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CHARLIE & MOUSE

By **LAUREL SNYDER**
Illustrated by **EMILY HUGHES**



ABOUT THE BOOK

Meet Charlie and Mouse! Join these irresistible and irrepressible sibs in their quest to talk to some lumps, take the neighborhood to a party, sell some rocks, and invent the bedtime banana. With imagination and humor, beloved author and illustrator team Laurel Snyder and Emily Hughes paint a lively picture of brotherhood in four irresistible stories that readers will relish.

ABOUT THIS GUIDE

This guide consists of discussion opportunities and classroom extension activities designed for use by Pre-K through first grade students in classroom, small group, or individual assignments.

Charlie & Mouse allows children to exercise a variety of reading comprehension strategies, from gaining information about a story from the illustrations and text to retelling, describing, building vocabulary, and comparing and contrasting. Additionally, *Charlie & Mouse* helps young readers develop foundational reading skills such as learning to recognize sight words and text features.

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

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

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.



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, and YALSA.



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.



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SWAN

By Laurel Snyder

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.



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