

# A Trip to the Top of the Volcano with Mouse

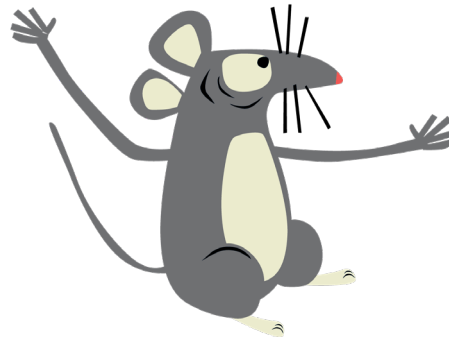
by Frank Viva

A TOON Level One Book

Grades = K-4

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FOR VISUAL READERS  
**TOON BOOKS**<sup>®</sup>



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## CCSS-aligned Guided Reading Lesson Plan

Standards indicated for grades K and 1 - (See page 7 for other grades.)

<b>Overview</b>	A boy and his hungry mouse friend climb to the top of a volcano. On the way, they learn a great deal of important information about volcanoes.
<b>Science</b>	Science
<b>Grade Level</b>	K-1
<b>Suggested Time</b>	40 minutes
<b>Materials</b>	Pencil, paper; red, orange, and gray colored paper; a pail or a box
<b>Objectives</b>	Students will learn what a volcano is, what is needed to explore one, what things live on it, its parts, and how it works.
<b>BEFORE READING</b>	
RI.K.5, RI.1.6	Look at the cover. What do you see? How does it make you feel?
RI.K.6	Who is the author and artist of this book?
RI.K.1, RI.K.2, RI.K.4, RI.1.4	What is a volcano? <i>A volcano is a mountain made of cooled lava. See the explanation below for pages 24-25.</i>  Have you ever seen a volcano? What was it like? If you haven't, would you like to?
RI.K.4, RI.K.5, RI.1.4	What do you think the orange stuff coming out of the volcano is? <i>If they don't know, tell them it's lava, hot molten rock.</i>
RI.K.7, RI.1.3, RI.1.7	Do you think the city below the volcano is safe?

## DURING READING

RI.K.3, RI.K.7,  
RI.1.3, RI.1.6

Pages 4-5: This story takes place in Sicily, an island that is part of Italy. How do the boy and Mouse get to Sicily?



RI.K.1, RI.1.1

Pages 6-7: What is the name of the volcano? What does Mouse want?



RI.K.3, RI.1.3

Pages 8-9: When will the boy and Mouse climb the volcano?

RI.K.1, RI.K.3, RI.1.1,  
RI.1.3

Pages 9-11: What will the boy and Mouse need to climb the volcano? Why will they need those things?

RI.K.1, RI.1.1, RI.K.7,  
RI.1.7

Pages 12-14: What is grown at the bottom of the volcano? Which of those things do you like to eat? (See activity below.)



RI.K.1, RI.K.3, RI.1.1,  
RI.1.3

Pages 16-17: How is the temperature changing? Why?



RI.K.1, RI.K.3,  
RI.K.4, RI.K.7,  
RI.1.1, RI.1.3, RI.1.4,  
RI.1.7

Pages 19-21: What does the boy see as he gets close to the top of the volcano? What is steam? What are vents? What is lava?



RI.K.1, RI.K.2,  
RI.K.3, RI.K.4,  
RI.K.7, RI.K.8, RI.1.1,  
RI.1.2, RI.1.3, RI.1.4,  
RI.1.6, RI.1.7, RI.1.

Pages 24-25: How does a volcano work?

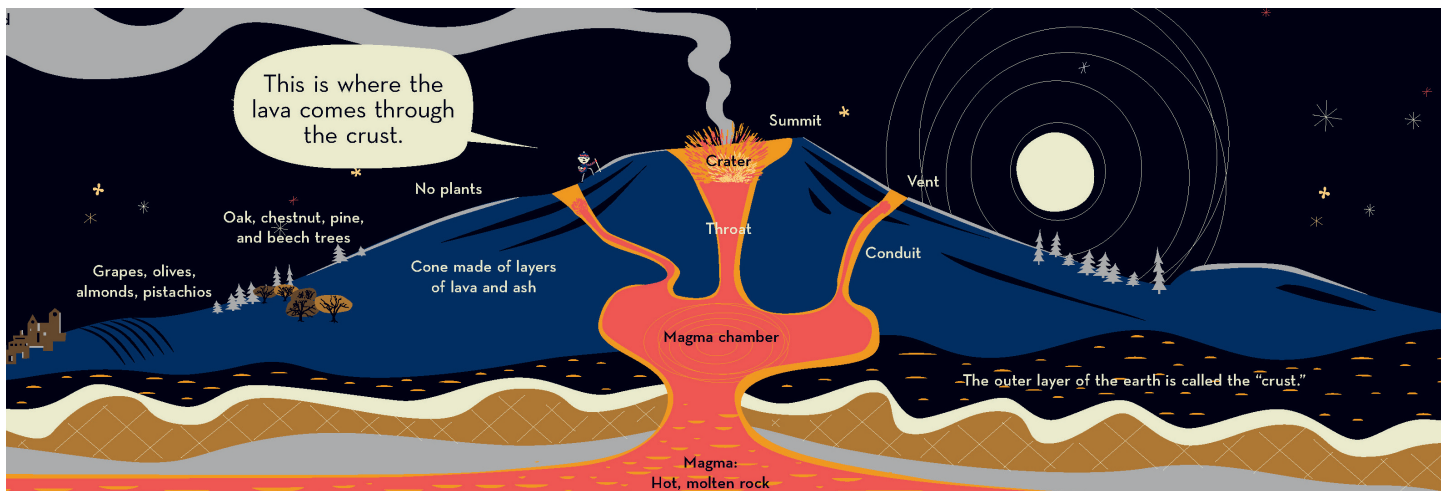
*Magma is hot, molten rock beneath the surface of the earth. Because it is lighter than the rock all around it, it rises and accumulates in a magma chamber. As more and more magma enters the chamber, pressure builds, and the magma pushes through cracks in the earth's crust, its thin outer layer. When the magma exits or erupts from the volcano, it is called lava. Ash, rocks, smoke, and gases come out of the volcano as well. The lava cools and piles up, making the mountain taller at every eruption. The diagram on these pages shows all the parts of the volcano.*

RI.K.7, RI.1.6, RI.1.7

How does the artist show that the lava is hot?

RI.K.1, RI.1.1, RI.K.7,  
RI.1.7

You can see more things that grow on the side of the volcano: oak, chestnut, pine, beech, lemon, and pistachio trees.



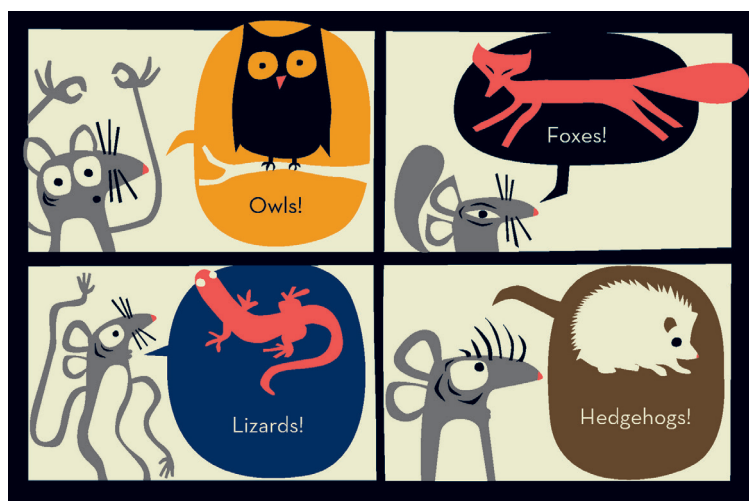
RI.K.1, RI.K.2,  
RI.K.3, RI.K.7, RI.1.1,  
RI.1.2, RI.1.3, RI.1.7

Pages 28-29: Why do you go back in time as you go down a volcano?



RI.K.1, RI.K.3,  
RI.K.7, RI.1.1, RI.1.2,  
RI.1.3, RI.1.7

Pages 30-31: What animals do the boy and Mouse see on their way down?



RI.K.1, RI.K.3, RI.1.1,  
RI.1.3

Page 33: Does the mouse ever get his pizza?

Do you like pizza? What do you like to put on it?

What is patience? Do you think Mouse is patient? Mouse has already been to the bottom of the world (Frank Viva's *A Trip to the Bottom of the World with Mouse*, TOON Books). Where else would you like to see him go?

## VISUAL EXPRESSION

RI.K.2, RI.1.2

Ask children what they remember about the text.

RI.K.7, RI.1.7

Ask them how the illustrations help them to remember.

RI.K.7, RI.1.6, RI.1.7

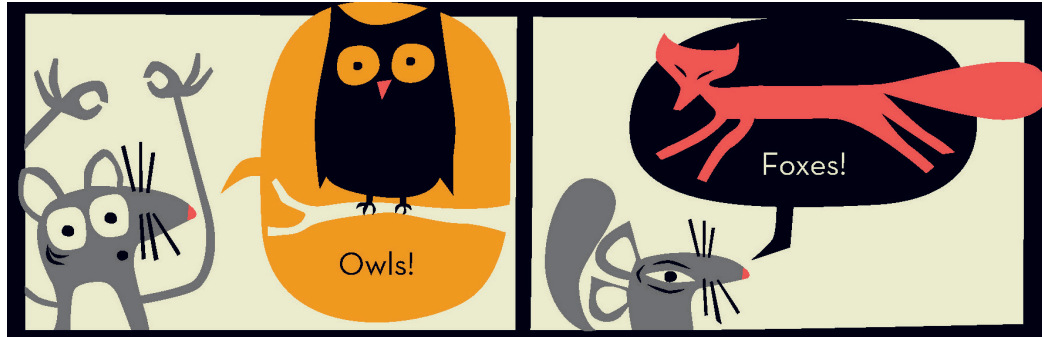
What can you tell about the boy and Mouse that the author/artist shows us in pictures but doesn't say in words? (*Their personalities and their relationship, for example.*)

RI.K.7, RI.1.6, RI.1.7

What kinds of colors does the artist use? Why do you think he chose them? (Notice that the colors the boy wears when he visits the volcano are the same ones the artist chooses for the volcano itself.)

Look at Mouse's eyes when he says "Owls!" and "Foxes!" Why did the artist choose to make them that way?

RI.K.7, RI.1.7



## AFTER READING

### More about volcanoes:

RI.K.3, RI.K.4,  
RI.1.3, RI.1.4

An *active* volcano is one that has recently erupted. It could erupt again soon. Mount Etna is one of the world's most active volcanoes. Do you think it's a good idea to live on or near an active volcano?

RI.K.4, RI.1.4

A *dormant* volcano has not erupted for a long time. However, it may erupt some time in the future.

RI.K.4, RI.1.4

An *extinct* volcano erupted thousands of years ago and will not erupt again.

There are different kinds of volcanoes. Here is a website with clear, accurate information about volcanoes for children who read well and might want to learn more:

<http://www.weatherwizkids.com/weather-volcano.htm>

There are volcanoes in the western United States and in Hawaii.

### Activities:

Teachers can make a volcano that erupts safely with vinegar, baking soda, liquid soap, and food coloring. Or children can make one with their parents. Here are step-by-step instructions:

<https://www.wikihow.com/Make-a-Volcano>

And here's a video, with Science Bob:

<https://sciencebob.com/make-your-own-volcano/>

RI.K. 2, RI.1.2

Have children make their own version of the drawing on pages 24-25 (see the attached activity sheet.) Ask them if they can explain how a volcano works.



Have children act out the book in pairs. One student can be the boy (or girl), and the other can be Mouse. Then they can reverse roles.



Students can act out a volcano. Have a group of students form a circle and put their arms up, toward the center. Have another student with a pail or box of scraps of red, orange, and gray paper stand in the middle. At a given signal, have the student in the middle throw the scraps of paper into the air. You can have the students pick up the paper and then ask another child to go to the center to start again.

Take a survey of which of 4 or 5 things that grow on or below the volcano is their favorite to eat. Then make a graph of the results to display in the classroom.

### Further research:

Have children do simple research on where there are volcanoes in the world. Where is the biggest one? Do you see any pattern to where they are located?

What is a volcanic crater? What is a caldera? What is the Ring of Fire?

Here are two videos of erupting volcanoes that you can show your students. Show only the first 40 seconds of the second one. Many videos of erupting volcanoes are scary.

<https://www.youtube.com/watch?v=1FEvv8hgk04>

<https://www.youtube.com/watch?v=cNrJ7g0QFCM>

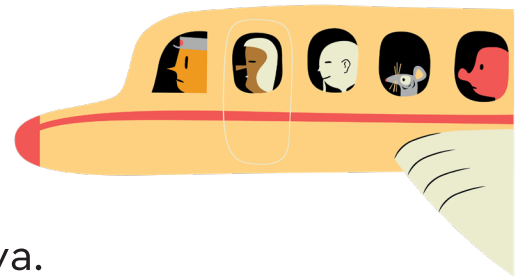


# A Trip to the Top of the Volcano with Mouse Activity Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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Draw your own comic of a volcano spewing lava.

**The volcano is quiet.**

**Magma comes up.**

**The volcano erupts!**



Below are the ELA Common Core State Standards for Reading for Information addressed in this book by grade level.

	<b>Key Ideas and Details</b>	<b>Craft and Structure</b>	<b>Integration of Knowledge and Ideas</b>
<b>K</b>	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.	CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.  CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	CCSS.ELA-Literacy.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  CCSS.ELA-Literacy.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
<b>1</b>	CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.	CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.	CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.  CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.
<b>2</b>	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>3</b>	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>4</b>	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.