

This musical adaptation is:
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This study guide is brought
to you in conjunction with
Julia Cook.

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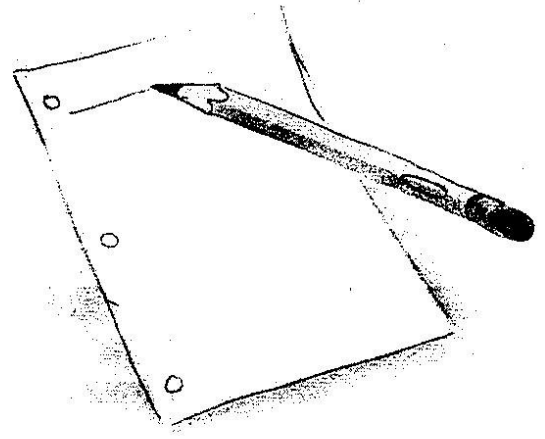
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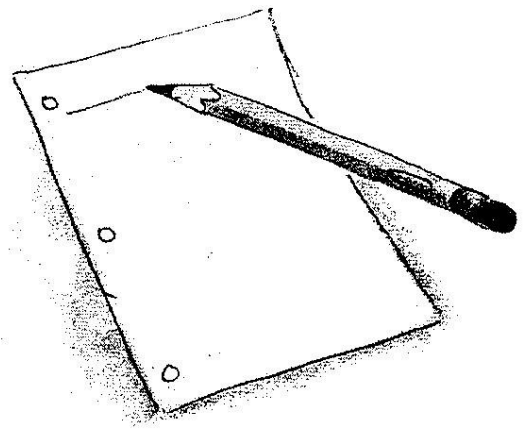
THINK ABOUT IT...



Someone Interrupted Me!

1. Write about a time when someone interrupted you.
2. How did that make you feel?
3. What did you think of the person who interrupted?
4. Was the interruption necessary? Why or why not?
5. Could the person who interrupted you have handled the situation differently?
If so, what could he or she have done?

THINK ABOUT IT... TOO



I Interrupted Someone Else!

1. Write about a time when you interrupted someone.
2. Why did you do it?
3. How did you feel right after you did it?
4. Was the interruption necessary?
5. What could you have done instead of interrupting?
6. If you could do it all over again, would you still have interrupted? Why or why not?

PUZZLE ERUPT

This activity is designed to allow students to feel the frustrations associated with being interrupted. If they can develop an understanding of what it feels like to be interrupted, they may think twice before interrupting others.

Materials Needed

- Several 100-piece jigsaw puzzles (enough for approximately 4 kids to puzzle)
- Floor Space
- Desirable reward for winning team (extra recess time, milkshake pass, candy bars, etc.)

Directions

1. Divide the class into teams of 4 to 5.
2. Give each team a puzzle and explain that they are to work together to complete the puzzle. The first team to complete the puzzle wins the reward. (The puzzle must remain in their boxes until you say GO!)
3. Once the students are engaged in this activity, begin interrupting them! Use several of the following strategies, or think of others that uniquely fit your classroom. The more interruptions, the more effective this activity will be.

Interrupting Strategies

- Pull two involved students from one group and place them in another group. Repeat several times.
- Pull two involved students from a group and talk with them about an irrelevant previous or upcoming assignment.
- Shut off your classroom lights and say, "OOPS! I accidentally hit the switch."
- Call the entire class to attention and discuss with them an irrelevant detail about an upcoming event.
- Pre-arrange several interruptions from the office.
- Start this activity just prior to a scheduled fire drill.
- Start singing.
- Tell students that their time is up before they have had a chance to complete their puzzles and then attempt to move on to another activity.

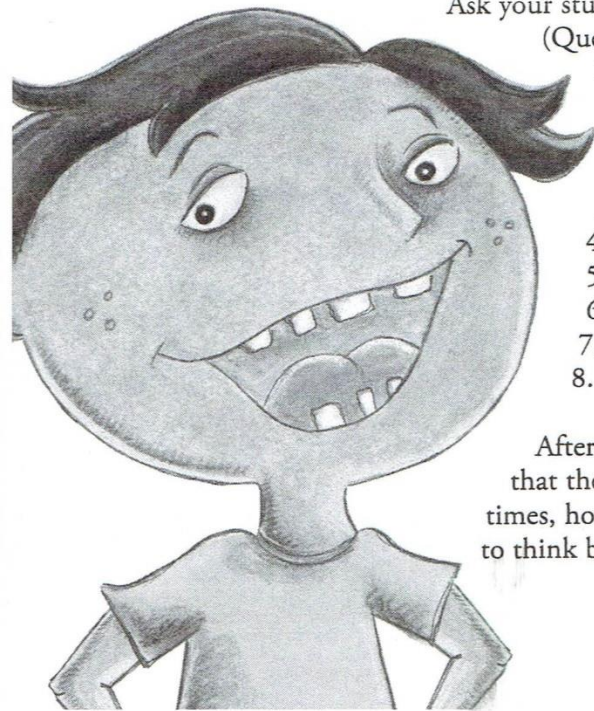
Classroom Discussion

Ask your students the following questions and discuss the answers as a class.

(Questions may vary so that they fit the interruption strategies used.)

1. How did it make you feel when I took you from your group and moved you to another group? How did your group react?
2. How did you feel when I pulled you out of your group and asked you questions?
3. Did my questions have anything to do with the class activity?
4. Could those questions have been asked at a better time?
5. When the fire alarm went off, how did you feel?
6. Was this interruption necessary or important? Why?
7. When I started to sing, how did you react? What did you think about?
8. When I tried to change activities before you were finished, how did you feel? Was my interruption necessary? Could it have been avoided?

After exploring these questions with your students, arrive at the conclusion that there are times when interrupting is necessary (fire drills, etc.). Other times, however, interrupting is irritating and unnecessary. Discuss how stopping to think before you interrupt can help reduce interrupting.



DESIGN A VOLCANO T-SHIRT

Directions:

Use your creativity to design a T-Shirt for Louis to wear that will remind him not to interrupt. You may wish to cut these out and display them on a bulletin board.

Remember what Louis' mom told him to do when he wanted to interrupt:

“When your words are pushed into your teeth by your tongue...”

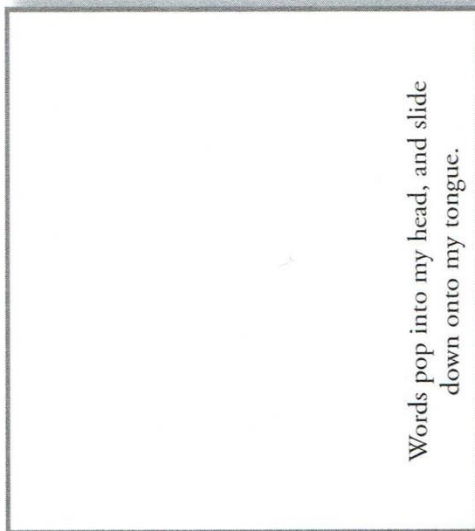
- Bite down really hard
- Breathe your words out through your nose
- Wait until the other person has finished talking and
- Breathe your words back into your mouth



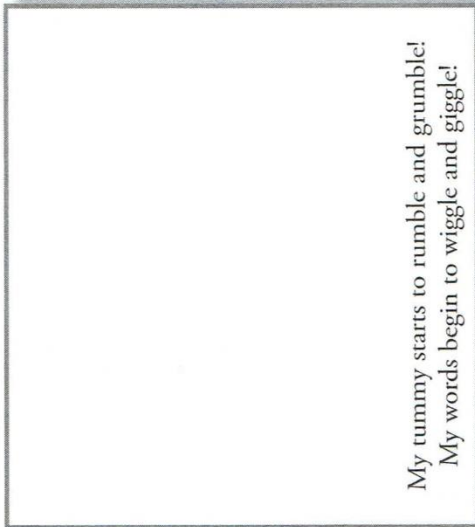
VOLCANO COMICS—YOU BE THE ARTIST!

Directions: In each box, draw your own cartoon using the prompt given.

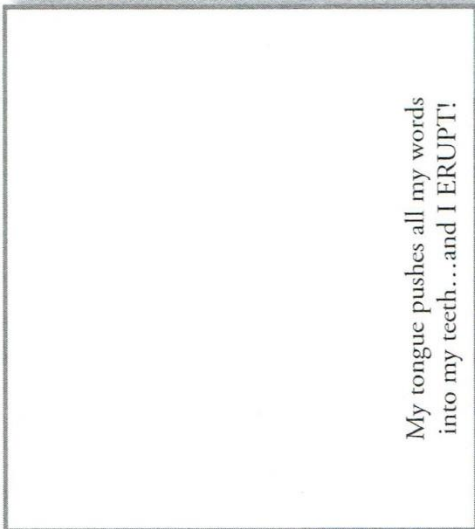
Draw Louis erupting.



Words pop into my head, and slide
down onto my tongue.



My tummy starts to rumble and grumble!
My words begin to wiggle and giggle!

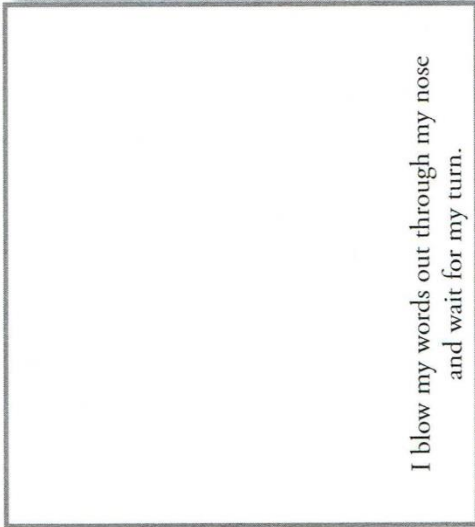


My tongue pushes all my words
into my teeth...and I ERUPT!

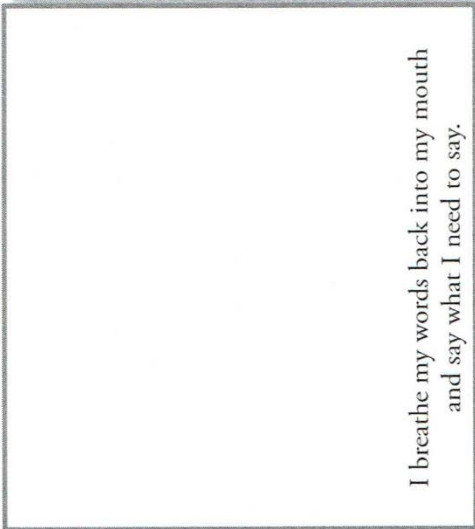
Draw Louis learning to control his eruption.



I bite down hard!

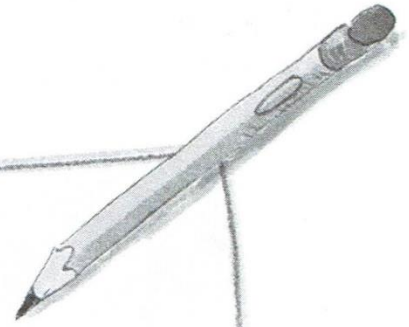


I blow my words out through my nose
and wait for my turn.



I breathe my words back into my mouth
and say what I need to say.

YOU FILL IT IN



When I interrupt someone, it makes me feel _____
because _____

When other people interrupt me, it makes me feel _____
because _____

When I interrupt at home, my parents _____

When I interrupt at school, my teacher _____

When other kids interrupt in my class, my teacher _____
because _____

Kids who interrupt all the time have a hard time _____

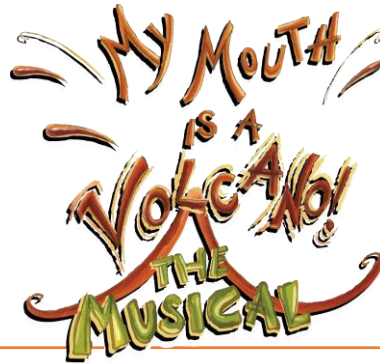
I interrupt sometimes because _____

Sometimes you need to interrupt, like when _____

I can get myself out of the habit of interrupting others by _____

The best way to teach people not to interrupt others is to _____

USE YOUR VOLCANO TO SING ALONG WITH US!



MY MOUTH, MY MOUTH IS A VOLCANO
BUT TRY TO KEEP IT COOL
WHEN IT STARTS TO RUMBLE, BREATHE IN LOW
AND LISTEN TO THIS RULE...

THERE IS A TIME AND PLACE
TO STAND UP PROUD AND SHOUT
THERE IS A WRONG AND RIGHT WAY
TO LET YOUR WORDS POP OUT

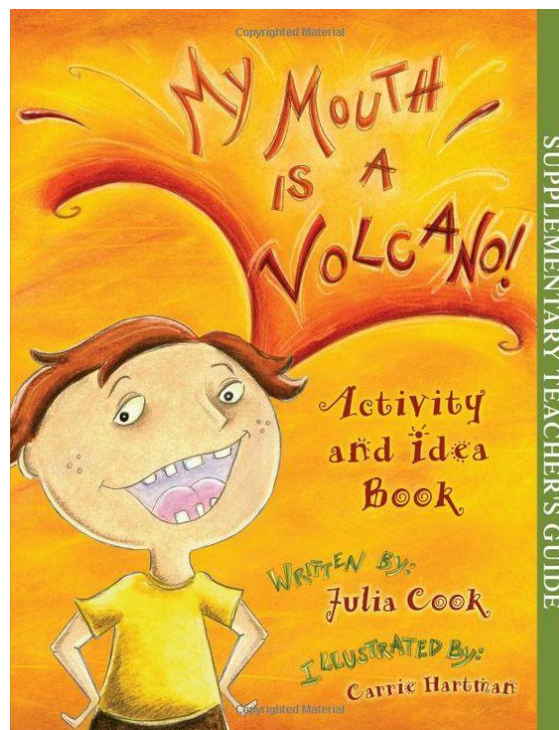
IF SOMEONE ELSE IS SPEAKING
LEAVE YOUR WORDS LEFT UNSAID
WHEN THE MOMENT'S RIGHT
THEY'LL STILL BE IN YOUR HEAD

WE ALL HAVE THOUGHTS AND FEELINGS
AND VIEWS WE WANT TO SHARE
BUT IF WE WAIT OUR TURN TO TALK
WE SHOW OUR FRIENDS WE CARE

SO IF YOU'RE VOLCANO'S GETTING BUBBLY
AND YOU FEEL IT GROWING STRONG
IF IT'S NOT THE TIME TO SPEAK YOUR MIND
LISTEN CLOSELY TO THIS SONG!

The words you see above are from a song that Louis sings with his friends in *My Mouth Is a Volcano: The Musical!* When you feel like you're about to erupt just remember these rules! **Sing it loud and sing it proud!**

To find more of these great activities involving Louis and his volcano, be sure to check out the Mouth Is a Volcano Activity and Idea Book!



You can find it at www.juliacookonline.com