Resource List –
*The Mouse and the Motorcycle* by Beverly Cleary (ISBN – 0440460751)
*Motorcycle Chronicle* by Doug Mitchel (ISBN – 0785333509)
*The Picture History of Great Inventors* by Gillian Clements (ISBN – 067984788X)
*Great Discoveries and Inventions That Improved Transportation* by Garth Stevens (ISBN – 083682587X)
*The Big Book of How Things Work* by Peter Lafferty (ISBN 083170859X)
Newspaper or magazine with motorcycle classified ads

Note: The first set of lessons are general lessons to use with the book as desired. The second set of lessons (marked with chapter headings) are book specific.

Social Studies –

**Invention of Motorcycle** – *The Mouse and the Motorcycle* is a good opportunity to discuss the invention of the motorcycle. The invention of the motorcycle was preceded by the invention of the velocipede, the very first bicycle created by Kirkpatrick Macmillan in 1839. The first motorcycles were simply bicycles with small engines attached. In 1867 an American inventor named Sylvester Howard Roper created the first motorcycle, which was a bicycle with a coal burning motor to power it. By 1885, two Germans named Gottlieb Daimler and Paul Maybach, had designed a wooden framed contraption powered by a gasoline motor, having two large wheels and two smaller “training” wheels, and this invention was the one recognized as being the official first motorcycle. Many designs were tried in early motorcycles, including both steam and gasoline engines, and leather belts preceded the drive chains as we know today. In the early 1900’s, just about anybody could become a motorcycle manufacturer, his only needs being a bicycle and a motor to put on it. Competition soon weeded out all the “backyard mechanics”, as motorcycles became more and more
popular. By 1907, motorcycles were becoming a main source of transportation, and there were even competitions to test the speeds of the motorcycles. The popularity fizzled out a bit after 1925, due to cars becoming more available and affordable, and the motorcycle changed from a machine of transportation to a machine of sport. Read about the invention of the motorcycle on page 60 of *The Kid Who Invented the Popsicle* by Dan Wulffson. Look through *Motorcycle Chronicle* by Doug Mitchel with your child, a very well done chronological pictorial of motorcycles from 1904 to present. Discuss the changes throughout the years. Read about Daimler in *The Picture History of Great Inventors* by Gillian Clements and have child fill out inventor trading card for the first motorcycle.

**Parts of a Motorcycle** – When Ralph first set eyes on Keith’s motorcycle, he noticed many of the details of the machine. He saw the chromium exhaust pipes, the clutch, and the license plate. While the different motorcycle manufactures may give their models different looks, all the basic parts of a motorcycle are the same. Look at a picture of a motorcycle in *Great Discoveries and Inventions That Improved Transportation* by Garth Stevens and/or *The Big Book of How Things Work* by Peter Lafferty and identify all the parts that Ralph mentioned, as well as their functions. If possible, visit a friend with a real motorcycle, or a motorcycle dealer to look at the different parts in real life.

**Compare and Contrast** – Your child may have noticed by now that many parts on a motorcycle are similar to the parts on his bicycle. This is because the bicycle was the predecessor of the motorcycle. Have your child compare the parts of a motorcycle with the parts on his bicycle. Complete a Venn diagram to itemize the similarities and differences.

**Science** –

**Classification** – Classification is the act of arranging a set, collection, group, or configuration known or thought to have at least one attribute in common. Your child may be familiar with the classification of animals or plants, and he may be interested to know that things such as motorcycles can be classified too. Motorcycles are first classified by their **Make**, which is a specific line of manufactured goods, identified by the maker’s name or trademark. Examples of motorcycle makes include Honda, Harley Davidson, Suzuki, Kawasaki, etc. The **Makes** are further broken down into **Models**, which are of a specific style or design, and then the models are further broken down by **Year**, and **Engine Size**.
Have your child go through a newspaper with classified ads, making mention of the root word “class”, and see how they have broken down the different motorcycles. Have child label the top of separate notebook pages with Honda, Suzuki, Yamaha, Kawasaki, Harley Davidson, Triumph, BMW, and Other. As he cuts out the various motorcycle ads, have him glue them on appropriate notebook page. See which Make is the most common, and also have him pick out his favorite.

**Motorcycle/Bicycle Safety** – This unit is a good opportunity to discuss motorcycle and bicycle safety. Review proper hand signals and road etiquette, and discuss the importance of wearing a helmet, such as the one Keith gave to Ralph. Here are some simple helmet basics.

What is a bike helmet? A helmet protects your brain when you fall. It has a plastic shell on the outside and foam inside. It has a strap to keep it on when you fly through the air. It only covers your head, and the rest of your body is still exposed. So you still have to be careful.

How does a helmet work? The foam crushes when you hit the road. That cushions the blow, and usually saves your brain. The shell makes it skid on the street so your neck does not get jerked. The shell also keeps the foam in one piece. It can split when you hit the car and not be there when you hit the street. If the strap is not right, your helmet can slip to the side or to the back. Then your bare head hits the road. Ouch. Pavement is very hard.

Why wear one? Being careful and not crashing is the best way. That's better than crashing in a helmet! The helmet only covers your head. So you need to learn the rules of the road and how to ride with them. But even the best riders crash. If you hurt your brain it can change you. You may not be able to read this page, or play video games, or talk, or run, or tie you own shoes or even feed yourself. Some people do not wear bike helmets. Don't let that stop you. You need one when you ride your bike. They do too, but they just don't know it yet.

How do I pick one? A magazine called Consumer Reports can tell you which helmets are best. But they don't test very many. Find a helmet that fits you. That's really the most important part. That will keep it on your head while you fly through the air or over the handlebars. Work on the straps to get the fit just right. You will probably need somebody to help you do that. You don't have to pay a lot for a good helmet. But be sure it fits you, you like it and you will wear it.
Your helmet is good for only one bad crash. That damages the foam and you have to replace it. So you can wear a bike helmet to skate if you use inline skates and don't crash every day. For skateboards where you do crash a lot, you need a different helmet that recovers after a crash. Skateboard helmets have a sticker inside that says ASTM F-1492.

**Simple Machines** – Motorcycles are made of many simple machines. Simple machines working together are called complex machines. Discuss these different simple machines with your child:

**Wheel** – Wheels help things to move, by rolling instead of dragging, making it easier and quicker to move. A motorcycle has two large wheels that it rolls on. Do this experiment with your bicycle to see how much farther and faster you can travel with wheels: First, take two large steps on foot and measure the distance. Then, get on your bicycle, starting with one foot at the top, push your foot all the way down and then all the way up. Did you go farther taking two steps by foot, or two steps on your bicycle? This shows how much farther and faster we can go with the use of wheels.

**Axle** – An axle is another simple machine. It is the shaft on which a wheel is mounted and on which it turns.

**Gear** – A gear is a type of wheel with teeth. A motorcycle has a large gear that is driven by a chain that fits into the teeth. As the chain turns the gear, the gear turns the rear wheel. This makes the motorcycle move.

**Lever** – Levers help your muscles as if they were stronger. Levers can be short or long. They can be curved or straight. Sometimes two levers are used together, such as a pair of pliers, and other times they can be used by themselves, such as a long stick used to pry on something. The longer the lever, the more “leverage” you have. Motorcycles have “brake levers” that you squeeze to stop the cycle, and “gearshift levers” to change the speed of the motorcycle.

Looking at a picture of a motorcycle, or his bicycle, have your child locate the wheel, gear, axle, and lever (if applicable). If you have K'nex or other building toy, have your child use these simple machines to build a complex machine.

**Language Arts** –
**Compound Words** – A compound word is a word that is made up of two or more smaller words. The word motorcycle is a compound word. Have child find the two words that make up the word motorcycle. Have him think of other compound words. Some examples are racecar, cowboy, sunflower, sunset, butterfly, etc.

**Root Words** – The word motorcycle comes from the Latin root words, *mōtor*, meaning “to move”, and *cyclus*, meaning, “wheel or circle”. Can your child think of any other words that have motor or cycle for root words? Have him look up the root words in a dictionary and make a list of words containing those roots.

**Word Find** – Have your child find all the words he can within the word “motorcycle”. Possibilities: motor, cycle, to, tool, root, toe, toy, clot, more, let, cot, rot, met, cool, core, mole, loom, etc.

**Acrostic Poem** – An acrostic poem is a poem where each line starts with a letter that spells out the subject of the poem. Acrostic poems usually do not rhyme. Have your child write an acrostic poem for the word “MOTORCYCLE”.

**Applied Math** –

**Money** - Use the motorcycle classified ads to work out word problems. “If I have $5,000 to spend, how many motorcycles do I have to choose from?” “If a motorcycle costs $2,550 dollars, how many $100 bills will I need? What will my change be?” “If I buy a motorcycle for $3,500 and have to pay 6% sales tax on it, how much will the total cost of the motorcycle be?” Have your child write out his own word problems too, challenging you to figure them out.

**Miles Per Hour (MPH)** – Motorcycles have an instrument called a speedometer that tells you how many miles per hour (MPH) you are moving. Have your child figure out the following problems, and also make up his own to test you:

- How many minutes in an hour? (60)
- If the motorcycle is moving at 60 mph, how many miles does it move every minute? (1)
- If a motorcycle is moving at 30 mph, how many miles does it move every minute? (1/2)
- How fast is the motorcycle going if he travels 25 miles in half an hour? (50 mph)
Odometer – Motorcycles have another instrument that tell them how many miles they have gone, called an odometer. Discuss the distance of a mile. (5280 feet) Ask child how many feet are in a half mile. (2640) How many feet in a quarter mile? (1320) Have your child guess how far away certain familiar points are, such as the grocery store, playground, etc. and have your child watch your car odometer as you drive. See how accurate his guesses were.

Art –

Drawing - Have your child draw a picture of a motorcycle, referring to the details in the various books.

Design – Motorcycle manufactures hire designers, whose jobs are to design safe, functional motorcycles that are also pleasing to the eye. Sometimes they design their motorcycles with special features, such as being able to be folded up to put in the trunk of the car. Have your child design a new style of motorcycle, explaining its features and functionality.

Lessons Specific to The Mouse and the Motorcycle –

Chapters 1-3 -

Chapter 1 Vocabulary
bellboy: n. A hotel worker who carries travelers’ luggage
croquet: n. A game in which players use mallets to hit balls through metal wickets
vacancy: n. An opening
dreadful: adj. Frightening; very unpleasant
threadbare: adj. Worn down; shabby

Chapter 1 Comprehension Questions
1. How are you and Keith alike? How are you and Keith different? Support your answers with specific examples.
2. How does Mrs. Gridley feel about the Mountain View Inn?
3. Why does Mr. Gridley refuse to leave the Mountain View Inn?
4. How is Keith’s opinion of mice different than his mother’s? How do you know?
Chapter 2 Vocabulary
despair: n. Hopelessness
chromium: n. A hard, shiny, metallic element used to harden steel and protect it from corrosion
jauntily: adv. With self-confidence and ease

Chapter 2 Comprehension Questions
1. Is this story an example of fiction or nonfiction? Why?
2. What are some things Ralph’s mother worries about?
3. How does Ralph feel about the motorcycle?
4. Why does Ralph’s mother think Ralph is reckless?

Chapter 3 Vocabulary
incinerator: n. A furnace used for burning garbage to ashes
remorseful: adj. Feeling regret for past sins
venturing: v. Going on an adventure; taking a risk
tourist: n. A person who travels for pleasure
predicament: n. A difficult or troublesome situation

Chapter 3 Comprehension Questions
1. Why does Ralph feel remorseful?
2. What have you learned about Ralph? Make a list of his qualities, or write them in a character web.
3. List some events from this chapter that could not happen in real life.
4. Predict what will happen next in the book.

Write a Review* -- Have your student write a review of the Mountain View Inn to be published in the travel section of a newspaper. Begin with a description of the hotel. Help your student review chapter 1 for descriptive words and phrases to use. The review should explain why readers should or should not stay at the hotel. Have student include at least two reasons to support their point of view. Provide reviews from travel sections of newspapers to be used as models.

Create an Advertisement* -- Have your student create an advertisement for the Mountain View Inn. Look at advertisements in a newspaper and make a list of the qualities they share, such as illustrations, photographs, descriptions and testimonials from satisfied customers. Then, help your student gather
information about the hotel from Chapter 1. The ad should include a brief
description of the hotel’s best qualities and imaginary quotations from happy
customers. Have student illustrate the ad with an appealing illustration or
photograph of the hotel.

**Businesses (Hotel)** – Mrs. Gridley is not at all impressed with the Mountain View
Inn. Discuss with your child some of the qualities you would look for in a nice
hotel, maybe making a list as you go. You would want it to be clean and roomy,
a comfortable temperature, quiet, and easily accessible from major highways.
You would look for someplace with quick, friendly service, and probably good
food if you don’t plan on leaving the hotel often. Would you want a hotel with
“dust mice” under the beds, or real mice hiding in knotholes? Most likely not. Is
having cable television, telephone, or computer access important to you?
Maybe your children would enjoy playing hotel, with parents or grandparents
for the guests. The child could write an advertisement for his hotel, including all
the selling points, put room numbers on the bedroom doors, and play bellboy
or maid. Let him have fun using his imagination.

**Stereotypes** – Keith’s opinion of mice is very different than Mrs. Gridley’s. While
Keith actually looks forward to finding a mouse, not a bit afraid, his mother is
terrified of the little creatures. Does your child understand what a stereotype is?
Oftentimes, we look at a person, believing that he possesses certain
characteristics that typify a particular group. This is sometimes based on
personal experience, and sometimes based on things we’ve been told by others.
Maybe Mrs. Gridley had a bad experience with mice, possibly having one in her
house, eating food from the pantry or chewing holes in clothing, causing her to
dislike all mice. Or maybe she just heard horror stories from others about the
damage done by mice. Ask your child if it is fair of Mrs. Gridley to dislike Ralph
solely because of what other mice may have done. How would your child feel if
he was disliked just for being a child, based on some bad acts other children
have done. I’m sure he would find it unfair. Children, like Keith, have often times
not experienced enough in life to develop their own stereotypes. While they will
learn that often times stereotypes do fit, the right and fair thing to do is to give
everyone the benefit of the doubt, and to like or dislike the person on their own
merits.
Emotions – In chapter 2 there were many emotions felt by Ralph i.e. terror, hope, joy, despair, eagerness, excitement, curiosity, and impatience. Discuss these emotions with your child, and have him act out the various emotions.

Personification – Personification is a literary device in which the author elevates an animal, object, or idea to the level of a human, in that it takes on the characteristics of a human. In *The Mouse and the Motorcycle* Ralph the mouse is personified. He is given a name, a personality, human type emotions and speech, and even clothing. Can your child think of any other famous mice, which have been personified in any other stories? Some possibilities are Mickey Mouse, Stuart Little, Anatole (from the Eve Titus series), or Angelina the ballerina.

Emergencies – Ralph got himself in to quite a predicament, falling into the trashcan. Ask your child if he has ever been in a predicament such as this, maybe getting stuck somewhere, or lost in a crowd. Explain how important it is to keep your cool and think clearly. How did Ralph handle this emergency? Well, he went from being annoyed, to scared and panicked, to trying to figure out an escape plan. Ask your child if there was anyway to prevent this from happening? If Ralph had listened to his mother from the beginning, he wouldn’t have gotten trapped in the first place!

Chapters 4-6 –

Chapter 4 Vocabulary
mislav: v. To misplace
covery: v. To cringe in fear
quiver: v. To shake, vibrate or tremble
dignity: n. The quality of being worthy of respect

Chapter 4 Comprehension Questions
1. Describe Keith’s reaction to seeing Ralph for the first time. Would you have reacted in the same way? Why?
2. What makes Keith wonder whether Ralph rode the motorcycle off of the bedside table?
3. Why are Keith and Ralph able to understand each other?
4. Do you think Keith likes Ralph? How can you tell?

Chapter 5 Vocabulary
threshold: n. The entrance to a house, room or building
momentum: n. Force of movement of a physical object or course of events
exhilarated: adj. Invigorated; stimulated
baseboard: n. A wooden board forming the base of something

Chapter 5 Comprehension Questions
1. Would you have trusted Ralph with your own toy motorcycle? Why or why not?
2. Describe how Ralph feels while riding the motorcycle.
3. Why is Ralph afraid of dogs?
4. How is Ralph able to make the motorcycle run?

Chapter 6 Vocabulary
generous: adj. Unselfish in giving or sharing
incredulous: adj. Showing or feeling disbelief
associate: v. To join together as partners

Chapter 6 Comprehension Questions
1. Why does Ralph consider Keith a generous boy in this chapter?
2. What would you have ordered for breakfast from room service at the Mountain View Inn?
3. What are some clues that suggest Ralph likes Keith?
4. Describe Ralph’s home and family.

Personal Hygiene – Keith’s mom told him not to forget to get a bath and brush his teeth. Psalm 139:14 says, “I will praise thee; for I am fearfully and wonderfully made.” While we should most definitely praise and thank God for the wondrous body that He has designed, we should also do everything within our capability to take care of it. Review proper hand washing techniques, using soap, warm water, and a nailbrush. Demonstrate proper face washing, gently cleaning the eye and ear areas.

Drama – have your child act out the part of the story where Ralph is nervously hiding in the trash can, hoping Keith won’t find him.

Parts of Speech – An adjective is a word that describes a noun. The author of The Mouse and the Motorcycle uses a lot of adjectives to give the reader a better visual idea of the story.
Using the prepared adjectives worksheet, have your child find the listed adjectives throughout Chapter 5.

**Onomatopoeia** – Discuss with your child the author’s use of the onomatopoetic $Pb-pb-b-b-b$ sound the boy made with his motorcycle, the only way to make the motorcycle run. Onomatopoeia is the use of a word whose sound suggests its meaning. Have your child think of other onomatopoetic words or phrases such as *Crash!* or *Buzz!*

**Cooking Fun -- Cinnamon Buns**
Make cinnamon buns (or cinnamon rolls) together for a special treat!

**Chapters 7-9 –**

**Chapter 7 Vocabulary**
devoir: v. To eat hungrily or ravenously
reckless: adj. Careless; without caution
exhaust: v. To drain of strength or energy

**Chapter 7 Comprehension Questions**
1. List the sequence of events in this chapter.
2. Why is Ralph filled with remorse at the loss of Keith’s motorcycle?
3. Explain how Ralph acts recklessly during this chapter.
4. What might you have done differently in this chapter if you were Ralph?

**Chapter 8 Vocabulary**
reunion: n. A regular gathering of relatives, friends or associates
pilfering: n. Stealing
tactless: adj. Inconsiderate; blunt; rude
foolhardy: adj. Reckless; foolishly bold

**Chapter 8 Comprehension Questions**
1. Describe Ralph’s family reunion.
2. Do you think riding motorcycles is dangerous or foolhardy? Why?
3. What gift does Keith give to Ralph?
4. Describe Keith’s reaction to Ralph’s loss of the motorcycle.

**Chapter 9 Vocabulary**
Chapter 9 Comprehension Questions
1. What is the main idea of this chapter?
2. Why does Keith say he is like Ralph?
3. Describe the relationship between Ralph and Keith.
4. Are you in a hurry to grow up? What are some grownup things you wish you could do now?

Character Web – By now, we have a pretty good idea of the characteristics of Ralph. Use the prepared character web to describe Ralph. What were some of his good characteristics? What were some of his bad characteristics? Ask your child if he is like Ralph in any way.

Vacuum Cleaners – Ralph was very afraid he was going to get sucked up the vacuum cleaner, with good reason! Vacuum cleaners, especially commercial brand vacuums such as the one used at Mountain View Inn, are very powerful tools. However, vacuums were not always strong sucking machines. It took over 100 years to evolve into what we know today as a vacuum cleaner. In 1876 Melville Reuben Bissell invented the first carpet sweeper, a manual tool with rotating brushes that would collect larger particles of dirt and debris as you pushed it along. In 1901 Hubert Cecil Booth of England invented the first vacuum cleaner, a very large cleaner with a 5-horse power piston engine, too large actually, for the common homeowner to use. Soon after, in 1907, Murray Spangler and his cousin William Hoover, develop a widely marketed, more convenient vacuum cleaner, which was patented in 1908 and the beginning of the Hoover Company, which still makes vacuum cleaners today. Look with your child at the evolution of the vacuum cleaner, comparing the cleaners of days gone to your vacuum cleaner. Discuss improvements over the years. Teach your child the different parts of the cleaner, and what they are used for. If possible, visit a vacuum store where your child can test out the strength of different vacuums. Let your child vacuum your house a while, it is great exercise! Read about Bissell, Spangler, Booth, and Hoover in The Picture History of Great Inventors by Gillian Clements, and fill out invention trading cards.
Drama/Essay – act out or write the scene (chapter 8) where Ralph has to tell Keith that he has broken his promise and not only rode his motorcycle during the day, but also lost it!

Writing* -- Have your student create a Lost-and-Found Ad for Keith's lost motorcycle. Encourage her to use details from the book to help describe the motorcycle. Then, look through a newspaper’s lost-and-found section together to see what details the writers include in their ads, such as contact information and rewards. Have your student incorporate these elements in his ad.

Chapters 10-13 –

Chapter 10 Vocabulary
sparingly: adv. Economically; in a limited way
scurrying: v. Moving quickly
switchboard: n. A machine with instruments necessary for completing telephone circuits manually

Chapter 10 Comprehension Questions
1. Why do the mice have to depend on Keith for food?
2. Why isn’t Keith’s father able to find an aspirin?
3. Do you think Ralph will be able to find an aspirin? Why or why not?
4. If Ralph finds an aspirin, how do you think he will bring it to Keith?

Chapter 11 Vocabulary
steadfast: adj. Steady; unchanging
misery: n. Great unhappiness
cunning: adj. Shrewd; sly

Chapter 11 Comprehension Questions
1. Why is Ralph’s family upset about his search for an aspirin?
2. The teachers call Ralph a pest. Ralph thinks the teachers are pests. Explain why these characters think as they do.
3. Tell why Ralph could be described as cunning.
4. What would you have done if you had caught Ralph searching your hotel room?
Chapter 12 Vocabulary
grimly: adv. Sternly; severely
detour: n. A route taken when the main route is closed or blocked
din: n. A loud, steady noise
nuisance: n. Something that causes trouble

Chapter 12 Comprehension Questions
1. Describe Ralph’s plan to bring the aspirin to Keith. Do you think it is a good plan? Why or why not?
2. Explain how the dog is a nuisance.
3. Give a summary of this chapter.
4. Use examples from the story to explain why Ralph’s plan works.

Chapter 13 Vocabulary
tip: n. A small gift given in exchange for a service
flaw: n. A break or crack that spoils the perfection of something
hamper: v. A large basket that usually has a cover
tantalizing: adj. Teasing with something that is desired but out of reach

Chapter 13 Comprehension Questions
1. What is the main idea of the book?
2. What was your favorite part of the book? Why
3. Did you enjoy reading the book? Why or why not?
4. Would you like having Ralph as a friend? Why or why not?

Mice – Have child research mice. We know from the story that mice like crumbs and apple cores, and that they are nocturnal because Ralph “stayed out late in the daytime when he should have been home safe in bed.” Mice are rodents that have very sharp front teeth and long tails. They will eat just about anything, and while they are occasionally kept as pets, they are mostly considered a pest. Look up and read about mice in The Kingfisher First Animal Encyclopedia or other book containing information on mice. Use the mouse border paper to write facts, if desired.

Writing*--
If your student enjoyed the advertisement assignment in the first section of the book, consider having her create a newspaper ad for the drugstore located 25 miles from the Mountain View Inn. She should include details listed in Chapter
10, such as the store’s hours. Ask your student what else she can include in her ad that would make people want to shop at the store. Have her examine advertisements in a newspaper for ideas.

**Writing/Research**--
Have your student choose one of the California destinations described in Chapter 11. Help him conduct research about that location (either online or in a library). Then, ask him to compile his findings in a report. If you want him to use creative writing skills as well, consider asking him to write his research in the form of a review article for the travel section of a newspaper. Review articles for the travel section of a newspaper. When writing, he should describe the destination and tell why readers would or would not want to visit. He should include information about hotels, restaurants and activities.

**Math** – The closest drug store was 25 miles away from the hotel. How long would it take driving 25 miles per hour? How about 50 MPH? How far would the round trip be?

**Art** – Have your child pretend he is Keith, and is trying to convince Ralph to live in a cage so he can come back to Ohio with him. Brainstorm and draw a picture of a mouse’s “dream cage”, something that Ralph might not mind living in.

**Writing: Movie Review**-- If you choose to show your student the movie version of *The Mouse and the Motorcycle*, you may want to consider this extension activity. Discuss the different features of a movie review, such as the plot, summary, comments on the acting, and an overall evaluation of the film’s quality.

**Credits:** All the vocabulary & comprehension questions as well as the activities marked with * were originally part of a Newspapers in Education project provided by Newspaper in Education Institute and Harper Collins Publishing. Homeschool Share has been granted permission through the *Pittsburgh Tribune-Review* to use these materials.
Inventors Trading Cards:
Cut out each trading card; fill in information, draw or paste image in empty box, fold on dotted line, glue in place.

Invented By: ________________
Year Invented: ________________
What Does This Invention Do?

_______________________________

Who Would Use This Invention?

_______________________________

How Has This Invention Changed?

_______________________________

Invention: ________________
**Parts of Speech** – An adjective is a word that describes a noun. The author of *The Mouse and the Motorcycle* uses a lot of adjectives to give the reader a better visual idea of the story. Have your child find the following adjectives throughout Chapter 5:

Pg. 48 - ____________ carpet
Pg. 49 - ____________ fluff
Pg. 50 - ____________ light
Pg. 50 - ____________ feeling
Pg. 50 - ____________ highways
Pg. 50 - ____________ floor
Pg. 50 - ____________ breath
Pg. 51 - ____________ ____________ hotel
Pg. 51 - ____________ snorer
Pg. 51 - ____________ elevator
Pg. 51 - ____________ foods
Pg. 51 - ____________ frosting
Pg. 51 - ____________ eye
Pg. 52 - ____________ turn
Pg. 53 - ____________ ____________ thing
Pg. 53 - ____________ burst
Pg. 53 - ____________ man
Pg. 53 - ____________ terrier
Pg. 54 - ____________ barks
Pg. 55 - ____________ breeze
Pg. 55 - ____________ man
Pg. 55 - ____________ dog
Pg. 56 - ____________ circle
Pg. 58 - ____________ man
Pg. 58 - ____________ ____________ machine
Pg. 60 - ____________ ____________ motorcycle
Mice are nice
Character Web
Write Ralph’s good characteristics in the cheese.
Write his bad characteristics in the aspirin.
Ralph
find words using the letters in

motorcycle