



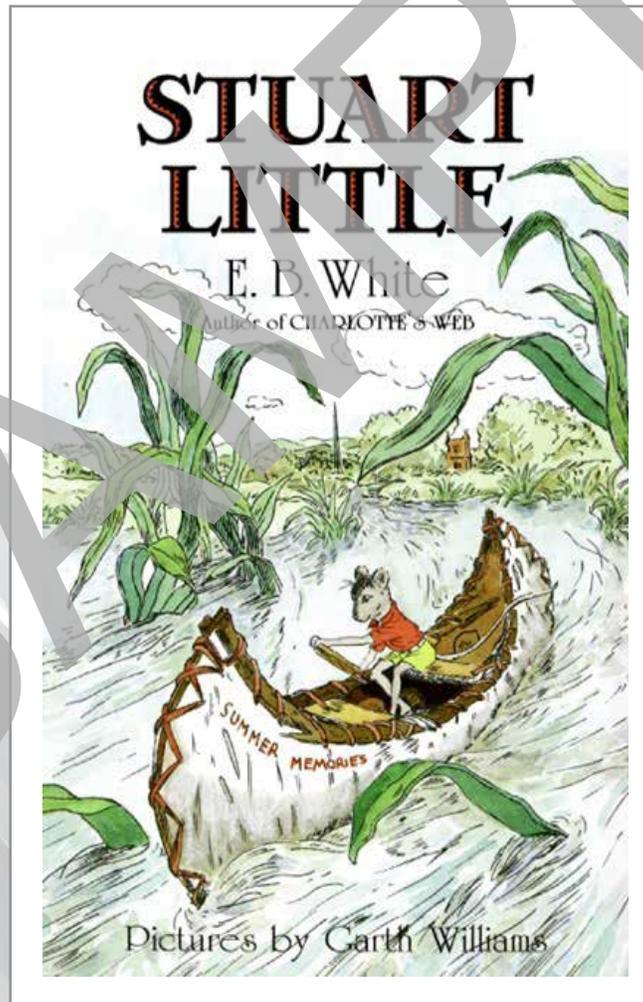
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Stuart Little

E. B. White



READ, WRITE, THINK, DISCUSS AND CONNECT

Stuart Little

E. B. White

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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Skills and Strategies

Thinking

Brainstorming, visualization,
classifying and categorizing,
synthesizing, analyzing

Comprehension

Predicting, sequencing,
cause/effect, drawing con-
clusions, decision making

Writing

Journal, narrative, letter,
descriptive, comparison/
contrast

Vocabulary

Context clues, antonyms/
synonyms

Listening/Speaking

Participation in discussion,
drama, cooperative groups

Literary Elements

Characterization, setting,
plot development, conflict,
theme, mood/tone, point of
view, imagery

Summary

Stuart Little is a pleasant, personable mouse who is born into a human family. His size—just over two inches tall—presents challenges and adventures for the young Little. E. B. White provides us with the delightful story.

About the Author

E. B. White was born in Mt. Vernon, New York, and was graduated from Cornell University. He wrote many books for children and adults including *Charlotte's Web* and *The Trumpet of the Swan*.

Introductory Information and Activities

Instructions Prior to Reading

You may wish to choose one or more of the following Prereading Activities. Each is designed to help students draw from their store of background knowledge about the events and themes they will meet in the story they are about to read.

Prereading Activities

1. Previewing: Have students examine the title and cover illustration. Also suggest that they flip through the book. Note that the illustrator is Garth Williams. He is the illustrator of *Charlotte's Web*.
2. What is unusual about the illustration? Can you find any clues about the story? the characters? the type of story?
3. Read the first four paragraphs of the book aloud to the class. Measure two inches with a ruler. Give each student a two inch long piece of colored paper. Brainstorm challenges Stuart might encounter. Keep the list posted while you are working on the novel.
4. List what students already know about mice. Use the K-W-L visual to help students' comprehension (see below). (Carr, Eileen and Ogle, Donna, 1987, "K-W-L Plus: A Strategy for Comprehension and Summarization." *Journal of Reading*, 30 (7) 626-631.)

What I Know	What I Want to Find Out	What I Learned

Chapter II

“Home Problems”—Pages 7-11

Vocabulary

inconvenience 8
venture 11

emerge 9

belittling 10

Vocabulary Activity

Before Reading: List the vocabulary words on the board or on a sheet of paper in the form of a table. Pronounce the words. Ask the students to rate their knowledge of each of the words as a group or individually.

	I Can Define	I Have Heard	I Don't Know
Words:			

After Reading: How many words are in the “I Don't Know” column? What are different ways to learn and remember these words? Brainstorm.

Discussion Questions and Activities

1. What did you learn about Stuart in this chapter? What characteristics can you add to his attribute web?
2. Why were the parents protective of Stuart? (*Pages 9-11*)
3. The Littles were concerned about the word “mice” in songs and sayings. Why? What word would you use instead?
4. Why was the father worried about the mousehole? (*Page 11, He feared that Stuart would venture into it.*)
5. If Stuart were your brother, how could he help you?

Prediction

Do you think Stuart will ever go into the mousehole?

Supplementary Activities

1. Start two lists—first, the ways Stuart acts like a human, and secondly, the ways Stuart acts like a mouse.
2. Comparisons: What other books have you read about mice? How is this book alike or different from the others? Discuss with your classmates.

Chapter III

“Washing Up”—Pages 12-16

Vocabulary

abdominal 13	wool wrapper 13	friar 14
bellrope 14	abbey 14	washbasin 14
brace 15	brad-awl 15	blacksmith 16

Vocabulary Activity

Ask students to “guess” at the meaning of the day’s words from context, telling why for each guess. Make a list of the “why answers” to teach context clues.

Discussion Questions and Activities

1. Setting: What was the time of day/year in Chapter III? (*Not specified, but students may refer to page 13, “In wintertime it would be quite dark...”*)
2. How did Stuart manage to care for himself? (*Pages 14-16, Stuart could wash himself with doll-size soap, and the toothbrush and toothpaste provided by Mrs. Little. George rigged up a brace so Stuart could use the washbasin.*)
3. Identify Stuart’s problem in Chapter III. How is his problem solved? (*Page 16, He could not turn on the faucet to wash his face or brush his teeth. He used a light hammer made of wood and swung it three times around his head and let it come down with a crash against the handle of the faucet, and started a thin stream of water flowing.*)
4. What do you think George thought of Stuart? (*pages 4-5, 8, 15*)
5. Were there any incidents that were funny? Why?

Supplementary Activities

1. At the end of each chapter list the major event in the chapter on the story map.
2. Stuart had problems because he was so little. Suppose Stuart found a magic ring and he rubbed it twice and became 10 feet tall. Write a story telling what happened to Stuart when he was 10 feet tall. What were some of the advantages? What would be dangerous for him? What wouldn’t he be able to do? Do you think Stuart would rather be two inches tall or 10 feet tall?
3. How tall do you think Stuart is in metric measurements? (*two inches = 5.08 centimeters*)
4. Make a cartoon showing the major events of Chapter III.