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♥
Ashley

GOOGLE SLIDES

Your resource comes with a digital version for use in Google Slides via Google Classroom. Follow these steps to upload your resource.

1 Click here  [My Mouth is a Volcano Book Companion](#)

2 You will be prompted to make a copy of the resource. Click on the blue box that says “Make a copy” and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



3 Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

4 Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

5 From here, you should see a grey box that says “Students can view file.” Click the grey box. A dropdown menu should appear. Select, “Make a copy for each student.”

YOU HAVE TO MAKE A COPY FOR EACH STUDENT!

Otherwise they will all be editing the same file.

Click “Assign” in the top right corner if you’re ready to post!

This product is meant to be used in “edit” mode (not “presentation” mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)

BOOK COMPANION

My Mouth is a Volcano by Julia Cook

Published by National Center for Youth Issues



This book companion lesson was created with written permission from the author.

Session Objective:

*Students will identify ways to prevent interrupting.

Materials:

*Book: My Mouth is a Volcano by Julia Cook.
*Handouts, scissors, tape/glue, pencils.

Guiding Questions:

*What are some ways to prevent interrupting?
*What are some reasons when you should interrupt?

ASCA Standards Alignment:

*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
*Behavior: Self-Management: Self-discipline and self-control. (B-SMS 2)
*Behavior: Social Skills: Social Maturity and behaviors appropriate to the situation and environment. (B-SS 9)

SEL Competencies:

*Self-management: Impulse-control.

Session Details

*Say "Today we are going to be reading a book called "My Mouth is a Volcano" by Julia Cook. In it, Louis learns how to control his mouth and not interrupt." Read the book aloud. Have the students complete the story map as you are reading. Afterward, for grades K-1 use the Cut and Paste activity (p. 4-5), and for grades 2-5 use the Story Questions (p. 6-7) and the Think & Discuss pages (p. 8-11) to generate class/group discussion. Next, explain what perspective means. Say "Thinking about another person's perspective means you are thinking about how that person would view it as if you were looking at the situation from their eyes. For example, Louis' teacher's perspective might be that he was disrupting the class with his comment, but Louis' perspective might be that he was trying to get his idea heard." Complete the perspective handout (p. 12). Say "Being able to control oneself or have self-control is what Louis needs to do to prevent interrupting. Let's look at ways to have better control over our mouths." Complete the SEL handout (p.13). Next, choose the best option on pages 14-17 for your students writing ability and have them complete the writing prompt and writing craftivity. Next, say "Let's come up with our own Volcano Mouth", complete the creative activity. The writing craftivity and/or creative activity make for a great bulletin board display.

BOOK COMPANION

 My Mouth is a Volcano by Julia Cook

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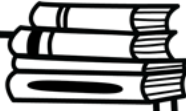
DATE: _____



Story Map



Setting:



My Mouth is a Volcano by Julia Cook

Characters:



Beginning:



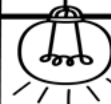
Middle:



End:



Problem:



Solution:

NAME: _____

DATE: _____



Cut & Paste

Cut and paste the situations into Interrupting or Emergency boxes.

Interrupting

Interrupting

Emergency

Interrupting

Interrupting

Emergency

Interrupting

Interrupting

Emergency

Cut each situation card out and paste to the correct Interrupting or Emergency spot.

Throwing up or sick.



Someone is misbehaving.



You need a band-aide.



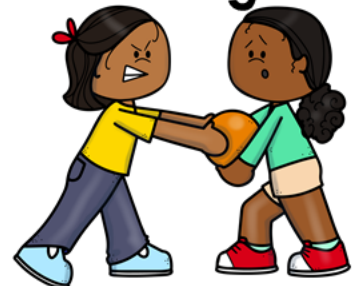
Dangerous behavior.



You have a question.



Someone is not being nice.



Injuries.



You have an idea.



Accidental spills.



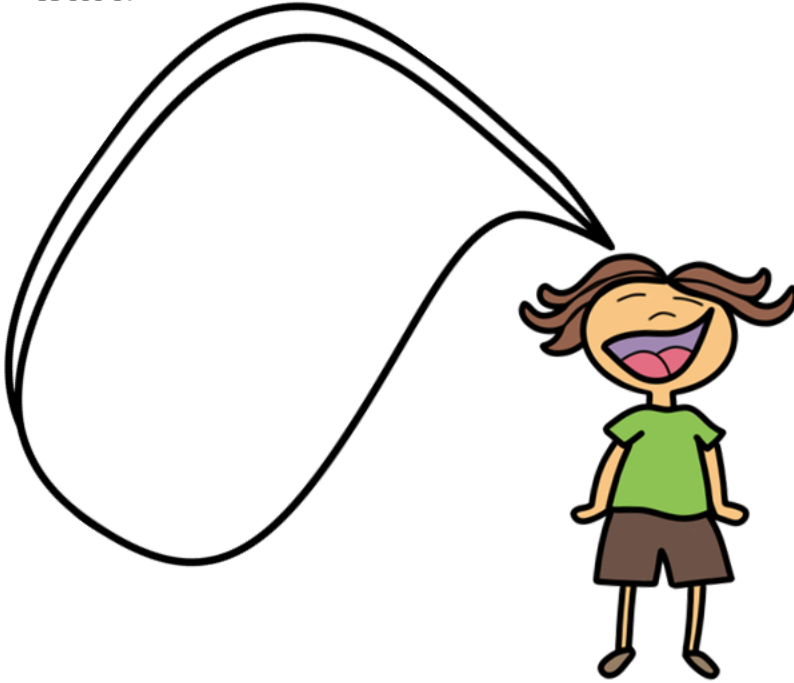
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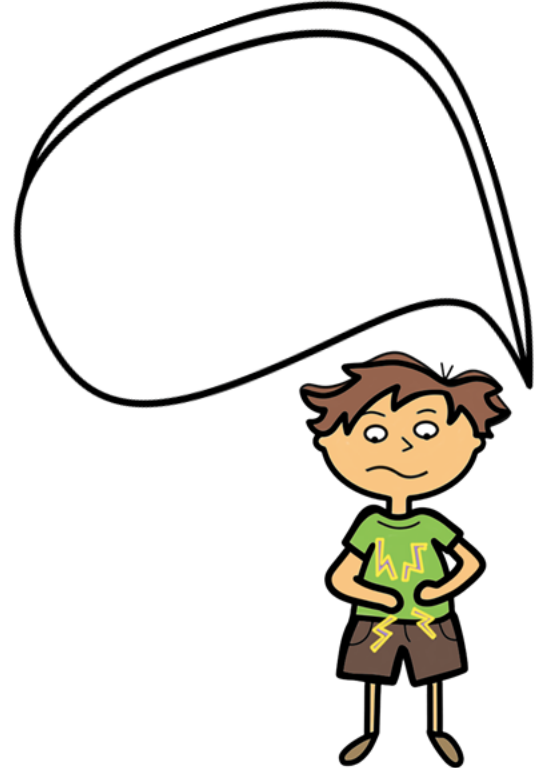
Story 
Questions

My Mouth is a Volcano

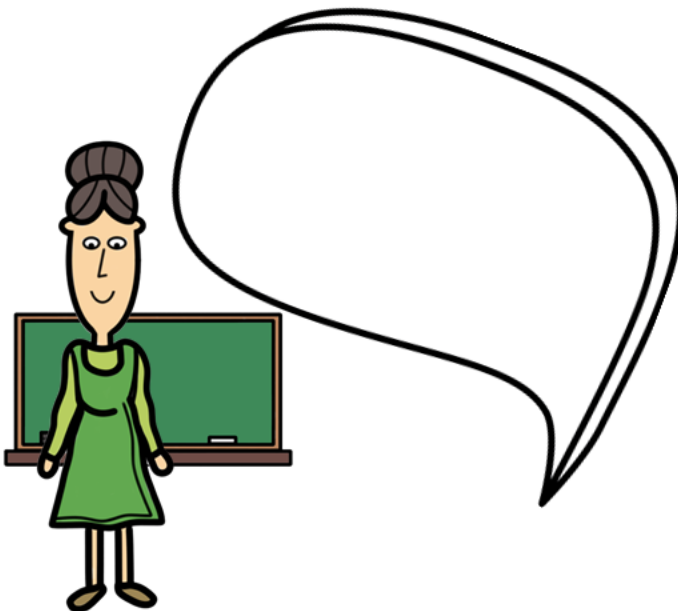
What was Louis struggling with?



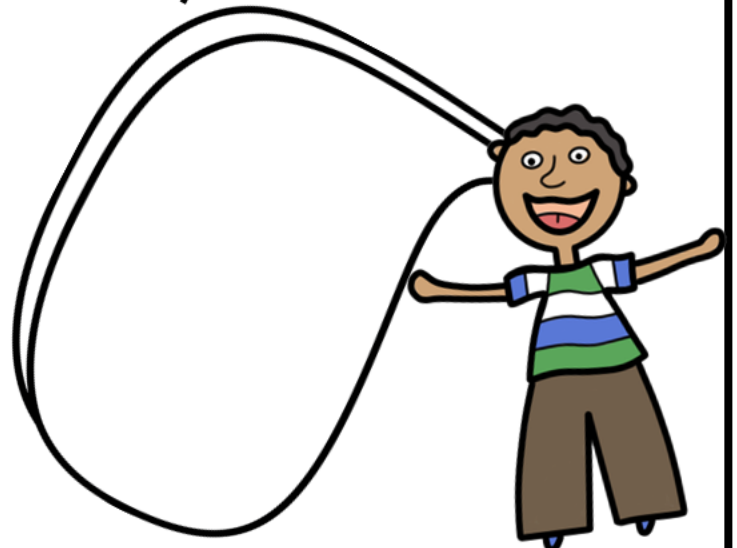
What happens to Louis when words pop into his head?



What did Louis' teacher tell him he needs to do when he has something to say?




What did Richard do when Louis was telling a fishing story?



NAME: _____

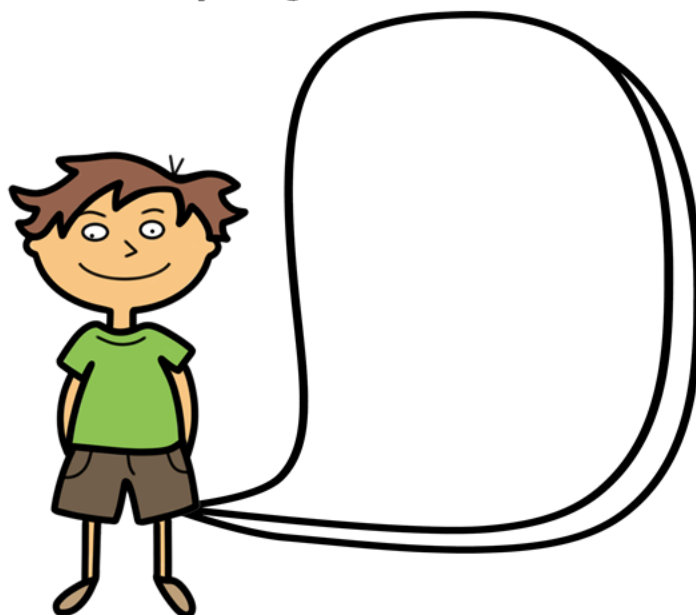
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Story 
Questions

My Mouth is a Volcano

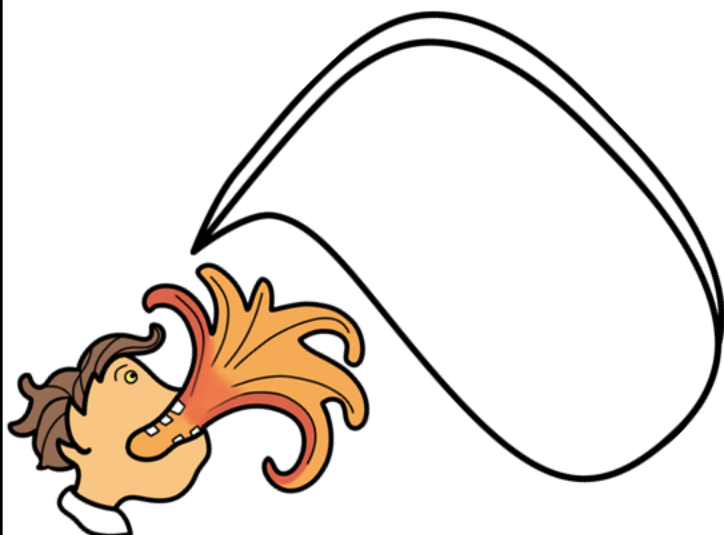
What does Louis call Courtney when describing what she did to him?

What did Louis' mom tell him to do to prevent him from interrupting?



What does Louis compare his mouth to?

What emergency happened to make Louis' erupt at the end of the story?



NAME: _____

DATE: _____



Think & Discuss



How was Louis' mom feeling in the story? Why?

How do you look to others when you interrupt?

How do you think Louis felt when everyone got upset with him because he interrupted so much?



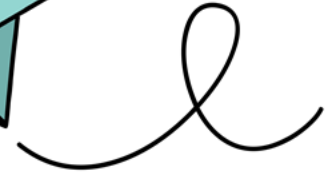
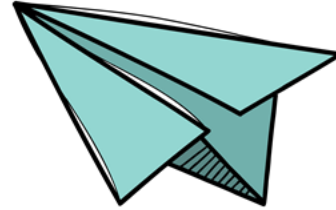
NAME: _____

DATE: _____



Think &
Discuss

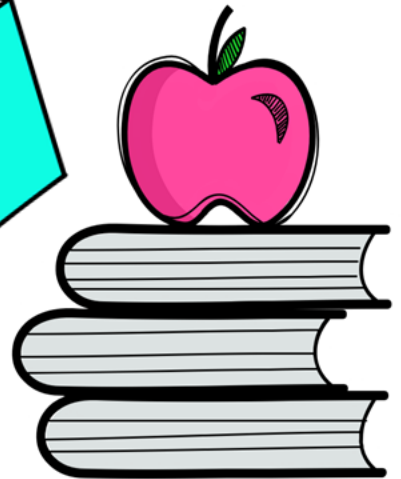
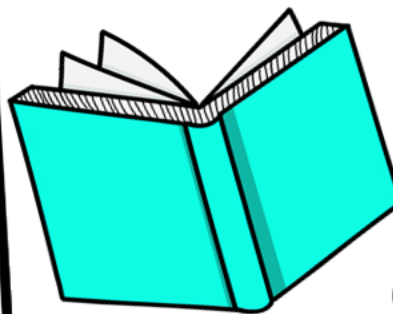
What are some situations that you have a hard time not interrupting in? Why?



What would happen if everyone interrupted whenever they wanted?



What would it be like if everyone waited for their turn to talk in the classroom?



NAME: _____

DATE: _____



Think &
Discuss

Read each scenario and put a checkmark on the appropriate response to prevent interrupting.



Your teacher is teaching a math lesson and you have an idea to do for science.

- Wait for a break in the conversation.
- Wait till later.
- Raise your hand.
- Keep it to yourself.



Your parent is talking on the phone and you really need to ask them something.

- Wait for a break in the conversation.
- Wait till later.
- Raise your hand.
- Keep it to yourself.



Your teacher is teaching and you have to use the bathroom.

- Wait for a break in the conversation.
- Wait till later.
- Raise your hand.
- Keep it to yourself.



Your friend is telling you a story and you think of a random thing to tell them.

- Wait for a break in the conversation.
- Wait till later.
- Raise your hand.
- Keep it to yourself.

NAME: _____

DATE: _____



Think & Discuss



Put a checkmark on what you should do in each situation.

When...

Raise my hand Wait till later Keep to myself Interrupt

When...	Raise my hand	Wait till later	Keep to myself	Interrupt
I have a question.				
I am in danger.				
Someone breaks a class rule.				
Someone cuts in line.				
Someone won't share.				
I have an on-topic idea.				
I remember a funny joke.				
Someone is being mean.				
Someone is doing something unsafe.				
Someone takes something that does not belong to them.				
Someone rips a paper.				

Character Perspective



NAME: _____

DATE: _____

Think about the different perspectives that each character from the book might have when Louis is interrupting. Write in the boxes below what you think their perspectives might be.

Louis

Louis' Teacher

Louis' Classmates



Perspective means:

A way of thinking about and understanding something; a point of view.



NAME: _____

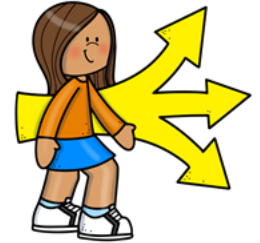
DATE: _____



Stop and don't let your words out.



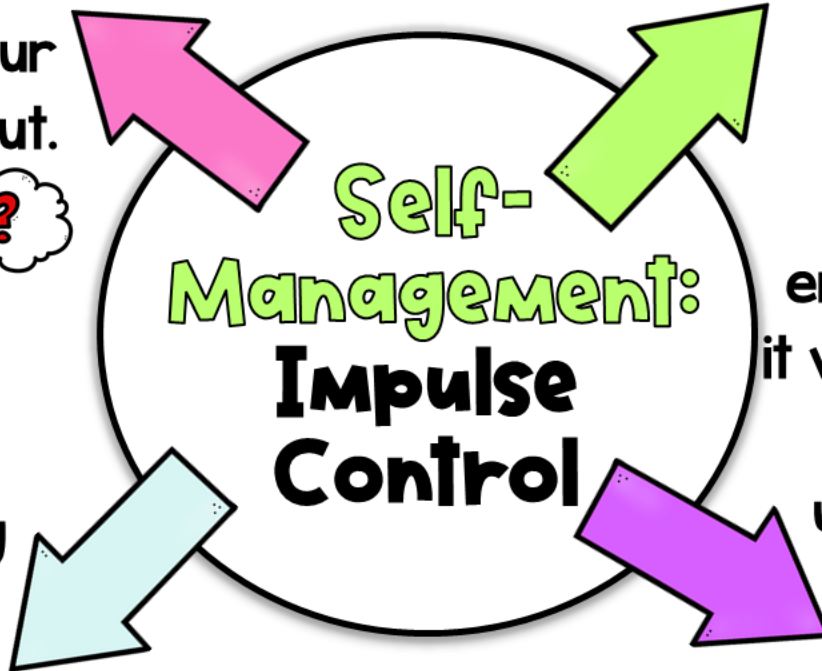
Take a deep breath, in through your nose and out through your mouth.



If it's not an emergency, can it wait till later? Is it on topic? Is it useful? What is the polite thing to do?



If you are interrupting someone, think, is this an emergency?



During what situations do you struggle to control your impulses?



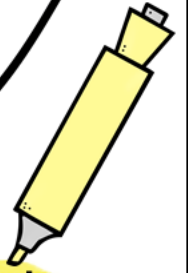
What will you do to control your mouth?



Impulse Control means:

The ability to control oneself; Self-control.

Draw & Write

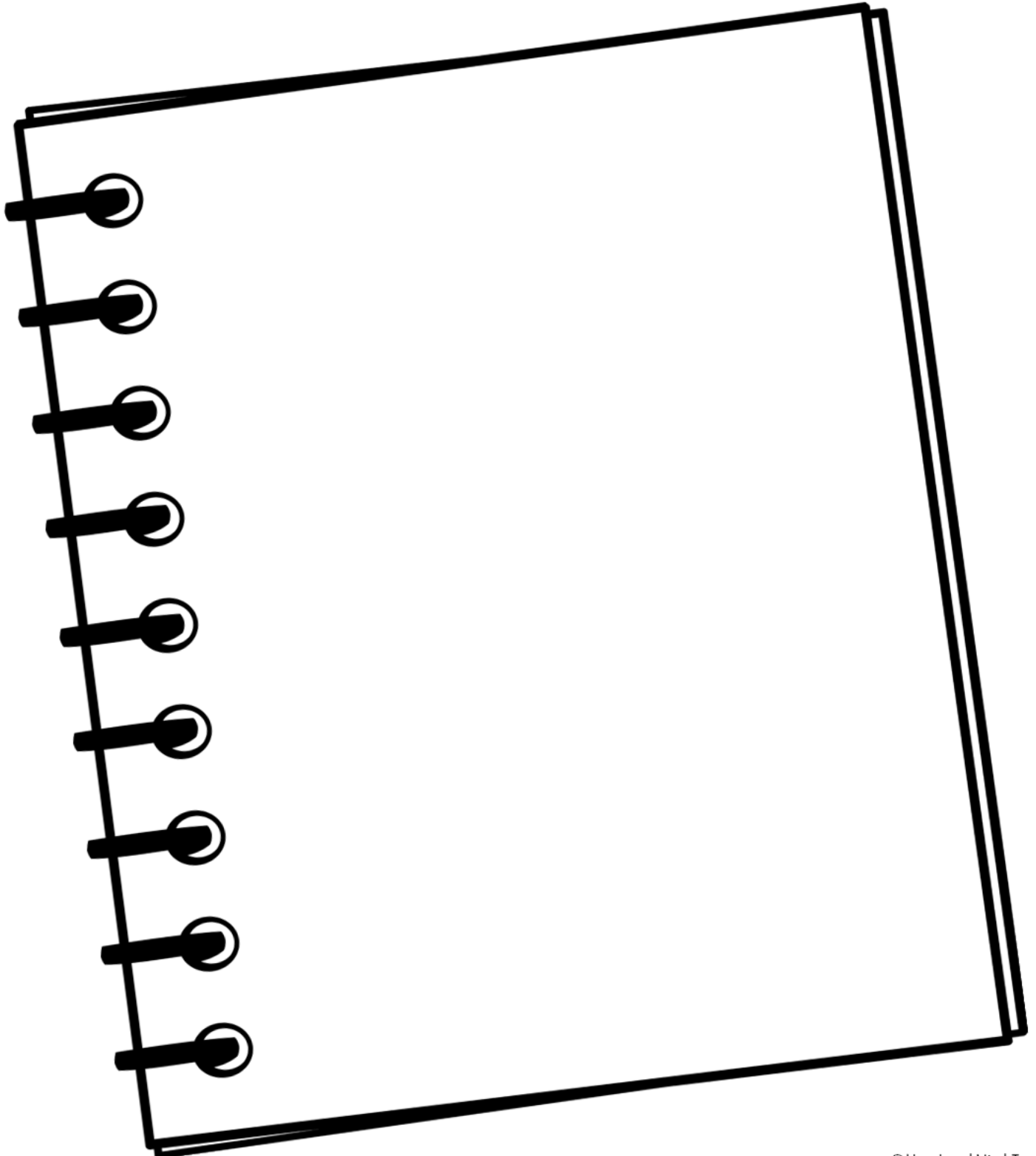


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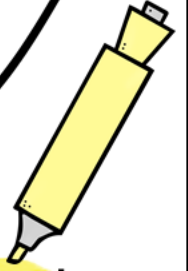
DATE: _____

Draw a situation that you interrupted someone.

Show what happened, how it felt, and what you would do different.



Draw & Write

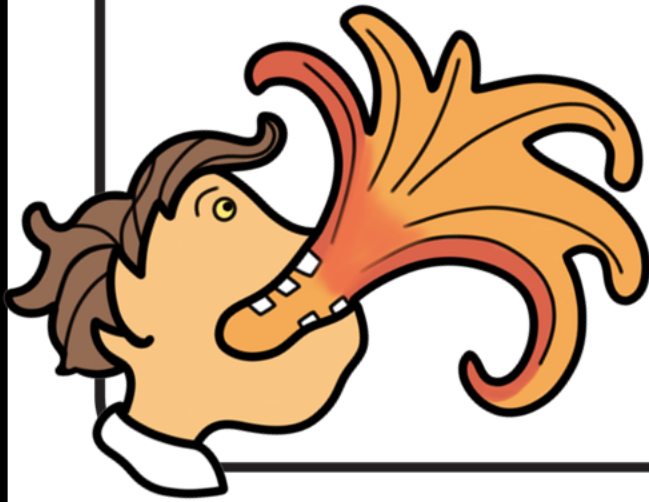


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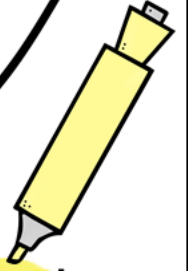
Describe a situation that you interrupted someone.

Explain what happened, how it felt, and what you would do different.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are seven sets of these lines provided for writing.

Draw & Write

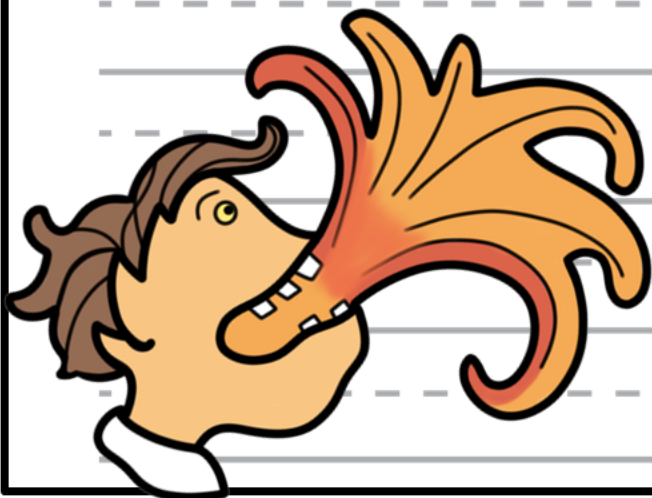


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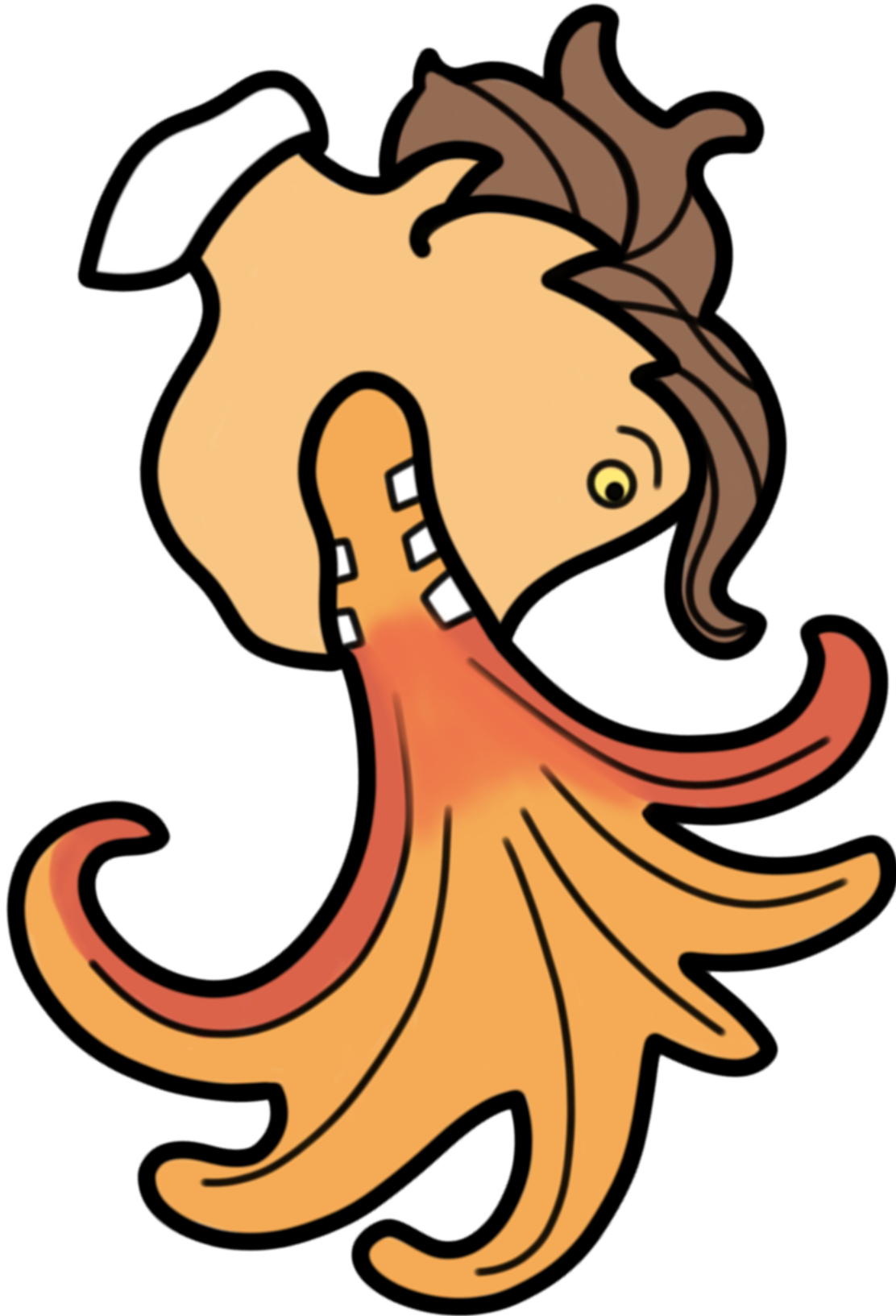
DATE: _____

Describe a situation that you interrupted someone.

Explain what happened, how it felt, and what you would do different.



***Cut out and glue
to the top of the
writing page.**





What can you do instead
of **interrupting**?

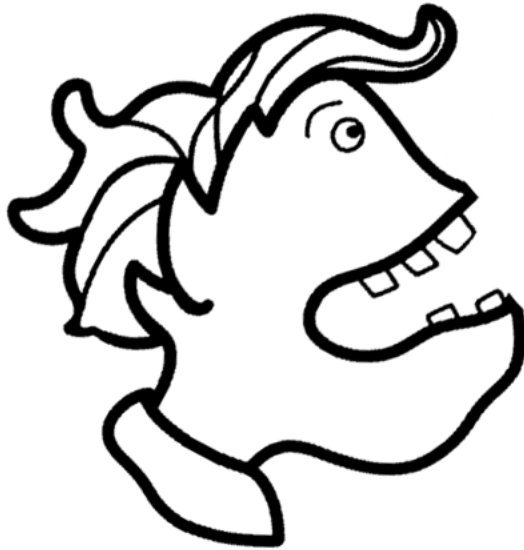
Handwriting practice area consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



What can you do instead
of **interrupting**?

Handwriting practice lines consisting of four sets of three horizontal lines each: a solid top line, a dashed middle line, and a solid bottom line.

Create your own **Volcano Mouth**



Draw your
Volcano
Mouth here



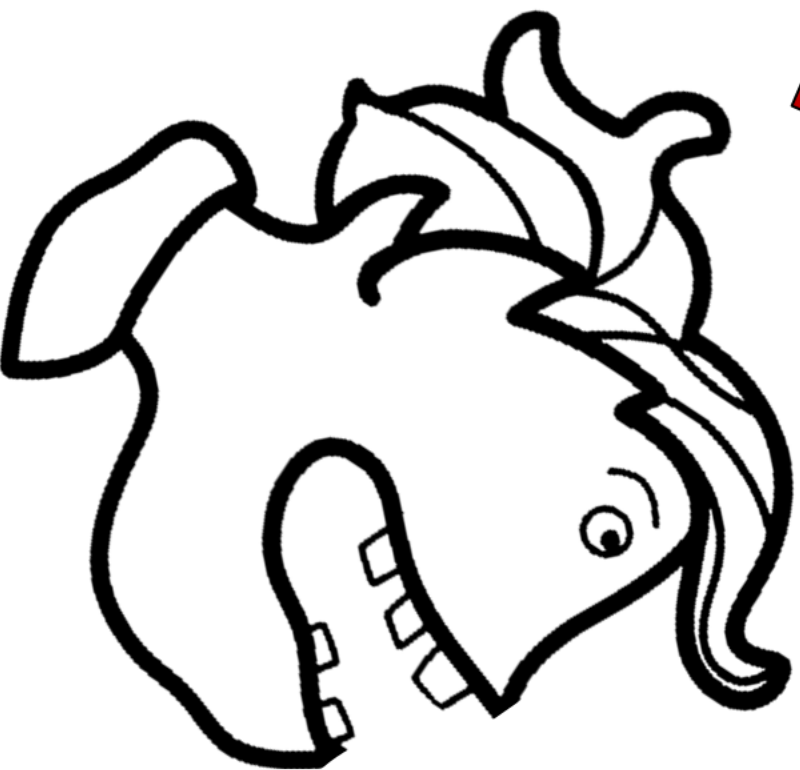
Describe how your mouth looks:

Describe how your mouth feels:

What happens to your mouth when you interrupt a lot?

By:

My Volcano Mouth



Draw your
Volcano
Mouth here



What happens to your mouth when you interrupt a lot?

By:

Ways to prevent your mouth from **ERUPTING!**

Seal your
lips.

Wait for a
break in the
conversation.

Take a deep
breath.

Raise
your
hand.

Wait till
later.

Keep it to
yourself.



Ways to prevent your mouth from **ERUPTING!**

Seal your lips.

Hold in what you want
to blurt out.

Take a deep breath.

Before you say
anything, stop,
take a deep
breath and think
about what to
do next.

Wait till later.

When it's useful,
but can wait.

Wait for a break in the conversation.

The polite way (say "Excuse me") to say
what you need to say when others are
in the middle of a conversation.

Raise your hand.

When it's on
topic and
useful, or you
need
something.

Keep it to yourself.

When it's off topic
and not useful.





My Mouth is a Volcano

What was Louis struggling with?

Interrupting.

What happens to Louis when words pop into his head?

They slide down his tongue and he erupts!

What did Louis' teacher tell him he needs to do when he has something to say?

Raise his hand.

What did Richard do when Louis was telling a fishing story?

He interrupted him.

What does Louis call Courtney when describing what she did to him?

Rude.

What did Louis' mom tell him to do to prevent him from interrupting?

Hold the words in and take a deep breath.

What does Louis compare his mouth to?

A volcano.

What emergency happened to make Louis' erupt at the end of the story?

He got bubble gum stuck in his hair.



Put a checkmark on what you should do in each situation.

When...

Raise my hand

Wait till later

Keep to myself

Interrupt

When...	Raise my hand	Wait till later	Keep to myself	Interrupt
I have a question.	✓			
I am in danger.				✓
Someone breaks a class rule.		✓		
Someone cuts in line.			✓	
Someone won't share.			✓	
I have an on-topic idea.	✓			
I remember a funny joke.			✓	
Someone is being mean.		✓		
Someone is doing something unsafe.				✓
Someone takes something that does not belong to them.		✓		
Someone rips a paper.			✓	

Black & White Version

BOOK COMPANION

My Mouth is a Volcano by Julia Cook

Published by National Center for Youth Issues



This book companion lesson was created with written permission from the author.

Session Objective:

*Students will differentiate when to tattle and when to tell.

Materials:

*Book: My Mouth is a Volcano by Julia Cook.
*Handouts, scissors, tape/glue, pencils.

Guiding Questions:

*What are some ways to prevent interrupting?
*What are some reasons when you should interrupt?

ASCA Standards Alignment:

*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
*Behavior: Self-Management: Self-discipline and self-control. (B-SMS 2)
*Behavior: Social Skills: Social Maturity and behaviors appropriate to the situation and environment. (B-SS 9)

SEL Competencies:

*Self-management: Impulse-control.

Session Details

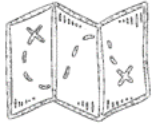
*Say "Today we are going to be reading a book called "My Mouth is a Volcano" by Julia Cook. In it, Louis learns how to control his mouth and not interrupt." Read the book aloud. Have the students complete the story map as you are reading. Afterward, for grades K-1 use the Cut and Paste activity (p. 4-5), and for grades 2-5 use the Story Questions (p. 6-7) and the Think & Discuss pages (p. 8-11) to generate class/group discussion. Next, explain what perspective means. Say "Thinking about another person's perspective means you are thinking about how that person would view it as if you were looking at the situation from their eyes. For example, Louis' teacher's perspective might be that he was disrupting the class with his comment, but Louis' perspective might be that he was trying to get his idea heard." Complete the perspective handout (p. 12). Say "Being able to control oneself or have self-control is what Louis needs to do to prevent interrupting. Let's look at ways to have better control over our mouths." Complete the SEL handout (p.13). Next, choose the best option on pages 14-17 for your students writing ability and have them complete the writing prompt and writing craftivity. Next, say "Let's come up with our own Volcano Mouth", complete the creative activity. The writing craftivity and/or creative activity make for a great bulletin board display.

BOOK COMPANION



My Mouth is a Volcano by Julia Cook

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Creative Activityp. 24-25



Postersp. 26-27



Answer Keysp. 28-29

NAME: _____

DATE: _____



Story Map

Setting:



My Mouth is a Volcano by Julia Cook

Characters:



Beginning:



Middle:



End:



Problem:



Solution:



NAME: _____

DATE: _____



Cut & Paste

Cut and paste the situations into Interrupting or Emergency boxes.

Interrupting

Interrupting

Emergency

Interrupting

Interrupting

Emergency

Interrupting

Interrupting

Emergency

Cut each situation card out and paste to the correct Interrupting or Emergency spot.

Throwing up or sick.



Someone is misbehaving.



You need a band-aide.



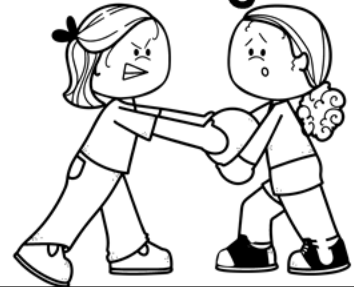
Dangerous behavior.



You have a question.



Someone is not being nice.



Injuries.



You have an idea.



Accidental spills.



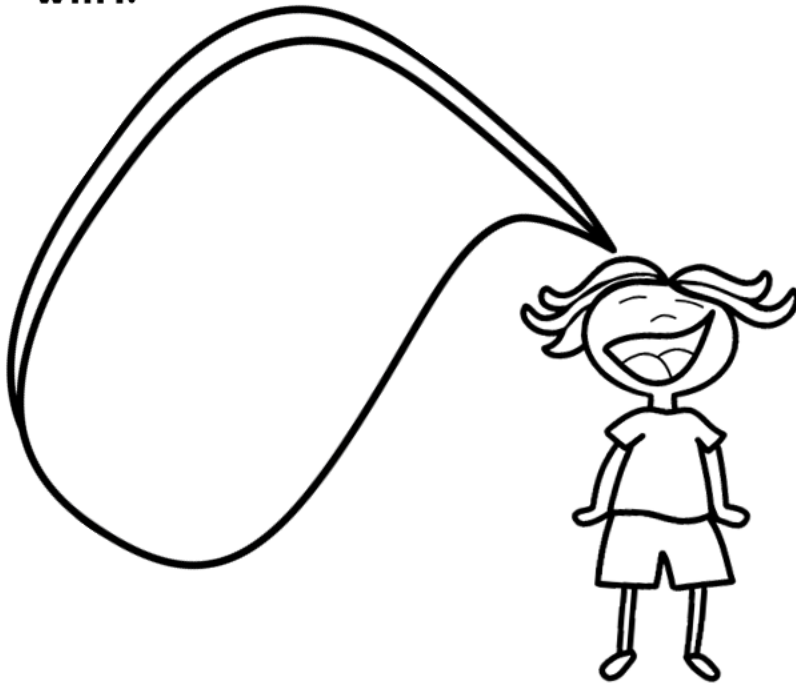
NAME: _____

DATE: _____

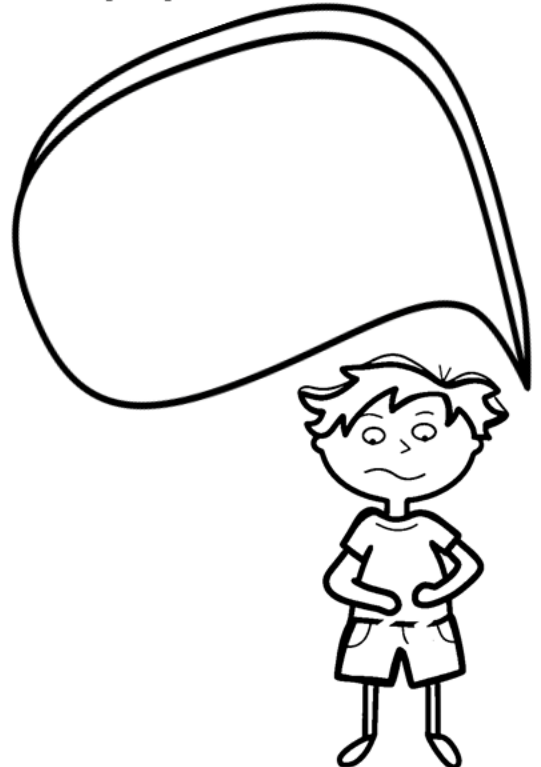
Story 
Questions

My Mouth is a Volcano

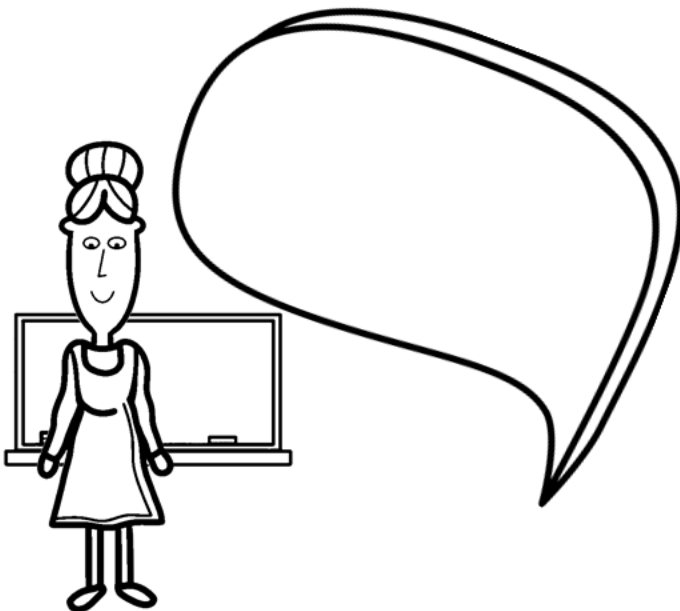
What was Louis struggling with?



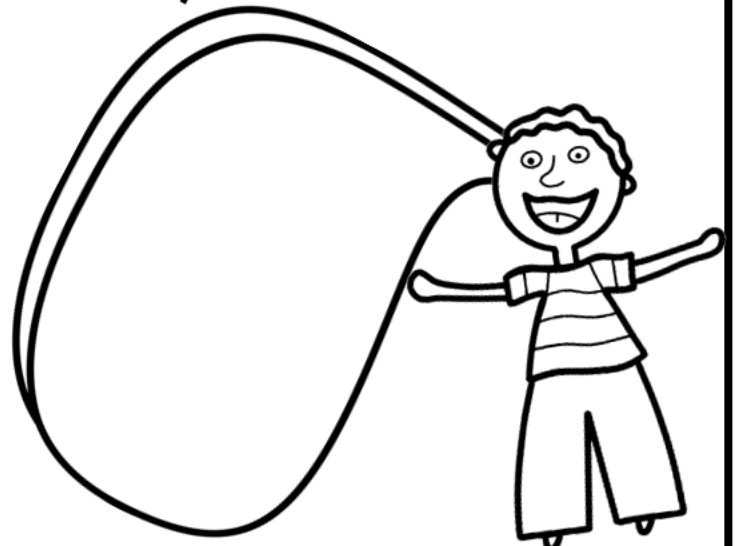
What happens to Louis when words pop into his head?



What did Louis' teacher tell him he needs to do when he has something to say?



What did Richard do when Louis was telling a fishing story?



NAME: _____

DATE: _____

Story



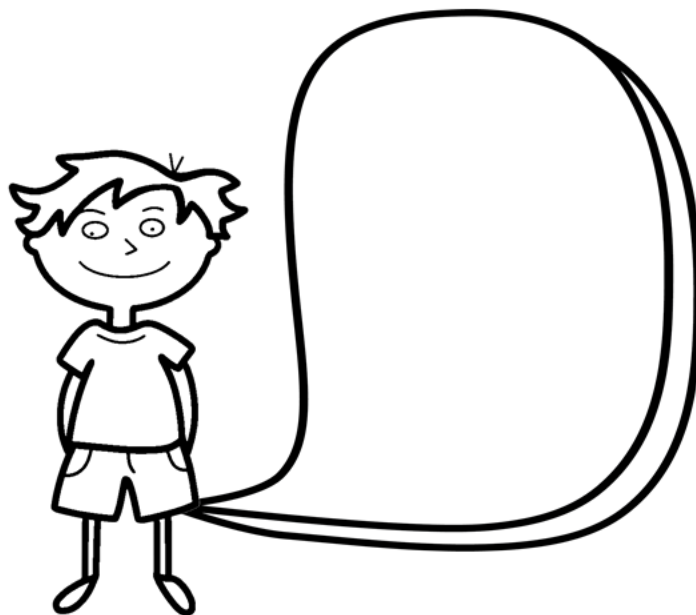
Questions

My Mouth is a Volcano

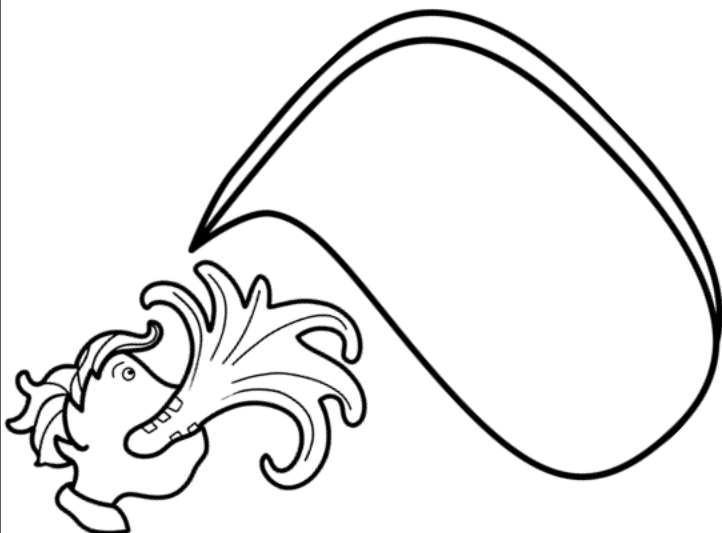
What does Louis call Courtney when describing what she did to him?



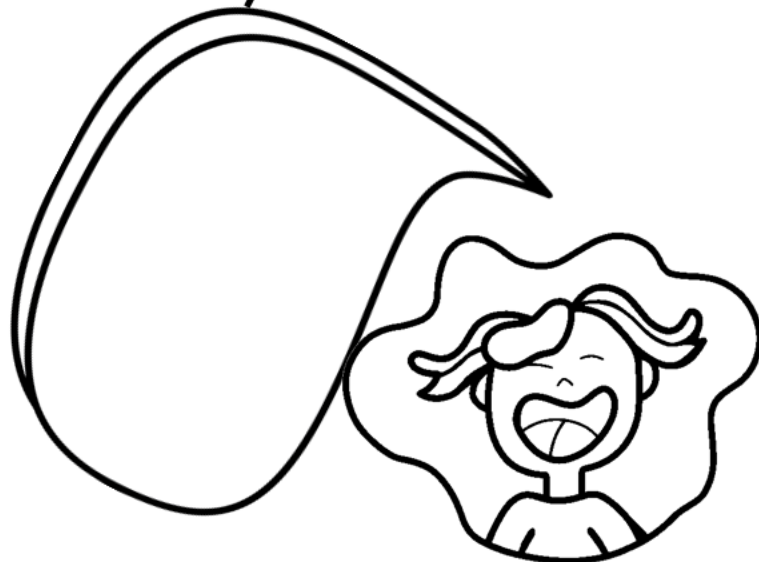
What did Louis' mom tell him to do to prevent him from interrupting?



What does Louis compare his mouth to?

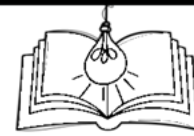


What emergency happened to make Louis' erupt at the end of the story?

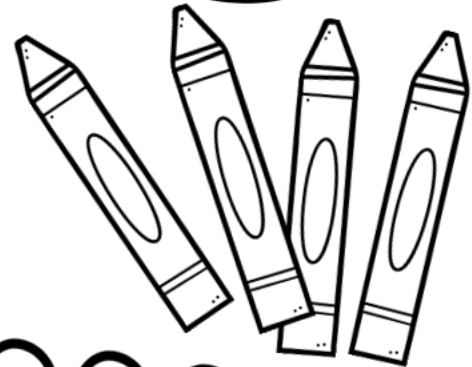


NAME: _____

DATE: _____



Think &
Discuss



How was Louis' mom feeling
in the story? Why?

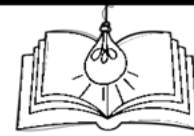
How do you look to others
when you interrupt?

How do you think Louis felt
when everyone got upset with
him because he interrupted so
much?



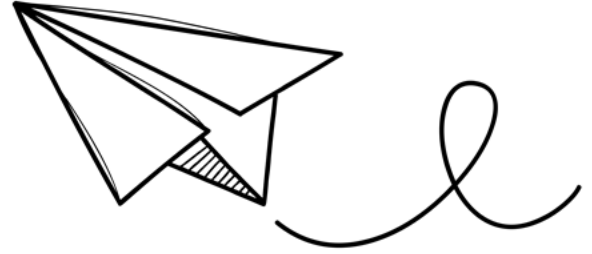
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DATE: _____



Think &
Discuss

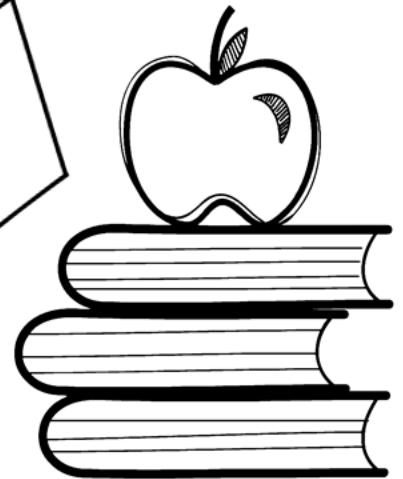
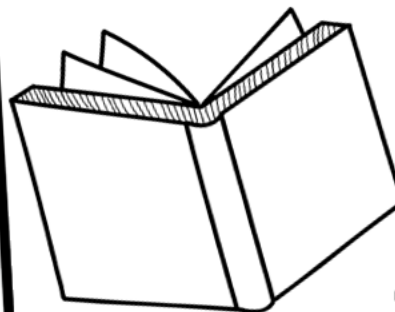
What are some situations that you have a hard time not interrupting in? Why?



What would happen if everyone interrupted whenever they wanted?

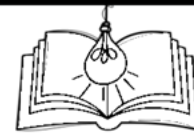


What would it be like if everyone waited for their turn to talk in the classroom?



NAME: _____

DATE: _____



Think &
Discuss

Read each scenario and put a checkmark on the appropriate response to prevent interrupting.



Your teacher is teaching a math lesson and you have an idea to do for science.

- Wait for a break in the conversation.
- Wait till later.
- Raise your hand.
- Keep it to yourself.



Your teacher is teaching and you have to use the bathroom.

- Wait for a break in the conversation.
- Wait till later.
- Raise your hand.
- Keep it to yourself.



Your parent is talking on the phone and you really need to ask them something.

- Wait for a break in the conversation.
- Wait till later.
- Raise your hand.
- Keep it to yourself.

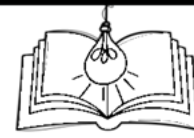


Your friend is telling you a story and you think of a random thing to tell them.

- Wait for a break in the conversation.
- Wait till later.
- Raise your hand.
- Keep it to yourself.

NAME: _____

DATE: _____



Think &
Discuss



Put a checkmark on what you should do in each situation.

When...

Raise my hand Wait till later Keep to myself Interrupt

When...	Raise my hand	Wait till later	Keep to myself	Interrupt
I have a question.				
I am in danger.				
Someone breaks a class rule.				
Someone cuts in line.				
Someone won't share.				
I have an on-topic idea.				
I remember a funny joke.				
Someone is being mean.				
Someone is doing something unsafe.				
Someone takes something that does not belong to them.				
Someone rips a paper.				

Character Perspective



NAME: _____

DATE: _____

Think about the different perspectives that each character from the book might have when Louis is interrupting. Write in the boxes below what you think their perspectives might be.

Louis

Louis' Teacher

Louis' Classmates



Perspective means:

A way of thinking about and understanding something; a point of view.



NAME: _____

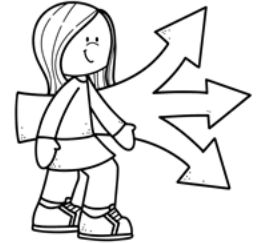
DATE: _____



Stop and don't let your words out.



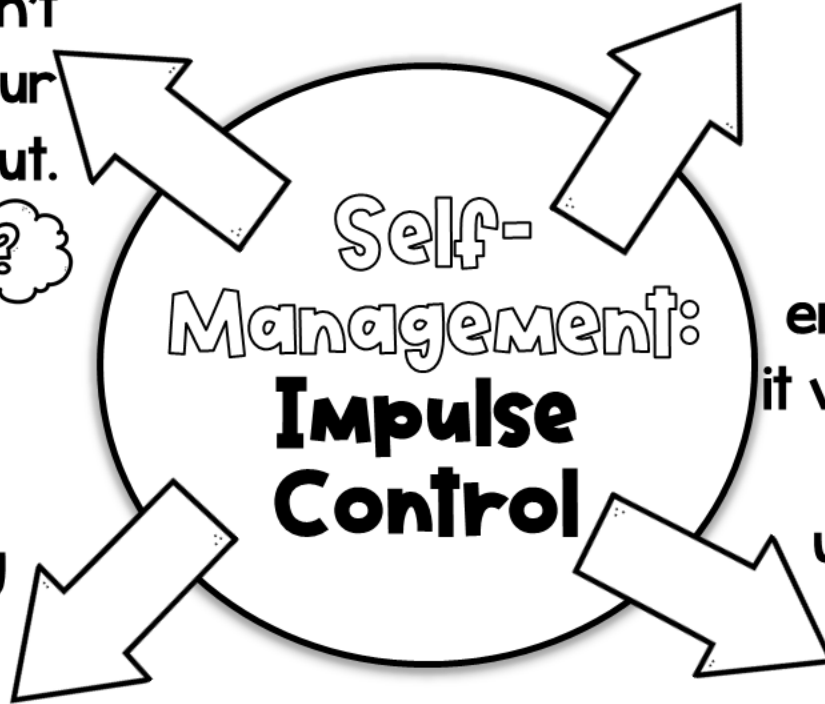
Take a deep breath, in through your nose and out through your mouth.



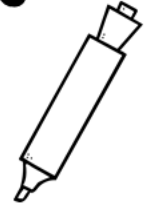
If it's not an emergency, can it wait till later? Is it on topic? Is it useful? What is the polite thing to do?



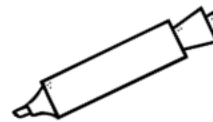
If you are interrupting someone, think, is this an emergency?



During what situations do you struggle to control your impulses?



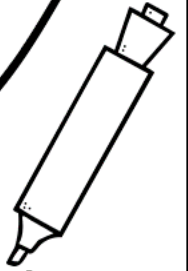
What will you do to control your mouth?



Impulse Control means:

The ability to control oneself; Self-control.

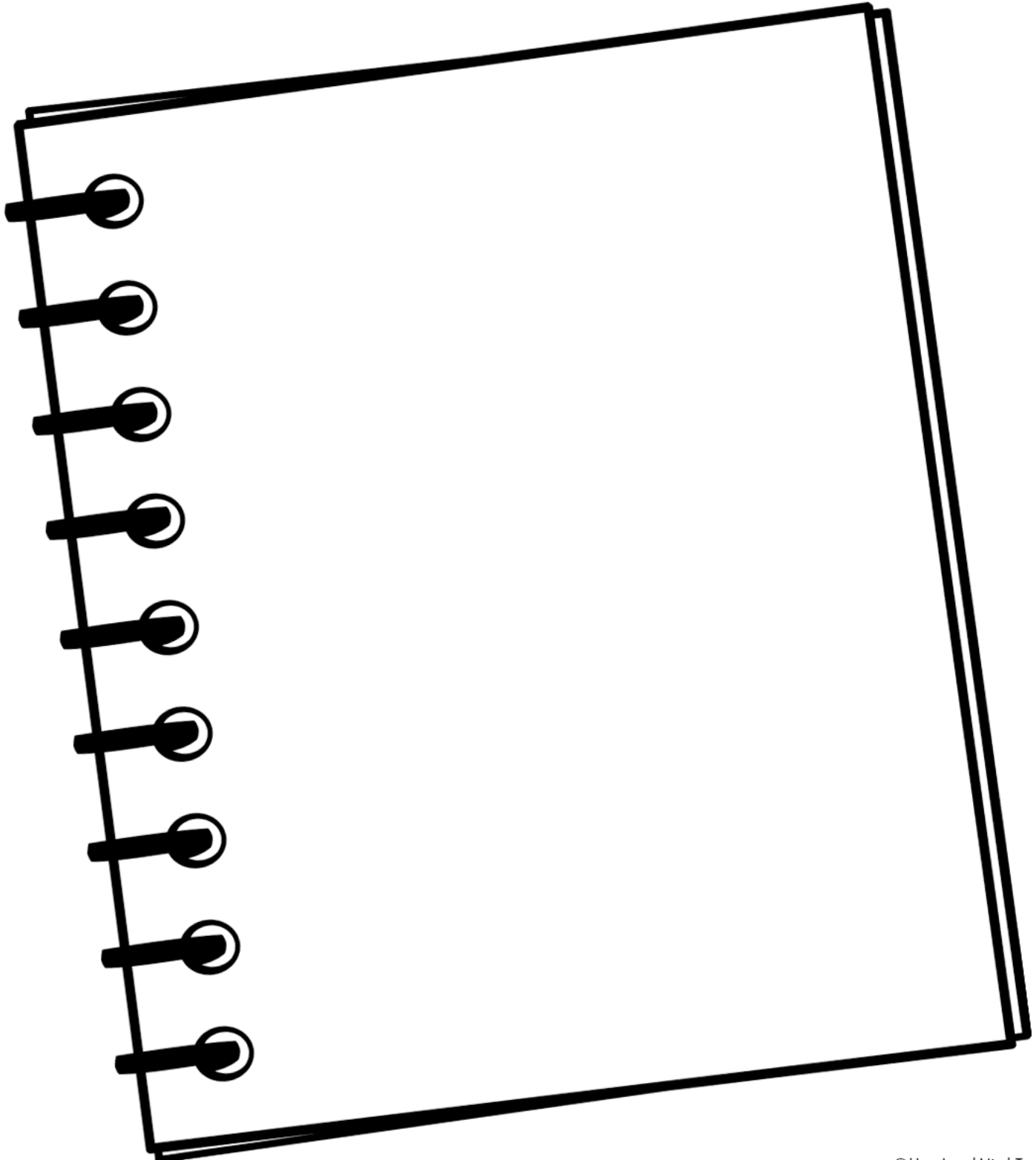
Draw & Write



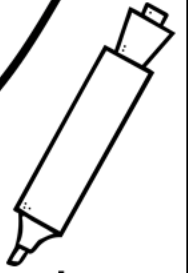
NAME: _____

DATE: _____

**Draw a situation that you interrupted someone.
Show what happened, how it felt, and what you would do different.**



Draw & Write



NAME: _____

DATE: _____

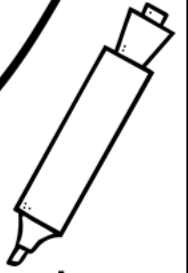
Describe a situation that you interrupted someone.

Explain what happened, how it felt, and what you would do different.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for writing.

Draw & Write



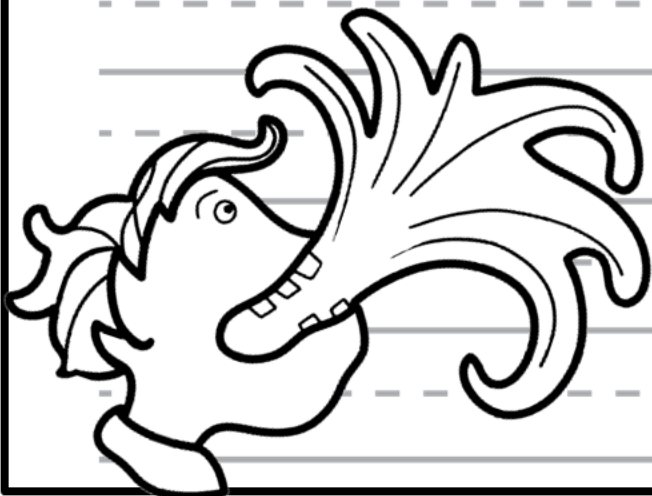
NAME: _____

DATE: _____

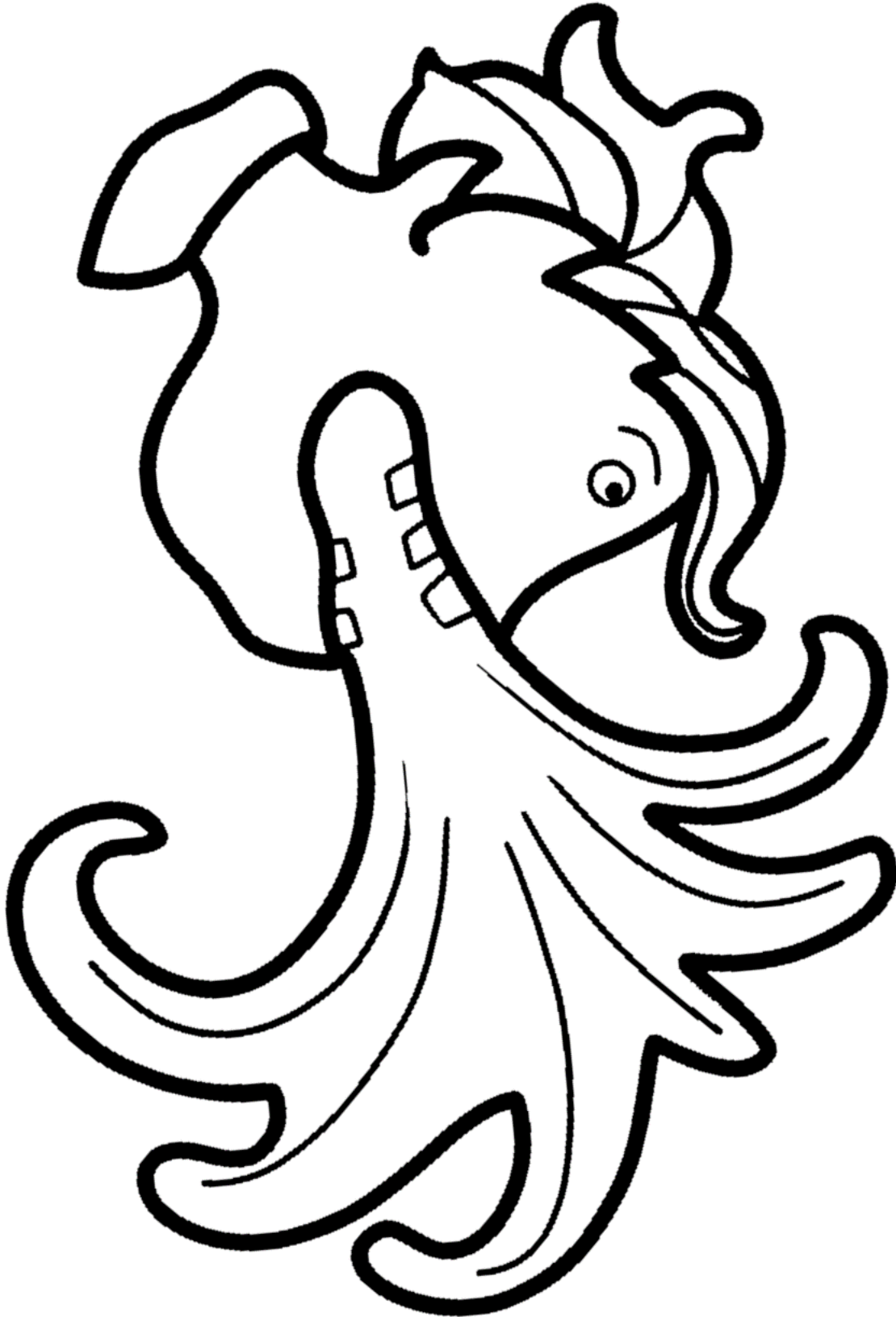
Describe a situation that you interrupted someone.

Explain what happened, how it felt, and what you would do different.

Handwriting practice area consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



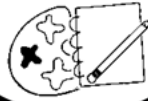
***Cut out and glue
to the top of the
writing page.**





What can you do instead
of interrupting?

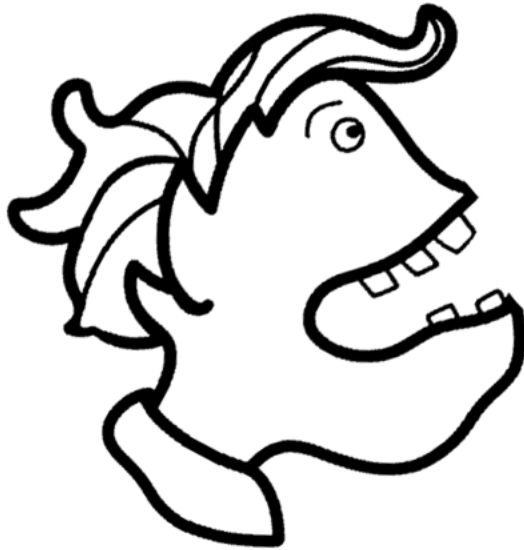
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated multiple times for writing.



**What can you do instead
of interrupting?**

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Create your own Volcano Mouth



Draw your
Volcano
Mouth here



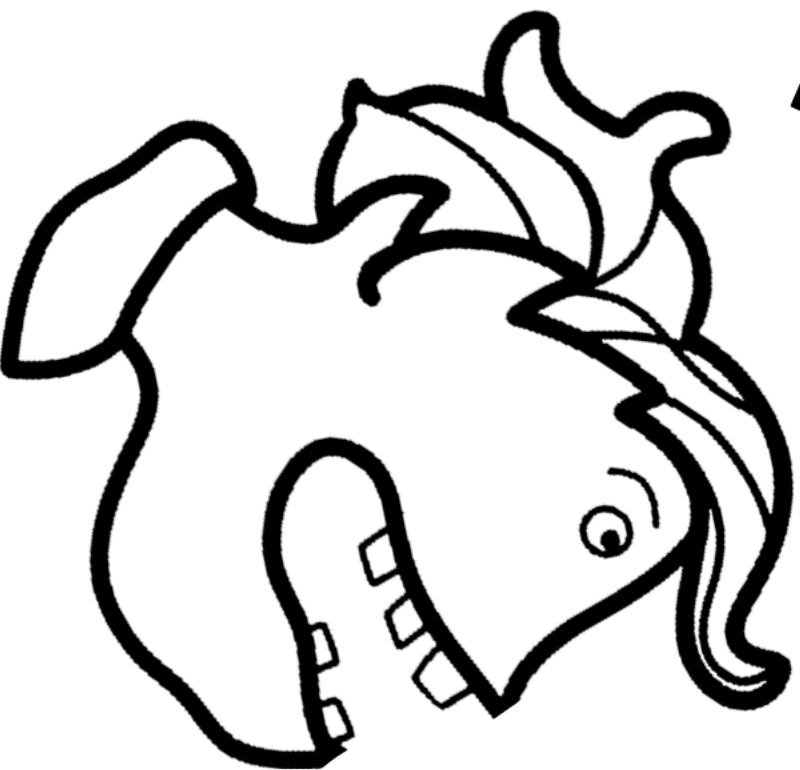
Describe how your mouth looks:

Describe how your mouth feels:

What happens to your mouth when you interrupt a lot?

By:

My Volcano Mouth



Draw your
Volcano
Mouth here



What happens to your mouth when you interrupt a lot?

By:

Ways to prevent your
mouth from
ERUPTING!

**Seal your
lips.**

**Wait for a
break in the
conversation.**

**Take a deep
breath.**

**Raise
your
hand.**

**Wait till
later.**

**keep it to
yourself.**



Ways to prevent your mouth from **ERUPTING!**

Seal your lips.

Hold in what you want
to blurt out.

Wait for a break in the conversation.

The polite way (say "Excuse me") to say
what you need to say when others are
in the middle of a conversation.

Take a deep breath.

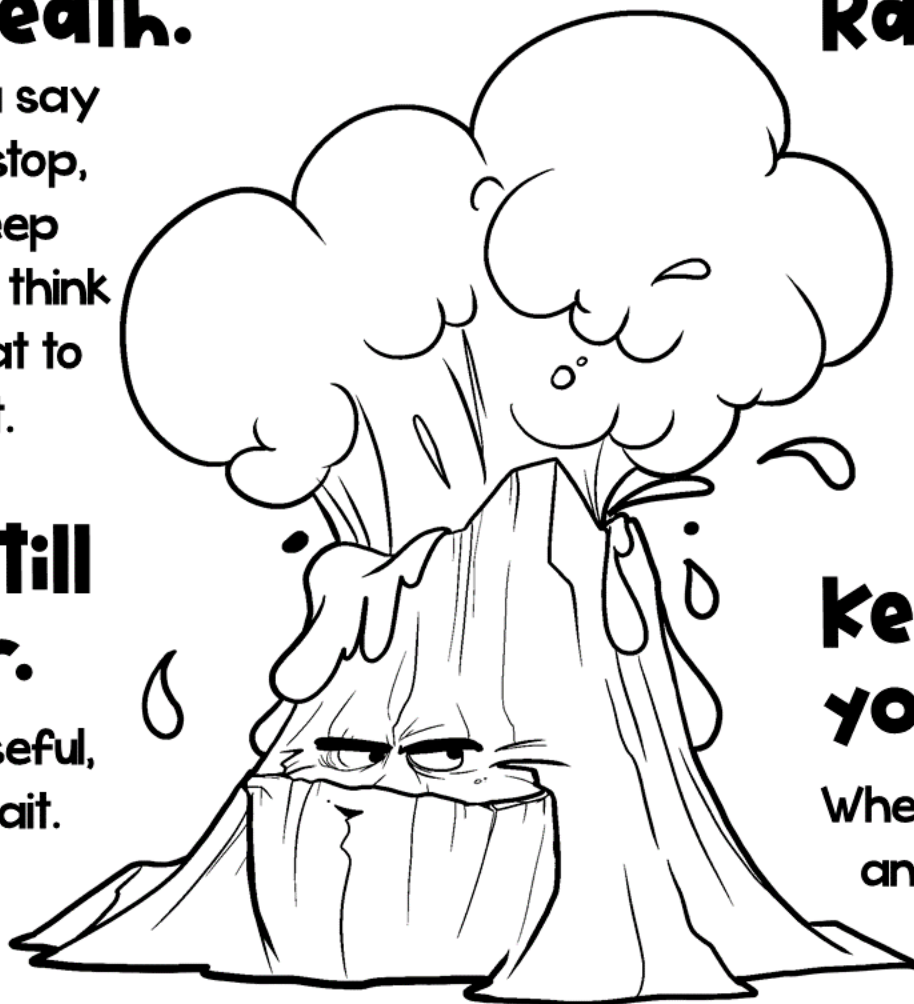
Before you say
anything, stop,
take a deep
breath and think
about what to
do next.

Raise your hand.

When it's on
topic and
useful, or you
need
something.

Wait till later.

When it's useful,
but can wait.



Keep it to yourself.

When it's off topic
and not useful.



My Mouth is a Volcano

What was Louis struggling with?

Interrupting.

What happens to Louis when words pop into his head?

They slide down his tongue and he erupts!

What did Louis' teacher tell him he needs to do when he has something to say?

Raise his hand.

What did Richard do when Louis was telling a fishing story?

He interrupted him.

What does Louis call Courtney when describing what she did to him?

Rude.

What did Louis' mom tell him to do to prevent him from interrupting?

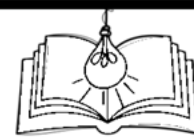
Hold the words in and take a deep breath.

What does Louis compare his mouth to?

A volcano.

What emergency happened to make Louis' erupt at the end of the story?

He got bubble gum stuck in his hair.



Put a checkmark on what you should do in each situation.

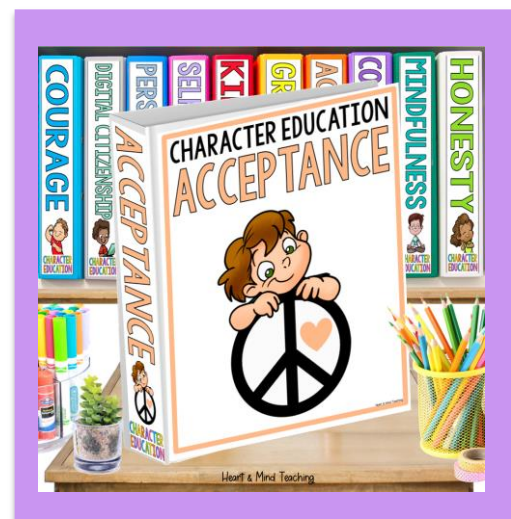
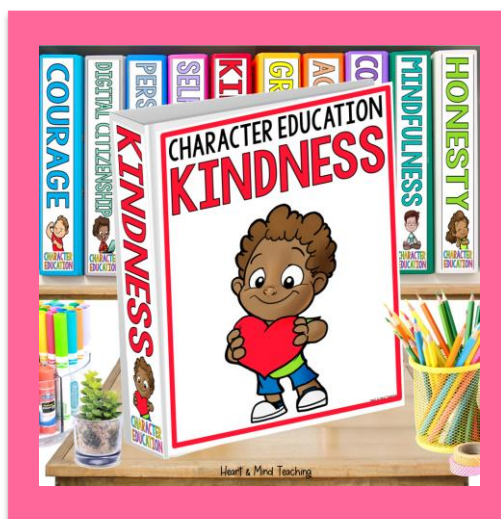
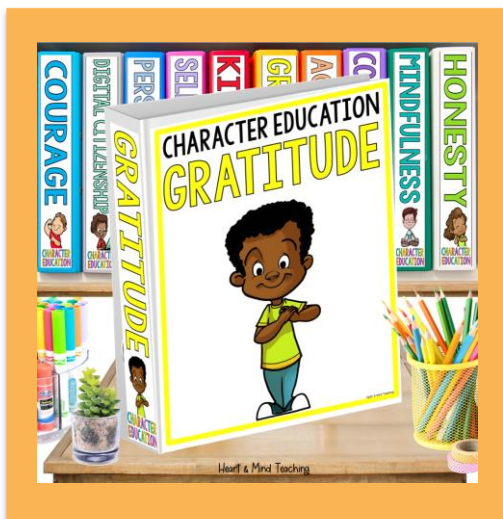
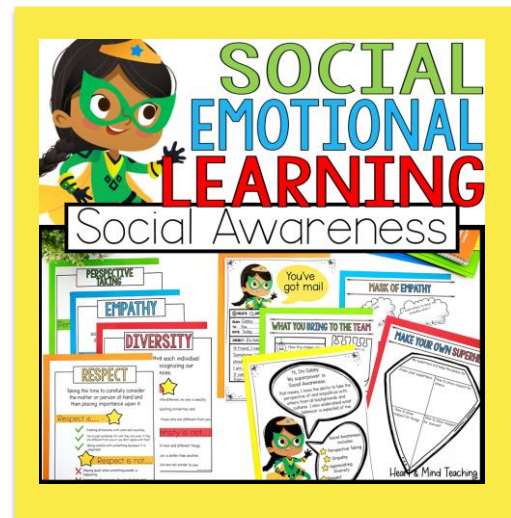
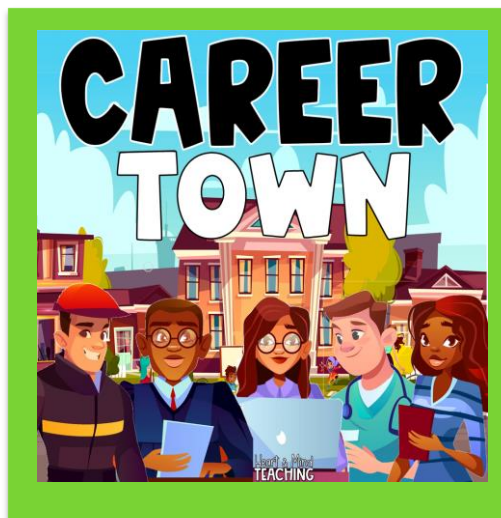
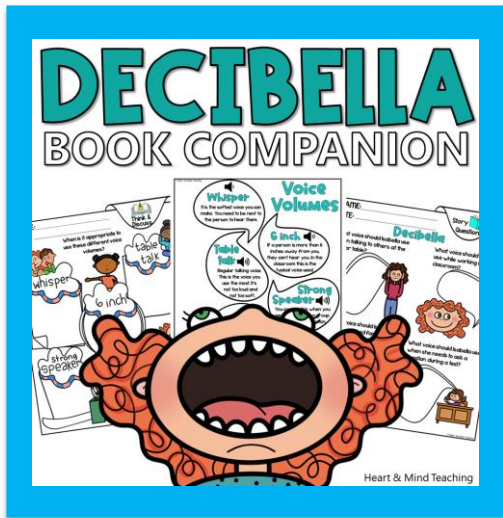
When...

Raise my hand Wait till later Keep to myself Interrupt

When...	Raise my hand	Wait till later	Keep to myself	Interrupt
I have a question.	✓			
I am in danger.				✓
Someone breaks a class rule.		✓		
Someone cuts in line.			✓	
Someone won't share.			✓	
I have an on-topic idea.	✓			
I remember a funny joke.			✓	
Someone is being mean.		✓		
Someone is doing something unsafe.				✓
Someone takes something that does not belong to them.		✓		
Someone rips a paper.			✓	

CHECK THESE OUT

CLICK ON THE PICTURES TO GET A CLOSER LOOK.



COUNSELOR Collab

with Laura & Ashley



Would you like to spend less time browsing for resources and lesson planning, and more time serving students? Let Laura from [Music City Counselor](#) and Ashley from [Heart and Mind Teaching](#) do the work for you!

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TEACHING



THANK YOU

FOR SUPPORTING MY LITTLE SHOP.

Hi there! I'm Ashley- a School Counselor, curriculum developer, blogger, and mama to two young boys. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning.

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Ashley

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