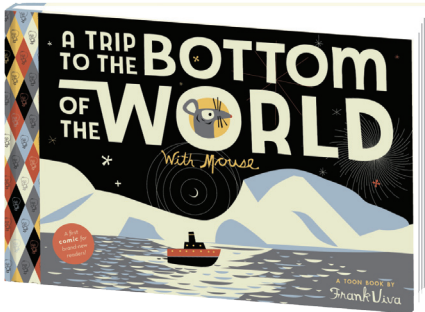




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*A Trip to the Bottom
 of the World with Mouse*

by Frank Viva

TOON Books, an imprint of Candlewick Press

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SUBMITTED BY J.D. HO

AUTHOR AND CHILDREN'S BOOK REVIEWER

Lexile Level = BR

Guided Reading Level = E

Guided Reading Lesson Plan

<p>Before Reading</p>	<p>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?</p> <p>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.</p>
<p>During Reading</p>	<p>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?</p> <p>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?</p> <p>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.</p> <p>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.</p>
<p>After Reading</p>	<p>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.</p>

