

Educator Information and Directions

This PDF provides the materials that accompany the lesson *The Mouse and the Motorcycle*. This PDF contains activities for students to complete before, during, and after they read the passage. Highlighted words within the passage indicate vocabulary words that will be referred to in assessment questions.

Student Reading Guide

Before Reading

- Read some information about today's passage.
- Start thinking about the topics in the passage by answering the questions.

During Reading

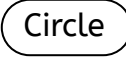
- Read the **Purpose for Reading**.
- Read the passage.
- Take notes and annotate what you are reading.

After Reading

- Reflect on what you have read by answering the questions.
- Complete the **Online Assessment** questions.

Taking Notes and Annotating

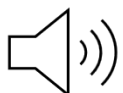
Here are some strategies for annotating and taking notes **in the text itself**:

- **Highlight** or underline important words or words you don't know.
-  key concepts and ideas.
- Use abbreviations or symbols. For example:

?	To show confusion or questions
M.I.	To show the main idea
★	To show important details
♥	To show the main character's feelings

Here are some strategies for annotating and taking notes **in the notes section** under the text:

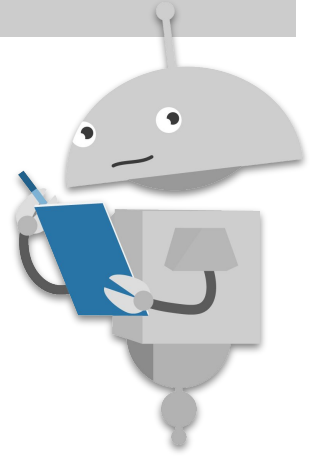
- Summarize key points in your own words.
- Write brief comments and questions.



If you would prefer to listen to the passage, click the link to access an audio recording: [Link to Audio Recording of Passage](#)

Before Reading

Today's passage is an excerpt from *The Mouse and the Motorcycle*, written by Beverly Cleary. The passage is written from the perspective of Ralph, who is a mouse!



Before you read today's passage, think about how animals like mice might feel about living close to humans. You can draw and write to answer the questions.



Have you ever seen a mouse in or around your home? If so, how did you feel? How do you think the mouse felt? If not, how do you imagine you and the mouse might feel?



What do you think mice might need or want in their environment to survive?

During Reading



Purpose for Reading: While you are reading, focus on Ralph (who is a mouse) and his feelings and desires. Pay attention to how he reacts to different situations and what he hopes to find in the room. Ask yourself how Ralph feels about the conflicts or challenges that he might face.

While you read, remember to annotate and take notes! You can review strategies for annotation on page 1 of this PDF.

Excerpt from *The Mouse and the Motorcycle*, by Beverly Cleary

(1) Except for one terrifying moment when the boy had poked his finger through the mousehole, a hungry young mouse named Ralph eagerly watched everything that went on in Room 215. At first he was disappointed at the size of the boy who was to occupy the room. A little child, preferably two or even three children, would have been better. Little messy children were always considerate about leaving crumbs on the carpet. Oh well, at least these people did not have a dog. If there was one thing Ralph disliked, it was a snoopy dog.

(2) Next Ralph felt hopeful. Medium-sized boys could almost always be counted on to leave a sticky candy bar wrapper on the floor or a bag of peanuts on the bedside table, where Ralph could reach them by climbing up the telephone cord. With a boy this size, the food, though not apt to be plentiful, was almost sure to be of good quality.

(continued)

During Reading (continued)



Excerpt from *The Mouse and the Motorcycle*, by Beverly Cleary (continued)

(3) The third emotion felt by Ralph was joy when the boy laid the apple core by the telephone. This was followed by **despair** when the mother dropped the core into the metal wastebasket. Ralph knew that anything at the bottom of a metal wastebasket was lost to a mouse forever.

(4) A mouse lives not by crumbs alone and so Ralph experienced still another emotion; this time food was not the cause of it. Ralph was eager, excited, curious, and impatient all at once. The emotion was so strong it made him forget his empty stomach. It was caused by those little cars, especially that motorcycle and the *pb-pb-b-b-b* sound the boy made. That sound seemed to satisfy something within Ralph, as if he had been waiting all his life to hear it.

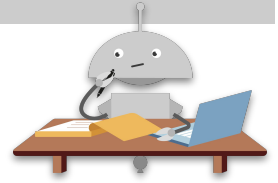
Cleary, Beverly. *The Mouse and the Motorcycle*, Harper, an imprint of HarperCollins Publishers, 2017.

Notes

After Reading



How do you think Ralph feels living in a world surrounded by things often out of his reach?



Have you ever wanted something so much that it made you forget other important things? How did that feel, or how do you imagine that might feel?

After you are done reading and answering these questions, you may want to ask yourself some more questions, like...

- What was the passage about?
- What is the theme or main idea?

You may even want to read the passage a second or third time! When you feel ready, go ahead and take your assessment!