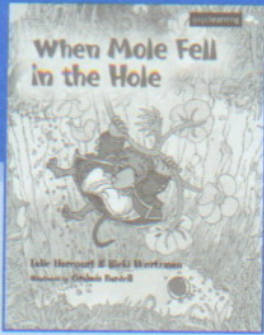


WHEN MOLE FELL IN THE HOLE



Story Synopsis

When Mole Fell in the Hole is a story about solving a problem through co-operation. When Mole falls into a hole, a series of other characters — Mouse, Robin, Frog, Duck, Rabbit — come to help. Their attempts lead to further predicaments, as each character in turn also falls into the hole. When Snake arrives, the others use Snake as a ladder and are thus rescued. Story elements such as the use of a chorus, the rhythmic repetition of dialogue, dramatic movement, and changing visual perspectives allow you to explore how different arts strands can be integrated into one narrative.

LITERACY ELEMENTS

dialogue in play format
conventions of narrator
and chorus
patterned language
colon
exclamation mark
boldface type

WORDS TO DISCOVER

narrator
chorus
mole
mouse
robin
frog
duck
rabbit
snake

ESL CONSIDERATIONS

Explain how the boldface words let readers know which characters are saying the dialogue.

Overall Learning Opportunities



Students will:

- demonstrate basic knowledge and understanding of various arts
- communicate responses and ideas through a variety of media
- use familiar materials in new and creative ways to express ideas and solve problems



Students will:

- demonstrate awareness of some conventions of written materials
- use images and sounds to help them understand the printed text
- listen and respond orally to language patterns in stories
- use gestures and other non-verbal means to communicate more effectively

ACTIVITY MENU

Shared Reading, page 103

Exploration: A Puppet Play, page 104

Guided Reading, pages 105–106

As a Group, pages 107–109



- *Making Puppets*: making puppets for a performance
- *Making Scenery*: making scenery for a performance
- *Voices*: experimenting with different voices to express emotion
- *Sound Effects*: creating sound effects for a performance



- *Animals from A to Z*: predicting animal names and discovering new names
- *Chanting*: using chants and instruments to explore beats and rhythms

Independent Work, pages 110–113



- *BLM 39*: provides images for finger puppets



- *BLM 40*: demonstrating an understanding of a sequence of events
- *BLM 41*: identifying and matching pictures and words
- *BLM 42*: demonstrating understanding by matching actions to characters



LEARNING OPPORTUNITIES

Students will:

- listen to stories for enjoyment and information
- respond appropriately to a variety of materials read aloud to them
- demonstrate understanding of a story by making predictions

OBSERVING FOR ASSESSMENT

Does the student:

- engage in the pre-reading conversation?
- participate in the shared reading experience?
- understand that the pictures carry and extend the message?

TEACHING tip

To help students distinguish one character from another, consider using different voices as you read.

Getting Ready to Read

Show the cover of the book and read the title aloud. Invite volunteers to describe what a mole looks like. Assist them by asking questions such as:

- Is a mole bigger or smaller than an elephant? a cat? a squirrel? a mouse?
- What colour is a mole? What other animal does it look like?

Explain that moles live both on and under the ground and dig tunnels to get quickly from one place to another.

Point to the title and the cover picture, and ask the children to predict what they think might happen in the story.

First Reading

Tell the children that this story is a play. Explain that one of the characters is the storyteller, and that this person is called the *narrator*. Then tell them that this play also has a *chorus*. Say that the chorus is a group of people who describe what is happening in the story.

Point to the words and the pictures as you read. To help children understand the perspective of the illustrations from page 3 to page 16, ask questions about where we are standing to see what we see in the picture: outside the hole, inside the hole, at the top of the hole, above the top of the hole, at the bottom of the hole, and so on.

Read to the end of page 5 and ask:

- What do you think will happen?

Turn the page and focus the children's attention on the illustration. Then ask:

- Were you right? What happened?

Continue reading to the end of page 15, pointing to the characters in the illustration as they speak.

Next, turn to page 16 and read the final text, pointing to each animal as you say its name.

Returning to the Story

Encourage the children to discuss the story by asking open-ended questions:

- Which character did you enjoy most? Why?
- In the illustration on page 16, the animals are smiling. Why?

Ask children questions to help them recall specific details:

- Which animal fell into the hole first?
- Which animal didn't fall into the hole? Why not?

Second Reading

Have a volunteer point to and read the words in the title of the story. Invite another child to show the page where the story begins. Ask:

- Who speaks first in the story? That's right, it's the narrator — the storyteller.

Reread the play aloud, inviting the children to help you with the reading by joining in where they feel comfortable.

Extending the Reading Experience

Read the story as a play. Assign a confident reader to be the narrator. Tell the children that you will play the animals and they will be the chorus.

Next, read the story again, but this time invite individuals to assume the various animal characters and to mime the action while you and the other children read the text aloud. As the children become more comfortable with the text, they will be able to read the entire text as one voice while you point to the words, mouth them, and turn the pages.

To affirm their understanding of sequence, the children could complete **BLM 40**.





A Puppet Play

LEARNING OPPORTUNITIES

Students will:

- make preparations for performances
- decide who will take each role in classroom drama
- perform in a group
- enact a story
- name different elements in performance

YOU WILL NEED

- chart paper and marker

OBSERVING FOR ASSESSMENT

Does the student:

- participate in the planning and preparation of the play?
- take turns working on specific tasks?
- enjoy performing in a group?
- confidently play the part of a character while enacting the story?

TEACHING tip

If many students wish to perform in the play, have them select from the different roles: seven characters, one narrator, and an unlimited number in the chorus. Alternatively, small groups of students can take turns presenting their puppet plays to the rest of the class.

Reading the Story

Before reading *When Mole Fell in the Hole*, explain that it is a play, written for actors to play the parts of different characters. Present pages 2–3, and point out the word *narrator*. Explain that the narrator is the storyteller. Discuss how words are printed differently to show who is the speaker. Invite children to join you as you read the narrator's part. Ask:

- Who is speaking on page 3? What does the character say? Why?

Tell the children that you will be the narrator and they will be Mole, then read pages 2–3.

Present pages 4–5. Point to the word *chorus*. Explain that a chorus is a group of storytellers.

Continue to share the roles as you read the play together.

Starting the Exploration

Tell the children that they are going to plan, prepare, and present a puppet play called *When Mole Fell in the Hole*. Begin planning by asking questions such as:

- Who are the characters? In what order do they appear? (List on a chart.)
- Where does the play take place?
- What will we need to do in order to put on a puppet play?

You may find it helpful to record the children's ideas so they can be revisited, extended, or revised in the days ahead.

Working on the Puppet Play

Have the children decide what roles and responsibilities they would like to assume in preparing for the play.

The activities on pages 107–108 are provided to facilitate the preparation of the children's puppet play:

Making Puppets (page 107) offers ideas for making stick puppets and paper-bag puppets of the characters in the story.

Making Scenery (page 107) offers suggestions for making scenery.

Voices (page 108) offers support in exploring ways children can use their voices to convey meaning.

Sound Effects (page 108) offers support in creating sound effects to accompany the various scenes.

Once the materials are prepared, engage children in rehearsal, allowing them an opportunity to make decisions about bringing all the parts together. Guide children as necessary on use of space, position, and sequence.

Sharing

Decide together who the audience will be (just you, or another class, and so on).

After presenting the play, reflect on the experience by asking questions such as:

- What did you enjoy the most about putting on the play?
- What problems did you have? How did you solve them?
- What would you do differently (similarly) the next time you put on a puppet play?

Extension

- Keep the puppets, scenery, and so on at a centre so children can spontaneously engage in re-enacting the play. Some children might adapt the materials into a story of their own.
- For an extended audience, children might like to make invitations or tickets.

This Exploration works well with Stand-Alone Activity 10: "Acting Out a Story" on page 124.

LEARNING OPPORTUNITIES

Students will:

- demonstrate understanding that letters represent sounds and that written words convey meaning
- demonstrate understanding of a story by making predictions
- identify some features of books, such as the cover, the title, and illustrations

YOU WILL NEED

- chart paper and marker

Setting the Scene

Invite the children to name as many animals as they can think of. As the children say the names, invite them to identify the first letter in the word as you record each name on chart paper.

Next, tell the children that you are going to read a story with several animals in it. Say:

- The name of one animal rhymes with *owl* and starts with the sound *mmm*. That's right, *mole*.

If *mole* is in your original list of animals, underline it. If not, add it to the list and underline it.

Continue with this pattern of giving clues and inviting responses until the children have also identified *mouse*, *robin*, *frog*, *duck*, *rabbit*, and *snake* and the names appear on your list of animals.

When the list is complete, ask the children:

- Which of these animals might people keep at their home as a pet?

Place a check mark beside each as they call them out (*mouse*, *frog*, *duck*, *rabbit*, *snake*).

Hand out copies of the book to the children. As they look at the cover, tell them the title of the story. Have them point to the words as you say them. Ask:

- What is one word in the title that begins with an upper-case letter? What letter is it? What's another word that begins with an upper-case letter? What letter is it?

Continue until they have identified *When*, *Mole*, *Fell*, and *Hole*.

Say:

- Point to the words in the title as I read them again. Listen for the two words that *don't* begin with an upper-case letter.

Read the title. Ask:

- What are the two words? Yes, the words are *in* and *the*.

Have the children look at the picture on the cover. Ask them to talk about what they see and what the picture suggests the story might be about. Encourage a variety of responses and follow each by asking, "Why do you think that?" as a way of keeping the children focused on getting meaning from pictures.

Reading the Text

Picture Walk

Turn to page 2. Point to each word on the page as you read it. Say:

- The words on this page say, "One sunny day, Mole goes out to play." How do you know that it's a sunny day?

Look at the picture on page 3. Ask:

- What happened to Mole? Why do you think he fell in the hole? If you were Mole and you fell in the hole, what would you do?

Turn the page and look at the picture on page 4. Ask:

- Where is Mole? Who runs up to the hole? Yes, Mouse runs up to the hole.

Look at the picture on page 5. Ask:

- What would Mole ask Mouse to do? Yes, Mole says, "Please help me. Please help me get out of the hole." How do you know that Mouse says, "I will help you"? Yes, you know because Mouse is reaching down to help Mole.

Ask:

- What do you think happens next? Why do you think so?

Turn to page 6. Ask:

- Now what animals are in the hole? Yes, Mole and Mouse are in the hole. Who flies up to the hole?

OBSERVING FOR ASSESSMENT

During independent reading, observe and make note of the student's specific reading behaviours. Does the student:

- show an interest in reading the book independently?
- appear to read at a pace that "works" for him or her?
- subvocalize during silent reading?

TEACHING tip

During *Revisit the Story*, help the students

develop the habit of checking their thinking with the text rather than trying to rely on memory.

Continue this pattern of commenting, asking questions, and validating children's responses up to page 13. As you do, use your voice to place emphasis on the verbs (*jumps, waddles, hops*). Say:

- There are six animals in the hole now. Who remembers what animals they are? That's right, Rabbit and Duck and Frog and Robin and Mouse and Mole. Turn the page to find out who slithers up to the hole. Yes, Snake slithers up to the hole.

Ask:

- What do the animals in the hole ask? Yes, they ask, "Please help us. Please help us get out of the hole."
- What do you think Snake says? Yes, Snake says, "I will help you."
- How do you think Snake will try to help? Turn the page and look at the picture to see what happens.
- Where are most of the animals? Yes, they're out of the hole. How did they get there? There's one animal that's getting out of the hole now. Which animal is it? Yes, it's Rabbit.

Independent Reading

Have the children read the play on their own, assisting them when necessary. Then engage in a class discussion in which you ask:

- Why do you think this story has a narrator? Do we know what the narrator looks like? Why not?

After Reading

Say:

- In this story, the animals kept falling into the hole. If you were one of the animals that fell in, would you be afraid? Why or why not?

Revisit the Story

Discuss the story using open-ended prompts to encourage the children to talk. Ask:

- What did you like best about this story? If you fell in a hole and couldn't get out, what would you do?

Engage the children in recalling specific information from the story. Ask:

- Which animal was the first to fall in the hole?
- Why did Mole fall in the hole?
- The others were watching where they were going, but they still fell in. Why?
- Which animal was last to fall in?
- Which was the only animal not to fall in the hole? Why didn't Snake fall in the hole?

Focus the children on the way the story is told through language. Say:

- Each of the animals came up to the hole in a different way. I'll tell you how the animal got to the hole, you tell me which animal it was. Say:
 - This animal waddled. (Duck)
 - This animal slithered. (Snake)
 - This animal flew. (Robin)

Ask:

- How did Frog get to the hole? (jumped)
- How did Rabbit get to the hole? (hopped)
- How did Mouse get to the hole? (ran)

Reinforce the Story

Ask the children to locate their favourite page, and identify it by page number. Then, have them tell why they selected it as their favourite.



As a Group

LEARNING OPPORTUNITIES

Students will:

- make preparations for performances
- decide who will take each role in classroom drama
- use a variety of materials

YOU WILL NEED

- craft (Popsicle) sticks, paper bags, and stiff white paper
- drawing and craft materials

OBSERVING FOR ASSESSMENT

Does the student:

- demonstrate creative ways of solving problems?

LEARNING OPPORTUNITIES

Students will:

- use pictures and collages to represent ideas
- take turns working on specific tasks
- use a variety of tools and materials in creating artwork

YOU WILL NEED

- mural paper and paints
- collage materials such as: papers, fabrics, tissue and crepe paper, pipecleaners
- old magazines

Activity: Making Puppets

Ask children to select a character from *When Mole Fell in the Hole* to focus their puppet making. Have the books available for those children who would like to examine the animals more closely. Some children may want to make puppets for the narrator and/or chorus.

Set out a Puppet-making Centre. Provide paper bags and stiff paper to act as puppet frames, with drawing materials and a variety of craft materials (coloured and patterned paper, feathers, buttons, muffin cups, wool, and so on) for adding details to the puppets.

Remind those children making paper-bag puppets that the folded part of the bag is usually the head and the rest is the body.

Children making stick puppets can draw their character onto a stiff piece of paper, cut it out, add other materials, then tape it onto a craft stick.

Assist children as needed. Guide them in solving problems as they encounter difficulty using materials or in trying to represent their ideas.

Extension

Use **BLM 39** to make finger puppets. Have children colour the characters, cut them out, then glue them onto a tube made from a rectangular strip of stiff paper.



Page 110

Activity: Making Scenery

After discussing the setting of *When Mole Fell in the Hole*, talk about how the children are going to prepare a stage for the puppet show. Here is one way to transform a table into a woodland scene:

- Provide children with the materials and space to create a large mural. Lay out a long strip of mural paper and ask children to paint the above-ground scene.
- Once the mural is dry, invite children to add to the scene to create a collage effect. They can paste and glue such things as flowers, grass, and bushes that they create from paper, fabric, tissue, or by cutting out pictures they have made or found in old magazines. Building and adding onto the background surface creates a rich and textured scene.

- Drape a dark cloth over a long table. Secure the finished mural to the front of the table, allowing some of the cloth to be exposed at the bottom of the scene. This part can act as the hole.

Extension

A large appliance box makes a wonderful puppet theatre. If one is available, have children decorate it to represent the meadow and the hole.

This Activity works well with **Stand-Alone Activity 23: "Making Murals"** on page 137 and with **Stand-alone Activity 26: "Mystery Prints"** on page 140.



As a Group

LEARNING OPPORTUNITIES

Students will:

- explore how voices, faces, and body language can convey meaning

YOU WILL NEED

- sentence strips: Oh no!; I will help you.; Please help me! Please help me out of the hole.

OBSERVING FOR ASSESSMENT

Can the student:

- vary her or his voice to express emotion?

Activity: Voices

Have children experiment with different ways of using their voices to express an emotion. Use the sentence, “Oh no!” from page 3. Say:

- Pretend you are Mole about to fall in the hole. How would you say “Oh no?” Why? Who has a different way?

Ask children to repeat the words using their voices, faces, and upper bodies to convey how they think Mole would feel. Repeat, using different situations:

- How would Mole say “Oh no” when he hears the stem break? while he is falling? when he lands? when he tries to climb out of the hole?

Continue to explore other ways of saying the same words to reflect different emotions and feeling (cheerful, angry, helpless, playful, tired, mean, and so on).

Repeat on other days, by presenting the sentences, “I will help you.” and “Please help me! Please help me out of the hole.”

Extension

After children have explored ways to use their voices, ask them to read the story aloud using voices that reflect the emotions of the characters.

This Activity works well with Stand-Alone Activity 16: “Loud and Soft” on page 130.

LEARNING OPPORTUNITIES

Students will:

- use materials in new ways
- make preparations for a performance

YOU WILL NEED

- chart paper and marker
- a variety of classroom instruments
- everyday items that create sounds (paper, pie plates, box of crayons, empty boxes and cans, etc.)

OBSERVING FOR ASSESSMENT

Can the student:

- name the sound source?
- identify the names of classroom instruments?
- use everyday materials to create new and interesting sounds?

Activity: Sound Effects

Explain to children that sound can be added to a performance to provide more interest, mood, and information.

Begin focusing on sound effects. Revisit the story *When Mole Fell in the Hole*. Pause after each picture and ask:

- What are all the sounds we might hear in this picture?

List the children’s responses on chart paper: the ball bouncing, Mole walking in the leaves, the stem snapping, Mouse running through the tall grass, and so on. Encourage children to practise making the sounds with their voices or bodies. Reread the story, this time with the sounds happening as you conduct.

On another day, present a variety of classroom instruments and everyday items which create interesting and varied sounds when tapped, shaken, rubbed, and so on. Tell the children that they will have time to explore the sounds they can make with these items. Ask them to let

you know when they discover a sound that might make a good sound effect.

Keep track of the children’s discoveries on the chart. Bring the children together to share their discoveries and make decisions about which sounds they would like to use. Reread the story as a play, with the children adding sound effects.

Extension

Select instrumental music to play in the background as children are cleaning up or in transition (see *Kindergarten Audio CD Tracks 11–22, 24, 26*). Ask them to listen carefully to decide if it might be an appropriate piece to play as background music during the play. Create a list of possible musical pieces. Guide children in making their final choice. Reread the story with music playing to confirm that it creates an appropriate mood.

This Activity works well with Stand-Alone Activity 15: “Sounds Around Us” on page 129.

LEARNING OPPORTUNITIES

Students will:

- work co-operatively
- demonstrate initiative by creating riddles

YOU WILL NEED

- old magazines that have pictures of animals
- construction paper
- scissors and glue

OBSERVING FOR ASSESSMENT

Can the student:

- identify different animals?
- use the beginning sounds of words to help trigger words they know?

Activity: Animals from A to Z

Provide the children with a stack of old magazines that contain photographs of different animals. Have the children cut out all the animal photos and glue them onto a large sheet of construction paper.

Ask the children to sit in a circle and place the sheet of animal pictures in the centre. Focus on the beginning sounds of words by playing a riddle game called *I'm Thinking of an Animal...*

Begin each round by referring to the beginning sound in the animal's name. For example, say:

- I'm thinking of an animal that starts with *sss* and slithers along the ground.

Some children will call out "Is it a snake?" Point to the picture of the snake, and say:

- Yes, *snake* starts with *sss* and it slithers along the ground.

Continue the game by saying:

- I'm thinking of an animal that starts with *mmm* and squeaks.

Play the game until you have asked children about every animal on the sheet.

Extension

• When the children are very comfortable with how to play, volunteers could be called upon to give the "I'm thinking of an animal that..." clues.

• Use **BLM 41** and **BLM 42** to reinforce children's understanding of the connection between the animals, their names, and the way they move.



Pages 112 and 113

LEARNING OPPORTUNITIES

Students will:

- solve problems creatively
- experiment with rhythm

YOU WILL NEED

- chart paper and marker
- space for movement
- drums, tambours, triangles, and/or rattles to create a rhythm

OBSERVING FOR ASSESSMENT

Can the student:

- recognize quickly the repeated sentence as it comes along?
- mark the beat of the chants using voice matching, clapping, etc?

Activity: Chanting

In advance, on chart paper, write out *I will help you.* (from page 5 of *When Mole Fell in the Hole*) Tell children that together you will be looking for sentences that are in the story again and again. Read the sentence on the chart, pointing to each word as you say it.

Read the book aloud from the beginning, with children following along. Ask the children to call out or raise their hands whenever they hear this sentence. At page 5, many children will identify, "I will help you," and call out. Say:

- Yes, that's right, I said those words before.

Continue reading. Children should identify the sentence again on pages 7, 9, 11, 13, and 15.

Now tell the children that you are going to create chants using these phrases. Explain that chants are almost like music

because they have a beat. Have children chant other repeated text: "Plea-ease help us!" (ta-a ta ta) and "Please help us get outofthehole." (ta ta ta ta triplyety ta)

Explore other standard chants such as "Rain, Rain, Go Away" (see *Kindergarten Audio CD Track 6*).

Once children are comfortable chanting, explain that together you can add more rhythm using your bodies. Ask half of the class to clap their hands in rhythm while the other half stamp their feet. Repeat some of the earlier chants, with the children chanting, clapping, and stamping, and so on, at the same time.

Extension

Let the children use instruments to mark the beat as they say the various chants. When the children are comfortable doing this, invite them to move about the room as they say the chant and mark the beat.

My name is _____



When Mole Fell in the Hole

BLM 40

My name is _____

Glue in order.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



Mole fell in the hole.

Duck fell in the hole.

Rabbit fell in the hole.

Robin fell in the hole.

Mouse fell in the hole.

Frog fell in the hole.

When Mole Fell in the Hole

BLM 41

My name is _____

Match.

Robin

Duck

Mouse

Frog



Snake

Rabbit

Mole

My name is _____ .

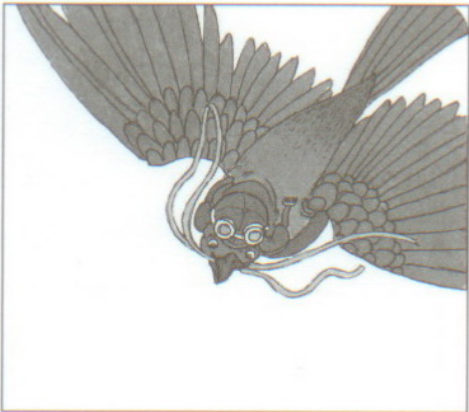
Match.



fly



waddle



run



jump



slither



hop