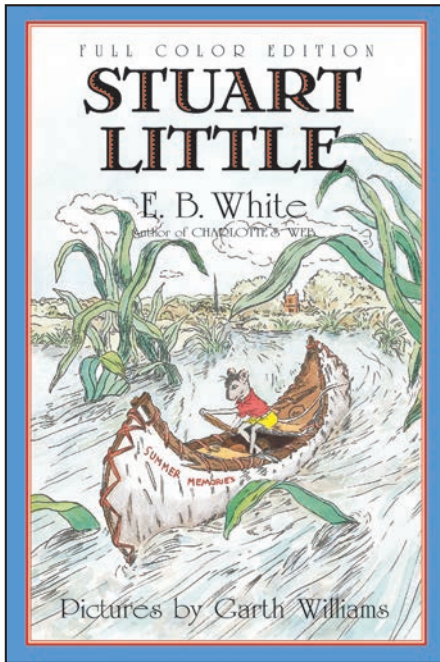


STUART LITTLE

by E. B. White

TEACHING
GUIDE

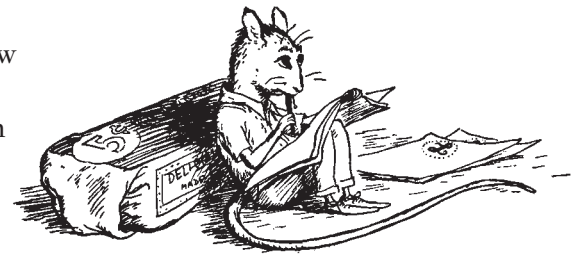


ABOUT THE BOOK

Stuart Little is no ordinary mouse. Born to a family of humans, he lives in New York City with his parents, his older brother George, and Snowbell the cat. Though he's shy and thoughtful, he's also a true lover of adventure.

Stuart's greatest adventure comes when his best friend, a beautiful little bird named Margalo, disappears from her nest. Determined to track her down, Stuart ventures away from home for the very first time in his life. He finds adventure aplenty. But will he find his friend?

E. B. White's treasured story is now available to a new generation of readers as an ebook, complete with Garth Williams's original illustrations in full-color!



DISCUSSION QUESTIONS

1. In the first two chapters, how does Stuart's size benefit his family? *CCSS.ELA-LITERACY.RL.3-5.1*
2. In chapter 3, Stuart has difficulty washing up and brushing teeth. How do he and his family solve these problems? *CCSS.ELA-LITERACY.RL.3-5.1*
3. Why does Mrs. Little think Stuart is in the mouse hole? *CCSS.ELA-LITERACY.RL.3-5.1*
4. Stuart and Dr. Carey, the boat owner, discuss sailing terms that are spelled the same except for one letter (e.g., jib/jibe, deck/dock, mast/mist). Have students name pairs of words that have only one different letter. *CCSS.ELA-LITERACY.RF.3-5.3*
5. Read chapter 6. How does Stuart move safely around the city? *CCSS.ELA-LITERACY.RL.3-5.1*
6. What adjectives would you use to describe Stuart (e.g., adventurous, resourceful)? What are his main character traits? *CCSS.ELA-LITERACY.RL.3-5.1, 3*
7. Retell the events that occur in chapter 9. How does Stuart get into trouble? How is he saved? *CCSS.ELA-LITERACY.RL.3-5.1*
8. In chapter 12, Stuart becomes a substitute teacher. What subjects do his students study? Which is your favorite? Which is your least favorite? Why? *CCSS.ELA-LITERACY.RL.3-5.1; SL.3-5.1*
9. In chapter 12, Stuart and his students discuss the most important things in the world and the laws that they believe everyone should follow. What do they choose? Do you agree with them? Why or why not? *CCSS.ELA-LITERACY.RL.3-5.1; SL.3-5.1*
10. Why does the storekeeper think that Stuart should meet Harriet Ames? How does Stuart feel when he first sees her? *CCSS.ELA-LITERACY.RL.3-5.1*
11. In chapter 14, Stuart's date with Harriet does not go as planned. How does Stuart react? Do you agree with Stuart's behavior? Why or why not? *CCSS.ELA-LITERACY.RL.3-5.1; SL.3-5.1*
12. Read the last page of *Stuart Little*. Do you like the ending? Why or why not? *CCSS.ELA-LITERACY.RL.3-5.1; SL.3-5.1*

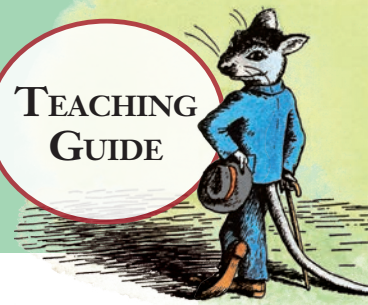


Aligns with Common Core State Standards for Grades 3–5

STUART LITTLE

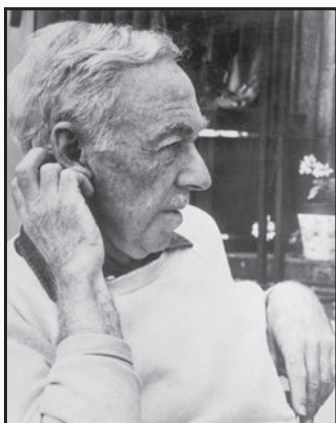
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EXTENSION ACTIVITIES

- 1. THE BIG CITY.** *Stuart Little* is set in New York City, and the author often refers to places in and around the city (e.g., Central Park, the East River, Fifth Avenue). Ask students to design a map of their own neighborhood. Students should label streets, buildings, parks, and other significant places in their neighborhood. Students should create a map key and use the corresponding symbols on their map. They should also add a written description of the neighborhood in which they live. The maps can be collated into a class atlas. *CCSS.ELA-LITERACY.W.3-5.4*
- 2. INVENTION CONVENTION.** In chapter 11, Stuart sees a tiny car that can become invisible. Ask students to think about something they would like to invent, such as a skateboard that flies or a time-traveling elevator. Encourage students to be creative and original. They should write about why their invention is useful and illustrate it as well. Display the inventions around the classroom and hold an “Invention Convention” so students can view one another’s work and ask questions about what they see. *CCSS.ELA-LITERACY.W.3-5.1, 4*
- 3. AROUND THE WORLD.** Stuart leaves home to seek his fortune. Ask students to choose a place they might want to visit in the future. Have them research this place using both print and digital sources and write an informational piece about it. Students should structure their piece by writing an introductory sentence, facts and details about their chosen place, and a concluding sentence. *CCSS.ELA-LITERACY.W.3-5.2, 7, 8*
- 4. TO THE LETTER.** In chapter 13, Stuart writes a letter to Harriet. Review the parts of a friendly letter (heading/greeting/body/closing) and have students write a well-developed letter to someone important to them. *CCSS.ELA-LITERACY.W.3-5.4*



Donald E. Johnson

E. B. WHITE, the author of beloved classics such as *Charlotte’s Web*, *Stuart Little*, and *The Trumpet of the Swan*, was born in Mount Vernon, New York. He graduated from Cornell University in 1921 and, five or six years later, joined the staff of *The New Yorker* magazine, then in its infancy. He died on October 1, 1985, and was survived by his son and three grandchildren.

Mr. White’s essays have appeared in *Harper’s* magazine, and some of his other books are: *One Man’s Meat*, *The Second Tree from the Corner*, *Letters of E. B. White*, *Essays of E. B. White*, and *Poems and Sketches of E. B. White*. He won countless awards, including the 1971 National Medal for Literature and the Laura Ingalls Wilder Award, which commended him for making a “substantial and lasting contribution to literature for children.”

During his lifetime, many young readers asked Mr. White if his stories were true. In a letter written to be sent to his fans, he answered, “No, they are imaginary tales. . . . But real life is only one kind of life—there is also the life of the imagination.”

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Teaching Guide written by Sue Ornstein, a first-grade teacher in the Byram Hills School District in Armonk, New York.

