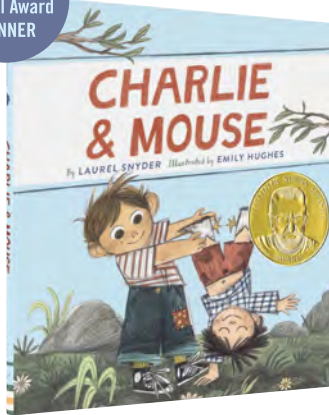




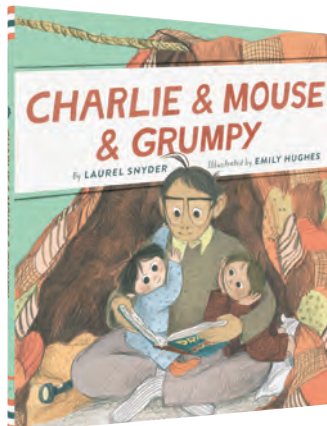
# CHARLIE & MOUSE

By LAUREL SNYDER  
Illustrated by EMILY HUGHES

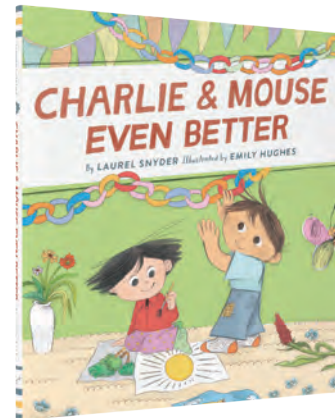
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## ABOUT THE BOOK

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](http://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**

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

<sup>1</sup> everyone, not every

<sup>2</sup> playground and playing, not play; stopped, not stop

<sup>3</sup> started, not start

<sup>4</sup> 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)
- snuck
- date
- medium
- armchair
- forts
- pounce
- “resting my eyes”
- 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 <sup>1</sup> | LIST 6 | LIST 7 <sup>2</sup> | LIST 8 <sup>3</sup> | LIST 9 <sup>4</sup> | 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    |        |        |        |                     |        |                     |                     |                     |         |         |

<sup>1</sup> Looks, looked instead of look

<sup>2</sup> Getting as well as get

<sup>3</sup> Comes instead of come; asked instead of ask

<sup>4</sup> Wanted, wants instead of want; everyone instead of every; jumping instead of jump<sup>4</sup> opened, not open; ours, not our

<sup>5</sup> Makes instead of make; sleeping instead of sleep

<sup>6</sup> Maybe instead of may

<sup>7</sup> Drinking instead of drink

<sup>8</sup> Opened instead of open; buying instead of buy

<sup>9</sup> Flashlight instead of light; sits instead of sit

<sup>10</sup> 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 Sinéad 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

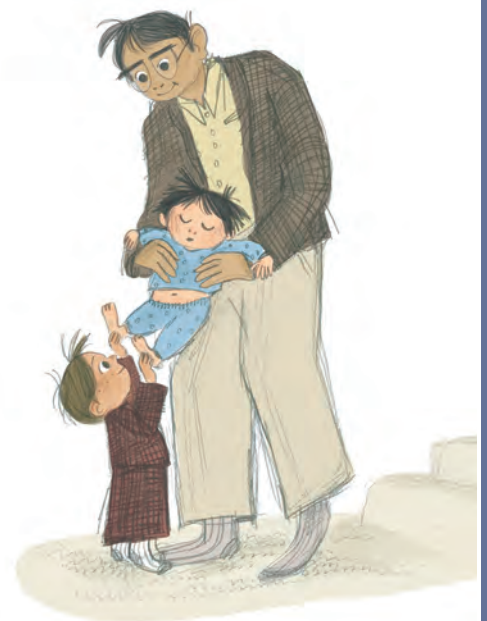
- Would all of the hot dogs have been the same?
- How many would have had mustard?

ANSWER: 3

- How many would not have had mustard?

ANSWER: 3+3 OR 3X2

- What clues did you use to solve this?



# CHARLIE & MOUSE & GRUMPY



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? 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.





## ABOUT THIS GUIDE

This guide consists of discussion opportunities and classroom extension activities that can be used when reading, teaching, or discussing *Charlie & Mouse Even Better*. This guide is designed to be used in pre-k through 1st grade as the text is read as a whole group, small group, or independently.

*Charlie & Mouse Even Better* 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 summarizing. Additionally, *Charlie & Mouse Even Better* offers ample opportunities for cross-curricular activities in math and home economics.

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](http://www.corestandards.org).

## 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 and phrases can be found throughout the book. Use these words as a starting point for a vocabulary study with *Charlie & Mouse Even Better*.

- Wonder (4)
- Annoy (9)
- Sparkle (14)
- Peek (15)
- Snoop (15)
- Gathered (24)
- Careful (24)
- Watchword (24)
- Distract (28)
- “Up to the task” (28)
- Eventful (31)

CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.





## VOCABULARY : HOMOPHONES

Homophones are words that sound alike yet are spelled differently and have different meanings, and are one of the nuances in the English language that make it hard to learn. The following homophones can be found in *Charlie & Mouse Even Better*. Use *Charlie & Mouse Even Better* to introduce homophones to your class, and then ask students to create their own list of homophones.

- Peek (p. 15) vs. Peak
- Buy (p. 12) vs. By
- Too (p. 9) vs. Two (p. 14) vs. To (p. 14+)
- You (p. 2+) vs. Ewe
- Know (p. 16) vs. No (p. 24)
- Wrap (p. 19) vs. Rap
- Right (p. 24) vs. Write
- Your (p. 31) vs. You're
- Their (p. 24) vs. There vs. They're

Extension: Homonyms are words that sound alike and are spelled the same yet have different meanings. The following homonyms can be found in *Charlie & Mouse Even Better*. Expand on the lesson above by introducing homonyms to your class.

- Tape (noun: sticky; p. 16) vs. Tape (verb: record)
- Baby (noun: a very young child; p. 2) vs. Baby (verb: treat gently)
- Box (noun: a container; p. 15) vs. Box (verb: to strike)
- Fast (adjective: quickly, p. 27) vs. Fast (verb: to not eat)

### CCSS.ELA-LITERACY.L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

### CCSS.ELA-LITERACY.L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.





## 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 Even Better*. 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 <sup>1</sup> | LIST 6 | LIST 7 <sup>2</sup> | LIST 8 <sup>3</sup> | LIST 9 <sup>4</sup> | LIST 10 | LIST 11 |
|--------|--------|--------|--------|---------------------|--------|---------------------|---------------------|---------------------|---------|---------|
| the    | with   | do     | went   | good                | away   | to                  | tell                | soon                | fast    | wash    |
| to     | up     | can    | are    | about               | by     | never               | keep                | made                | say     | best    |
| and    | all    | could  | come   | want                | their  | seven               | give                | gave                | pick    | these   |
| he     | look   | when   | if     | don't               | here   |                     | try                 | open                | sit     | many    |
| a      | is     | did    | now    | how                 | after  |                     | does                | find                | small   |         |
| I      | her    | what   | no     | know                | think  |                     | goes                | only                | why     |         |
| you    | be     | so     | came   | right               | let    |                     | always              | better              |         |         |
| it     | have   | not    | ask    | too                 | help   |                     |                     | buy                 |         |         |
| of     | go     | were   | very   | got                 | make   |                     |                     | those               |         |         |
| in     | we     | like   | an     | four                | going  |                     |                     |                     |         |         |
| was    | then   | them   | over   |                     |        |                     |                     |                     |         |         |
| said   | down   | this   | your   |                     |        |                     |                     |                     |         |         |
| that   |        | my     | its    |                     |        |                     |                     |                     |         |         |
| she    |        | would  | just   |                     |        |                     |                     |                     |         |         |
| for    |        | me     |        |                     |        |                     |                     |                     |         |         |
| on     |        | will   |        |                     |        |                     |                     |                     |         |         |
| they   |        | yes    |        |                     |        |                     |                     |                     |         |         |
| but    |        |        |        |                     |        |                     |                     |                     |         |         |

### 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).

### CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.



<sup>1</sup> asked  
<sup>2</sup> smaller



## DISCUSSION QUESTIONS

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

- In the first chapter, Charlie and Mouse potentially ruin a fun situation. What is the difference between Mom’s demeanor on page 5 and on page 6? Why would her demeanor change? What does she say that shows that she is not as happy as she once was?
- The illustration on page 10 and the text on page 11 offer clues to what is going to happen in the chapter. Who do you predict Charlie and Mouse are going to go shopping for? What clues did you use to make this prediction? Was your prediction correct?
- [The calendar shown in the illustration on page 10 seems to be a William Wegman calendar. After introducing the class to William Wegman’s work, look through his photographs with students and ask:] Which William Wegman photograph do you think is being depicted on page 10?
- Why is page 20 funny? Why is page 23 funny?
- How does the last chapter connect to the first chapter?
- Why do you think Mouse chooses four minutes?
- Throughout the illustrations, Charlie, Mouse, Dad, and Mom are depicted in full body portraits. Which two characters prefer to be barefoot? Which two characters prefer to have something on their feet?
- What types of shops do you see on pages 12 and 13? What else could Charlie and Mouse have bought their mom for her birthday? What else could they have bought for the price of \$2?
- How did everything turn out “even better” than expected throughout the whole book?

## ACTIVITIES

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

### Pancake Math

Ask students to complete the following math equation:

**Q:** If Charlie and Mouse’s mother is making pancakes only for the three of them, and the serving size is two medium pancakes, how many pancakes does she need to make?

**A:**  $3 \times 2 = 6$

However, this is not how many pancakes Mom made. Have students refer to the illustrations to complete the following math equations:

**Q:** How many pancakes did Mom make between the first and second illustration?

**A:**  $7 - 5 = 2$

**Q:** How many baby pancakes must she have made between the third and fourth illustration?

**A:**  $29 - 8 = 21$

**Q:** How many pancakes did Mom make altogether? (Note that this answer will require some inference and answers may vary depending on whether a student thinks any pancakes were eaten between illustrations. The biggest number should be 52, for 20 pancakes + 1 dragon + 1 turtle + 29 babies + 1 in the cat’s bowl.)

Math extension: Percentages are introduced when Charlie & Mouse go shopping for a present for their mom and find the jewelry store is having a sale, with prices reduced by 30-50%. If Mouse has only \$2 to spend, what is the maximum original price he can afford for items marked down 50%?

**Q:**  $50\% \times \underline{\hspace{2cm}} = \$2$  ( $.5 \times 4 = 2$ )

**A:** \$4 ( $.5 \times 4 = 2$ )



## CCSS.MATH.CONTENT.K.CC.B.5

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

## CCSS.MATH.CONTENT.K.CC.C.6

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

## 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.

## CCSS.MATH.CONTENT.1.OA.A.2

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### **Making Pancakes**

Have a pancake party in your class!

Use this time to teach measurement as well as aspects of cooking and cooking safety

Extension: Have students create animals with their pancakes. The Food Network has recipes and ingredient lists for seven different pancake animals.

Note: If students are not allowed to cook the pancakes themselves, they can still be part of the measuring and animal creation.

### CCSS.MATH.PRACTICE.MP4: *Model with Mathematics*

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation...

### CCSS.MATH.PRACTICE.MP6: *Attend to Precision*

...They are careful about specifying units of measure...

### **Taking Care of Pets**

In the first chapter, Charlie and Mouse’s cat is seen with a pancake in its bowl. Many human foods are unsafe for cats and other pets. Organize students into collaborative groups, and have each group create a guide to human food and pet safety for cats and other common pets.

In the end, have students answer: Was it safe for Charlie and Mouse to give their cat a pancake?

### CCSS.ELA-LITERACY.W.K/1.7

Participate in shared research and writing projects.







## Planning a Party

Charlie, Mouse, and their Dad try to plan the perfect party for their Mom on her birthday.

- What do Charlie, Mouse, and their Dad plan for Mom for her perfect day?
  - Even though the cake is ruined, the day still ends up perfect. How does Charlie fix it?

Now have your students plan a perfect party for a parent or caregiver! Ask them to answer the following questions about their party:

- What food would you cook for them?
- What would the special treat be?
- What gift would you give them?
- How would you decorate?
- What type of flowers would you get?
- Who would be invited to celebrate?
- Would anything else make this the perfect party?



Lastly, have students draw an illustration of the party showing everything they would include.

### *CCSS.ELA-LITERACY.RL.K/1.1*

With prompting and support, ask and answer questions about key details in a text.

### *CCSS.ELA-LITERACY.W.K.3*

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### *CCSS.ELA-LITERACY.W.1.3*

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### *CCSS.ELA-LITERACY.SL.K/1.5*

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## Watchword

According to Merriam-Webster, a watchword is “a word or motto that embodies a principle or guide to action of an individual or group.”

Mouse says his watchword is “careful.” Based on Mouse’s character in this and any other Charlie and Mouse book read, this statement could be serious or joking. Split your class up in two. Have one group look through the book (and its companions if you have them) looking for evidence that Mouse truly does believe in being careful, while the other group looks for evidence that Mouse was joking because he is not careful. After students have found evidence to support their side, they should write a paragraph arguing that their side is correct.

Extension: Have a guest “judge” come into class who has not read the books and have each side present their argument. Ask the judge to issue a verdict of “Mouse was serious” or “Mouse was joking.” Then ask the judge read the book and see if they still agree!



## *CCSS.ELA-LITERACY.RL.K.3*

With prompting and support, identify characters, settings, and major events in a story.

## *CCSS.ELA-LITERACY.RL.1.3*

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

## *CCSS.ELA-LITERACY.W.K.1*

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book

## *CCSS.ELA-LITERACY.W.1.1*

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

## *CCSS.ELA-LITERACY.SL.K/1.1*

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

### **Watchword : Part 2**

Have students come up with their own watchwords that express their core beliefs. Have each student present their watchword and explain why they chose it.

Extension: Have the class come up with their group's watchword.

## *CCSS.ELA-LITERACY.SL.K/1.1.A*

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

### **Inspiration**

Much of the dialogue in the Charlie and Mouse books was inspired by the author's own family. Have your students take home a notebook and spend a week recording conversations and incidences that happen in their families. Have each student select a favorite entry and fashion it into a short chapter featuring dialogue like that found in Charlie and Mouse.

Extension: Use this time to show students the correct punctuation for dialogue.

Adaptation: If your students are too young for taking notes and writing their own chapters, have them use their memory, be creative, and orally share a story with the class. They can do this by creating a Flipgrid video if you have access to technology, by creating a play, or by telling the story to an adult who can illustrate what is dictated to them. Additionally, in place of notes, if a student has access to a phone or tablet they can video or voice record their family and then turn the recording into a narrative.





CCSS.ELA-LITERACY.RL.K/1.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCSS.ELA-LITERACY.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-LITERACY.SL.K/1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## End Sheets

- What part of the story does the image represent? How do you know?
- Is the image in another illustration in the book?
- Is there any other part of the story the image could represent?
- Why do you think the illustrator and publisher chose that image to include in the end sheets?

Extension: End sheets are a part of the book that do not get analyzed often. Start a discussion with your class about why these pages, as well as the back cover and the spine, are just as important to the book's design as the front cover and the illustrations. Visit your school library and have students look at the end sheets of various picture books. Ask students to make a list of their favorites and explain why they like each selection.

CCSS.ELA-LITERACY.RL.K/1.1

With prompting and support, ask and answer questions about key details in a text.

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.



# CHARLIE & MOUSE EVEN BETTER



## Summary

The summary of *Charlie & Mouse Even Better* on the copyright page states:

It is Mom's birthday, and Charlie and Mouse and their Dad want everything to be perfect—so when the cake gets burnt the boys have to come up with a new plan, pronto.

Poll your students: Do they agree that this is the best summary for the book? Have students share their opinions and explain how they arrived at them. Then ask students to write a new one-sentence summary of the book that they think better embodies the entire book.

CCSS.ELA-LITERACY.RL.K.2

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

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

This guide was created by Kellee Moye, a middle school reading coach and teacher from Orlando, Florida. Kellee was her middle school's Teacher of the Year for the 2017–19 school year. She is also 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 2015–2018 ALAN Board of Directors; and a member of NCTE, ALAN, and ALA.

