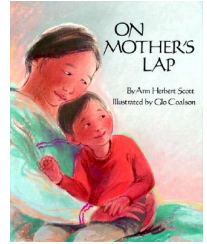


On Mother's Lap

by Ann Herbert Scott



- **Things to get ready:**

1. Read through the art activity lesson so you are prepared to model it for your students.
2. If you have a copier, make copies of the art activity sheet for each child. Include one for yourself.
3. An alternative, if you do not have a copier, is to model the ideas as described in the art directions but using a plain piece of drawing paper. Using a marker, write the sentence at the top with a blank in it. Continue on as suggested. As the children are drawing, walk around and write the sentence for them, filling in the blank with their dictated word.

- **Getting the children ready to listen:**

Tell the children you will be reading a book about a child that loves to rock with his mother. To get them in the mood for the story, sing this song to the tune of “Rock-a-bye-baby”:

RockingTime

by Stacy Crossen

*Rocking with mommy
Is fun to do.
We can sing songs
And tell secrets too.*

*When sister cries,
I say, “I don’t care.”
But mom helps me learn that
Sharing is fair.*

Either now, or at the close of storytime, share this poem:

Abuelita’s Lap *by Pat Mora*

*I know a place where I can sit
and tell about my day,
tell every color that I saw
from green to cactus gray.*

*I know a place where I can sit
and hear a favorite beat,
her heart and cuentos from the past,
the rhythms honey-sweet.*

*I know a place where I can sit
and listen to a star,
listen to its silent song
gliding from afar.*

*I know a place where I can sit
and hear the wind go by,
hearing it spinning round my house,
my whirling lullaby.*

- **Read-Aloud Guide**

BEFORE you read the book:

1. Before you show the book, ask the children how many like to sit on their mother's lap. Tell them children all over the world love this feeling of sitting with their mother.
2. Show the cover, front and back, and read the title, author, and illustrator. Tell them the boy's name is Michael.
3. *If your class is mature enough and good enough listeners, you might want to discuss the following ideas. Otherwise move on with the story.* Michael and his family live in very cold weather in Alaska. Point to the heavy clothes the people are wearing on the back cover and point to the baby that is being carried on its mother's back. Show the title page and tell them this is Michael's village. He is walking into his house with his mother. Point out the sled with the dogs pulling it with the people on the back. Point out the man ice-fishing in the background.
4. Show the double page spread title page. Ask the children in a whisper voice why Michael's mom is making the "whisper" sign. *(their answers might include that the baby and/or dog is asleep and Mom doesn't want to wake them up)*
5. Invite the children to listen and find out how happy Michael is on his mother's lap. Ask them to predict what will happen when his baby sister begins to cry.

DURING reading:

1. When you are reading "*Back and forth, back and forth, they rocked,*" use your voice in a soothing, sing-song way and if the children chime in, so much the better.
2. On the page where Michael wants his reindeer blanket, ask the children if they notice anything. *(the dog is waking up)*
3. Stop after you read the page where Mother notices the baby crying and ask the children how Michael is feeling. *(his face looks sad and like he doesn't want Mom to rock her too)* Ask children to predict what will happen. Read the next 2 pages.
4. Stop for a moment and discuss if their predictions were right. Ask them how else Michael shows he does not want the baby to join them. *(covers his head with the reindeer blanket)*
5. Invite them to listen to how Mother will solve this problem.

AFTER reading:

1. Ask the children to express in their own words how Michael's mother solved the problem. Encourage several to share.
2. Transition to the art activity discussion which personalizes the story to their own experiences with their mothers.

- **Extension Activity**

Introduce the art activity by saying, “Michael liked to rock with his mother. When I was little, I liked to _____ with my mother.” (*think of something ahead of time that is true, would be fun for the children to know about you, and that can be shown easily in a drawing*) Using your own copy of the art activity, read the sentence to the children and say “blank” where it is in the sentence. Ask them what you should write in the blank based on what you have just told them. Print that word in the blank. Ask them, “What do *you* like to do with your mother?” Call on a few children to share their thoughts. Tell them they will think of their own ideas and you will be around to help them print their word. (*those who want to try can print their word on the line and later you can write the correct spelling of it underneath* Say, “Now I’m ready to do my drawing. I’ll use a pencil to make a sketch of my mother and me doing _____. (*start the sketch somehow even if you think you’re not good – remember, it’s good to model the learning process even when it’s hard for you!*) Talk aloud as you sketch to model what you are thinking and to help keep the children’s focus. Don’t take too long or try to finish your drawing. You are merely trying to give them an idea of how to get started so that they can feel confident and work independently when they go to the art center. You might finish the discussion by saying, “I know your mothers are going to like finding out what you enjoy doing with them, so work very carefully to do your best. Then you can share them when you take them home.”

- **Related Books**

A Book of Hugs

by Dave Ross

How About A Hug

by Nancy Carlson

Mama, Do You Love Me?

by Barbara M. Joosse

Hug

by Jez Alborough

Just You And Me

by Sam McBratney

I like to _____
with my mother.

By _____