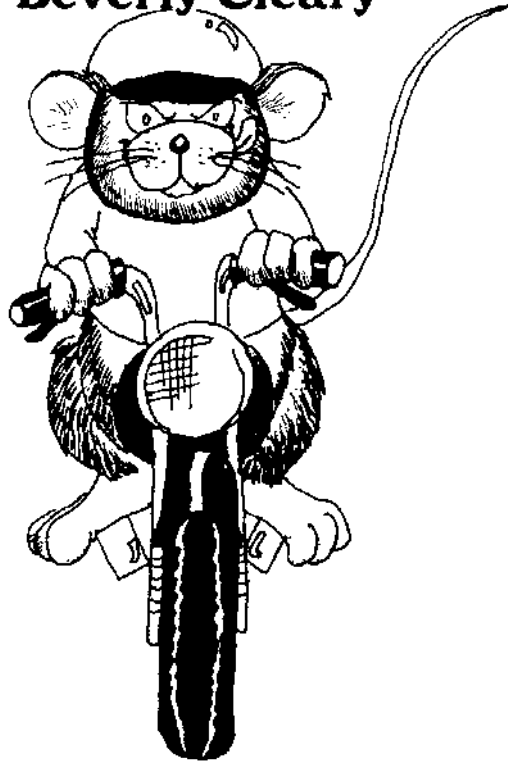


# Novel·Ties

## THE MOUSE AND THE MOTORCYCLE Beverly Cleary



## A Study Guide

Written By Anne Spencer

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

P.O. Box 326 • Cranbury • New Jersey 08512

## TABLE OF CONTENTS

Synopsis . . . . .	1
Pre-Reading Activities . . . . .	2
Chapters 1 - 3 . . . . .	3 - 5
Chapters 4 - 6 . . . . .	6 - 7
Chapters 7 - 9 . . . . .	8 - 10
Chapters 10, 11 . . . . .	11 - 12
Chapters 12, 13 . . . . .	13 - 14
Cloze Activity . . . . .	15
Post-Reading Activities . . . . .	16
Suggestions For Further Reading . . . . .	17
Answer Key . . . . .	18

*Novel-Ties® are printed on recycled paper.*

---

*The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.*

## For the Teacher

This reproducible study guide to use in conjunction with the novel *The Mouse and the Motorcycle* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTERS 1 – 3

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the advertisement for the Mountain View Inn below.

- |                 |                                  |
|-----------------|----------------------------------|
| 1. jaunty       | a. dare to go                    |
| 2. perplexed    | b. having an old-fashioned charm |
| 3. predicaments | c. bold; without caution         |
| 4. quaint       | d. cheery; sprightly             |
| 5. reckless     | e. confused; uncertain           |
| 6. remorseful   | f. sorry                         |
| 7. venture      | g. problems                      |

***There's Only One MOUNTAIN VIEW INN***

Are you \_\_\_\_\_<sup>1</sup> about what to do for your next vacation? Are you \_\_\_\_\_<sup>2</sup> about the cost of last year's trip? Be \_\_\_\_\_<sup>3</sup> this year! *Really* get away from it all, and save a few dollars, too!

Imagine a place where there is . . .

*No TV in your room!*

*No video game arcade!*

*No heated swimming pool!*

*No air conditioning!*

*No amusement park nearby!*

Enjoy an old fashioned vacation at the Mountain View Inn in the foothills of the Sierra Nevada mountains. \_\_\_\_\_<sup>4</sup> off the beaten path just 25 miles from California's Highway 40—and a world away from the \_\_\_\_\_<sup>5</sup> of everyday life.

It's just this simple. You will . . .

Breathe clean mountain air.

Take a \_\_\_\_\_<sup>6</sup> walk on our woodland trails.

Visit \_\_\_\_\_<sup>7</sup> old mining towns nearby.

Enjoy an old-fashioned peanut-butter picnic lunch.

***You'll never forget your Mountain View vacation!***

**Chapters 1 – 3 (cont.)**

3. Through what mountain range have the Gridleys just driven?
4. Mr. Gridley says he drove 400 miles on the last day of the trip and arrived in Bakersfield at about 6:00 P.M. If Mr. Gridley drove at an average speed of 50 miles per hour, and the family stopped for one hour to eat lunch, what time did they start driving that morning?

**Literary Elements: Reality and Fantasy**

Use the chart below to list story elements that are real and story elements that are fantastic. Add to this chart as you continue to read the book.

Reality	Fantasy

**Writing Activity:**

Write an advertisement for a “new, improved” Mountain View Inn *with* air-conditioning, TV, video games, and a heated indoor-outdoor swimming pool, plus any other improvements you think should be added.