

# Anatole, by Eve Titus

## December Teacher Directions

### The Book

This book is a classic, originally published in 1956! Anatole is a family man, dedicated to providing for his wife and six children. He is an honorable mouse who becomes most distressed when he is stealing crumbs under someone's dining room table and finds out that mice are considered despicable creatures. He decides that he must earn his living and puts himself to work at the Duval Cheese Factory, where he critiques the cheeses and leaves notes for Monsieur Duval, the factory owner. His efforts do not go unnoticed, but he needs to remain a bit of a mystery (for obvious reasons). He refuses to meet with Monsieur Duval, but agrees to come into the factory each evening to continue leaving his recommendations for improving the cheeses. He can now feed his family without feeling like a thief.

### Other Books about Anatole

If you like this book, look for other Anatole books in your local library. Most Anatole books are out of print and costly to buy. Here's one that is still in print:

Anatole and the Cat, by Eve Titus. Quelle horreur! There is a CAT at the cheese factory!

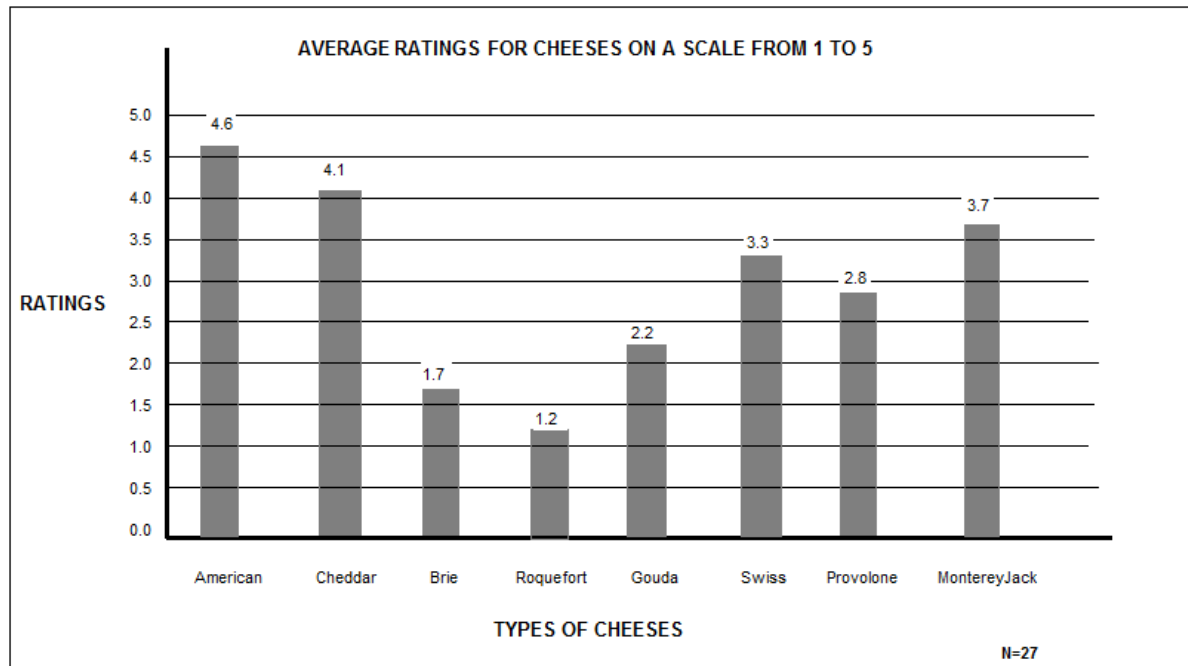
### Math Topics and Common Core Standards

- 1.MD.4 Represent and interpret data: Organize, represent, and interpret data...
- 2.MD.4 Represent and interpret data: Draw a picture graph and a bar graph to represent a data set....
- 5.NF.3 Interpret a fraction as a division of the numerator by the denominator...
- 6.RP Understand ratio concepts and use ratio reasoning to solve problems. (used in creating pie graph)
- 7.NS.2d Convert a rational number to a decimal using long division... (a strategy for comparing ratios)

### The Math Lesson

1. Read the book and see if children can figure out the meaning of the French expressions that are interspersed in the text. Discuss personification (making the mice seem human by putting on clothes and talking with each other). Especially with older students, discuss the reality of mice being dirty, carrying germs, and causing damage.
2. Discuss the food industry and how there are food tasters and beverage tasters who do exactly what Anatole was doing: taste, rate, and make suggestions for improvement.
3. Use the "CHEESE SURVEY" directions to have your own cheese tasting! Gather several cheeses (the survey allows 8 kinds). Use bland crackers (unsalted saltines are a good inexpensive choice). Have students taste a cheese, rate it, then "freshen the palate" by eating a cracker and having a sip of water. To make the survey more "impartial," begin by referring to the cheeses as "Cheese 1, Cheese 2, etc." until all cheeses have been tested. Then insert the names of the cheeses on the worksheet so students can see what ratings they gave to each kind of cheese.
4. When done with the tasting, cut the rating sheets into 9 piles – one pile for student's vote for the best cheese; the other 8 piles for each of the different kinds of cheeses that were tasted.
  - a. Count up the votes for the favorite kind of cheese identified by each student. Make a bar graph showing the number of votes for each kind of cheese. Then make a circle graph where students have to reason about ratios to make wedges in the circle. (Older students can reason about the percentages involved.)
  - b. Make a bar graph showing the average rating for each kind of cheese. As described in the survey directions, begin by figuring out the total number of points that each cheese received. Then divide by the number of people who gave ratings. This will yield a decimal number. Round to the nearest hundredth if necessary. Then show the averages on a bar chart. Your final chart will look something like this:

### Sample Graph:



### Make a Mouse (a craft)

1. Gather materials for making the mouse decoration. Note that you can use heavy stiff felt, or sheets of foam to make the body of the mouse.
2. Trace and then cut out the body and make slits for the ears.
3. On regular felt, in the same or contrasting color, trace and cut the ears. Slide the ears between the slits, leaving a loop in the back.
4. Use a candy cane or pipe cleaner for the tail. If long enough, you can slide it between the loop of the back of the mouse. If necessary, use hot glue or heavy tacky glue to affix the tail.
5. Add eyes, nose, and whiskers of your choice.

### Weblinks

For a more scientific approach to the topic of mice, do an online search for information, such as...

What are the facts about a house mouse?

<http://pestcontrol.about.com/od/identificationofpests/a/The-House-Mouse.htm>

How does a mouse get in the house?

<http://pestcontrol.about.com/od/profileofrodents/a/How-Does-A-Mouse-Get-In-The-House.htm>

### A Challenge Problem

If you know an “ORKIN man” (or someone from another pest-removal service), ask if you can have a representative come to your group to talk about mice, and strategies for getting them out of your house. On the ORKIN website, it says that one pair of mice can produce 200 offspring in four months! That’s a LOT of mice!! Could that possibly be true? We wanted to find out! Here are some facts about mice, with suggestions for simplifying the problem for making it easier to solve.

It takes about 3 weeks for a mother mouse to have her babies.

A litter has 3-14 mice, typically 6-8. (We estimated 8 mice, 4 males and 4 females.)

Baby mice mature in 6-8 weeks and are ready to have their own babies. (We estimated 6 wks.)

Using these parameters, how many mice would there be after four months? How would YOU solve the problem? What answer did you get? (Our sample solution is in the monthly packet!)

**Extras in the Book-of-the-Month Packet**

The book-of-the-month packet comes with a paperback copy of “Anatole,” plus hard copies of the Teacher Directions and free downloadable student worksheets (the cheese survey, and how to make the mouse craft).

If you buy the packet, we will send you these additional items:

- A sample mouse, so you can see the finished product!
- Additional student pages about learning French. – how to count from 1 to 10, and figuring out how to translate the French expressions that are used so casually throughout the book.
- One solution to the mouse problem! Depending on how you solve the problem, you may get a different answer. Our solution involves making a chart, but maybe you did something different. Explain how you solved the problem by writing to Projects in Education at the address below, contact us over the website or write to Let’s Read Math on Facebook. We’ll write back!

**To Order Your Packet:**

Purchase online with a credit card, or fax/email your purchase order to:

*Projects in Education  
2102 N. Crescent Blvd  
Yardley, PA 19067  
FAX: 215-321-7224*