

### Use Colorful Words to Write a Colorful Story!

I think it was that great author Mouse Twain who said, "The difference between the right word and the almost right word is the difference between lightning and a lightning bug."

How true! You probably have noticed that in MY books, I show off my favorite words with **color** and **style**!

#### Now It's Your Turn!

As you read, look for words that YOU love. Make a list of some **fabmouse** words from my books. Add other words that you like. Then use them in a story of your own.



Think like an artist. Use color, size, and shape to make them **pop** off the page.



#### Writing Tip:

Keep collecting colorful words and write them down in a journal. Even a clever rodent finds new and exciting words every day!

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## FUN FACTS ABOUT GERONIMO STILTON!



He'll do anything for his favorite nephew, **Benjamin**.

He hates **bananas** (and loves cheese!).



He has a little red pet **fish** named Hannibal

His secret crush is **Petunia Pretty Paws**.



He collects antique **cheese rinds**.

He is a huge **scaredy mouse** and gets seasick, airsick, and carsick.



# Geronimo Stilton

## READING AND WRITING GUIDE

### Dear Teachers,

I'm Geronimo Stilton, editor of *The Rodent's Gazette*, the most **POPULAR** newspaper in New Mouse City. I also write exciting stories based on my **adventures** that are **spectacular**, **silly**, **surprising**, and **fa-mouse-ly** funny!

Using my books in the classroom is a great way to improve your students' reading and writing skills. Not to mention, a fun way to help kids read on grade level and meet **Common Core State Standards**.

Using this guide, you'll help students to:

- ✓ Use **DiALOGUE** to enliven writing
- ✓ Incorporate **pictures and words** into a story
- ✓ Use **descriptive** words to make **characters** come to life
- ✓ Build **vocabulary** to make more **colorful** stories

In no time at all, you'll have young mouselets following in my **paw-steps** and creating **FABMOUSE** stories of their own!



**Common Core alignment information inside!**

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## Write About Your Family, Using Dialogue

I admit it, I love cheddar chunks and mozzarella milk shakes, but my family is what's most important to me.

After you have read one of my stirring tales, describe (in a classroom discussion or in a writing activity) what Thea, Trap, and Benjamin are like. Include details of something they each **did** or **SAID** during the adventure that **fickled your whiskers!**



**Thea Stilton**

My sister and special correspondent at *The Rodent's Gazette*.



**Trap Stilton**

An awful joker; my cousin and owner of the store Cheap Junk for Less.



**Benjamin Stilton**

A sweet and loving nine-year-old mouse; my favorite nephew.

### Now It's Your Turn!

Write about your family and all the things that make them special. What activities do you do with your family? Do you tell silly stories, go on grand adventures, or work together to save the planet?

#### Writing Tip:

Make characters come to life in your stories by using dialogue. What characters say and how they say it tells a lot about them. It also makes stories more fun to read!

#### Common Core State Standards met:

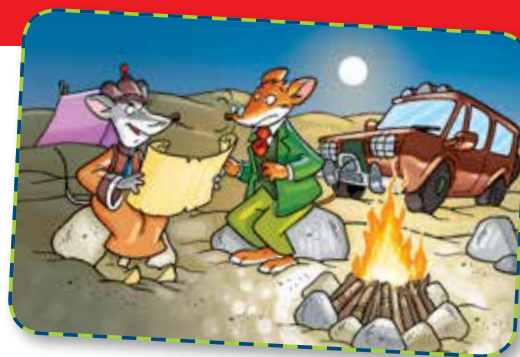
**Reading Standards: Foundational Skills (RF):**  
RF.(2-5).3; RF.(2-5).4  
**Reading Standards for Literature (RL):**  
RL.2.7; RL.(2-5).10; RL.(3-5).1; RL.(3-4).3  
**Writing Standards (W):**  
W.(2-5).2; W.(2-5).8; W.(3-5).3; W.(3-5).10; W.(4-5).9

#### Quick Quiz: Name That Mouse!

1. Who rides a motorcycle, loves travel and sports, and knows karate?
2. Who loves snacking on all kinds of foods and calls Geronimo "Gerry-Berry"?
3. Who is always eager to help or take notes, and is always in a good mood?

## Combine Pictures and Words in a Story

Seeing is believing! That's why my books have pictures, maps, and diagrams. I sometimes include fact pages too. I want you to see each new place with your own eyes.



### Now It's Your Turn!

Think about a place I visited in an adventure you just read. Create your own picture or map of that place, then describe it in as much detail as you can.

- How is this place like someplace in your world?
- What would you do if you were there? Why?
- How is it different?

#### Writing Tip:

The more you know about a place, the easier it is to draw or write about it! The first thing I do when I'm in a new place is take notes about everything I notice. I look closely at the buildings, the people, and the cheese! Second, I find out more by interviewing people and searching for facts in books and on the Internet.



#### Common Core State Standards met:

**Reading Standards: Foundational Skills (RF):**  
RF.(2-5).3; RF.(2-5).4  
**Reading Standards for Literature (RL):**  
RL.2.7; RL.(2-5).10; RL.(3-5).1  
**Writing Standards (W):**  
W.(2-5).2; W.(2-5).8; W.(3-5).10; W.(4-5).9



## Use Descriptive Words to Make Characters Come to Life!

Whenever I am away on one of my adventures, I meet rodents who are kind and friendly. But sometimes I run into rodents who are just the **opposite**. Take Count Cyrus Von Snootrat, for example, from *Geronimo Stilton #53: Geronimo and the Gold Medal Mystery*.

Here is a **profile** I wrote about him:

**Name:** Cyrus Von Snootrat

**What He Looks Like:**

Tall, thin, and...of course...snooty!

**How He Acts:**

Like he's better than everyone else.

**What He Wants:**

To be the world's greatest athlete.

**His Weakness:**

He does not know how to lose gracefully!



### Now It's Your Turn!

Think of a character you'd like to write about. Following the example above, write your own character profile. Then write a story about your character. Introduce tension/excitement into your story by describing a challenge your character faces and how he/she overcomes it.

#### Writing Tip:

Sometimes getting started can be the hardest part of writing a story! When I get stuck, I imagine a captivating character and create a profile of him or her. What does this character want? What would he or she do? Once I've figured that out, I'm ready to write my story!

#### Common Core State Standards met:

**Reading Standards: Foundational Skills (RF):**  
RF.(2-5).3; RF.(2-5).4  
**Reading Standards for Literature:**  
RL.2.7; RL.(2-5).10; RL.(3-4).1; RL.(3-4).3  
**Writing Standards:** W.2.5; W.(2-5).8; W.(3-5).3; W.(3-5).8; W.(3-5).10; W.(4-5).9