



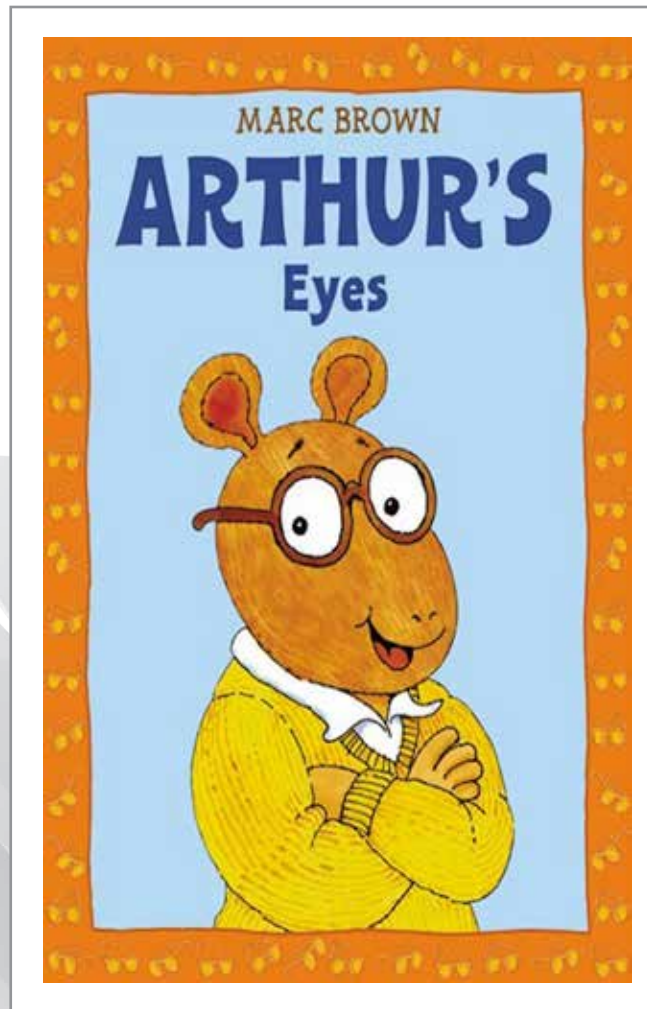
**TEACHER GUIDE**

**GRADES K-3**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# Arthur's Eyes

Marc Brown



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Arthur's Eyes

Marc Brown

## TEACHER GUIDE

### NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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# *Arthur's Nose*

## Summary

*Arthur's Nose* tells the story of Arthur, an aardvark, who doesn't like his nose. He decides to visit a doctor to get a new nose, but learns that his nose is part of what makes him special.

## About the Author/Illustrator

Marc Brown grew up in Pennsylvania with his parents and three sisters. As a child, he loved to hear his grandmother, Thora, tell stories. Years later, Marc began telling stories to his own son, modeling the characters after friends and family members. One story was about an aardvark named Arthur. Today there are over 20 Arthur stories and a children's television show dedicated to the character.

Marc gets his inspiration for stories from his own children and from children he meets in bookstores and libraries around the country. He believes that "the most interesting—and the funniest—things happen in real life."

Marc was trained at the Cleveland Institute of Art and illustrates his own books. He lives in Hingham, Massachusetts, with his author/illustrator wife, Laurie, and their daughter Eliza.

## Bulletin Board Activities

1. Cover the bulletin board with information and pictures about the animals mentioned in *Arthur's Nose*, especially aardvarks.
2. Have each student bring a photo of something that is special to him or her. Display all of the photos on the bulletin board. The title of the bulletin board can be "I just wouldn't be me without...."

## Initiating Activities

1. Research: Show students a picture of an aardvark and give them information about aardvarks. Ask students if they have ever seen an aardvark at a zoo.
2. Class Discussion: Ask students if they have read other books about Arthur by Marc Brown. Discuss what they remember about those they have read.
3. Making Predictions: Show students the cover of *Arthur's Nose*. Ask them to predict what the book will be about.
4. Compare/Contrast: Look at the pictures of Arthur in the forward of *Arthur's Nose*. How has the illustrator changed Arthur's picture over the years? What has stayed the same?
5. Art: Have students make different noses using construction paper, glue, and crayons. Attach rubber bands to the sides of the noses, and have the students try on their new noses.

## Section 1

**“This is Arthur’s house.”–“His sister thought his nose looked funny.”**

Vocabulary
worried decided thought

### Discussion Questions

1. What is Arthur worried about? Why do you think he is worried about this? (*his nose; because he thinks it looks funny*)
2. Describe Arthur’s family. (*They have similar noses; Answers will vary.*)
3. Why do you think Arthur’s family likes his nose? (*They love him regardless of how he looks; They have similar noses.*)
4. What causes Arthur to decide he doesn’t like his nose? (*His sister thinks it looks funny.*)
5. Why does Arthur’s sister think his nose looks funny? (*It is red because he has a cold.*)

### Supplementary Activities

1. Art: Draw a picture of one of your family members or friends. Then write a sentence describing that person.
2. Writing: Imagine that you are Arthur’s sister. Write a letter to Arthur telling him you are sorry for saying his nose looks funny.
3. Critical Thinking: Your teacher will write the word “cold” on the board. What does the word make you think of? What different meanings can the word have? Write a sentence using one of the correct meanings of the word.

## Section 2

**“His nose was a nuisance at school.”–“But what could he do about it?”**

Vocabulary
nuisance complained bothering change

### Discussion Questions

1. Why is Arthur’s nose a nuisance at school? (*It hits the girl sitting in front of him.*)
2. Why does Francine want to change her seat? (*She is bothered by Arthur’s nose.*)
3. Look at the picture of Arthur’s classroom. What other types of animals are in Arthur’s class? (*owl, cat, giraffe, stork, bear*)
4. Why do Arthur’s friends find him first when they play hide-and-seek? (*He has trouble hiding his nose.*)
5. How does Arthur feel when his friends think his nose is funny? (*sad, hurt*)

### Supplementary Activities

1. Writing: Write a paragraph explaining a way Arthur’s nose could be helpful to him.
2. Art: Draw a picture of Arthur with a different kind of nose.
3. Writing: Write a paragraph explaining why it is wrong to make fun of someone.

### Cause/Effect Map

**Directions:** In each box below, write a reason for Arthur to want a new nose.

