

# An Educator's Guide to *The Tweedles Go Electric*

written by Monica Kulling; illustrated by Marie Lafrance;

An Educator's Guide for Grades 1 and 2

Prepared by We Love Children's Books

## About the Book

Meet the Tweedles: Papa, Mama, daughter Frances and her brother, Francis. It's the dawn of a new century — the twentieth century! — and the Tweedles have decided to buy a car. But no gas-guzzler for this modern family. Only an electric car will do for them. Frances is the only member of her eccentric family who is not delighted when Papa decides they need an electric car. She would rather read a book. Frances knows that cars go fast, which can only lead to trouble. She is even less impressed when the family takes possession of the car and faces ridicule from more conventional citizens with their noisy, dirty, gas-fueled machines. But when their neighbor is unable to get to the hospital because his car has run out of gas, Frances saves the day — and falls in love with automobile travel at the same time. With humorous allusions to the twenty-first century — which is better, gas or electric? — *The Tweedles Go Electric* is a charming picture book about an odd, endearing family and their attempts to keep up with the times.

## About the Author

**Monica Kulling** is the author of over forty books for children, including the popular Great Idea series, stories of inventors. The third book in the series, *In the Bag! Margaret Knight Wraps It Up* was nominated for Canada's 2012 Governor General's Award for illustration and chosen as the 2012 Simon Wiesenthal Honor Book. In addition, Monica's work has been nominated for numerous Silver Birch Express and Golden Oak awards. Monica's recent picture books include *Lumpito and the Painter from Spain*, and *Mister Dash and the Cupcake Calamity*. Monica Kulling lives in Toronto, Canada.

Visit her at [monicakulling.com](http://monicakulling.com).

## About the Illustrator

**Marie Lafrance** has illustrated for magazines, newspapers, and even billboards, but now she prefers to use her warm and engaging artwork to bring picture books to life. She recently won Canada's Ruth and Sylvia Schwartz Award for *A Hen for Izzy Pippik*, and she has been nominated for the Governor General's Award three times. Marie lives in Montreal, Quebec, with her husband, her daughter plus a dog and a cat.

## Praise for The Tweedles Go Electric

“Though Lafrance outfits her figures in period dress and decks out street scenes with antique cars and bicycles, plus an occasional horse-drawn cart, modern readers will have no trouble at all making the connection with this century’s version of the issue. Not to mention the benefits of being both green and smart. A fine joke, well-delivered, and as clever as it is timely.”

— *Kirkus*, starred review

## Pre-Reading Questions & Activities

As a class, read the title of the book and examine the front and back covers. The title and covers convey a lot of information about the book. What do students think the story will be about? Can they tell when the story is set? Can students identify which figures are the Tweedles? Have students share what they think is happening in the cover illustrations.

Ask students if they have ever heard of an electric car. Do they know anyone who owns one? Ask if they think electric cars are a new idea, or if they have been around for a long time.

Do a “picture walk” with the class, closely examining the illustrations on each page. As a class, create a one-sentence description of what is happening in each picture. When you have finished the book, compare the real story to the description the class created.

## Vocabulary

Discuss the following words as they are used in this book. Drawing on context and the accompanying illustrations in the story, define the words as a class. Since this story is set during the turn of the century, some of these words are less commonly used in our times. Discuss other words that could be used which mean the same thing.

- announcement
- century
- exhilarates
- flour mill
- fuddy-duddies
- helter-skelter
- higher education
- modern
- nervous
- one cylinder
- penny farthing
- safety cycle
- teetering
- unreliable
- waterwheel
- wheeling

L 1.4, 1.6, 2.4, 2.6

## Post-Reading Discussion Questions and Activities

### Figures of Speech

Discuss the meanings of the following figures of speech. Can students figure out their meaning from context? Discuss other ways to say the same thing. Why would the author use these phrases and words?

- “travel at a clip”
- “basket of boas”
- “bundles of vines in a jungle”
- “safe as houses”
- “happy as a clam at high tide”

RL 1.1, 1.4, 1.7, 2.1, 2.4, 2.7

SL 1.1, 1.2, 2.1, 2.2

L 1.4, 1.5, 2.4, 2.5

### Green Means Go

*The Tweedles Go Electric* tells the story of a family that buys a car that is green, in several different ways. The car is green in color, and electric cars nowadays are considered “green” from an environmental standpoint. Ask students if they are familiar with “green” as an environmental term, and discuss its implications. Do the Tweedles mean the word in all those different ways? Does the author? Does “green” have any other meanings?

RL 1.1, 1.7, 2.1, 2.7

SL 1.1, 1.2, 2.1, 2.2

L 1.4, 1.5, 2.4, 2.5

### Character Traits

Working as a class, have students identify the main characters of the story. Create a chart and record key personality traits of each individual. Discuss how the author and illustrator convey information about each character to the reader.

RL 1.1, 1.3, 1.7, 2.1, 2.3, 2.7

SL 1.1, 1.2, 2.1, 2.2

### Retell the Story

Break students into pairs and have them re-tell the story of *The Tweedles Go Electric* to each other. Have them identify the beginning, the middle and the end of the story. Together, have them decide what the central lesson or main message of the story is and share their conclusions with the class.

RL 1.1, 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.5, 2.7

SL 1.1, 1.2, 2.1, 2.2

## Neighbors

One of the main events of the story is how the Tweedles help their neighbor Mr. Hamm in his time of need. Break into small groups and discuss the following questions:

What is the relationship between these neighbors like at the beginning of the story? What is it like at the end? Why did their relationship change? What important event was the cause of this change? Come together as a class and discuss their responses.

RL 1.1, 1.3, 1.7, 2.1, 2.3, 2.7

SL 1.1, 1.2, 2.1, 2.2

## Before and After

At the end of the story, the author describes what each character is like in the future.

Have each student select one character and write a brief paragraph describing what the character was like at the beginning of the story and how he or she has changed at the end. Include a drawing of the before and after. Working with the teacher and their peers, have students revise their writing based on input.

RL 1.1, 1.3, 1.7, 2.1, 2.3, 2.7

W 1.1, 1.5, 2.1, 2.5

L 1.1, 1.2, 2.1, 2.2

## What Did He Mean?

Word play is an important part of *The Tweedles Go Electric*. At one point, the Tweedles are driving and the parents have a discussion about “Frances’s nose.” Review this passage as a class. Discuss what is going on in the exchange. Why are they concerned about Frances’s nose? What does the father mean when he says, “Which one?” Discuss how the names of Francis Tweedle and Frances Tweedle sound when spoken.

RL 1.1, 1.3, 1.4, 1.7, 2.1, 2.3, 2.4, 2.7

SL 1.1, 1.2, 2.1, 2.2

L 1.4, 2.4

## Which Way Did He Go?

When the Tweedle family drives home with their new car, they pass a woman on a penny farthing bike. Review this page with students as a class. How does the text describe the event? How does the illustration depict the event? How do they relate to each other? What techniques does the artist use to show what happened?

RL 1.1, 1.3, 1.7, 2.1, 2.3, 2.7

SL 1.1, 1.2, 2.1, 2.2

## The Wheels of the World

The town where the Tweedles live has many different kinds of transportation devices. Break students into small groups and have them go through the book and identify all the different kinds of wheeled vehicles and transportation-related features in the town. Have each group create a poster illustrated with original drawings of these elements and display them in the class.

RL 1.1, 1.3, 1.7, 2.1, 2.7  
SL 1.1, 1.2, 1.5, 2.1, 2.2, 2.5

## Transportation History

This book takes place at the beginning of the automotive era. As a class, make a list of the different kinds of cars mentioned. Then, have students work with an adult to research one of these vehicles, drawing on internet resources and the library. Be sure they address questions like: When was it invented? How did this car work? Was it popular? What happened to this type of car? Is this technology still used? Have students write a brief report on what they have learned, illustrated with drawings or pictures found on the internet. Have students revise their work based on feedback from adults and/or peers. Publish the final versions. Have students present their research to the class.

RL 1.1, 1.7, 2.1, 2.7  
W 1.2, 1.5, 1.6, 1.8, 2.2, 2.5, 2.6, 2.8  
SL 1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5, 2.6

## Classroom Read Aloud

Now that students have read the book, performing it as a group is an effective way to improve comprehension of the story. The teacher or another adult will read the narrator, while students will read the character parts. Designate stronger readers to act as “student leaders” for each of the character parts. The remainder of the class will read along with each character. Encourage students to read expressively, and create a distinctive voice for each character.

RL 1.6, 1.10, 2.6, 2.7, 2.10  
RF 1.3, 1.4, 2.3, 2.4,

## Internet Resources

**About.com's History of Electric Vehicles** ~ Everything you wanted to know about the history of electric cars and other vehicles.

<http://inventors.about.com/od/estartinventions/a/History-Of-Electric-Vehicles.htm>

**About.com's The History of the Automobile: Early Steam Powered Cars** ~ Everything you wanted to know about the history of steam powered vehicles.

<http://inventors.about.com/library/weekly/aacarssteama.htm>

**About.com's The Internal Combustion Engine and Early Gas-Powered Cars** ~ Everything you wanted to know about early gas-powered cars.

<http://inventors.about.com/library/weekly/aacarsgasa.htm>

**PBS's Timeline: *The History of the Electric Car*** ~ A great timeline of important moments in the history of the electric car.

<http://www.pbs.org/now/shows/223/electric-car-timeline.html>

**A Short Illustrated History of the Bicycle** ~ This site provides the basics of the history and evolution of the bicycle and includes information about penny farthing and safety bicycles.

[http://www.crazyguyonabike.com/doc/page/?o=1&page\\_id=40615&v=8z](http://www.crazyguyonabike.com/doc/page/?o=1&page_id=40615&v=8z)

## Common Core State Standards Used

### GRADE 1

#### Reading Standards for Literature Grade 1 (RL)

##### *Key Ideas and Details*

- 1.1. Ask and answer questions about key details in a text.
- 1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.3. Describe characters, settings, and major events in a story, using key details.

##### *Craft and Structure*

- 1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- 1.6. Identify who is telling the story at various points in a text

##### *Integration of Knowledge and Ideas*

- 1.7. Use illustrations and details in a story to describe its characters, setting, or events.

*Range of Reading and Level of Text Complexity*

1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**Reading Standards: Foundational Skills Grade 1 (RF)***Phonics and Word Recognition*

1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

*Fluency*

1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing Standards Grade 1 (W)***Text Types and Purposes*

1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure

1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

*Production and Distribution of Writing*

1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed

1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

## Speaking and Listening Standards Grade 1 (SL)

### *Comprehension and Collaboration*

1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### *Presentation of Knowledge and Ideas*

1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

## Language Standards Grade 1 (L)

### *Conventions of Standard English*

1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters.

b. Use common, proper and possessive nouns.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

d. Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

e. Use verbs to convey a sense of past, present and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).



- f. Use frequently occurring adjectives.
  - g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
  - h. Use determiners (e.g., articles, demonstratives).
  - i. Use frequently occurring prepositions (e.g., during, beyond, toward).
  - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- 1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize dates and names of people.
  - b. Use end punctuation for sentences.
  - c. Use commas in dates and to separate single words in a series.
  - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

*Vocabulary Acquisition and Use*

- 1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Use frequently occurring affixes as a clue to the meaning of a word.
  - c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- 1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**GRADE 2****Reading Standards for Literature Grade 2 (RL)***Key Ideas and Details*

- 2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.3. Describe how characters in a story respond to major events and challenges

*Craft and Structure*

- 2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
- 2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

*Integration of Knowledge and Ideas*

- 2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

*Range of Reading and Level of Text Complexity*

- 2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Standards: Foundational Skills Grade 2 (RF)***Phonics and Word Recognition*

- 2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode regularly spelled two-syllable words with long vowels.
  - d. Decode words with common prefixes and suffixes.

- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

### *Fluency*

- 2.4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.
  - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Writing Standards Grade 2 (W)**

### *Text Types and Purposes*

- 2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- 2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

### *Production and Distribution of Writing*

- 2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### *Research to Build and Present Knowledge*

- 2.8. Recall information from experiences or gather information from provided sources to answer a question.

## **Speaking and Listening Standards Grade 2 (SL)**

### *Comprehension and Collaboration*

- 2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

### *Presentation of Knowledge and Ideas*

2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

## **Language Standards Grade 2 (L)**

### *Conventions of Standard English*

2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use collective nouns (e.g., group).

b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

c. Use reflexive pronouns (e.g., myself, ourselves).

d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

f. Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names and geographic names.

b. Use commas in greetings and closings of letters.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

### *Vocabulary Acquisition and Use*

2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2.5. Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).