunities for preschoolers to develop a sense of competence and confidence. Children learn to point at and label pictures, turn pages, discuss the story, and make predictions of what will happen next, while learning new words and relating the story to their own experiences. Read *My Mouth is a Volcano* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.



## GELDS Activity Spotlight

### Art

Make your own volcanos! Remind the children how Louis often felt like his mouth was a volcano when he couldn't hold in his words. Give each child a precut circle or have them trace and cut a circle. Then, cut out a wedge so it looks like a pie with a missing piece. Fold the paper into a cone and glue shut. Cut out orange and red paper slips for 'lava'. Talk with the children about the ways Louis learned to control his eruptions – "I can take a deep breath." "I can bite down." "I can push my words through my nose." "I can wait my turn." Then, encourage and support children to write them on the strips. Put the strips through the top of the volcano and glue inside. **SED2.4b**

### Sensory

Give each child three small containers: one with colored vinegar, one with baking soda and one empty bowl along with a spoon and a water dropper. It can be helpful to put all the supplies for each child on an individual tray. Briefly demonstrate using the spoon and water dropper to add the vinegar and baking soda to the empty the bowl. Remind the children how Louis often erupted when he had something he wanted to say which made his mouth feel like a volcano. Talk about how Louis learned to wait before sharing his words. **APL2.3a**

### Dramatic Play

Place the stuffed animal that was introduced when you read the story in your dramatic play area. This will provide the children the opportunity to practice listening while others are talking and waiting their turn. **APL4.3a**

## Focus on Family

Families can practice listening and taking turns at home. At the dinner table, place a small item in front of one person's plate to indicate it's that person's turn to talk. Pass this around so that every person has many chances to share during dinner. **SED3.3c**

Teach your child to place his/her hand on your arm when they have something to say when you are talking with someone else. Acknowledge them by placing your hand over theirs and keep it there as you finish your conversation. As soon as you finish the conversation, let your child know you're ready to talk. **SED3.4c**

