

*My Mouth Is A Volcano*  
**Discussion Guide**  
Grades K – 3<sup>rd</sup>

**Before Reading: to activate schema, build background knowledge, and set a purpose.**

- Start by asking, “Have you ever had trouble waiting for your turn to speak? How does it feel to wait before you speak?” (Optional: Pair Share)
- Explain to students that when you *interrupt* someone, you are stopping them from talking or doing something.
- Set a purpose for reading: “As we read today, think about how Louis learns to wait for his turn to talk.”

**During Reading: to engage students, check for understanding, and make connections.**

- What happens to Louis before he “erupts” like a volcano?
- Do you ever feel like your mouth is a volcano? Give an example.
- How does Louis feel when his classmates are interrupting him?
- What advice does Louis’ mom give him? Do you think her advice will be helpful?

**After Reading: to summarize, question, and reflect.**

- Revisit the purpose for reading: How does Louis wait to learn for his turn to talk? How can you calm yourself when you are feeling like interrupting someone?
- **Extend:** *Waiting can be tough and cause us to erupt!* Separate students into groups. Give each group one spoon and one cotton ball. Explain to students that each team will have to take turns walking from one end of the room to the other without letting the cotton ball fall off the spoon. If the cotton ball falls off, that team member must start back at the beginning. The fastest team wins. After the activity is completed, discuss: “The winning team was patient, slow, and steady. What are some ways we can practice patience? Why is it important?”

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more books about learning to be patient, such as [Interrupting Chicken](#).