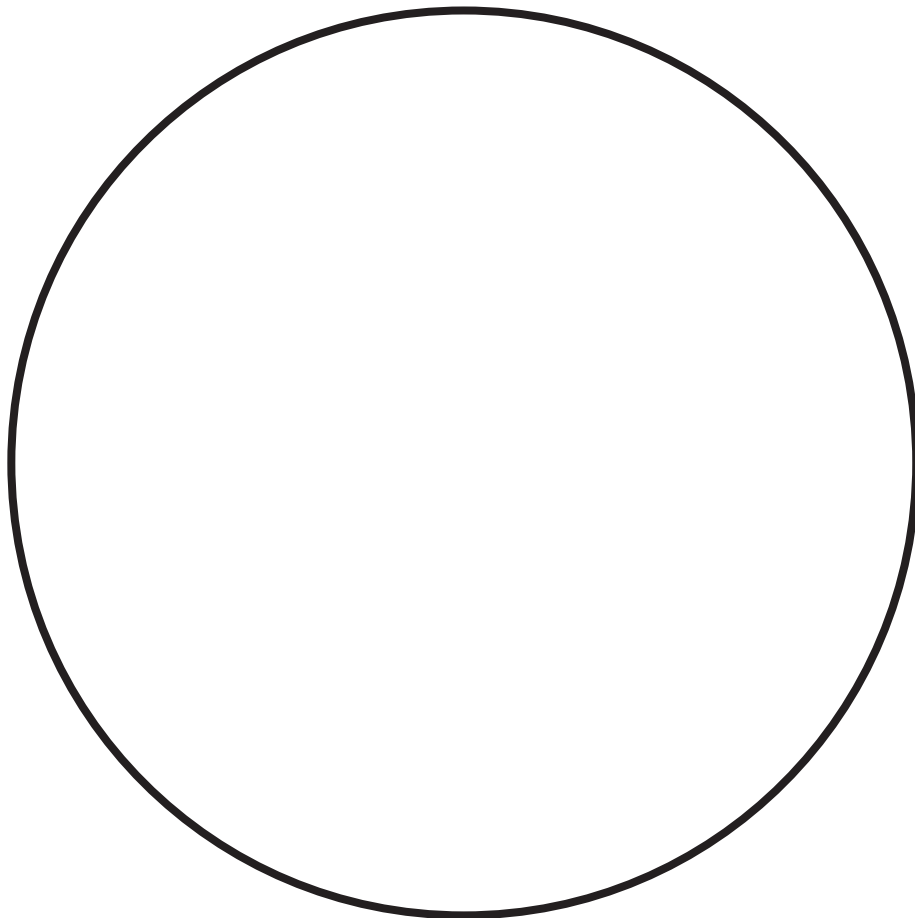
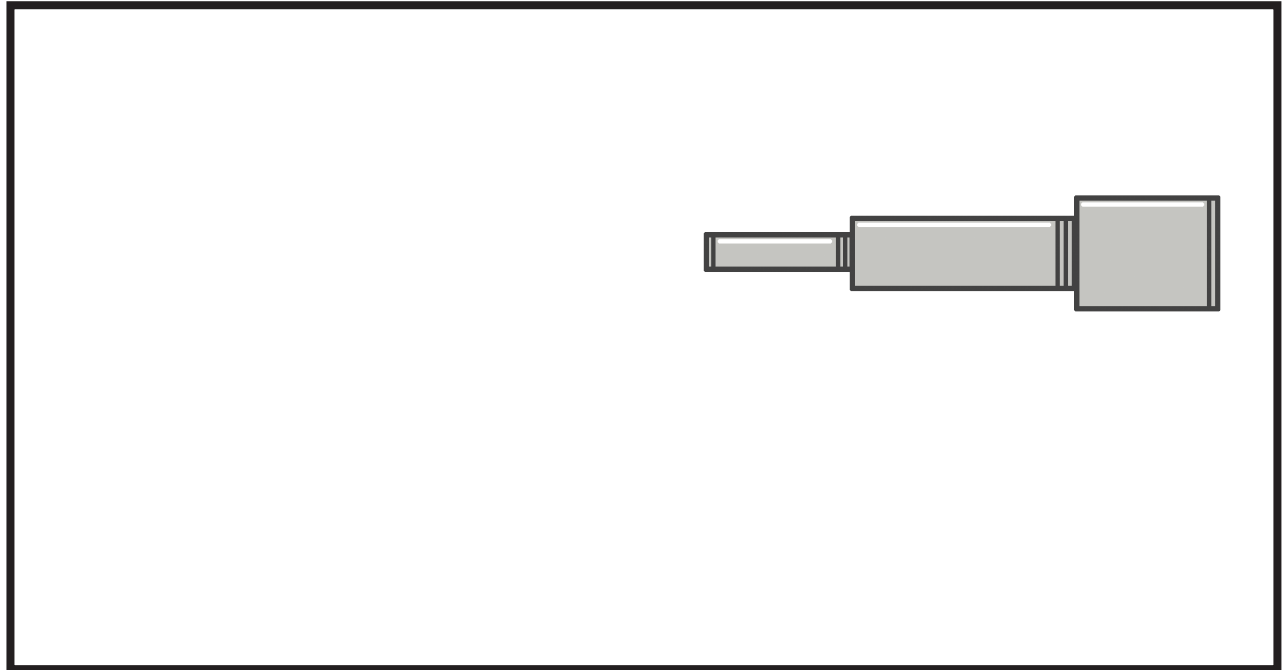
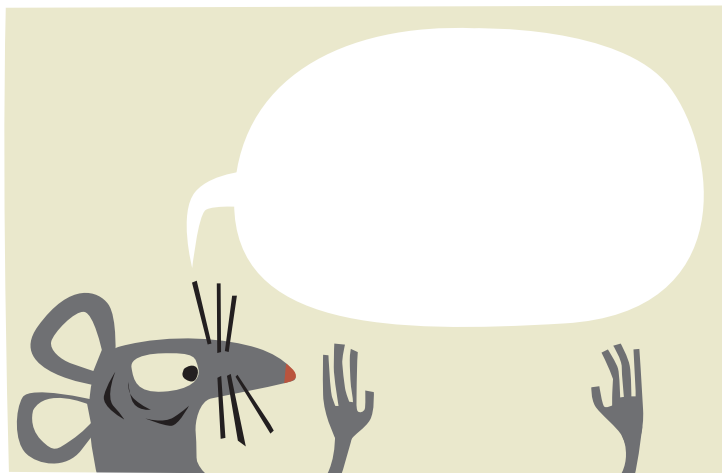
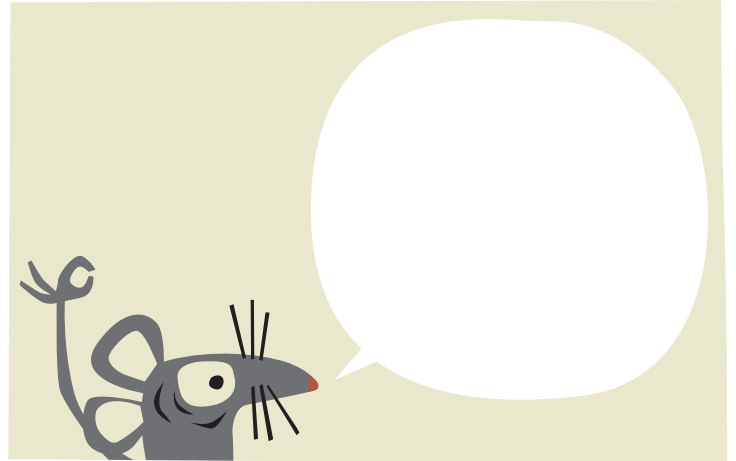
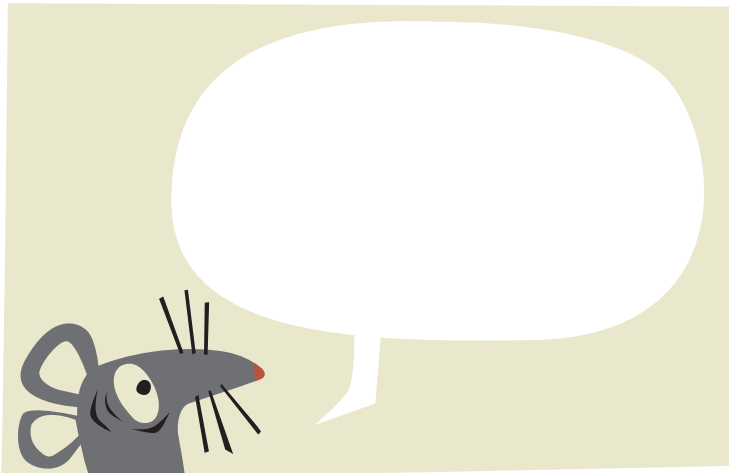
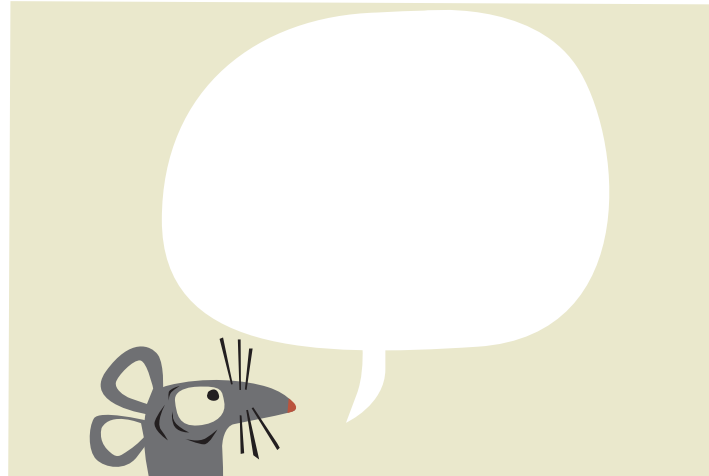


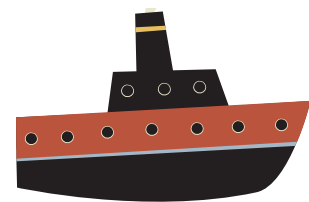
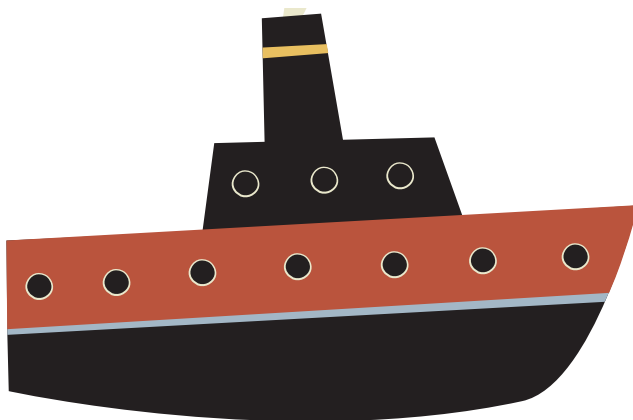
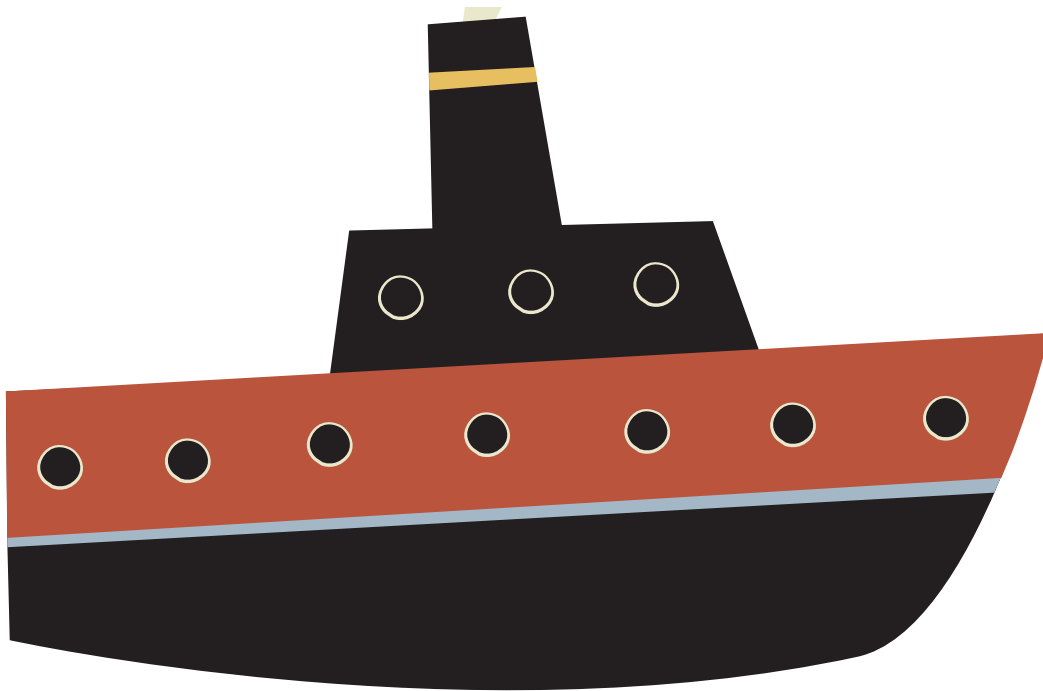
Make a comic! Draw a character looking through the spyglass in the first panel. Then, draw what they see through the lens.



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?



FOR VISUAL READERS  
**TOON BOOKS®**

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

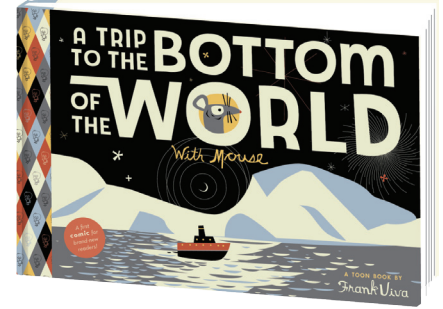
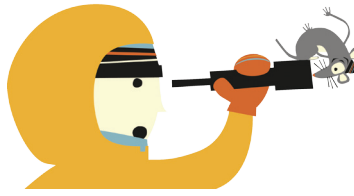
by Frank Viva

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>

