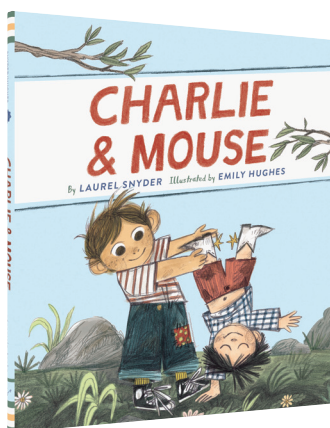




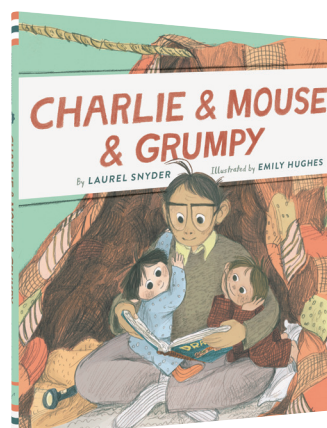
CHARLIE & MOUSE



By LAUREL SNYDER
Illustrated by EMILY HUGHES



CHARLIE & MOUSE
978-1-4521-3153-5 • \$14.99 HC
978-1-4521-4640-9 • \$9.99 E-book
Ages 6 to 9 * F&P Text Level Gradient: J
Lexile® Measure: 230L



CHARLIE & MOUSE & GRUMPY
978-1-4521-3748-3 • \$14.99 HC
978-1-4521-4641-6 • \$9.99 E-book
Ages 6 to 9 * F&P Text Level Gradient: M
Lexile® Measure: TK

ABOUT THE SERIES

Meet Charlie and Mouse! Join these irresistible and irrepressible sibs in their adventures. With imagination and humor, beloved author and illustrator team Laurel Snyder and Emily Hughes paint a lively picture of brotherhood in irresistible stories that readers will relish.

ABOUT THIS GUIDE

This guide consists of discussion opportunities and classroom extension activities that can be used when reading, teaching, or discussing the early chapter book series Charlie & Mouse. This guide is designed to be used in Pre-K through 2nd grade as the text is read as a whole group, small group, or independently.

The Charlie & Mouse series provides young students with the opportunity to build foundational reading skills and exercise a range of reading comprehension strategies, from learning to recognize sight words and text features to gaining information about a story from the illustrations and text, building vocabulary, retelling, describing, and comparing and contrasting. Additionally, the books offer ample opportunities for cross-curricular activities in science and math.

Notes throughout the guide correlate the questions and activities with specific Common Core Language Arts Standards. For more information on specific standards for your grade level, visit the Common Core website at www.corestandards.org.



LAUREL SNYDER
author

Laurel Snyder is the author of many books for children. She lives and writes in a small yellow house in Atlanta, Georgia, which she shares with her husband and two sons. She would like to state for the record that while none of these stories are exactly true, none of them are exactly untrue either.



2015 ORBIS PICTUS
AWARD HONOR BOOK

SWAN

By Laurel Snyder
Illustrated by Julie Morstad
978-1-4521-1890-1 • \$17.99 HC
Ages 5 to 8 * F&P Text Level Gradient: P
Lexile® Measure: AD380L



EMILY HUGHES
illustrator

Emily Hughes is an illustrator (and sometimes writer) who lives in windy Brighton, England, while thinking fondly of her hometown in Hilo, Hawaii. When making books she uses pencils, her tablet, and a very, very generous stack of paper.



This guide was created by Kellee Moyer, a middle school reading coach and teacher from Orlando, Florida. Kellee is the co-author of the blog Unleashing Readers; the author of various teaching guides; the chair of the 2014 Amelia Elizabeth Walden Book Award committee; a member of the 2016-2019 ALAN Board of Directors; and a member of NCTE, ALAN, ALA, YALSA, and ILA.



VOCABULARY

Research shows that discussing vocabulary words within the context of reading is one of the most effective ways to learn vocabulary. The following vocabulary words can be found throughout *Charlie & Mouse*. Use these words as a starting point for a vocabulary study:

- lump
- moaned
- poked
- set out
- halfway
- few
- porch
- loaded
- sustain

CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.

SIGHT WORDS

50-75% of all words used in writing are found on the Dolch Sight Words Lists. Here are the sight words on each list that can be found in *Charlie & Mouse*. Have students go on a sight word scavenger hunt for the list they are currently studying (and any past lists they've completed).

LIST 1	LIST 2	LIST 3	LIST 4	LIST 5 ¹	LIST 6	LIST 7 ²	LIST 8 ³	LIST 9 ⁴	LIST 10	LIST 11
the to and he a I you it of in was said his that she for on they but had	at him with up all is her there some out be have go we am then down	do can could when did what see not were get them one my will yes	are come if now no ask very over your into	good any about around want how know right too got take where every four	away by their saw think ran let going sleep	two again play who stopped off never today	give start bring	soon open our ate full	light pull read found	hot best thank wish many

¹ everyone, not every

² playground and playing, not play; stopped, not stop

³ started, not start

⁴ opened, not open; ours, not our

CCSS.ELA-LITERACY.RF.K.3.C

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).



ACTIVITIES

Use these activities to extend student learning with *Charlie & Mouse*.

Cover

Before reading:

Show students the cover of *Charlie & Mouse*. Ask them to answer the following questions:

- What clues can you get from the cover of *Charlie & Mouse*?
- What can you predict about the characters, setting, and plot of the story?

After reading:

While drafting the cover for *Charlie & Mouse*, Emily Hughes came up with a few different options that she shared online (<https://www.instagram.com/p/BGmvhQZET2p/>). Show the alternate covers to students, and lead the class in a discussion of the following questions:

- What can you predict about the characters, setting, and plot of the story?
- How do you like the cover that was chosen?
- Does it capture Charlie and Mouse's personalities and story?
- Which of the early sketches do you like the best? Explain why.

CCSS.ELA-LITERACY.RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

Party

Charlie wakes up Mouse and his parents, then gathers all of the neighborhood kids to go to a party; however, when they arrive at the playground it is empty. Ask students to share their answers to the following questions:

- What can be inferred about the party?
- Was the party planned in advance?
- Whose idea was the party?

The party is also described as the “best party ever!” Ask students to share their thoughts about what would make Charlie and Mouse's neighborhood party the best party ever.

CCSS.ELA-LITERACY.RL.K/1.1

Ask and answer questions about key details in a text.





Money

Charlie and Mouse do not have any money at the beginning of the “Rocks” chapter, so they decide to go and earn money. Lead students in a discussion of the following questions:

- What do Charlie and Mouse go do to earn money?
- How much money do they earn?
- What do they buy?
- How do you know?
- How much money do they have at the end?

Record students’ answers on a board and use drawings and/or words to illustrate an equation that depicts the money earned and spent by Charlie and Mouse, such as:

- $1 \text{ (rocks)} + 1 \text{ (rocks)} = 2$
- $2 - 2 \text{ (ice cream)} = 0$

CCSS.MATH.CONTENT.K.OA.A.2

Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

CCSS.MATH.CONTENT.K.OA.A.5

Fluently add and subtract within 5.

CCSS.MATH.CONTENT.1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Bedtime Stories

Charlie and Mouse are told a bedtime story before bed. Ask your students to think of their favorite bedtime stories. Have each child retell their favorite story to a partner. (If a student isn’t read bedtime stories, ask them to pick a favorite story that has been read in class.)

CCSS.ELA-LITERACY.SL.K/1.1

Participate in collaborative conversations with diverse partners about kindergarten/grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K/1.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.1.2

Illustrations

Emily Hughes’s illustrations are a key component in *Charlie & Mouse*. They give the reader information and clues that cannot be found in the text (including how characters look as well as a key plot point found on page 26). Use *Charlie & Mouse* as a chance to discuss the importance of the illustrations within texts. Have students look at illustrations to answer questions not found in the text, and to describe characters and settings.



Lead students in a discussion of the following questions:

- Why would an author choose to have their text illustrated?
- What kind of information can be found in the illustrations that may not be found in the text?
- What clues did the illustrations in *Charlie & Mouse* give you that the text didn't? Check pages 6, 18, and 26.
- How would you describe Charlie? Mouse? Their parents? The neighborhood kids? The setting?

CCSS.ELA-LITERACY.RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

Organization and Features of Print

Charlie & Mouse may be one of the first chapter books that an early emergent reader is exposed to. Take this opportunity to discuss parts of the books and the organization of the book. Share with your students the parts of the cover, the title page, the table of contents, and each chapter title while reading.

CCSS.ELA-LITERACY.RF.K/1.1

Demonstrate understanding of the organization and basic features of print.

DISCUSSION QUESTIONS

Use these questions during class discussions, reading check-ins, or as writing prompts with *Charlie & Mouse*:

- Based on this book, what can you infer about Charlie's personality? Mouse's? What evidence did you find within the text to support your inference?
- Describe Charlie and Mouse's neighborhood. Is this somewhere you would like to live? Why or why not?
- What are some ways to make money around your neighborhood?
- On page 28, how would you describe the expression on Charlie and Mouse's mom's face?
- What is she surprised/shocked about?
- Charlie and Mouse brush their teeth, get a story, and a song (and a banana!) before going to bed. What is your bedtime routine?
- How is the ending of the book connected to the beginning of the book?

CCSS.ELA-LITERACY.RL.K-1.1

Ask and answer questions about key details in a text.





VOCABULARY

Research shows that reading and discussing vocabulary within the context of reading is one of the most effective ways to learn vocabulary. The following vocabulary words can be found throughout the book. Use these words as a starting point for a vocabulary study with *Charlie & Mouse & Grumpy*.

- cried (synonym of shouted)
- medium
- pounce
- snuck
- armchair
- “resting my eyes”
- date
- forts
- sighed

CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.

SIGHT WORDS

50-75% of all words used in writing are found on the Dolch Sight Words Lists. Here are the sight words from each list that can be found in *Charlie & Mouse & Grumpy*. Have students go on a sight word scavenger hunt for the list they are currently studying (and any past lists they’ve completed). Since there are variations of many of the verbs on the sight word list within the book, reading *Charlie & Mouse & Grumpy* would be a good time to discuss verb tenses.

LIST 1	LIST 2	LIST 3	LIST 4	LIST 5 ¹	LIST 6	LIST 7 ²	LIST 8 ³	LIST 9 ⁴	LIST 10	LIST 11
the	at	do	big	good	away	eat	try	open	say	hot
to	him	can	are	any	by	again	does	has	light	because
and	with	when	come	about	here	who	drink	only	sit	draw
he	up	did	if	want	after	may		three	which	sing
a	look	what	now	how	well			hold	small	please
I	is	so	no	know	think			ate	read	many
you	there	not	came	right	help			done	why	laugh
it	some	were	ask	put	make					
of	have	get	very	too	sleep					
in	go	like	your	take						
was	we	one	just	every						
said	am	my		jump						
his	then	would								
that	down	me								
on		will								
they		yes								
but										

¹ Looks, looked instead of look

² Getting as well as get

³ Comes instead of come; asked instead of ask

⁴ Wanted, wants instead of want; everyone instead of every; jumping instead of jump⁴ opened, not open; ours, not our

⁵ Makes instead of make; sleeping instead of sleep

⁶ Maybe instead of may

⁷ Drinking instead of drink

⁸ Opened instead of open; buying instead of buy

⁹ Flashlight instead of light; sits instead of sit

¹⁰ Laughed instead of laugh

CCSS.ELA-LITERACY.RF.K.3.C

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).





DISCUSSION QUESTIONS

Use these questions in discussions with the whole class, as reading check-ins, or as writing prompts:

- The text never says that Grumpy is Charlie and Mouse's grandfather, but you can infer he is. What clues from the text and illustrations help you know that he is their grandfather?
- Charlie describes himself as "big," and Mouse describes himself as "medium." Using the definitions they gave in Chapter 1, are you big or medium, or would you use another word to describe yourself? Explain.
- In the final chapter, it is raining. Why do you think the author chose this? Does this type of weather make the most sense for this final chapter? What mood does it set for the chapter?
- The mood of the book changes in each chapter. What was the mood of chapter 1? Chapter 2? Chapter 3? Chapter 4? What clues in each chapter help you identify each of these moods?
- Using the clues throughout the book, how many days and nights did Grumpy stay with Charlie and Mouse? How do you know?
- At the end of the book, Mouse says that Blanket is sad because of the rain. Who was really sad? Why would Mouse have said Blanket instead of himself or Charlie?
- After reading *Charlie & Mouse & Grumpy*, retell the story to a classmate or teacher. Include the beginning, middle, and end, and make sure to include all the characters and main events.

CCSS.ELA-LITERACY.RL.K/1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K/1/2.2

Retell/Recount stories.

CCSS.ELA-LITERACY.RL.K/1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

ACTIVITIES

Use these activities to extend student learning with *Charlie & Mouse & Grumpy*.

Grandparents

Grandparents are called many different things, from Grandpa and Grumpy to Grandma and Meemaw. Ask students to share their answers to the following questions:

- What do you call your grandparents?
- How were those names chosen?

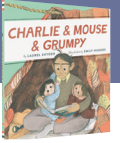
Instruct students to conduct research by doing a cultural study to learn the words people in different countries use to refer to their grandparents, parents, aunts, and uncles, etc.

CCSS.ELA-LITERACY.SL.K/1.1

Participate in collaborative conversations with diverse partners about kindergarten/grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K/1.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.



Family Tree

Although we don't learn much about how Grumpy is specifically related to Charlie and Mouse, we do get a glimpse at their extended family. Have students create a family tree showing their own extended families.

- What do you call your grandparents?
CCSS.ELA-LITERACY.SL.K/1.4
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Bedtime Songs

Grumpy doesn't know the right bedtime song to sing for Charlie and Mouse, so he tries to guess. Using the clues he provided, we can assume he was talking about "Circle Game" by Joni Mitchell, "Hush, Little Baby," and possibly "Jump in the River" by Sinead O'Connor. Play these three songs for your students and ask them to answer these questions:

- Which do you like the most? Why?
- Which do you think would be the best bedtime song? Why?

After Grumpy guesses, Charlie sings the right bedtime song to Grumpy.

- We don't know what song Charlie sang, but what song would you have sung to Grumpy?

After gathering all of the bedtime songs discussed as a group, instruct students (in groups or independently) to analyze all the different songs (their choices and the three Grumpy mentioned) and respond to the following:

- Identify rhyming words within the songs.
- Does the author repeat any words? Why did the author choose to repeat these words?
- How does the author supply rhythm in the song?

CCSS.ELA-LITERACY.RL.K/1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

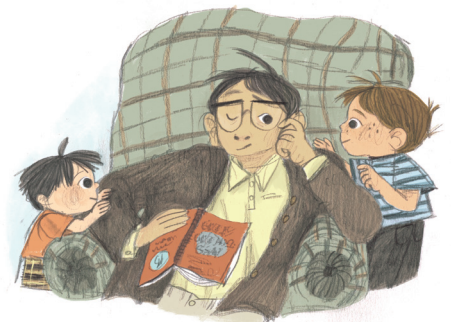
Sadness

In the chapter entitled "Good-bye," Grumpy talks about the sadness that comes with rain, but he is actually comforting Mouse for another reason. Ask students to answer these questions:

- What sadness is Grumpy really referring to?
- In the analogy, who is symbolized by the sun? What is symbolized by the rain?

CCSS.ELA-LITERACY.RL.K/1.1

Ask and answer questions about key details in a text.





Rain

In the final chapter, it is raining while Charlie and Mouse say goodbye to Grumpy. Even though the rain seems to be happening because of the mood of the chapter, rain actually occurs because of the water cycle. After discussing the mood of the chapter (see discussion questions above), share the scientific reason for rain by explaining the water cycle. To help students understand the water cycle you may assign the “Simple Water Cycle in a Bag” experiment:

<http://www.rookieparenting.com/what-is-water-cycle/>.

NGSS K. WEATHER AND CLIMATE

NGSS 2. INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS

Chapter Titles

Charlie & Mouse & Grumpy has four chapters. Each has a one-word title that hints at what is going to happen in the chapter. Use these chapter titles to begin a discussion on chapter titles and summarizing.

- What is the purpose of chapter titles?
- What would you rename the chapters?
- Instead of a one-word summary (like the actual chapter titles), come up with a one-sentence summary of each chapter.

CCSS.ELA-LITERACY.RF.K/1.1

Demonstrate understanding of the organization and basic features of print.

Hot Dogs

During the “Medium” chapter, hot dogs are discussed by all three characters. Use the clues from these discussions to answer the following:

- How many hot dogs did Mouse say he could eat? Charlie? Grumpy?

ANSWER: 3

- How many hot dogs would Grumpy have made for them to eat for lunch?

3+3+3 OR 3X3

- Would all of the hot dogs have been the same?
- How many would have had mustard?

ANSWER: 3

- How many would not have had mustard?

ANSWER: 3+3 OR 3X2

- What clues did you use to solve this?





CCSS.MATH.CONTENT.K.OA.A.2

Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

CCSS.MATH.CONTENT.K.OA.A.5

Fluently add and subtract within 5.

CCSS.MATH.CONTENT.K.OA.A.5

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Infer

There are a few occasions in the book in which the text does not reveal what happens, but inferences about what occurs can be made from looking at the illustrations. Examples of this can be found on p. 17, p. 27, and p. 37. Tell students to refer to the illustrations to see how each chapter concludes, and have them write out what they see in the illustrations.

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.



Illustrations

Emily Hughes's illustrations are a key component in *Charlie & Mouse & Grumpy*. They give the reader information and clues that cannot be found in the text. Use *Charlie & Mouse & Grumpy* as a chance to discuss the importance of illustrations within texts. Share how illustrations describe characters and setting, and how they can answer questions when the text does not. Ask students to respond to these questions:

- Why would an author choose to have their text illustrated?
- What kind of information can be found in the illustrations that may not be found in the text?
- What clues did the illustrations in *Charlie & Mouse & Grumpy* give you that the text didn't?
- How would you describe Charlie? Mouse? Grumpy? Their house? It didn't?

CCSS.ELA-LITERACY.RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

