**MATERIALS NEEDED:** PAPER AND PENCILS

*Suggested reading:* Chapters 1 & 2 (pg. 1-21)

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**Beginning Predictions**

Have the students observe the cover of the book and, using evidence, predict what the story will be about.

**Term of the week**

*Setting:* First, have the students try to brainstorm what this term means. Then, provide them with the standard definition. Have students identify and describe the setting of this story.

*Setting:* Where the story takes place.

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**Discussion Questions**

1. How do Mr. and Mrs. Gridley’s opinions of the story’s setting differ?

2. What does the word *quaint* mean? Go back to page 5 and find the word in context.
   a. Strange
   b. Delightful
   c. Wise
   d. Unusual

3. **Write.** Describe Keith’s personality. Use details from the text to support your answer (make sure the students comment on Keith’s curiosity). Do you know anyone like Keith in your own life?

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**Interactive Activity!**

Have each student describe a family vacation that they went on. How did it compare to Keith’s family vacation?

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**Closing Predictions**

Have students predict what they think will happen next in the story using evidence from the text to support their predictions.
Week Two

MATERIALS NEEDED: PAPER, PENCILS, MARKERS, SCISSORS, AND Tape

Suggested reading: Chapters 3 & 4 (pg. 22-46)

Summarize
Have students summarize what they read last week.

Term of the week
Protagonist: First, have the students try to brainstorm what this term means. Then, provide them with the standard definition. Have students identify who the protagonist of this story is. Note: Explain to students that authors almost always introduce the protagonist of the story within the first few chapters of the text.

    Protagonist: The main character of the story.

Discussion Questions
1. “Wearily Ralph dragged himself over to the wall of his metal prison…” (pg. 23). What does wearily mean in this sentence? Have students use contextual clues to support their definition.
2. Write. What does Keith’s reaction to finding Ralph in his wastebasket say about him as a person?
3. Compare the relationship of Ralph and his mother to that of Keith and his mother. Specifically, on page 44, Keith and Ralph discuss how their mothers would react to them riding a motorcycle.

Interactive Activity!
Tutors: Draw a large Venn Diagram on the chalkboard or a poster. Hand out scraps of paper to each student (about six per student) and have them write down character traits of Ralph and Keith (one trait per sheet). Have students tape their scraps of paper onto the Venn Diagram in the appropriate places (similarities/differences). Then, discuss the Venn Diagram.
Purpose: to compare and contrast Keith and Ralph.

Closing Predictions
Have students predict what they think will happen next in the story, using evidence from the previous reading to support their predictions.
Week Three

MATERIALS NEEDED: PAPER, MARKERS, AND PENCILS

Suggested reading: Chapters 5 & beginning of 6 (pg. 46-read through pg. 70)

Summarize last week’s reading together.

Term of the week

Imagery: First, have the students try to brainstorm what this term means. Then, provide them with the standard definition. Have students identify imagery in the reading.

Imagery: The use of words that make the reader imagine what the characters see, hear, taste, touch or smell. (Example: Words that describe Ralph’s house on pages 67-70).

Discussion Questions

1. Write. How does riding the motorcycle make Ralph feel? Use details from the text to support your answer.

2. On page 53, “cross” most nearly means:
   a. Sad
   b. Concerned
   c. Fearful
   d. Angry

3. If you were Ralph’s mother, would you be worried about Ralph? How would you feel if your son was interacting with strangers like Ralph is?

Interactive Activity!

Using clues in the text and their imaginations, have students draw pictures of what they think Ralph’s home looks like.

Closing Predictions

Have students predict what they think will happen next in the story, using evidence from the previous reading to support their predictions.
**MATERIALS NEEDED:** PAPER AND PENCILS

*Suggested reading:* Chapters 6 (finish) & 7 (pg. 71-93)

**Summarize**

Have students summarize what they read last week.

**Term of the week**

_Simile:_ First, have the students try to brainstorm what this term means. Then, provide them with the standard definition. Make up some similes as examples and then have students make up some of their own similes that pertain to the book (Ex. “When Keith delivers a hearty breaks to Ralph and his family, Ralph is as happy as a clam.”).

_Simile:_ A comparison of two (usually different) things using the words “like” or “as.”

**Discussion Questions**

1. **Write.** How did the motorcycle save Ralph’s life? Use details from the text to support your answer.

2. Ralph encounters many dangerous situations in this chapter. Provide three examples that show Ralph was determined. Use information from the story to support your answer.

3. What evidence from this chapter supports the idea that Ralph is a smart mouse?

**Interactive Activity!**

Have students pick a scene from chapters 6 or 7 and write a journal entry about it as if they were Keith or Ralph. They should use information from the story to write their journal entries. Students must include at least one simile in their journal entries. Then have students share their journal entries at the end of the session.

(Ex. 1: Keith writing about finding a talking mouse in his hotel room. Ex. 2: Ralph writing about his first experience riding a motorcycle.)

**Closing Predictions**

Have students predict what they think will happen next in the story, using evidence from the previous reading to support their predictions.
MATERIALS NEEDED: PAPER AND PENCILS

Suggested reading: Chapters 8 & 9 (pg. 94-118)

Summarize

Have students summarize what they read last week.

Term of the week

Character motivation: First, have the students brainstorm what this term means. Then, provide them with the standard definition. Discuss the motivations of all the characters in chapter 7 as you read.

Character motivation: The reason why a character acts, feels, or thinks in a certain way.

Discussion Questions

1. Explain what the storyteller means when she says, “With heavy feet Ralph walked to the knothole…” on page 99.
2. Write. Does Ralph losing the motorcycle affect his relationship with Keith? If so, how? What does Keith’s response to Ralph losing the motorcycle show about him as a person?
3. The word “pandemonium” on page 110 most nearly means:
   a. Laziness
   b. Peacefulness
   c. A specific breed of panda
   d. Commotion

Use contextual clues to select an answer.

Interactive Activity!

IMPORTANT: This is the beginning of a long-term project that students will work on as their interactive activities for the remaining tutoring sessions this semester. For the next few weeks, students are going to work on producing a short story and picture to illustrate it. The prompt for the story is as follows:

NOTE: Before starting, discuss what the phrase “point of view” means. Pick your favorite scene from The Mouse and the Motorcycle so far. Then choose a character from that scene and write the story from his or her point of view, using him or her as the first-person narrator. Note: Students can add their own creative
details to the story when they are telling it from a different character’s point of view.

This week, just explain the project and give students the prompt. Then lead a brainstorming session with them about what they might write about. Students should make notes of their ideas so they remember them for next week. At the end of the session, collect all of the students’ notes and put them in your group’s folder in the Main Office for next week.

Closing Predictions

Have students predict what they think will happen next in the story, using evidence from the previous reading to support their predictions.
**Week Six**

**MATERIALS NEEDED:** PAPER, PENCILS, AND BRAINSTORMING NOTES

*Suggested reading:* Chapters 10 & beginning of 11 (pg. 119-through 143)

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**Summarize**

Have students summarize what they read last week.

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**Term of the week**

*Conflict:* First, have the students try to brainstorm what this term means. Then, provide them with the standard definition. Have students discuss conflicts from *The Mouse and the Motorcycle*.

*Conflict:* The tension or problem in the story.

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**Discussion Questions**

1. The word “pilfer” on page 125 and 137 most nearly means:
   a) to swallow  b) to steal  c) to give  d) to borrow

2. **Write.** On page 129, the author writes, “there was no scurrying, scabbling, or squeaking inside the walls.” This sentence is an example of *alliteration*. 
   *Alliteration* is a writing technique in which multiple words in a row begin with the same letter or sound. Discuss this writing technique and have each student write his/her own alliteration. Have the students share with one another.

3. Stop after chapter 10! Should Ralph go look for an aspirin tablet for Keith? Is this a good idea? If you were Ralph would you risk your life for Keith? Why or why not?

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**Interactive Activity!**

Have students review their brainstorming notes for their story from last week, pick a topic, and start writing! In planning their stories, make sure they identify what the conflict of their story will be. Go around and help students as they write. *At the end of the session, collect all of the students’ work so far and put them in your group’s folder in the Main Office for next week.*

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Review of prompt:
Pick your favorite scene from *The Mouse and the Motorcycle* so far. Then choose a character from that scene and write the story from his or her point of view, using him or her as the first-person narrator. *Note: Students can add their own creative details to the story when they are telling it from a different character’s point of view.*

**Closing Predictions**

Have students predict what they think will happen next in the story, using evidence from the previous reading to support their predictions.
**Week Seven**

**MATERIALS NEEDED:** PAPER, PENCILS, MARKERS, CONSTRUCTION PAPER, AND STORY WORK FROM LAST WEEK

*Suggested reading:* Chapters 11 (finish) & 12 (pg. 144-163)

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**Summarize**

Have students summarize what they read last week.

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**Term of the week**

**Character development:** First, have the students try to brainstorm what this term means. Then, provide them with the standard definition. Have students discuss whether the characters of Ralph and Keith have changed throughout the story, and if so, how.

*Character development:* The way in which a character changes over time in a story.

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**Discussion Questions**

1. On page 145, the word “cunning” most nearly means:
   a) tricky  b) strong  c) rough  d) cute

2. **Write.** How would you feel if it were your first time outdoors? Describe your reaction to the new surroundings.

3. What does this chapter reveal about Ralph’s personality? Use details from the text to support your answer.

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**Interactive Activity!**

Have students continue writing. Pull each student aside to meet with them one-on-one about their story so far. Review what they’ve written, edit it a bit, and talk with them about what they can change and where they should go from here. If they are close to finishing or have made substantial progress on their story, they can draw a picture to illustrate their story. *At the end of the session, collect all of the students’ work so far and put them in your group’s folder in the Main Office for next week.*

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Review of prompt:

Pick your favorite scene from *The Mouse and the Motorcycle* so far. Then choose a character from that scene and write the story from his or her point of view, using
him or her as the first-person narrator. *Note: Students can add their own creative details to the story when they are telling it from a different character’s point of view.*

**Closing Predictions**

Have students predict what they think will happen next in the story, using evidence from the previous reading to support their predictions.
MATERIALS NEEDED: PAPER, PENCILS, MARKERS, CONSTRUCTION PAPER, AND STORY WORK FROM LAST WEEK

Suggested reading: Chapter 13 (pg. 164-186)

Summarize
Have students summarize what they read last week.

Term of the week
Climax: First, have the students try to brainstorm what this term means. Then, provide them with the standard definition. Have students discuss what they think the climax in *The Mouse and the Motorcycle* was.

Climax: The moment in a story (usually an intense event) that is a major turning point in the plot.

Discussion Questions
1. Keith says that Ralph has become a responsible mouse. How has Ralph matured throughout this novel? Cite examples from the text to support your answer.
2. If you were Ralph would you agree to live with Keith and his family? Why or why not?
3. From the story you can tell that Keith: (choose one)
   a) couldn't wait to say goodbye to Ralph.
   b) enjoyed being friends with Ralph.
   c) wanted to keep the motorcycle to play with.

Interactive Activity!
Have students finish writing. Look over what they have done and work with them on their stories. If they finish their story, they can draw a picture to accompany it.

Review of prompt:
Pick your favorite scene from *The Mouse and the Motorcycle* so far. Then choose a character from that scene and write the story from his or her point of view, using him or her as the first-person narrator. *Note: Students can add their own creative details to the story when they are telling it from a different character’s point of view.*