

**ARTIST LESSON PLAN FORM - CHEER UP, MOUSE!**

**Teaching Artist:** Paige Hernandez

**Singapore Learning Goal:**

Social and Emotional Development

Learning Goal 3: Respect for Diversity, communicate

Learning Goal 4: Communicate, interact, and build relationships with others

- Recognize what they are able to do and their own uniqueness
- Demonstrate care and concern for others

**Singapore Arts Standard:**

Aesthetic and Creative Expression

Learning Goal 2: Express ideas and feelings through art, music, and movement

- Create action/movements/rhythm to dramatize stories
- Experiment with using the voice
- Talk about how they feel or what they imagine

**Children's Objective(s) for lesson:**

- To listen to the story *Cheer Up, Mouse!* By Jed Henry
- Identify characters, important dialogue and three locations for setting

**Curriculum Content Vocabulary:**

Uniqueness, diversity, helping others, compassion

**Arts Vocabulary:**

Character, Setting, Conflict, Dialogue

**Children's Prior Knowledge:**

Being a part of a classroom community

**Procedure:**

Warm up:

Reach up high to your birds in the sky

Reach in the middle and splash a little

Reach down low and dig real slow

Main Experience:

- Recall the story (see below) using coffee can: a three dimensional way of showing characters and setting.
- First, introduce settings: sky, water and mud (high, middle and low) with coffee can props
- Introduce dialogue and character voices for each character established. For example: Mouse: I'm so sad! Frog: Splash! Badger: Dig, dig, dig!
- Have the children create a gesture for each character.
- In retelling the story, characters would emphasize their strengths and uniqueness.

**Closing:**

Ms. T will introduce the imagination costume. From there participants will create a tableau based off of a picture in the story.

**Intentional Questions to Assess and Further Learning:**

Demonstration (*i.e. "show me..."*): How do you think a mouse moves?

Application of Learning (*i.e. making connections to real world experience*):

How do you help out a friend? Do you have a friend that is different from you?

Problem Solving/Critical Thinking (*i.e. prediction*): What do you think the animals will do to make mouse feel better?

Factual Questions: Where does a frog live? Where do birds live?

**Story:**

Once upon a time in a forest, there were three places where the animals lived.

Down low, underground in the mud

In the middle where the green pond meets the land

And up high where the birds live in the sky

All of the animals would come out to meet. They were all so happy.

Except for little mouse.

Everyone say what's wrong mouse?

Mouse would just sigh. (can you sigh?)

And then he would say "I'm so sad".

What could we do to cheer up mouse?

I know just the thing says Badger. Let's get low in the dirt.

(low voice) Bunny says "whenever I feel down, I like to dig. After all it's what I'm good at. Can everyone say dig dig and show me how you would dig with your body.

But the mouse just sighed and said I'm so sad.

I know just the thing says the fish.

The fish said (bubbly voice) "whenever I feel down, I like to splash. After all it's what I'm good at. Can everyone say splash splash and show me how you would splash with your body.

But the mouse just sighed and said I'm so sad.

I know just the thing say the birds.

The birds say (high voice) "whenever we feel down we like to flap flutter, flip and dive. After all it's what we're good at. Can everyone try that? Flap flutter, flip and dive!

But the mouse just sighed and said I'm so sad.