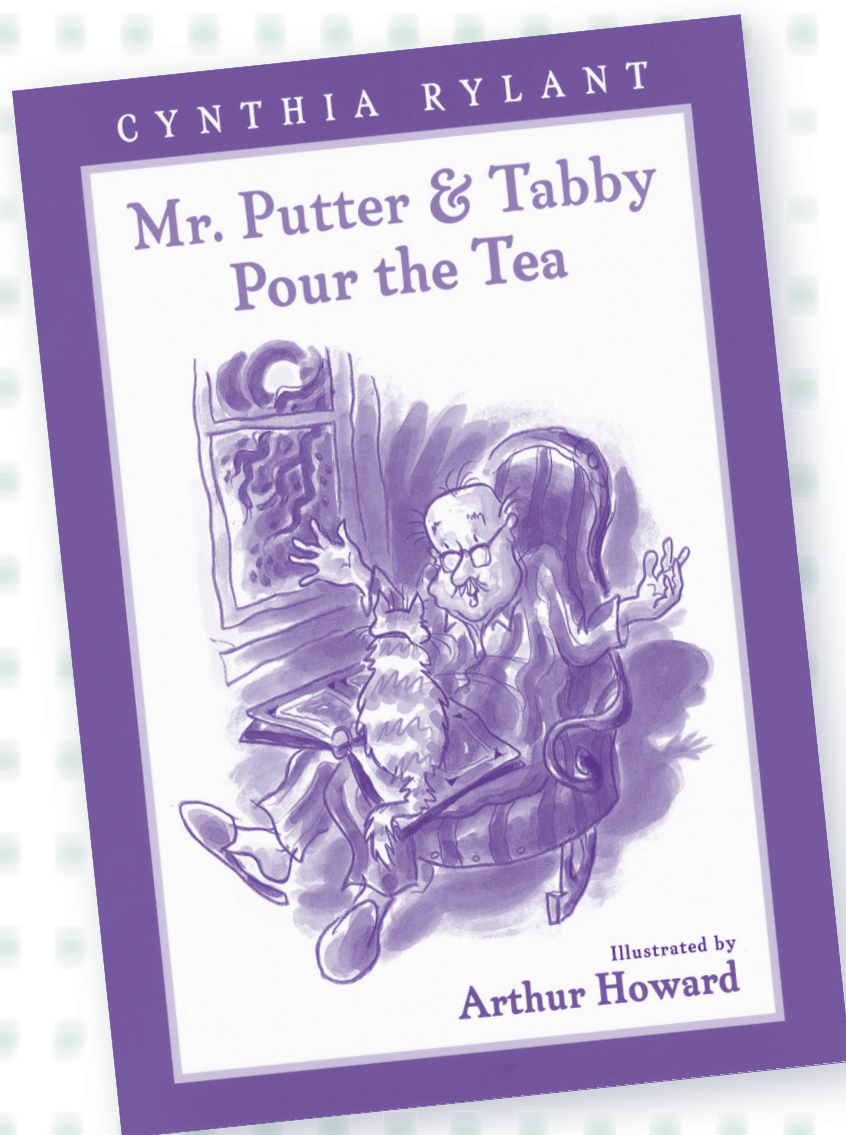
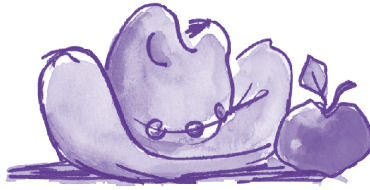


**A TEACHER'S GUIDE TO  
HARCOURT'S  
BEGINNING READER  
SERIES**







## SERIES ACTIVITIES

### WHILE READING

**Impromptu Reader's Theater** Many books in these series have significant amounts of dialogue, making them easy to use for an impromptu reader's theater. Once your students have read through a chapter or story, assign parts for the characters in that chapter, or the entire book, with one person assigned to read anything that isn't dialogue. In addition to developing fluency and practicing reading with expression, reading aloud in this way encourages recognition of dialogue punctuation conventions. If your students enjoy impromptu reader's theater, suggest staging a favorite story with simple props. (*Language Arts/Art/Drama*)


### AFTER READING

 **Acrostic Poems** After reading several books in any series, challenge your students to write an acrostic poem about one of the characters using that character's name. Before each student creates his or her own poem, it might be helpful to share a sample poem (available on the website) or to write one together as a class. (*Language Arts/Writing*)

 **A Character's Closet** A creative way to explore how well you know a character from a story is to describe what you think you might find in his or her closet. Would Mr. Green's closet be messy or neat? Would Mr. Putter's

have any model airplanes from his youth? Challenge students to show what they know about a favorite character by having them draw and describe his or her closet. (*Language Arts/Art/Writing*)

**What If . . . ?** After reading several books from a series, have students work independently or in small groups to write and illustrate an adventure for the characters in that series. What would happen if the power went out at Mr. Putter and Tabby's house? What would Mr. and Mrs. Green do at the beach? What would happen if Iris and Walter had a snow day? (*Language Arts/Writing/Art*)

 **Thinking about Covers** The first thing a person sees when choosing a book is its cover. Illustrators and publishers spend a lot of time making covers appealing, and ensuring each is a good representation of the book. Do they make the right choices? Learn about the process of designing a cover by comparing three early versions of the cover for *Cowgirl Kate and Cocoa: Partners* to the final cover that appears on the published book. Do the students agree with the choices the illustrator, Betsy Lewin, and the editor and designer made? What is similar and different in each version? After discussing the designs for *Cowgirl Kate and Cocoa: Partners*, present the next book you will be reading together with the cover hidden (making a brown paper bag cover works well) and challenge students to design and illustrate a cover for that book. (*Art*)



# Mr. Putter & Tabby

Written by Cynthia Rylant  
Illustrated by Arthur Howard



## ABOUT THIS SERIES

When Mr. Putter writes a list of good things, it starts with yellow cats—like Tabby. Add good neighbors like Mrs. Teaberry, good dogs like Zeke (who only sometimes tugs on his leash and chases other dogs and runs through fresh paint), homemade soups and apple pies, model airplanes, and train trips with cards and games and banana crunchies, and you'll have a good idea of what stories these warmhearted books hold.

### Praise for books in the Mr. Putter & Tabby series:

★ "The humor in the illustrations as well as in the text will keep readers glued to the pages. The story is great for reluctant readers since the chapter-book format, short sentences, and mix of illustrations and text per page are perfectly balanced."—*School Library Journal* (starred review)

★ "Meticulous consideration of every word . . . Winsome and warmhearted, these books could become instant favorites."  
—*Publishers Weekly* (starred review)

## BEFORE READING

**What-About-You Graphs** Often appreciating—or struggling with—something very ordinary is at the heart of a Mr. Putter & Tabby book, which makes these excellent books for developing awareness of connections between students’ own experiences and things that happen in stories. A quick way to start students thinking before reading one of the Mr. Putter & Tabby books is to make a class graph. The graph can be as simple as a tally chart with the headings “Can Play an Instrument” and “Can’t Play an Instrument,” which the class fills in before reading *Mr. Putter & Tabby Toot the Horn*; or “Likes Fruitcake” and “Doesn’t Like Fruitcake” before reading *Mr. Putter & Tabby Bake the Cake*. You can also vary the form of the graphs to help students become comfortable reading different forms. (*Language Arts/Math*)

**Good Neighbors** Mr. Putter and Tabby are good friends with their neighbor Mrs. Teaberry and her rather rambunctious dog, Zeke. Many books in the series are perfect starting points for discussing how neighbors can help one another. Before starting *Mr. Putter & Tabby Walk the Dog*, *Mr. Putter & Tabby Catch the Cold*, *Mr. Putter & Tabby Paint the Porch*, *Mr. Putter & Tabby Toot the Horn*, or *Mr. Putter & Tabby Make a Wish*, share just the cover and title of the book with the students. Ask if they can imagine what the problem in the book might be, and how good neighbors might help one another with that problem. Ask if it seems like it will be easy to be a helpful neighbor. Why or why not? (*Social Studies*)

## WHILE READING


**Gifts from Trees** In *Mr. Putter & Tabby Pick the Pears*, some very good things come to Mr. Putter from the trees in his yard (with a little help from Mrs. Teaberry). Ask students to think about what else comes from trees. With a partner, have each student draw and write about three important things (not included in the story) that come from trees. (*Science/Writing/Art*)

**Ideas!** In *Mr. Putter & Tabby Write the Book*, Mr. Putter sets out to write a mystery novel but ends up writing a list of good things. This book is a terrific way to begin a discussion about how writers get ideas, as well as why writing can be both difficult and exciting. How does Mr. Putter get his ideas? Could he use any of the things on his list as the basis for writing stories or poems? What advice would students give him if he wanted to do that? Have them read another Mr. Putter & Tabby book and then make a list of good things (or bad things) that the author, Cynthia Rylant, has included. (*Writing*)



## AFTER READING

**100 Good Things** After reading *Mr. Putter & Tabby Write the Book*, divide your class into small groups of four or five students and challenge each group to list one hundred good things on a big sheet of chart paper (first write the numbers 1–100). This is especially fun if you celebrate the 100th day of school—and it’s sure to help build a sense of community in the classroom and to put students in a happy frame of mind. (*Language Arts/Writing*)

 **The Story of a Cold** Like Mr. Putter in *Mr. Putter & Tabby Catch the Cold*, everyone has had a cold—which means everyone has a story to tell! A fun way to make writing and “publishing” these stories special is to make tissue-box books. Most children love to share stories of times they had colds or were injured. After introducing this topic to the class—and having each student share a “sick” story with a partner—the students can start drafting their stories. Once written and edited, each story can be carefully copied into a tissue-box book. Each student can then take a turn in the “author’s chair” to read his or her story to the class. (*Writing/Language Arts*)

**Playing with Planes** In *Mr. Putter & Tabby Fly the Plane* and *Mr. Putter & Tabby Make a Wish*, readers learn that if there’s one thing Mr. Putter likes, it’s model airplanes. (Most likely there are children in class who like model airplanes and paper airplanes, too!) Though you might not want paper airplanes in class every day, making paper airplanes after reading one of these books—and then testing how far they fly—can be a good way to practice measuring and recording distances. Ask students to see if they can make their planes go farther by making the wings wider or thinner, or by adding or taking away weight, and you’ll have some science experiments going as well! (*Science/Math*)



# CONNECTIONS

If You Need a Book About . . . Try . . .

**BIRTHDAYS** *Mr. Putter & Tabby Make a Wish*  
*Iris and Walter and the Birthday Party*

**FALL** *Mr. Putter & Tabby Pick the Pears*

**FAMILY** *Zero Grandparents*  
*Iris and Walter and Baby Rose*

**FIELD TRIPS** *Iris and Walter and the Field Trip*

**THE FIRST DAY OF SCHOOL** *Iris and Walter, True Friends*  
*Pa Lia's First Day*

**GETTING A NEW PET** *Cowgirl Kate and Cocoa*  
*Mr. Putter & Tabby Pour the Tea*  
*Mr. Putter & Tabby Feed the Fish*

**THE 100th DAY OF SCHOOL** *"100 Pancakes" in Meet Mr. and Mrs. Green*

**SCHOOL PLAYS  
and TALENT SHOWS** *Lucky Days with Mr. and Mrs. Green*  
*Iris and Walter: The School Play*  
*The Talent Show*

**SUBSTITUTE TEACHERS** *Iris and Walter and the Substitute Teacher*

**SUMMER** *Mr. Putter & Tabby Row the Boat*

**WINTER** *Mr. Putter & Tabby Write the Book*  
*Mr. Putter & Tabby Bake the Cake*  
*Mr. Putter & Tabby Catch the Cold*

# COMPLETE TITLE LIST FOR MR PUTTER & TABBY

## MR. PUTTER & TABBY

Ages 6 to 9  
\$14.00 hardcover  
(except as noted)  
\$5.95 paperback

### Mr. Putter & Tabby Pour the Tea

0-15-256255-9  
0-15-200901-9 pb

### Mr. Putter & Tabby Walk the Dog

0-15-256259-1  
0-15-200891-8 pb

### Mr. Putter & Tabby Bake the Cake

0-15-200205-7  
0-15-200214-6 pb

### Mr. Putter & Tabby Pick the Pears

0-15-200245-6  
0-15-200246-4 pb

### Mr. Putter & Tabby Fly the Plane

0-15-256253-2  
0-15-201060-2 pb

### Mr. Putter & Tabby Row the Boat

0-15-256257-5  
0-15-201059-9 pb

### Mr. Putter & Tabby Toot the Horn

0-15-200244-8  
0-15-200247-2 pb

### Mr. Putter & Tabby Take the Train

0-15-201786-0  
0-15-202389-5 pb

### Mr. Putter & Tabby Paint the Porch

0-15-201787-9 \$13.00  
0-15-202474-3 pb

### Mr. Putter & Tabby Feed the Fish

0-15-202408-5  
0-15-216366-2 pb

### Mr. Putter & Tabby Catch the Cold

0-15-202414-X  
0-15-204760-3 pb

### Mr. Putter & Tabby Stir the Soup

0-15-202637-1  
0-15-205058-2 pb

### Mr. Putter & Tabby Write the Book

0-15-200241-3  
0-15-200242-1 pb

### Mr. Putter & Tabby Make a Wish

0-15-202426-3  
0-15-205443-X pb AUGUST 2006

### Mr. Putter & Tabby Spin the Yarn

0-15-205067-1 AUGUST 2006



*About the Guide Author*

This teacher's guide was written by Anne Davies, an elementary school teacher and former children's book editor. She lives in Seattle, Washington, and frequently writes for *Book Links* magazine.



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