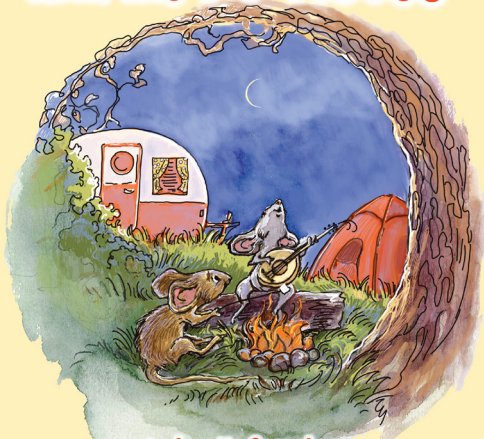


The Tent Mouse and the RV Mouse



by **Loretta Sponsler**
illustrations by **Kathrine Gutkovskiy**

Common Core State Standards-Aligned
Discussion/Activity Guide for Grades K-1

The Tent Mouse and the RV Mouse

ISBN-10: 1951633008
ISBN-13: 978-1951633004



Written by Loretta Sponsler

Illustrated by Kathrine Gutkovskiy

Published by Kids Camping Books

*A modern twist on Aesop's fable, *The Town Mouse and the Country Mouse*. While Thomas Tent-Mouse loves to camp in his tent where he feels connected to nature, his cousin Harvey RV-Mouse loves to camp in his RV where he feels safe. Adventure awaits these outdoor-loving cousins, as they learn that it's okay to like different things.*

Guide created by
Debbie Gonzales, MFA



Table of Contents

Pre-Reading Discussion3

Post-Reading Discussion4

The Compare & Contrast Foldable5-6

Word Games.....7

Instruction Cards8

Word Cards 9-11

Wordsearch.....12

Wordsearch Answers.....13

Common Core State Standards Alignment:

- English Language Arts Standards » Reading: Literature14
- English Language Arts Standards » Foundational Skills 14
- English Language Arts Standards » Writing14-15
- English Language Arts Standards » Speaking & Listening..... 15



Pre-Reading Discussion

Consider the illustration on the cover of the book:

- Describe the action taking place in the illustration. What are the mice doing?
 - Examine the setting. Identify the two forms of shelter depicted in the background of the illustration.
 - Tell why the mice are seated by a fire.
 - Identify the type of instrument one of the mice is playing.
 - What is the other mouse doing? How do you know?
 - Is this scene taking place during the daytime or the nighttime? How do you know?
 - After analyzing this illustration, predict what this story is going to be about.
-

Meet the Author – Loretta Sponsler:

- Ms. Sponsler has a passion for camping. She and her family thoroughly enjoy camping in their RV. She also has a deep, deep love for reading. Consider how all of her interests combined – camping, her family, and reading – inspired her to write *The Tent Mouse and the RV Mouse*.
- On her website, Ms. Sponsler mentions that she has a degree in journalism and has worked as an editor for the U.S. Government. Ms. Sponsler is a very good writer! Discuss the skills and commitment required to become a writer as skilled as she is.
- Ms. Sponsler says that she is now a “...full-time mom, part-time writer, all-the-time cheerleader of reading and books.” Which jobs do you think she enjoys the most?
- Learn more about Ms. Sponsler and her great **Kids Camping Books** by accessing www.kidscampingbooks.com.



Meet the Illustrator – Kathrine Gutkovskiy:

- On the **Kids Camping Books** website, Kathrine says that she enjoys traveling. She’s also a *freelance* illustrator, which means that she gets to choose the projects that interest her. Do you think that her passion for traveling might have convinced her to decide to choose *The Tent Mouse and the RV Mouse* as a project of interest? How so?
- Like Ms. Sponsler, Kathrine is a devoted mother and loves spending time with her children. Discuss how their shared similar traits contributed to the creation of this delightful book.
- Ms. Sponsler is a writer and Kathrine is an illustrator. Determine how their ways of telling stories differ. How about you? Which ways do you prefer to tell stories? With words, with pictures – or both?
- To learn more about Kathrine and her fascinating work access www.kidscampingbooks.com.



Post-Reading Discussion

“Harvey, let’s go camping together.”

- Harvey and Thomas are *cousins*, which means that they come from the same family. They are also very good friends. Do you have cousins that you consider to be good friends? Explain your answer.
- Friends are individuals who enjoy doing the same things together. List the things that both Harvey and Thomas enjoy doing together.
- While they both like to camp, they prefer to do it differently. Describe their differences. Explain the reasons why Thomas likes to camp in a tent. List reasons why Harvey prefers to camp in a RV. How about you? Which type of camping do you prefer? In an RV or in a tent? Explain your answer.



Harvey buried his head in his pillow and dreamed of his strong RV where he felt safe. It was a long night.

- Examine reasons why Harvey does not feel “safe” in the tent. Explain why Thomas feels differently than Harvey while sleeping in the tent.
- If Harvey is so uncomfortable in the tent, why do you think he didn’t wake Thomas up to tell him? Why has Harvey decided to stay in the tent to endure the “long night?”



Thomas buried his head in his pillow and dreamed of his own little tent where he felt connected to nature. It was a long night.

- List reasons why Thomas felt frustrated sleeping in the RV. Explain why Harvey was able to sleep so soundly while Thomas laid awake listening to the clock “ticking and tocking.”
- If Thomas is so uncomfortable in the RV, why do you think he didn’t wake Harvey up to tell him? Why has Thomas decided to stay in the tent to endure the “long night?”
- How is it possible for two cousins and good friends to be so much alike in so many ways, and yet feel so differently about where to sleep while camping?

Together they said, “It’s okay to like different things.”

- The word *relationship* means friendship, connection, and bond. What do you think is most important to Harvey and Thomas, their relationship or how they camped? Explain your answer.
- Do you agree that it is okay for friends to like different things? How so?
- The term *moral of the story* means a lesson that story teaches about how to behave in the world. Describe the moral of the story of *The Tent Mouse and the RV Mouse*.



A Compare & Contrast Foldable

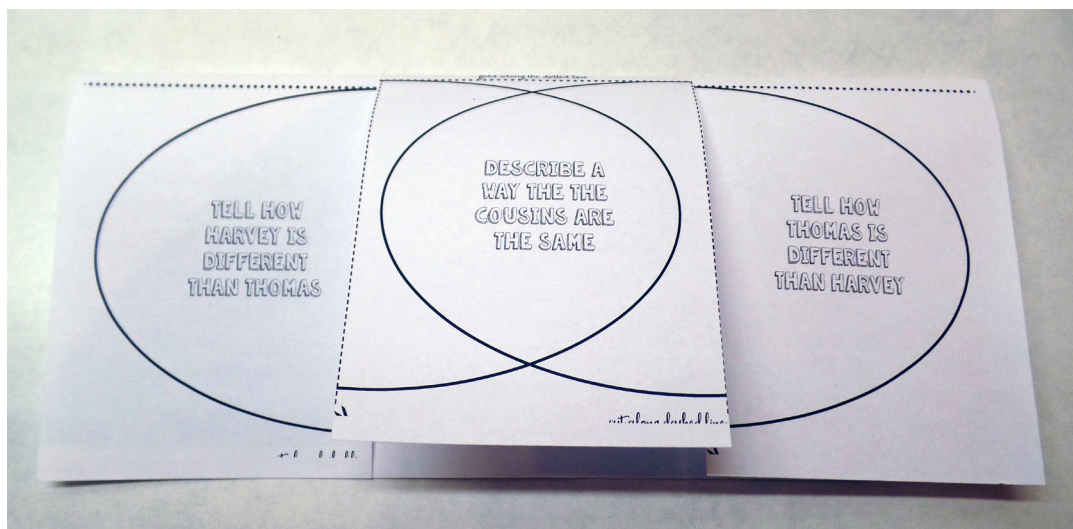
Objective: Compare and contrast the adventures and experiences of characters in stories.

Materials:

- *The Tent Mouse and the RV Mouse*, the book
- The Compare & Contrast Foldable, (Guide, pg. 6)
- Pencil
- Markers
- Cardstock
- Scissors

Procedure:

- Print the **Compare & Contrast Foldable** on computer paper.
- Fold the **Compare & Contrast Foldable** in half along the dotted line.
- Using scissors, trim only one half of the foldable along the dashed line, taking care to stop at the dotted line. This process should result in dividing the Venn diagram into three sections.
- Instruct students to write or illustrate one way, or several ways, that Harvey is different than Thomas beneath the corresponding section.
- Instruct students to write or illustrate one way, or several ways, that Thomas is different than Harvey beneath the corresponding section.
- Instruct students to write or illustrate one way, or several ways, that both Thomas and Harvey are the same beneath the center section.
- Instruct students to write a short essay or story inspired by their perception of the activity.
- Encourage students to share their work with the class.



fold along the dotted line

TELL HOW
HARVEY IS
DIFFERENT
THAN THOMAS

DESCRIBE A
WAY THE
COUSINS ARE
THE SAME

TELL HOW
THOMAS IS
DIFFERENT
THAN HARVEY

cut along dashed line

cut along dashed line

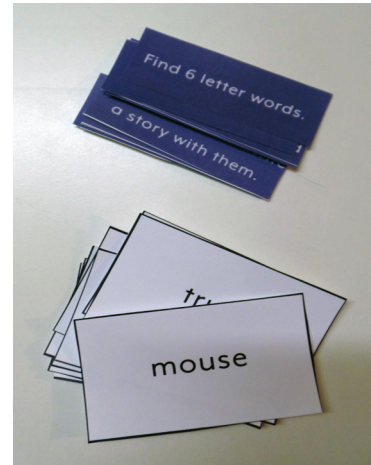


Word Games

Objective: Know and apply grade-level phonics and word analysis skills in decoding words.

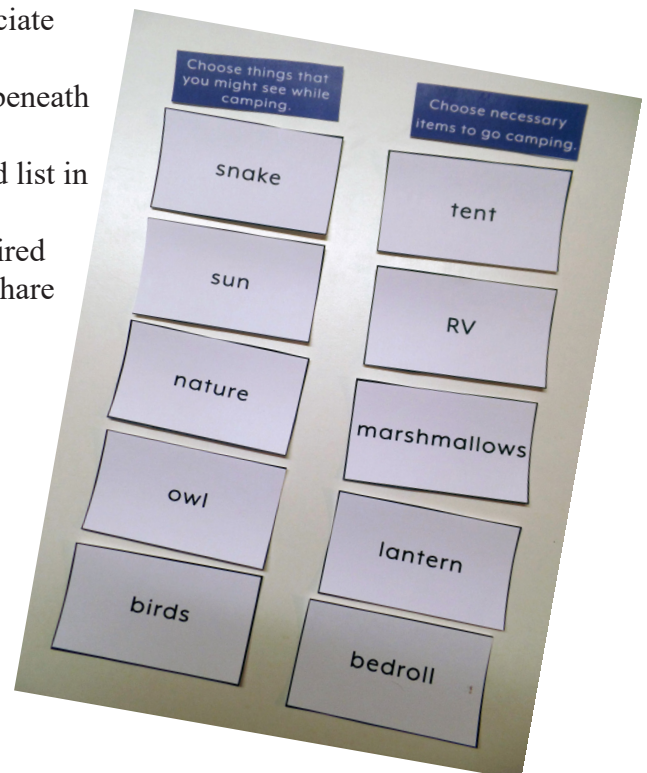
Materials:

- *The Tent Mouse and the RV Mouse*, the book
- Instruction Cards, (Guide, pg. 8)
- Word Cards (Guide, pg. 9-11)
- Spiral notebook
- Pencil
- Markers
- Cardstock
- Scissors



Procedure:

- Print **Instruction Cards** and **Word Cards** on cardstock.
- Use scissors to trim around the borders of the cards.
- Stack the **Instruction Cards**, face down, on the table.
- Stack the **Word Cards**, face up, on the table.
- Using *The Tent Mouse and the RV Mouse* as a reference, encourage students to search through the book to identify illustrations represented by the **Word Cards**.
- Tell the student to select the card at the top of the **Instruction Card** stack. Read the card and place it, face up, on the table.
- Sort through the **Word Cards** to find words that associate with the direction given on the **Instruction Card**.
- Place corresponding **Word Cards** in a row, or rows, beneath the **Instruction Card**.
- Once complete, instruct the student to record the word list in their spiral notebook.
- Encourage students to write and illustrate stories inspired by the Word Games in their spiral notebooks, and to share their work with one another.



Instruction Cards

Find 2 letter words.

Find 3 letter words.

Find 4 letter words.

Find 5 letter words.

Find 6 letter words.

Find 7 letter words.

Find 8 letter words.

Find 12 letter words.

Alphabetize by the
first letter of the word

Alphabetize by the
last letter of the word

Choose a word.
Illustrate it.

Choose 3 words. Write
a story with them.

Choose necessary
items to go camping.

Choose things that
you might see while
camping.

backpack

sleeping bag

bicycle

birds

campfire

campsite

cousins

fishing

hike

lantern

marshmallows

mouse

nature

owl

RV

snake

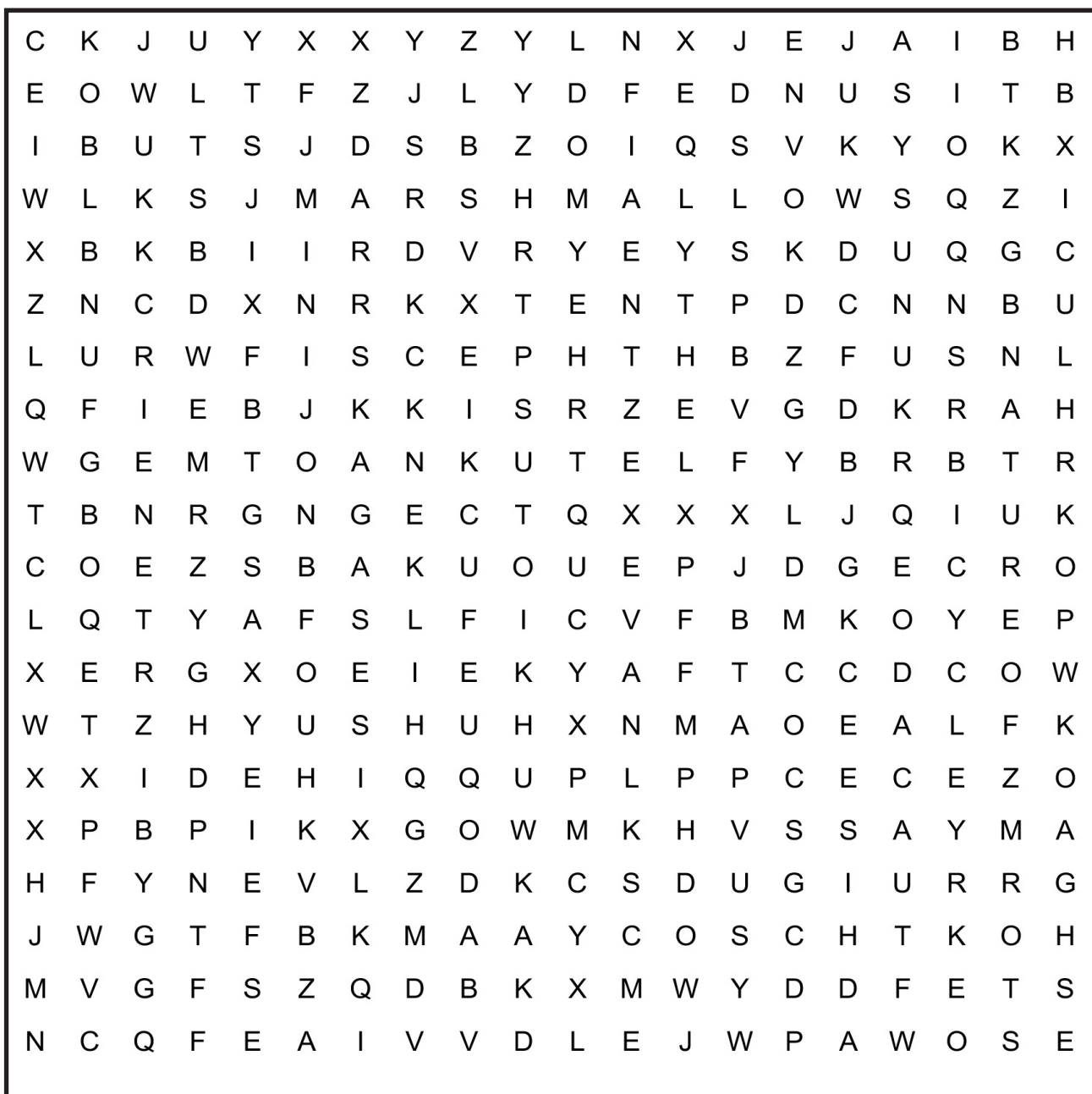
sun

tent

truck



Word Search Template



BACKPACK

SNAKE

OWL

HIKE

BIRDS

TENT

STORM

MOUSE

COUSINS

SLEEPING BAG

TRUCK

RV

LANTERN

FISHING

BICYCLE

SUN

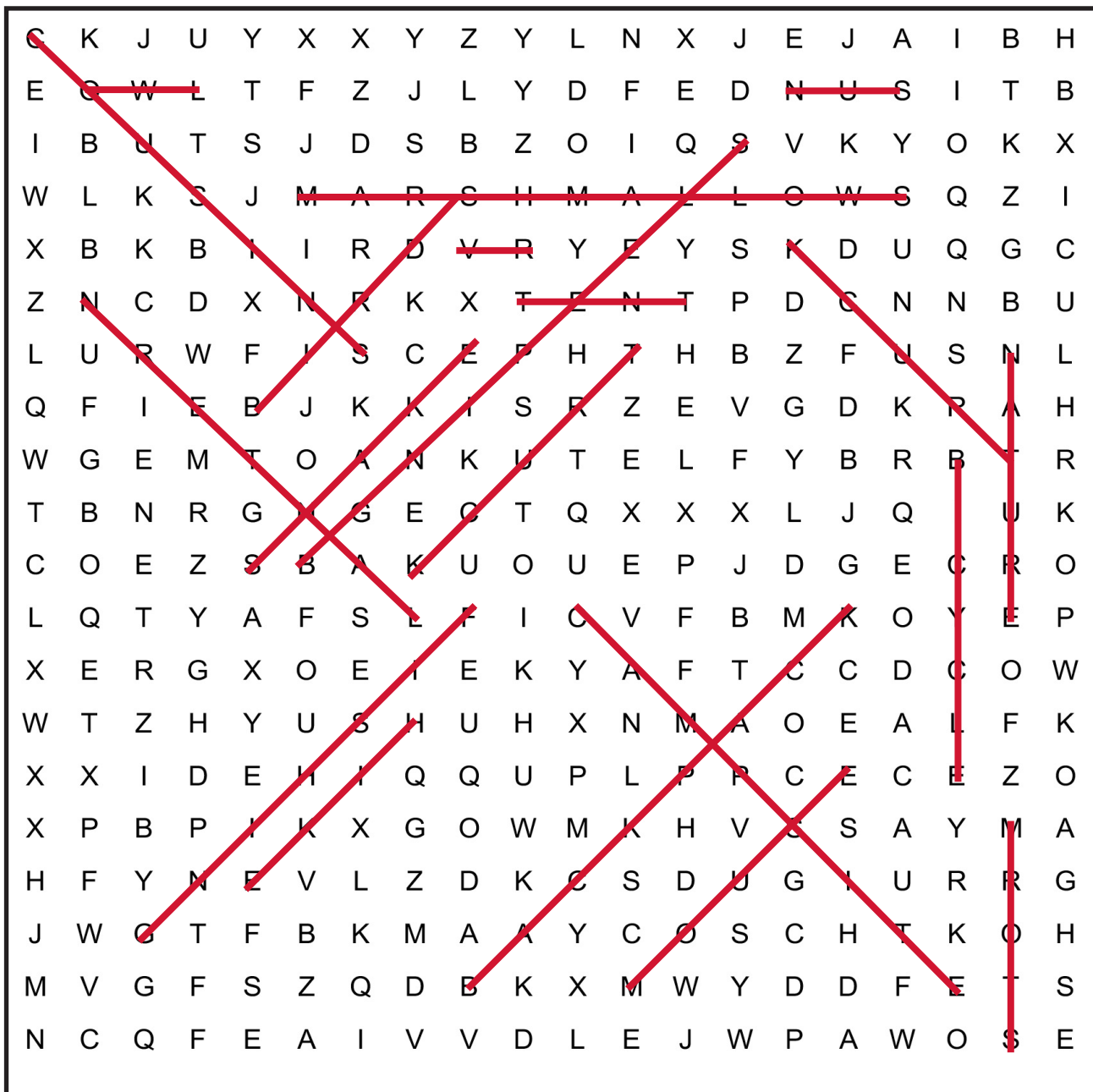
NATURE

MARSHMALLOWS

CAMPSITE

TRUCK

Word Search Answers



BACKPACK

SNAKE

OWL

HIKE

BIRDS

TENT

STORM

MOUSE

COUSINS

SLEEPING BAG

TRUCK

RV

LANTERN

FISHING

BICYCLE

SUN

NATURE

MARSHMALLOWS

CAMPSITE

TRUCK

Common Core State Standards Alignment

		Discussion	Compare & Contrast	Word Game	Word Search
English Language Arts Standards » Reading: Literature					
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	●	●	●	●
CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.	●			
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	●	●		
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.			●	●
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	●			
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	●	●		
CCSS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	●	●		
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	●	●	●	●
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	●	●		
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	●	●		
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	●	●		
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	●	●		
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	●	●	●	●
English Language Arts Standards » Reading: Foundational Skills					
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.			●	●
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			●	●
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			●	●
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.			●	●
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			●	●
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			●	●
English Language Arts Standards » Writing					
CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		●	●	
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		●	●	
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		●	●	

		Discussion	Compare & Contrast	Word Game	Word Search
English Language Arts Standards » Writing (cont.)					
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		•	•	
English Language Arts Standards » Speaking & Listening					
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•	•	
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•	•	
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•	•
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	•	•	•	•
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		•	•	
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•	•	
CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	•			
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•	•	•	
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		•	•	
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	•	•	•	•