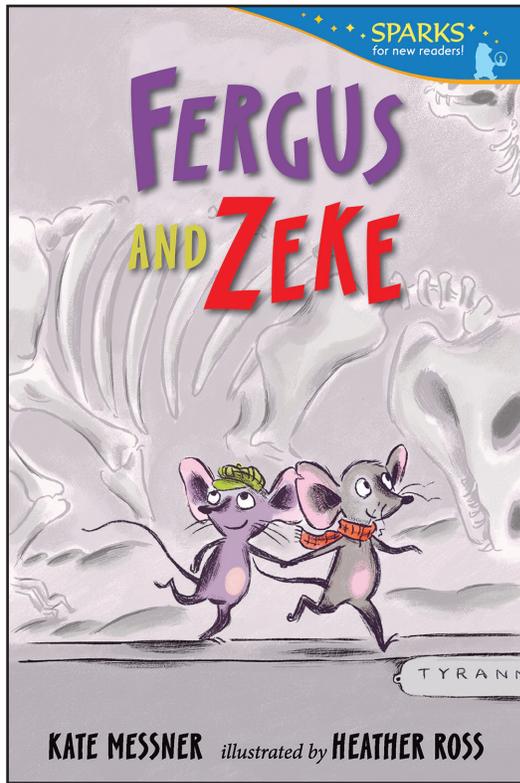
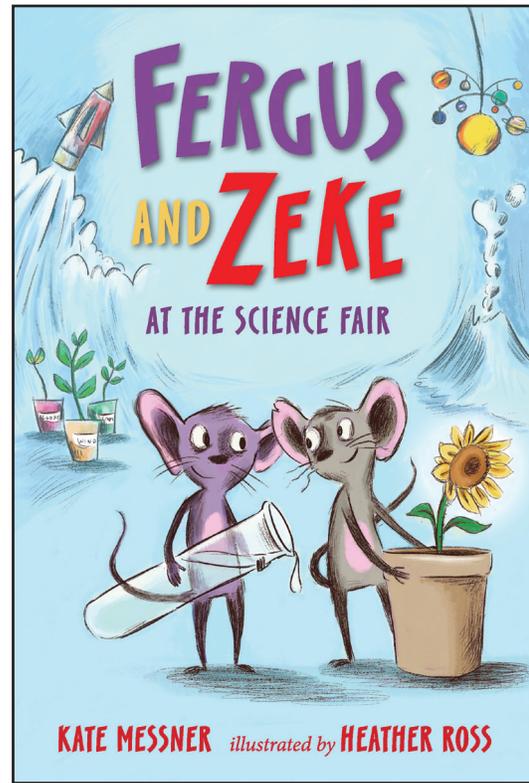


# FERGUS AND ZEKE



*Fergus and Zeke*  
 HC: 978-0-7636-7846-3  
 PB: 978-0-7636-9953-6



*Fergus and Zeke at the Science Fair*  
 HC: 978-0-7636-7847-0

## ABOUT THE SERIES

Fergus, a classroom mouse, and Zeke, a streetwise mouse, met on a field trip at a museum and have been best friends ever since. They love being pets in Miss Maxwell's classroom, participating in all of the adventures and lessons alongside the students. This sweet series is about friendship and fun at school.

### Common Core Connections

Aligned to the Common Core State Standards for kindergarten through grade 3, this guide can be used as a learning resource in classrooms, at libraries, for book events, or by parents to extend and reinforce the educational aspects of reading the Fergus and Zeke books. Specific Common Core State Standards in language arts are listed at the back.

## BUILDING READING SKILLS WITH THE FERGUS AND ZEKE SERIES

Use these ideas and questions to develop students' abilities to comprehend what they read.

### *Ideas and Questions for Fergus and Zeke*

#### **Text-to-Self Connection**

In chapter one, the reader learns all of the things that Fergus loves about being the class pet in Miss Maxwell's room. Describe all of the things that you have in common with Fergus.

#### **Understanding Text Structure**

In chapter one, some of the text is in italics. Why did the author set the text this way? What does she want the reader to take note of? Why is this important?

#### **Text-to-Self Connection**

Zeke introduces himself to Fergus at the end of chapter two and says that he lives at the museum. Where do you think Zeke lives in the museum? If you were a mouse, where would you live at the Museum of Natural History?

#### **Inferring Characters' Actions/Feelings**

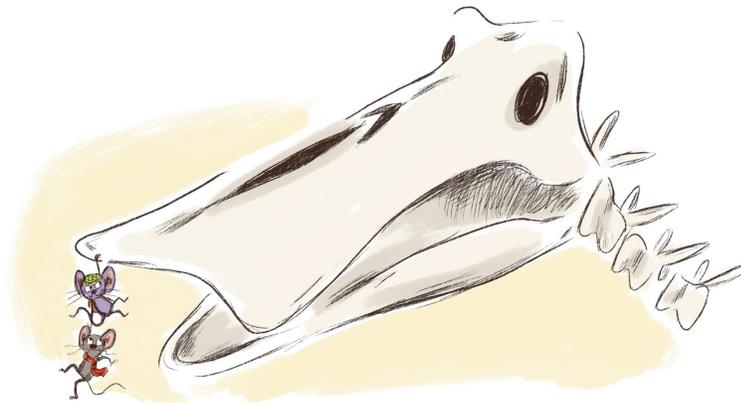
Does Fergus like his visit to the butterflies in chapter three? What evidence from the text tells you so?

#### **Compare and Contrast**

Fergus and Zeke live very different lives. Describe how their lives are the same and how they are different.

#### **Character Traits**

How would you describe Fergus's personality? What traits does he have? What about Zeke's personality? What do they have in common? What is different about the two of them?



**TEACHER TIP:** Create character anchor charts that list their traits to use in one of the extension activities. An anchor chart is a tool used to support instruction. As a lesson is taught, a chart is created on large tablet paper (so it is easily seen) that captures the most important content of the lesson (in this case, character traits). Anchor charts make thinking and learning visible and provide students with an anchor to refer back to.

### ***Ideas and Questions for Fergus and Zeke at the Science Fair***

#### **Inference/Using Illustrations to Support Comprehension**

Why were Fergus and Zeke not the “right scientists” for a plant experiment? Explain what happened when they attempted their plant experiment in chapter one.

#### **Interpreting Dialogue**

What did Fergus mean in chapter two when he said that children “seem very hard to train”? Why did he say that?

#### **Inference**

In chapter three, Lucy writes in her notebook after Fergus and Zeke go through the maze as she cheers. What do you think she wrote down? Why?

#### **Using Text to Form an Opinion**

At the end of the story, do you think Lucy trained Fergus and Zeke or do you think the mice trained Lucy? Give evidence from the story to support your answer.

### ***Ideas and Questions for the Fergus and Zeke Series***

#### **Sequencing Events**

Fergus and his friend Zeke have many adventures together, both at the museum and in the classroom. List the places they play or the events in which they participate in the order that they happen in the story.

#### **Identifying Beginning, Middle, and End**

Describe the events that happen in the beginning, middle, and end of the story.

#### **Character Traits**

In every story, the main characters change in some way from the beginning of the story to the end. How does Fergus change in the story? Zeke? Do you think they are good changes? Why?



## VOCABULARY ACTIVITIES FOR THE FERGUS AND ZEKE SERIES

### Vocabulary Words

Discuss each word as you come to it in the story and use context clues to develop child-friendly definitions of each word. Some words may be in the texts more than once.

#### *Fergus and Zeke*

tidied (page 3)

jazzy (page 3)

planetarium (page 5)

enormous (page 14)

explore (page 16)

exhibit (page 21)

minerals (page 21)

scampered (page 21)

fluttering (page 24)

reptiles (page 27)

shadowy (page 35)

mystery (page 50)

#### *Fergus and Zeke at the Science Fair*

masterpieces (page 1)

experiment (page 2)

model (page 2)

solar system (page 2)

erosion (page 6)

twisty (page 11)

maze (page 12)

sniffed (page 14)

skittered (page 14)

demonstration (page 22)

confused (page 28)

chemistry (page 34)

1PM  
MICE  
+  
MAZE  
by Lucy

## Roll the Dice

Using the word lists on the previous page, have students roll a die for each word. Then have them complete an activity based on the number they roll.

- 1: Write the definition of the word.
- 2: Draw the word or write it three times.
- 3: Write a synonym for the word.
- 4: Write a sentence including the word.
- 5: Write an antonym for the word.
- 6: Write what part of speech the word is.

This activity can also be done orally.

## Heads Up

Write a vocabulary word on a sticky note and attach it to a student's forehead so that they can't see it but all of their classmates can. Have their classmates give them clues about the word (such as the definition, a synonym, an antonym, the part of speech, or an example of the word). The students should keep giving clues until the one with the sticky note guesses the vocabulary word correctly.

## Acrostic

Ask students to pick a vocabulary word and create an acrostic poem about it. Each phrase attached to the letter should relate somehow to the word and help strengthen the understanding of its definition. This activity can be done individually, in small groups, or as a whole class.

For example:

- Excitement about what you will find
- X marks the spot where the treasure may be found
- Prepare for anything to happen
- Look and learn about everything around you
- Observe as you go
- Retrace your footsteps
- Easy to get lost



## **EXTENSION ACTIVITIES**



### ***Fergus and Zeke***

#### **ENGLISH LANGUAGE ARTS**

##### **Understanding Setting/Sequencing**

Have students draw a map of the rooms in the museum that Fergus and Zeke play in. Then they can draw the path through the museum that the two mice took on their adventure.

##### **Inferring Characters' Feelings from Illustrations**

Illustrations can help readers understand a story and what its characters are feeling better than words alone. Have students find an example of such an image in the book and explain how the character in it is feeling. How do they know? (CCSS RL.2.7)

##### **Interpreting Dialogue: Who Said It?**

Give the worksheet provided at the end of this guide to each student. They should guess who said the quotes in the first column based on what they know about the characters, then give evidence supporting their guess in the third column. To make this a *whole class activity*, write the quotes onto sentence strips and give one to each student. Hang an anchor chart of Fergus and Zeke (created while discussing their character traits) in a prominent area. Have each student determine which character said the quote they were given and give evidence to support their guess. To make this a *movement/kinesthetic activity*, read each quote aloud and have the students move to one side if they think Fergus said it and to the other side if they think Zeke said it. (CCSS L.2.6)

##### **Grammar: Noun and Adjective Hunts**

Give the worksheets provided at the end of this guide to each student and have them read chapter three, or read it together as a class. Then ask students to write down the noun and adjectives used in the space rock, butterfly, and dinosaur exhibits. (CCSS L.2.1)

#### **MATH**

##### **Taking Measurements**

A mouse is about 2 inches tall. A T. rex stood about 15–20 feet tall. A T. rex's tooth is up to 12 inches tall. Give students rulers, scissors, and yarn. Have them measure out a mouse, a T. rex, and a T. rex's tooth for a visual comparison. (CCSS 2.MD.4)

#### **ART**

##### **Museum Drawing**

Have students draw an illustration of Fergus's favorite part of the museum. Then ask them to describe what their favorite place would be at a museum like the one in the story. Have them draw their favorite part of the museum with themselves in it. (Text-to-Self Connection)

### ***Fergus and Zeke at the Science Fair***

#### **ENGLISH LANGUAGE ARTS**

##### **Writing: You're the Trainer**

Fergus and Zeke "train" Lucy as Lucy is training them. Have students write a paragraph about someone whom they would like to train to do something. Who would they train? What would they train them to do? Why?



## *MATH*

### **Building a Calendar**

Fergus and Zeke keep their own calendar in class. Put together a booklet of twelve blank calendar pages, and at the beginning of each month, have students fill in the month, the days of the week, and the number of days in the month. As the month progresses, students can record special events that occur in the classroom or school (such as birthdays, field trips, assemblies, guest speakers, accomplished goals, etc.). This makes a nice memory book for the end-of-the-year reflections.

## *SCIENCE*

### **Lab Report**

Scientists use the scientific method to explore questions that they have. Ask students to think of a question they are curious about and complete the worksheet provided at the end of this guide. Provide students with the materials and time to conduct their experiments and present their results to the class.

## *The Fergus and Zeke Series*

## *ENGLISH LANGUAGE ARTS*

### **Grammar: Verb Hunt: Past and Present Tense**

Give the worksheet provided at the end of this guide to each student. Have them write down all the verbs from one chapter of a Fergus and Zeke book, dividing them between the two charts based on their past tense form. They should also include the present tense form of the verb.

### **Writing: Persuasive Letter**

Fergus and Zeke are classroom pets in Miss Maxwell's classroom. Have your students write a persuasive letter to you about the idea of getting a class pet. They could either state which pet would be best for your class or why they do not want a class pet, giving their opinion and the reasoning behind it. They should use linking words such as *because*, *and*, and *also* in their letter and end it with a concluding statement. If they have completed the Class Pet Research activity below, students can use the information they discovered to help them write their letters.

## *ART*

### **Perspective: A Mouse's Point of View**

Give the worksheet provided at the end of this guide to each student. Ask them to pretend to be either Fergus or Zeke watching the class from their cage. They should draw a picture of what it looks like from the point of view of a mouse, then complete the sentences.

## *SCIENCE*

### **Class Pet Research**

Brainstorm a list of animals that students would like to have as class pets. Have students research them to decide if each animal has traits that would be desired in a class pet. They can fill out the worksheet provided at the end of this guide as they research. The information they uncover can be used to help them with the Persuasive Letter activity above.

## Common Core Connections

The discussion questions and activities in this guide address the following Common Core State Standards in language arts for kindergarten through grade 3.

Common Core State Standards for Reading: Literature

RL K.1–5, K.7, K.9–10, 1.1–4, 1.7, 1.9–10, 2.1, 2.3–5, 2.7, 2.10, 3.1, 3.3–5, 3.7, and 3.9–10

Common Core State Standards for Reading: Foundational Skills

RF K.1–4, 1.1–4, 2.1, and 3.1–4

Common Core State Standards for Writing

W K.2–3, K.5–8, 1.1–3, 1.5–8, 2.1–3, 2.5–8, 3.1–4, 3.6–8, and 3.10

Common Core State Standards for Speaking and Listening

SL K.1–6, 1.1–6, 2.1–6, and 3.1–6

Common Core State Standards for Language

L K.1–2, K.4–6, 1.1–2, 1.4–6, 2.1–2, 2.4–6, and 3.1–6



## ABOUT THE AUTHOR

**Kate Messner** is an award-winning author whose books for kids have been *New York Times* Notable, Junior Library Guild, Indie Next, and Bank Street College Best Children's Books selections. She lives on Lake Champlain with her family.



## ABOUT THE ILLUSTRATOR

**Heather Ross** is an illustrator and fabric designer. She lives in New York City and the Catskill Mountains with her husband, daughter, and dog.



This guide was prepared by Michelle Gajda, an elementary school teacher, reading specialist, and recipient of a Massachusetts Reading Association Sylvia D. Brown Scholarship for action research in the field of literacy.

Name: \_\_\_\_\_



*Fergus and Zeke*

**Interpreting Dialogue: Who Said It?**

**Directions:** Read the quote. Using what you know about Fergus’s and Zeke’s personalities, write who you think said it. Supply evidence supporting your guess. The first one has been done for you.

**Quote**

**Who Said It, Fergus or Zeke?**

“I can’t explore the museum without a buddy.”

Fergus

**Evidence to Support Your Answer**

Fergus was following Miss Maxwell’s rule that he heard in the classroom about needing to stay with a buddy at the museum.

“Miss Maxwell told the class, ‘Look, but don’t touch.’”

“Those are people rules! We’re mice!”

“The very best room is over here!”

“Can’t catch me!”

“These teeth are very pointy.”

“The bus is here, and I am not in Emma’s backpack.”

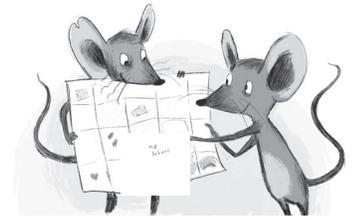
“Good-bye, dinosaurs! I have to go home!”

“This way! It’s a shortcut!”

“Back to the classroom and stories and music and art!”

“I can’t be king of the beasts all by myself.”

Name: \_\_\_\_\_



*Fergus and Zeke*

**Noun Hunt**

**Directions:** Nouns are words used to name a person, place, thing, or idea. In chapter three of *Fergus and Zeke*, the author uses nouns to name what Fergus sees in the museum. Read the chapter, then find the nouns in the space rock room, the butterfly room, and the dinosaur room.

**Space Rock Room Nouns**

_____	_____
_____	_____
_____	_____
_____	_____

**Butterfly Room Nouns**

_____	_____
_____	_____
_____	_____
_____	_____

**Dinosaur Room Nouns**

_____	_____
_____	_____
_____	_____
_____	_____

What is your favorite noun in chapter three? \_\_\_\_\_

Name: \_\_\_\_\_



*Fergus and Zeke*

**Adjective Hunt**

**Directions:** Adjectives are words used to describe nouns. In chapter three, the author uses adjectives to describe the nouns that Fergus sees in the museum. Read the chapter, then find the adjectives in the space rock room, the butterfly room, and the dinosaur room.

**Space Rock Room Adjectives**

_____	_____
_____	_____
_____	_____

Name two more adjectives that you could use to describe rocks:

_____	_____
-------	-------

**Butterfly Room Adjectives**

_____	_____
_____	_____
_____	_____

Name two more adjectives that you could use to describe butterflies:

_____	_____
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**Dinosaur Room Adjectives**

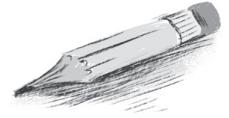
_____	_____
_____	_____
_____	_____

Name two more adjectives that you could use to describe dinosaurs:

_____	_____
-------	-------

Name: \_\_\_\_\_

*Fergus and Zeke at the Science Fair*



**Lab Report**

**Directions:** Scientists follow the scientific method when they are conducting experiments. Think of a question for which you can conduct an experiment, just as Fergus and Zeke did with their classmates. Fill in the report below and discuss the results with your classmates.

Experiment Name: \_\_\_\_\_

Scientific Question (What do you want to discover the answer to?)

---

---

Hypothesis (What do you *think* will happen?)

---

---

Materials (What will you need to conduct your experiment?)

---

---

Procedure (What steps will you follow to conduct your experiment?)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Conclusion (What happened when you did your experiment? Was your hypothesis correct?)

---

---

Name: \_\_\_\_\_



## The Fergus and Zeke Series

### Verb Hunt: Past and Present Tense

**Directions:** Verbs are action words that tell you what someone or something is doing. A present tense verb tells you what is *currently* happening, and a past tense verb tells you what has *already* happened. Read one of the Fergus and Zeke books and choose your favorite chapter. Look for all of the verbs in that chapter and decide whether they have a regular past tense form (ending in the suffix -ed) or an irregular past tense form. Then list them below on the chart where they belong. Two examples have been done for you.

Regular Past Tense Verb (with suffix -ed)	Present Tense of the Verb
boarded	board

Irregular Past Tense Verb	Present Tense of the Verb
thought	think

Name: \_\_\_\_\_

120

SECRET

## The Fergus and Zeke Series

### Perspective: A Mouse's Point of View

Directions: Fergus and Zeke love being in Miss Maxwell's classroom, watching and participating in everything that the children do. Pretend that you are either Fergus or Zeke and are watching as the kids do your favorite activity. Draw a picture below of what it looks like from your cage, then finish the sentences. Remember, *you* are a mouse!

My favorite activity to watch the kids do is \_\_\_\_\_.

It is my favorite because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

