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## EASY MARKING™ ANSWER KEY

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## Beverly Cleary

**B**everly Cleary is an author you are likely to hear and read a lot about. She was born Beverly Bunn on April 12, 1916 in McMinnville located in Yamhill County, Oregon. Even though she lived in a small town that didn't have a library, and even though she had trouble reading, she still came to love reading as a young child.



Her family moved to Portland where she attended elementary and high school. She then moved to California to get her college degree as a librarian.

In 1940, she married Clarence Cleary. Her first book, *Henry Huggins*, was published in 1950.

In 1955, she gave birth to twins – a girl and a boy, Marrienne Elizabeth and Malcolm James. Her twins were ten years old when the story of Ralph in *The Mouse and the Motorcycle* was written.

Beverly has written over 30 books, now published in twenty countries and in fourteen

different languages! In 1984, she received the Newbery Award for her book, *Dear Mr. Henshaw*. Some of her famous characters are Henry Huggins, Ralph Mouse, Ramona Quimby and Leigh Botts.

If you enjoy *The Mouse and the Motorcycle*, other stories about Ralph – *Ralph S. Mouse* and *Runaway Ralph* – will surely entertain and delight you too.

### Did You Know?

- Beverly is an only child.
- Beverly wrote stories about *Socks the tabby cat*.
- Beverly has been immortalized in the *Beverly Cleary Sculpture Garden for Children* in Portland's Grant Park with bronze statues of her famous characters *Ramona, Henry and Ribsy*.



## Chapter Four

Answer each question with a complete sentence.

1. Ralph is still a prisoner of the metal wastebasket. How do you think he will eventually get out of it?  
\_\_\_\_\_
2. Who do you think might find Ralph? What will his or her reaction be? How would you react if you found a mouse, a motorcycle and a chewed up apple core in your garbage pail?  
\_\_\_\_\_

### Vocabulary

Complete each sentence with a word from the list. One word will be left over.

confessed      motionless      mislaid      cower  
indignant      sensation      hamper

1. To make an action more difficult than it should be is to \_\_\_\_\_ it.
2. When you tell someone the truth about something that you have done, you have \_\_\_\_\_ to them.
3. When you don't move an inch, you are \_\_\_\_\_.
4. Another word for a feeling or an emotion is a \_\_\_\_\_.
5. If you have forgotten where something was placed, it is also said to be \_\_\_\_\_.
6. To crouch down or to shrink back is also to \_\_\_\_\_.



## Chapter Four

### Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Somebody stole Keith's motorcycle.
- T F b) Ralph broke a few bones during his fall.
- T F c) Keith and his parents were getting ready for dinner.
- T F d) The maid came to turn down the bed for Keith.
- T F e) Because of their love of motorcycles, Ralph and Keith could communicate with each other.

2. Which word best describes:

a) how Keith felt when he couldn't find his motorcycle?

- A happy
- B nasty
- C upset

b) how Ralph and Keith felt when the maid left?

- A revived
- B refreshed
- C relieved

c) how Ralph felt when he saw Keith's hand in the wastebasket?

- A scared
- B excited
- C overjoyed

d) how Ralph felt when he told Keith he couldn't start the motorcycle?

- A proud
- B ashamed
- C nervous



## Chapter Four

### Part B

Answer the questions in complete sentences.

1. If you were Keith, would you have reacted the same way when he found Ralph?  
\_\_\_\_\_
2. Why do you think Keith didn't want to touch Ralph?  
\_\_\_\_\_
3. How would you have gotten Ralph out of the wastebasket?  
\_\_\_\_\_
4. Why do you think Keith was not as lucky as Ralph?  
\_\_\_\_\_
5. Why do you think Keith was not as lucky as Ralph?  
\_\_\_\_\_

### Journal Prompt

Keith and Ralph are talking to each other. How do you communicate with your pet or other people's animals? Have you ever known or guessed your pet's wants or needs and been right about it? Have you ever experienced this with your human friends?



## Chapters One and Two

The *Mouse and the Motorcycle* takes place during the Fourth of July weekend. This is a very exciting holiday! It is a time for good food, family, fireworks and many fun surprises.

Think of a holiday or special event that is important to celebrate. Then, create an invitation for a party that you could have.

**Think about:**

- What is the celebration for?
- When will the celebration take place?
- Where will the celebration be held?
- Who will be there?

To entice people to come to your party, it's a good idea to include lots of important details and a few hints about surprises that your guests may find at your party.



## Chapters Three and Four

Ralph is happy when he sees young children in the hotel because when they eat they usually leave lots of crumbs and leftovers.

**Design a daily menu for the family of mice. Your menu should be made up of crumbs and leftovers that the mice would never expect to see. Remember to write about how you will serve your special meals to the mice. Will you add any special touches?**



## Word Search

Find all of the words in the Word Search. Words may be horizontal, vertical or even diagonal. A few may even be backwards. Look carefully!

Abandon	Crumb	Hotel	Precious
Allowance	Desert	Incinerator	Teacher
Ancestor	Errand	Linen	Timid
Aspirin	Exasperate	Motorcycle	Vacancy
Bellboy	Exhilarated	Mount	Vacation
Brave	Generous	Nuisance	Vacuum
Crazy	Hamper	Pain	Venturing

a	l	l	o	w	a	n	c	e	x	a	s	p	e	r	a	t	e
b	n	a	p	t	h	c	e	r	n	v	s	e	d	n	s	r	x
a	t	c	w	q	t	y	x	z	u	s	i	t	b	m	r	u	h
n	v	h	e	r	u	n	v	m	g	e	h	s	i	a	e	w	i
d	i	w	y	s	l	p	o	r	f	z	y	i	n	t	v	r	l
o	x	i	r	u	t	r	h	y	b	a	r	d	a	s	o	y	a
n	w	f	q	y	e	o	t	c	s	k	h	d	x	m	f	c	r
h	p	s	e	r	n	v	r	n	d	b	e	l	l	b	o	y	a
m	r	l	l	r	j	e	v	a	b	r	a	v	e	j	k	x	t
g	e	n	e	r	o	u	s	c	p	n	i	r	i	p	s	a	e
y	c	e	w	q	b	n	m	a	q	m	w	e	r	t	y	u	d
z	i	o	m	u	e	a	v	e	n	t	u	r	i	n	g	n	
f	o	p	o	s	q	d	a	f	g	i	h	q	j	k	l	e	
q	u	x	u	z	x	c	x	c	b	n	m	m	x	r	q	w	n
b	s	b	n	h	g	t	y	a	h	n	i	n	k	e	s	f	i
m	z	y	i	p	z	i	d	t	e	h	d	e	s	e	r	t	l
u	s	d	w	f	y	s	t	i	o	u	k	g	c	w	h	l	r
r	m	s	h	c	y	n	v	o	w	g	h	j	h	i	b	t	e
c	v	h	e	r	l	l	v	n	u	i	s	a	n	c	e	p	h
r	o	c	m	u	f	o	c	z	u	g	p	q	g	u	o	a	c
a	r	y	j	l	e	t	o	h	a	m	p	e	r	h	p	i	a
z	s	i	n	c	i	n	e	r	a	t	o	r	x	s	w	n	e
y	q	s	m	o	t	o	r	c	y	c	l	e	w	o	v	w	t



## Comprehension Quiz

Answer the questions in complete sentences.

- Who was the mystery person watching the Gridley family in room 215? From where was he watching?  
\_\_\_\_\_
- Why did the mouse like it when families had two to three children with them? Did he like medium-size boys?  
\_\_\_\_\_
- Being in the wastebasket brought back memories to Ralph. What happened to his Uncle Victor? Did the same fate happen to Ralph?  
\_\_\_\_\_
- How did Keith react when his motorcycle was nowhere in sight? Who had it?  
\_\_\_\_\_
- Who are the dust mice? Are they related to Ralph?  
\_\_\_\_\_
- What is Ralph's favorite food? Who was Ralph's room service?  
\_\_\_\_\_

SUBTOTAL: /13

## Information Finder

Collect information on mice or another animal of your choice (rat, snake, turtle, etc.). Look for information on what your animal would need to live a happy and healthy life as a house pet. Complete the chart with the information you find.

<p><b>House</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Food</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Care</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Animal:</b> _____</p> <p>A good pet or not? _____</p>		
<p><b>Grooming</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Toys</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Possible Problems</b></p> <p>_____</p> <p>_____</p> <p>_____</p>

NAME: \_\_\_\_\_

After You Read 



# Chapter One

## Part B

Answer each question with a complete sentence.

- On their way to California, what three types of country had Keith's family driven over?  
\_\_\_\_\_  
\_\_\_\_\_
- Keith did not want to interrupt his parents when they were arguing. Was this a good decision? Do you think his parents were arguing or just having a discussion?  
\_\_\_\_\_  
\_\_\_\_\_
- Why did Keith like the hotel?  
\_\_\_\_\_  
\_\_\_\_\_
- Why do you think Keith wouldn't mind having a couple of mice in his room?  
\_\_\_\_\_  
\_\_\_\_\_
- How would you react if you saw a mouse in your bedroom?  
\_\_\_\_\_  
\_\_\_\_\_

### Journal Prompt

Keith is starting a new and exciting adventure. Write about an adventure you have been on. Where did you go? Who were you with? Where did you stay? How did you get there? How long did you stay? Write about the most and the least exciting incidents that happened on your trip.

1.

Plains, deserts and mountains

2.

Answers will vary

3.

He had his own room better than a cot in the corner of his parents' room

4.

Answers will vary

5.

Answers will vary

1.

Answers will vary

2.

Answers will vary

### Vocabulary

1) occupy

2) little

3) despair

4) valuable

5) sobbing

6) terrify

7) worry

8) every

9) alone

10) jumbled

11) still

12) reckless

14

1.

a) **F**

b) **F**

c) **T**

d) **T**

e) **T**

f) **F**

2.

A 4

B 5

C 3

D 6

E 2

F 1

15

1.

Children left crumbs when they ate, along with empty wrappers

2.

Ring of the telephone

3.

Answers will vary

4.

Answers will vary

5.

The idea of moving, the size of the motorcycle (he could fit on it); Answers will vary

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EASY MARKING ANSWER KEY

## The Mouse and the Motorcycle

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- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.