



The World of
**Ryan T.
Higgins!**



EDUCATOR'S GUIDE

Disney • HYPERION BOOKS



About the Author

Ryan T. Higgins (www.ryanhiggins.com) is an author and illustrator who likes the outdoors and cheese sandwiches. He is NOT a grumpy old black bear, but he DOES like making books about one—starting with the best-selling *Mother Bruce*, which received the E. B. White Read-Aloud Award and the Ezra Jack Keats New Illustrator Honor. He lives in Maine with his wife and kids . . . and too many pets.

Praise for Ryan T. Higgins

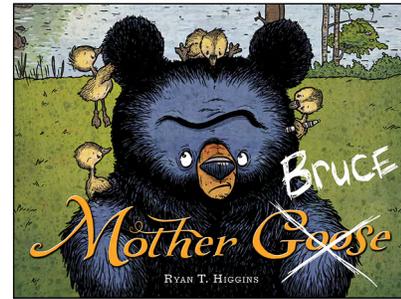
- *New York Times* Best Seller
- Kids Indie Next List, Top Ten
- E. B. White Read-Aloud Award
- Ezra Jack Keats New Illustrator Honor
- "Hats off to Ryan T. Higgins."—*The Wall Street Journal*
- "Higgins turns classic picture-book scenarios upside down, then wrings them for contemporary laughs."
—*The New York Times*
- ★ "Visually beautiful, clever, edgy, and very funny."
—*Kirkus Reviews*, starred review
- ★ "VERDICT This hilarious and fun read-aloud will be a hit at storytime. Kids will be laughing out loud."
—*School Library Journal*, starred review
- ★ "Higgins breathes emotional life into his characters, both visually and verbally, and his smart, laugh-out-loud comedy is expertly paced."
—*Publishers Weekly*, starred review



About the Books

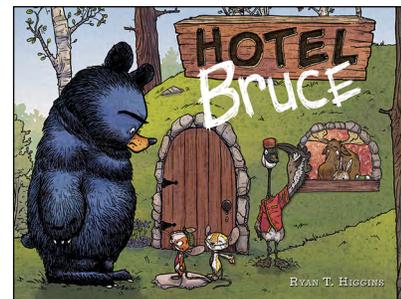
Mother Bruce

Bruce is a bear who does not like many things except being alone and making egg recipes. In a surprising turn of events, Bruce's eggs hatch into four goslings. Not only do the goslings ruin Bruce's dinner, but they immediately think that he is their mother. What will Bruce do with the goslings? Will they be his companions forever? Or will he figure out a way to get rid of them?



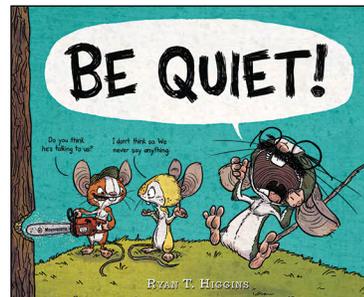
Hotel Bruce

When Bruce and the geese return from their migration trip, they find several uninvited guests living in their den. Three very persistent mice decide to turn his den into a busy hotel. Bruce is tired, grumpy, and not very happy to have new guests. Will Bruce's home remain a hotel? Will he ever have peace and quiet again? What will Bruce do with all of his guests?



BE QUIET!

Rupert the mouse is very excited to be the star character in a wordless picture book. Just as Rupert attempts to create a beautiful scenic picture book, his friends begin offering their ideas. Follow the very funny adventure as Rupert tries to stop everyone from talking. Will Rupert succeed in writing a wordless picture book? Will Rupert use any of the ideas offered by his friends?



Bruce's Big Move

Bruce has finally had enough of living in chaos with four messy geese and three rowdy mice. Bruce decides to move away with the geese to a new home without rodents. Of course his plan does not quite work out, which makes a very exciting sequence of events for the reader. Will Bruce escape the mice?



Common Core Alignment

These Bruce Books allow readers to enter a hilarious world through the very funny adventures of Bruce, the goslings, and their mice companions. The books provide a great opportunity for literacy skills, such as phonological awareness, sequencing, prediction, and character traits based on the vocabulary, vivid descriptions, and events. This discussion guide provides suggestions aligned with the Common Core State Standards (CCSS) for Reading: Literature, Writing, Foundational Skills, and Speaking and Listening. Each activity in this guide includes a reference for the CCSS strand, domain, and standard that is addressed. To support instruction or obtain additional information, visit the Common Core State Standards (CCSS) website www.corestandards.org.

Instructional note: During each of the activities, please encourage students to support their claims with evidence from the text and illustrations. Providing young learners with the opportunity to answer text dependent questions is critical to success with Common Core State Standards (CCSS).

Pre-Reading Questions

Use the questions below to activate student background knowledge before reading the stories.

- 1 Are there times that you feel grumpy? What makes you feel that way? What types of things make you feel better? Do you have any *companions*? What makes your *companions* fun to be around? (*Mother Bruce*)
- 2 When do you like to have a lot of company? When do you like to be alone? Why? Have you ever been to a hotel? What makes a hotel different from a home? (*Hotel Bruce*)
- 3 When do you think it is important for people to be quiet? Why? Are there times that you like silence? Are there times that you like a lot of noise? Why? (*BE QUIET!*)
- 4 Have you ever moved? What was the best part of moving? Why? What is the difference between taking a vacation and moving? What is your favorite part of your home? Why? (*Bruce's Big Move*)



Classroom Extension Activities

Snap It, Clap It, or Tap It

To enhance student phonemic awareness, select important words from the text and ask students to snap, clap, or tap the number of sounds or syllables. This activity is a great opportunity for differentiation since the level of difficulty can vary based on student ability level. For example, students can tap the sounds in “Big” or clap the syllables in the word “Mother.” (*Reading: Foundational Skills: Phonological Awareness: RF.K.2, RF.1.2*)



Exploring Letters, Patterns, and Words

Many young readers are working toward mastery in the area of phonics acquisition. To demonstrate understanding of specific decoding skills, allow students to search the text for target letters, patterns, and/or words. Specifically, students may search through the text for *sight words*, *phonics patterns*, *capital letters*, and *lowercase letters*. Once students successfully locate the target phonics patterns, letters, or words, they should read them aloud. (*Reading: Foundational Skills: Print Concepts: RF.K.1, RF.1.1*)

Say It with Expression

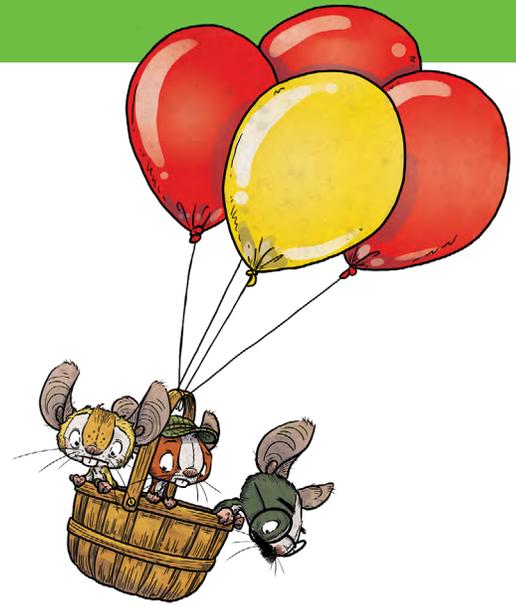
The book *BE QUIET!* presents a great opportunity for readers to explore punctuation and fluency. Follow the protocol below to practice foundational reading fluency skills. (*Reading: Foundational Skills: Fluency: RF.K.4, RF.1.4*)

- Prior to reading, explain to students that reading fluency is comprised of “accuracy,” “prosody,” and “speed/rate.” Provide students with an appropriate model of each fluency component by reading sentences with different types of punctuation (i.e., question mark, period, exclamation mark).
- As you read the story, emphasize the punctuation included on each page, such as a question mark, period, or exclamation mark. For struggling students it may be helpful to highlight or underline the punctuation marks. For advanced learners you can also explain that anything written in all capital letters indicates additional emphasis.
- Then allow students to read sentences from the book chorally, with partners, and individually. Again, the level of support will vary based on reader ability. Be sure to have students engage in repeated reading of the sentences.
- Ask students how reading the sentences more than one time improved aspects of their fluency (i.e., accuracy, prosody, speed/rate).



Buddy Reading for Success

Buddy reading is a great opportunity to integrate comprehension, foundational skills, and speaking and listening standards. Follow the steps below to help students make literacy connections with a partner. (*Speaking and Listening: Comprehension and Collaboration: SL.K.1, SL.1.1; Writing: Text Types and Purposes: W.K.1, W.1.1*)



- Read the book aloud to all participating students.
- Assign partner pairs, label one student A and the other student B.
- Ask students to take alternating turns using one of the strategies listed below:

Reading: If students are able to decode the words, they should take turns reading the pages to one another. Explicitly tell students that Partner A should go first and Partner B should go second. While reading, if a student pronounces a word incorrectly or skips a word, the partner should correct him or her by saying “stop, try that word again” at the end of the sentence.

Retelling: If students are unable to decode the words on their own, they should look at the illustrations to describe the events and important details with their partner. Explicitly tell students that Partner A should go first and Partner B should go second.

- When the book is finished, encourage students to discuss what happened using the sentence stems a-e below.

a. I think _____ is important because _____

b. I want to know more about _____ because _____

c. My favorite part was when _____

d. I didn't like when _____

e. I felt _____ when _____

- Lastly, ask students to complete the “Read About It, Write About It” graphic organizer on the next page. The organizer will support students as they describe the sequence of events and their favorite parts of the story.

Read About It, Write About It Graphic Organizer

	First	Next	Then	Last
Picture				
Writing				

My Favorite Part Was:

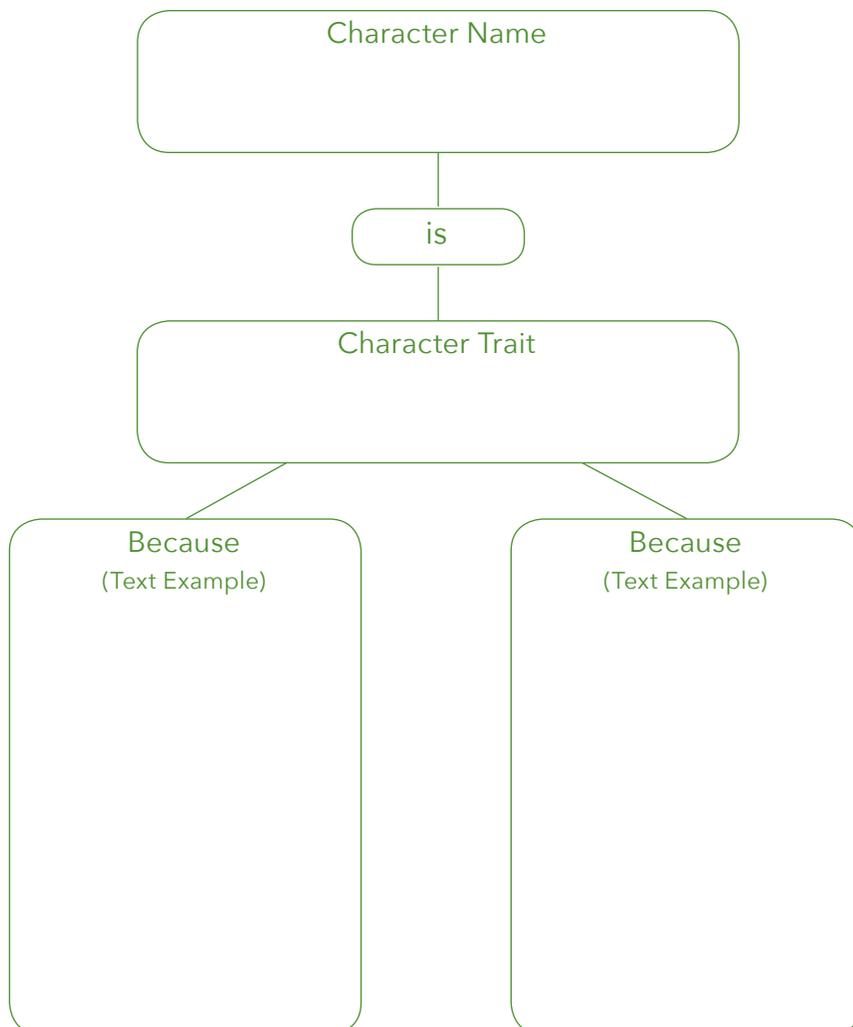
Name That Character Trait

As students read the text, ask them about the character traits associated with each animal. Readers may require extra support to identify character traits and make connections to specific actions in the story. Provide students with assistance by using the *Character Traits List* and the *Character Traits Graphic Organizer* below. (*Reading Literature: Key Ideas and Details: RL.K.3, RL.1.3*)

Character Traits List

Happy	Mean	Curious	Clever	Rude
Sad	Bossy	Wise	Funny	Sneaky
Kind	Brave	Loyal	Loud	Confused
Angry	Lazy	Silly	Smart	Quiet
Friendly	Unhappy	Rowdy	Grumpy	Persistent

Character Traits Graphic Organizer



Unpack Vocabulary with Pictures

Create word and picture cards to help students access challenging vocabulary words in the book. Be sure to discuss the words in context as the book is read aloud and hang the visuals for students to reference. (*Reading Literature: Craft and Structure: RL.K.4, RL.1.4*)

Vocabulary Cards

Word	Picture

Once students are presented with the vocabulary cards, allow them to “act out” the word, explain another word that is “similar” (synonyms), and/or explain words that are the “opposite” (antonyms) to ensure they are able to make connections to the new vocabulary.



Add a Little Drama

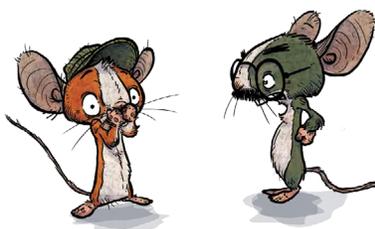
Select a topic highlighted in one of the books and create a dramatic play center for students to imagine, create, and explore new concepts. The center should provide students with the access to the related book, props, costumes (if appropriate), and materials to write. *Note: Be sure to label the items in the center to support access to environmental print.* Some ideas for centers from the books are outlined below. (*Speaking and Listening: Comprehension and Collaboration: SL.K.1, SL.1.1*)

- Supermarket (*Mother Bruce*)
Students can use grocery bags, a register, and food items to pretend they are shopping. Also, leave students with receipt paper to encourage writing about the names and prices of grocery items.
- Hotel (*Hotel Bruce*)
Provide materials such as bellhop hats, luggage to move, and a check-in desk/lobby. Students can also create hotel keys with numbers and directions using blank index cards.
- Collaborate to Make a Book (*BE QUIET!*)
Give students access to items such as blank booklets, magazine cutouts, props such as vegetables, and pictures of different characters to both write and act out a new story.
- Packing and Moving (*Bruce's Big Move*)
Include items that are commonly associated with moving such as boxes to pack, clothes, plastic appliances, and mini moving trucks. Ask students to write labels on boxes or to create a list of items to pack on blank paper.



Act It Out

It is important for students to retell the events in the story using multiple modalities. Ask students to reenact the events in one of the books by creating a play. To engage learners, you should assign roles, allow students to plan/discuss their actions, and then act out the scenes with props. Guide students by prompting responses and assisting with transitions between different scenes in the story. While students are acting out the events, remind them to *show NOT tell* the key parts. (*Reading Literature: Key Ideas and Details: RL.K.2, RL.1.2*)



I Can Connect the Texts

Children often benefit from an author study, which is when they read several books created by one author. As you read the books, explain to students that they were created by the same author. Ask students: What are similarities and differences between the stories? Which characters are the same? Which characters are different? How do the characters or events change in the stories? (*Reading Literature: Key Ideas and Details: RL.K.1, RL.1.1*)

Science Exploration

Assign students to groups of 3-4 for a supported research and inquiry project. With teacher assistance and prompting, give students the opportunity to use text and online resources to explore the topics of Habitat, Migration, or Hibernation. Some guiding questions are: What are the habitats of geese, bears, and mice? Where do animals typically migrate? Why is migration important? What is hibernation? When do bears hibernate? Why do bears hibernate? Allow each group to create a poster with images and sentences related to their topic. Give each group 2-5 minutes to share their poster with the class. After the group explains their key points, the class should pose questions about the topic. The presentation, questions, and answers are aligned with discourse emphasized in the Speaking and Listening Standards. (*Speaking and Listening: Comprehension and Collaboration: SL.K.1, SL.1.1; Writing: Research to Build and Present Knowledge: W.K.7, W.1.7*)

A Cooking Home Connection

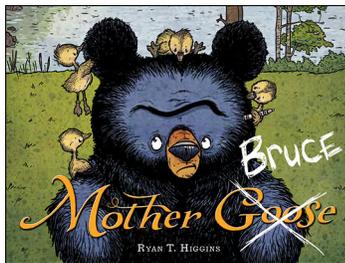
In *Mother Bruce* the reader learns that Bruce loves eggs. With the support of a parent, ask children to research and make an egg recipe at home. While cooking, parents should emphasize the steps of the recipe, counting/measuring ingredients and reading directions aloud. Lastly, children should come to class prepared to discuss the sequence of steps in their recipe and how much they enjoyed the food. (*Speaking and Listening: Research to Build and Present Knowledge: SL.K.8, SL.1.8*)



Dawn Jacobs Martin wrote this guide. She holds a doctorate in special education with a concentration in learning disabilities, and continues to improve academic outcomes for students with disabilities through teacher development, instructional design, and research in the areas of response to intervention, social support, and parent involvement.

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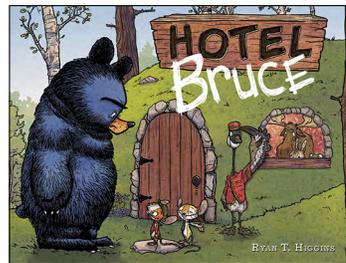
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Mother Bruce

978-1-4847-3088-1

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Hotel Bruce

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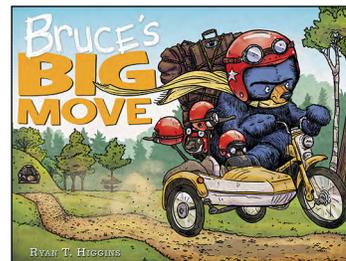
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BE QUIET!

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Bruce's Big Move

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