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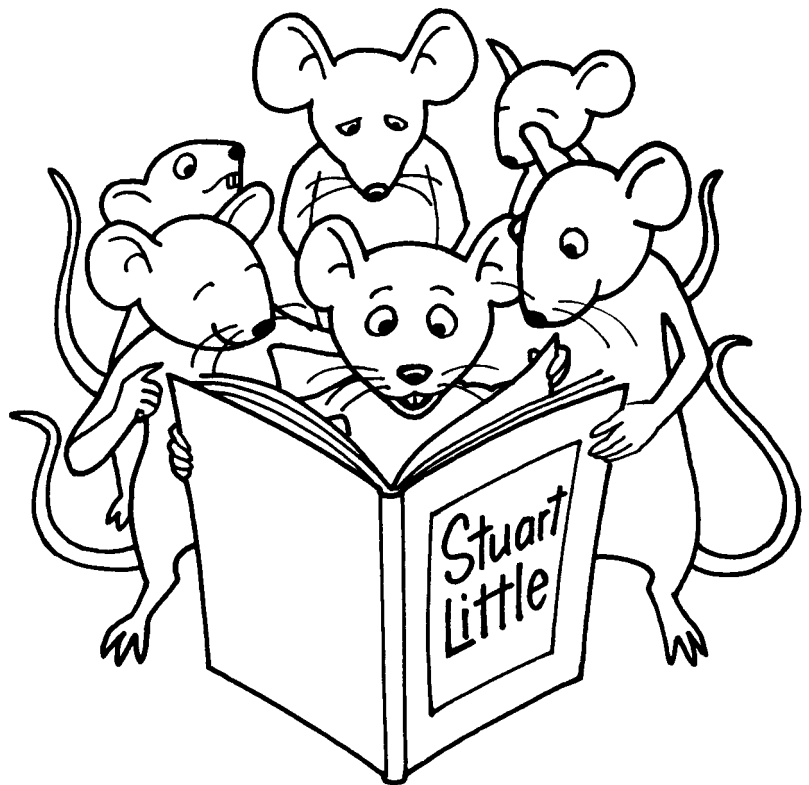
Introduction

A good book can touch our lives like a good friend can. It can stimulate our minds and imaginations and inspire us in ways we never realised. In *Literature Units*, we have chosen books that are sure to become treasured friends for life.

Teachers using this unit will find the following features to supplement their own valuable ideas:

- Sample Lesson Plans
- Pre-reading Activities
- A Biographical Sketch and Picture of the Author
- A Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study with each section including the following:
 - quizzes*
 - hands-on projects*
 - cooperative learning activities*
 - cross-curriculum connections*
 - extensions into the reader's own life*
- Post-reading Activities
- Book Report Ideas
- Culminating Activities
- Research Activities
- Three Different Options for Unit Tests
- Bibliography of Related Reading
- Answer Key

We are confident that this unit will be of great value to your lesson planning. Through the use of our ideas, we hope that your students will increase their knowledge and enjoyment of literature and find new literature 'friends.'



Stuart Little

by E. B. White

(Penguin Books ISBN 0141 30506 1)

When Stuart is born into the Little family, they become aware that he looks very much like a mouse. It is very unusual that regular people like the Littles have a mouse for a son, but no one becomes very excited about it.

Mr and Mrs Little and Stuart's older brother George love Stuart and make many accommodations for Stuart's size. Two of the problems the Little family face are setting up a bed for such a small person and making clothes small enough for him to wear. Stuart needs a ladder to get up to the washbasin and uses a hammer to open the faucet. His father runs a long string so Stuart can turn on the bathroom light.

Stuart, however, is very helpful around the house. He goes down the bathtub drain to retrieve his mother's ring, finds ping-pong balls that have rolled under the furniture, and helps his brother George play the piano by unsticking one of the hammers inside the piano while George plays.

Because Stuart is a mouse and so small, he is not well liked by Snowbell, the family cat. When Stuart tries to show off his muscles to Snowbell, he manages to roll himself up in the window shade. Snowbell tries to mislead the family into thinking that Stuart has gone down a mousehole, and they believe it until Stuart is unrolled from the shade by his brother George. Stuart seeks out many adventures. He rides a bus to Central Park, sails a schooner in a race, and even becomes locked in a refrigerator.

While recovering from bronchitis, Stuart meets Margalo, a lovely bird that the Littles have rescued. They become fast friends, and Margalo becomes a guest of the family and resides in the Boston fern in the Littles' living room.

On one of his outings, Stuart becomes trapped in a garbage truck and finds himself facing danger on a barge in the East River. He is saved by Margalo, however, and is safely transported home.

When springtime arrives, Margalo becomes the object of a plan by Snowbell and a white Persian cat. A local pigeon intercedes, and the frightened Margalo takes flight.

Stuart is heartbroken and decides to leave home in search of Margalo. The first stop Stuart makes on his venture is to see Dr Carey, whose sailboat Stuart raced. The doctor lends Stuart a small car for his travels.

Stuart befriends a school superintendent and becomes a substitute teacher for a day. He meets Harriet, a young lady his size, and asks her to go boating with him. When he finds his boat has been ruined, Stuart becomes unhappy. Harriet tries to get Stuart to be more optimistic but leaves when she cannot succeed in making him happier.

Stuart again heads north in search of Margalo, the bird that comes "from fields once tall with wheat, from pastures deep in fern and thistle."

Vocabulary Activities

1. Make a **Picture Dictionary** in your classroom. Using index cards, write one of the vocabulary words at the top of each card. After looking up the word, use the rest of the space to draw a picture showing the meaning of the word. Pin the students' pictures in the hall, on a bulletin board or on a large sheet of butcher paper. Discuss the meanings of the words. Invite others to view your Picture Dictionary.
2. Play **Vocabulary Charades**. After students have looked up the vocabulary words assigned, call on one student to act out one of the vocabulary words in front of the class. The others may have the vocabulary list in front of them. The student who guesses correctly has the next chance to act out another word. Encourage students to plan their charades ahead of time. Vocabulary words can also be assigned to each student.
3. Play the game of **Match Up**. Without having looked up the vocabulary words beforehand, give students cards to wear that have either the vocabulary word or the meaning of the word. Have students walk around the room trying to match up the meaning with the vocabulary word on it. Use a timer and set a time limit. The class can then go over the meanings of all the words together.
4. Create a **Crossword Puzzle**. Make copies of the vocabulary words with each letter in a 2 cm block on graph paper. Run off copies for the students. In teams of two, have students cut out words and paste them onto a large sheet of paper to form a crossword puzzle. All touching letters must make a word. The group with the most words used wins. Set a time limit.
5. Make a **Spring Vocabulary Bouquet**. Cut out a stencil of a tulip large enough to clearly print a vocabulary word up the stem. Have students use the stencil to make enough tulips using coloured paper for each of their vocabulary words. Write the meaning of the word or a sentence using the word inside the tulip. Display each bouquet on heavy paper and hang them in the classroom.
6. Design a **Vocabulary Bulletin Board**. Develop a bulletin board displaying mouseholes. Each mousehole is to have the definition of a vocabulary word on it. Have cutouts of mice at the bottom of the bulletin board with a vocabulary word on each. Have students pin mice to their correct mouse holes.
7. Create a **Stained Glass Vocabulary Window**. Pass out 10 cm x 5 cm plastic film to each student. Have students print clearly one of their vocabulary words with a coloured marker. Tape to a window to give a stained glass effect as a reminder of their new words.
8. Make a **Vocabulary Clock**. Write vocabulary words on sentence strips. Cut out and place words over the numbers on the clock in the room. Use the words to tell time. You can also place words next to the daily schedule on the board and use the words instead of the time.
9. Play **Vocabulary Hopscotch**. On hopscotch-sized pieces of cardboard, print the definition of each vocabulary word. Line up the poster boards on the floor in the shape of a hopscotch game. Have students toss a small bean bag onto one of the definitions. After reading the definition, the student must say the word it defines. You may have teams or play individually with a limited number of tosses. Laminate definitions for longer wear.

Quiz Time

Directions: Answer the following questions about Chapters 1, 2 and 3 of *Stuart Little*.

1. What difficulties did the Littles face when they found out Stuart was a mouse?

2. Why was the doctor called for Stuart?

3. Give an example of how you could tell that Stuart’s parents were kind people.

4. How did Stuart meet the challenges of being smaller than everyone else in his house?

5. Was Stuart afraid of danger? What did he do that showed his courage?

6. Name three things Stuart did that an ordinary boy could not possibly do.

7. What poems did Stuart’s parents not want Stuart to hear?

8. What did Stuart do once he was up in the morning?

9. What did George, Stuart’s brother, try to do to help Stuart?

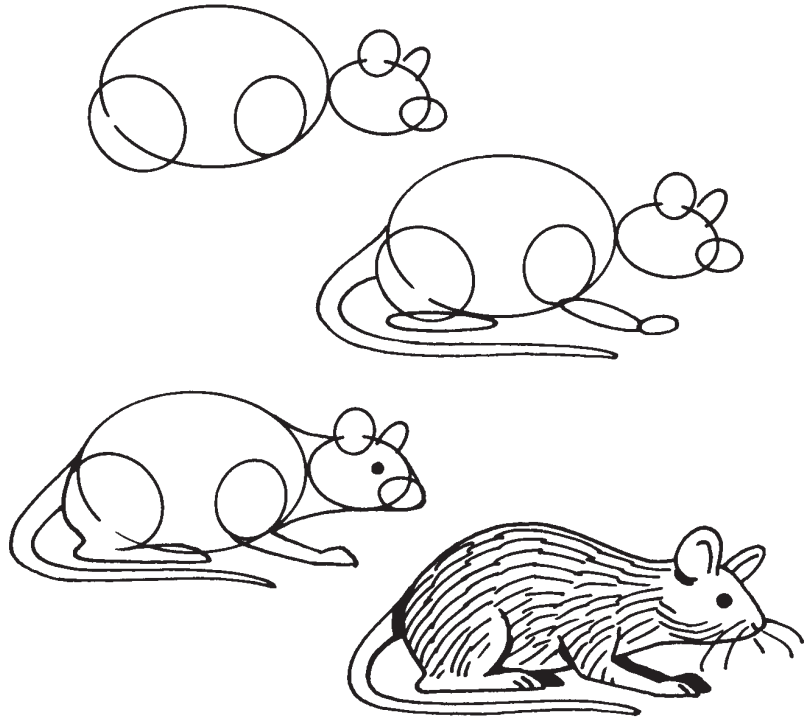
10. What invention could you think of that would help Stuart around the house? Use the back of this sheet to draw your invention.

Drawing a Mouse

The mouse in *Stuart Little* was drawn in a way that gives Stuart human-like qualities. Follow the directions below to create both a realistic version and a more imaginative version of a mouse. Consider what Garth Williams, the illustrator of *Stuart Little*, might create.

Realistic Mouse

- Draw seven ovals for the body shape. Add a tail. Make circles and ovals for the leg and paws.
- Outline the body. When satisfied, go over the shape in pen or thin marker and remove the inside pencil lines.
- Add eyes and whiskers.
- Add a nose and texture for the fur, ears, hair, and shadows.



Imaginary Mouse

- Draw two circles for the body and one circle for the head. Add ears and a nose as shown.
- Add three ovals for each arm, and three for each leg.
- Outline, connecting all parts. Remove the interior lines. Draw clothes, as well as eyes, a nose and whiskers. Outline in pen or thin marker and remove inside marks.

