

FOR VISUAL READERS  
**TOON BOOKS®**

*A Trip to the Bottom  
of the World with Mouse*

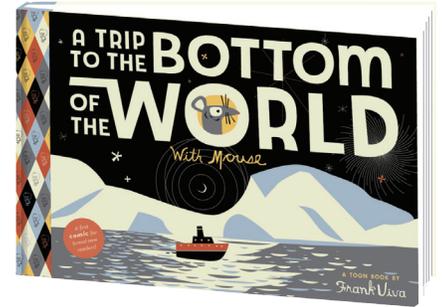
by Frank Viva

ISBN: 978-1-935179-19-1

Guided Reading Level = E

Lexile Level = BR

by Nadja Spiegelman,  
TOON Books' Deputy Editor



**ELA COMMON CORE STANDARDS**

KEY IDEAS AND DETAILS	
Ask students: Where did Mouse and his friend go on their journey? How do you know? Why did they put on boots, mittens, hats and scarves?	<b>RL.K.1, RL.1.1</b>
Ask students to retell the story in their own words, listing the animals they see in the book.  Ask students to retell the story from Mouse's point of view. Why did he want to go home at the beginning? What does he ask at the end?	<b>RL.K.2, RL.1.2</b>
Who are the two friends in this story? Is one friend more adventurous and curious? Which friend would prefer to stay home? Is the Bottom of the World their home?	<b>RL.K.3, RL.1.3</b>

CRAFT AND STRUCTURE	
On the page with the word "guppy," ask students if they can tell what a guppy is from the pictures? Using contextual evidence, have them determine whether it's a big fish or a little fish.  What does the man mean when he says "the big sky makes him feel small"? What does Mouse mean when he says that the waves make it hard to stand?	<b>RL.K.4, RL.1.4</b>
This story was inspired by the author's real journey to Antarctica. Show students photographs of that journey paired with drawings at: <a href="http://toon-books.com/atriptothebottomoftheworld/franks-real-trip-to-antarctica/">http://toon-books.com/atriptothebottomoftheworld/franks-real-trip-to-antarctica/</a>	<b>RL.K.5/ RI.K.5, RL.1.5/ RI.K.5</b>
Point out that the author and illustrator of this book are the same person. Ask students to identify speech balloons and find clues determining which balloon belongs to which character.	<b>RL.K.6, RL.1.6</b>

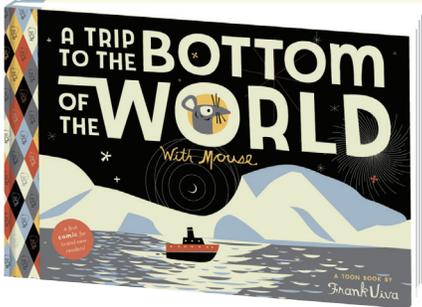
INTEGRATION OF KNOWLEDGE AND IDEAS	
On the page where Mouse lists the warm clothes they must put on, what is happening to Mouse as he says each item? On the page where Mouse lists what whales do ("jump, bump, play, dive and splash!") what does mouse do as he says each word?	<b>RL.K.7, RL.1.7</b>
Compare how Mouse and the man feel about the journey. Then ask students to share what they know about the North or South Pole, and if they can, list the source (books, movies, etc.) Bring up the different animals living in each environment (penguins are in South Pole; polar bears in the North Pole.)	<b>RL.K.9/ RI.K.9, RL.1.9/RI.1.9</b>

SPEAKING AND LISTENING / WRITING	
Pair students up and have them each read either the man or Mouse's lines. Then have them read it again, switching roles. Ask them to describe their favorite parts.  Ask students to describe trips they have taken, prompting them for details. Who and what did they see?	<b>SL.K.2, SL.1.2, SL.K.4, SL.1.4</b>
Ask students to compose a comic narrative about one of their trips. Then ask them to label and describe what they have chosen to draw and write about from their trip.	<b>W.K.3, W.1.3, W.K.8, W.1.8</b>





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by *Frank Viva*

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SUBMITTED BY *J.D. HO*

AUTHOR AND CHILDREN'S BOOK REVIEWER

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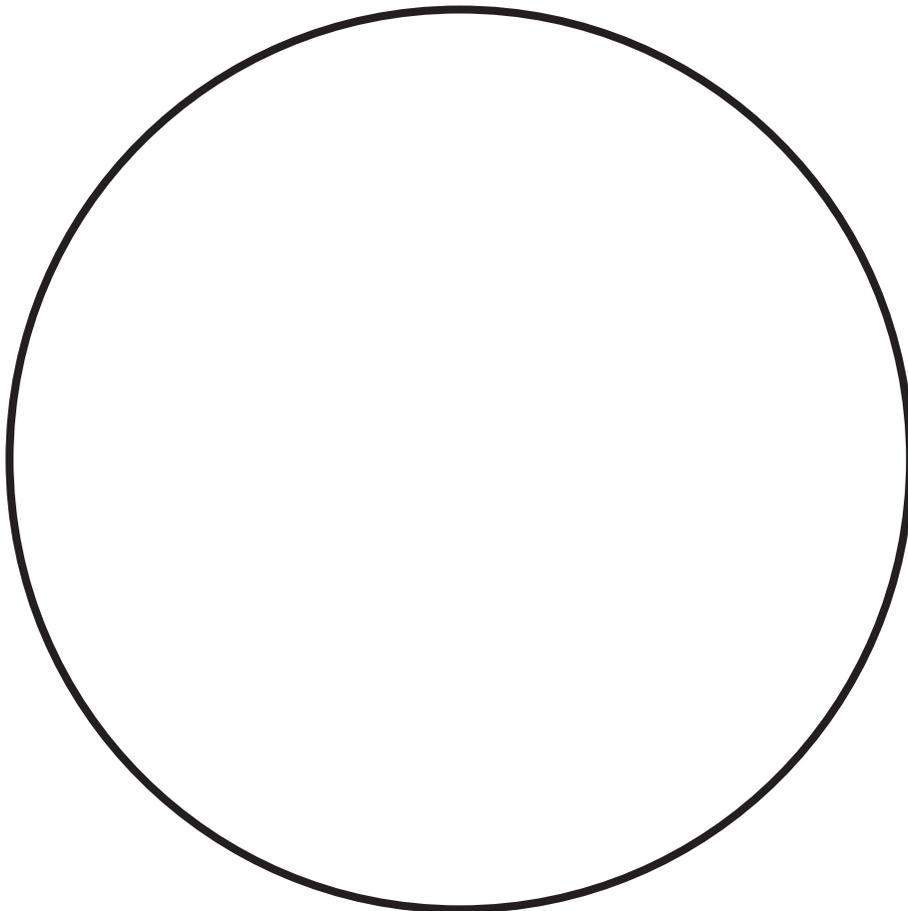
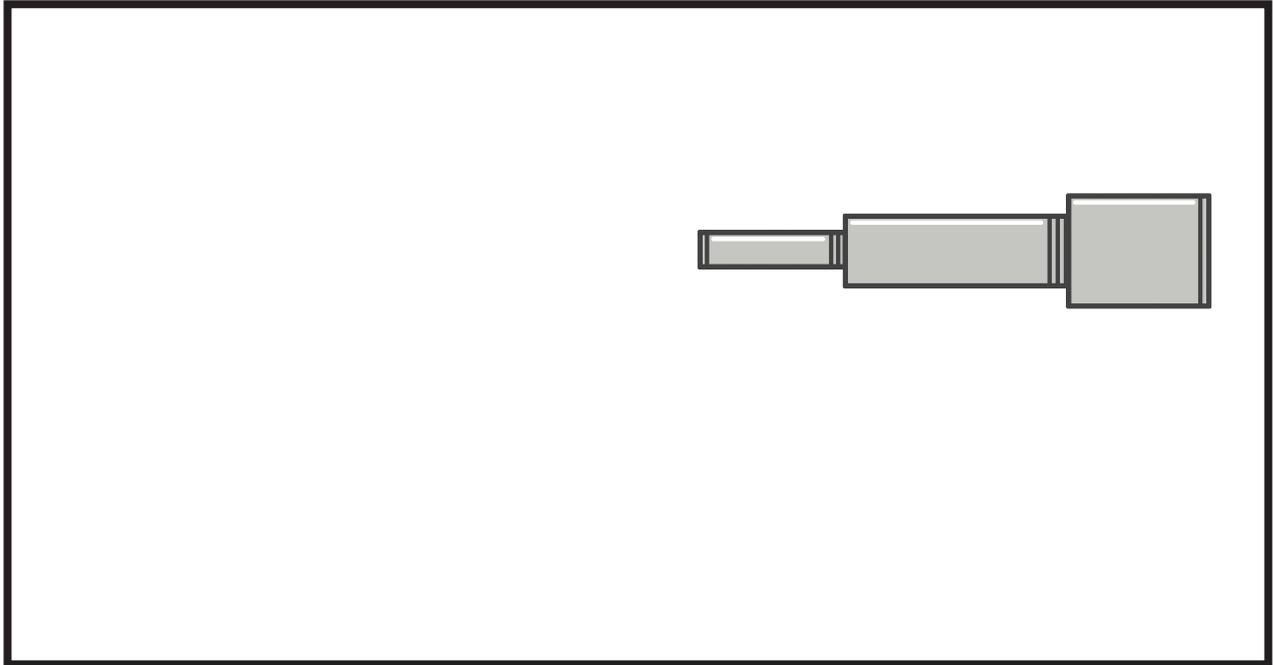
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### Guided Reading Lesson Plan

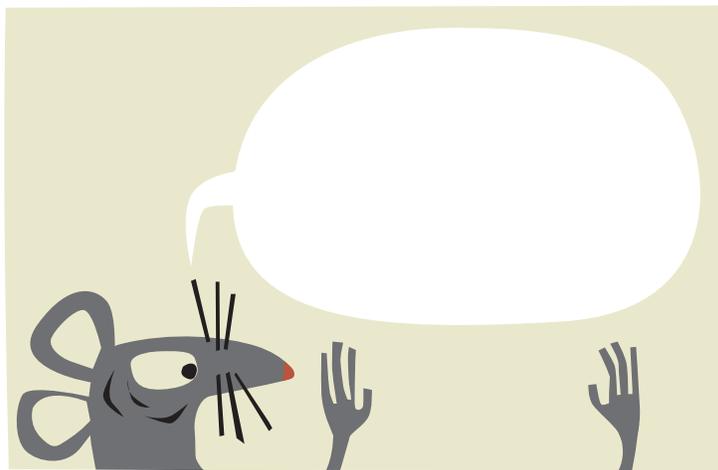
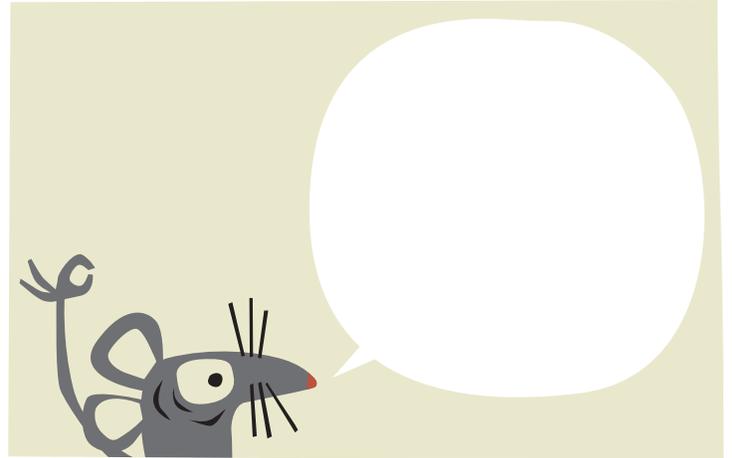
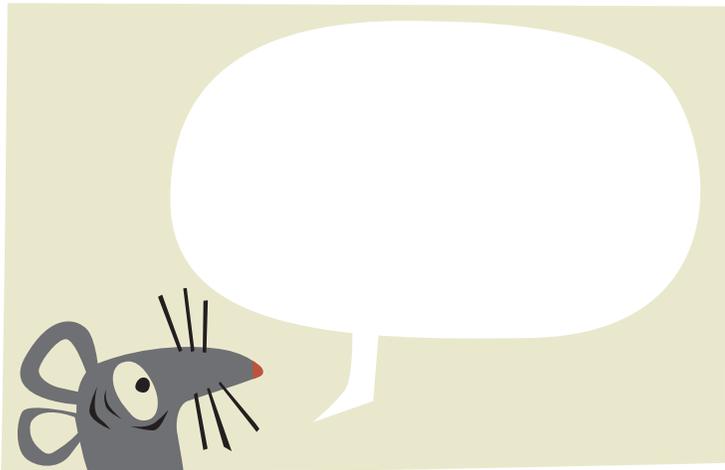
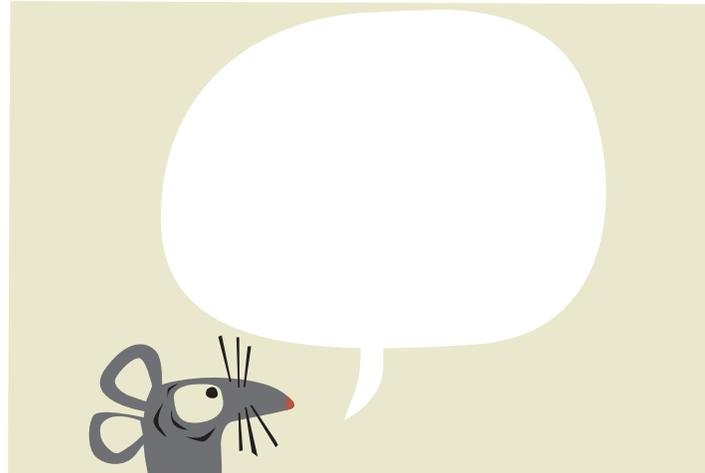
Before Reading	<ol style="list-style-type: none"><li>1. Ask students what they know about Antarctica. What might you expect to find there? What do you imagine a trip to Antarctica might be like? What would you need to pack for the trip?</li><li>2. The graphic format of this book is very similar to most picture books, but sometimes a page is broken into panels. Preview the book by looking at the spread with the three panels showing the boat riding the waves. Discuss how the panels should be read left to right to show the progression of the action.</li></ol>
During Reading	<ol style="list-style-type: none"><li>1. During the opening pages of the book (including the front liner), ask students to point out the direction the boat is facing. What does it mean when the boat changes directions? Is the boat getting nearer or farther away?</li><li>2. Look at the pictures of the boat on the waves. How does the illustrator show motion? Point out the changing position of the boat and the shape of the waves. Do the lines drawn on the waves help you have a sense of motion?</li><li>3. On the first page containing 4 panels, we are given a list of things that are difficult to do on a boat. Have students look at this page and the preceding spread to make a connection between the boat's movements and the pictures in the panels. Expand the narrative of each panel to explain exactly what is going on as the characters try to eat, sleep, kiss, or draw.</li><li>4. We are used to looking at a window and seeing a kind of picture frame around what is outside. Can you find an example of this in the book? What is going on with the spread showing different kinds of penguins? Are we looking out the window? Or are we looking through a spyglass? Are the penguins really as big as they appear? Notice how the pages before and after the penguins help us to know what is going on.</li></ol>
After Reading	Have students draw a short comic about a character looking through binoculars or a spyglass, using a similar method to the one in the book: a panel or picture showing the character using the spyglass to look at something, and then a panel or picture showing what the character sees through the lens.



Make a comic! Draw a character looking through the spyglass in the first panel. Then, draw what they see through the lens.



Mouse wants to tell you about the things he saw on his trip.  
Fill in the speech bubbles with one thing in each bubble.  
Write the word for the thing below the drawing.



Cut out these boats and arrange them in the right order  
to show that they are getting farther away.  
What if you wanted to show that the boat was coming closer to you?

