



SANITY & TALULAH
FIELD TRIP
MOLLY BROOKS



About the Books

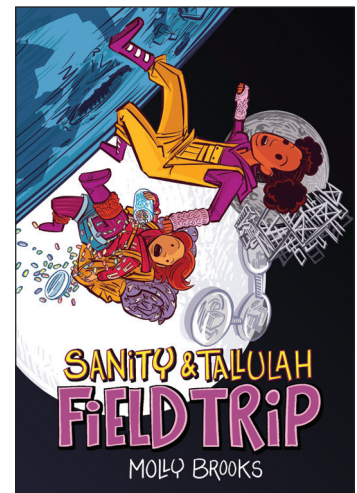
Sanity & Tallulah

Sanity Jones and Tallulah Vega are best friends on Wilnick, the dilapidated space station they call home at the end of the galaxy. So naturally, when gifted scientist Sanity uses her lab skills and energy allowance to create a definitely-illegal-but-impossibly-cute three-headed kitten, she has to show Tallulah. But Princess Sparkle, Destroyer of Worlds is a bit of a handful, and it isn't long before the kitten escapes to wreak havoc on the space station. The girls will have to turn Wilnick upside down to find her, but not before causing the whole place to evacuate! Can they save their home before it's too late?



Field Trip

Sanity and Tallulah are going on a field trip—to a real live planet! Some of their classmates are nervous (none of them have been on a planet before, and they've heard terrible things), but Tallulah is beside herself with excitement. Sanity would be more excited if her grumpy older sister, Prudence, wasn't coming along to supervise the trip. Things get off to a rocky start (asteroid-y start, to be specific), and Sanity and Tallulah find themselves separated from their school group, pursued by a pirate, and stranded on a planet that's about to explode, with nothing but the wreckage of a crashed space shuttle and the contents of Tallulah's overloaded backpack to work with. These best friends will have to stretch their problem-solving skills to the limit in order to get everyone home safe, and it's going to take their whole class—plus an accountant, a math hermit, a group of mysterious beekeepers, and even the murderous pirate—to make it happen.



Common Core Alignment

The Sanity & Tallulah graphic novel series provides a great opportunity for exposure to rich vocabulary, examining text features for comprehension, and following an advanced sequence of events. This discussion guide offers suggestions aligned with the Common Core State Standards (CCSS) for Reading: Literature, Writing, and Speaking and Listening. Each activity in this guide includes a reference for the Common Core strand, domain, and standard that is addressed. To support instruction or obtain additional information, visit the Common Core State Standards (CCSS) website at www.corestandards.org.

INSTRUCTIONAL NOTE: During each of the activities, please encourage students to support their claims with evidence from the text and illustrations. Providing young learners with the opportunity to answer text-dependent questions is critical to success with Common Core State Standards (CCSS).

Pre-Reading Activities

- What makes a graphic novel unique compared to other types of texts? Preview the book you are about to read and examine which features suggest that it is a graphic novel. How are headings used to organize the text and support readers' understanding of the sequence of events, setting, and time frame? (*Reading Literature: Key Ideas and Details: RL.6.1*)
 - From your preview, what do you think will happen in this book? How many days, weeks, or years do you think it spans? Why? What are two questions you have about this novel, based on your preview?
- Have you read any informational texts about space travel? What did you learn? How might an informational text about space differ from a science fiction novel or movie about space travel? Would you want to live in space? Why or why not? Use textual evidence to support your response. (*Reading Literature: Integration of Knowledge and Ideas: RL.6.9*)
- In groups of three, select four to five of the vocabulary words below and predict how the terms might be related to the novel. Then choose one way to expand upon each word you selected by creating (a) a definition, (b) a rhyming word, (c) a synonym, or (d) an antonym. As you read, confirm whether the words you reviewed were used as predicted. (*Reading Literature: Craft and Structure: RL.6.4*)

Sanity & Tallulah	
Experimental	Coolant
Biohazard	Kilos
Breech	Exemplary
Vermin	Supervised
Gravity	Engineer
Deliberately	Contaminant
Unstable	Restriction
Infestation	Destroyer

Field Trip	
Microorganism	Particles
Blockade	Deposits
Astrophysics	Adaptation
Discontinued	Hollow
Refined	Asteroid
Investor	Orbital
Debris	Outpost
Satellite	Corporation

Following the discussion, play a game of vocabulary bingo using the definitions, rhyming words, synonyms, and antonyms created by the participants. For example, instead of calling out the selected vocabulary word, give the clue (e.g., Demolisher is a synonym for INSERT WORD).

BINGO			

Discussion Questions: Sanity & Tallulah

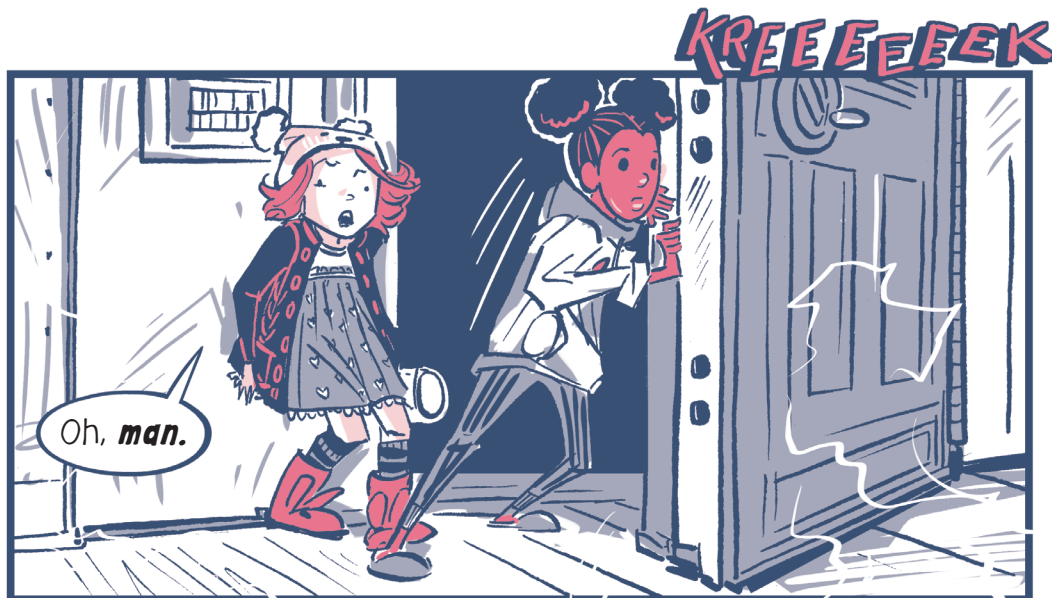


1. When the author introduces Sanity and Tallulah, the reader immediately learns about their interests. Based upon pages 3 to 17, how do their interests differ? What do they each enjoy doing in their free time? How would you describe their friendship? Cite details from the book. *(Reading Literature: Key Ideas and Details: RL.6.1)*
2. What does Sanity's Princess Sparkle, Destroyer of Worlds experiment suggest about her scientific skills and abilities? Is the name a good fit for the experiment? Why or why not? Use evidence to support your response. *(Reading Literature: Key Ideas and Details: RL.6.1)*
3. Based upon the details in the novel, what is it like to live on the Wilnick Space Station? What are some of their daily routines? Challenges? Food sources? Travel methods? Use the graphic organizer to record important information about life on the space station. How do the details about Wilnick help develop the story and the reader's interest in the novel? *(Reading Literature: Craft and Structure: RL.6.5)*

Life on Wilnick Station		
Daily Routines	Challenges	Food Sources
School Life	Benefits	Travel Methods

4. Should Tallulah and Sanity be worried that Princess Sparkle, Destroyer of Worlds escaped? Why or why not? What evidence suggests that the pet is dangerous? Where should they search for the kitten? How does the drawing in the advertisement on page 105 differ from the actual kitten? Why might the image cause issues? Use details to support your response. *(Reading Literature: Key Ideas and Details: RL.6.1)*

5. As you read, think about the different adventures taking place at the same time (i.e., "Halfway to Epsilon Station" and "Meanwhile on Wilnick"). How do the stories merge and/or overlap by the end? Why did the author choose to include different adventures? What does the reader learn about the characters through the varying story lines? *(Reading Literature: Craft and Structure: RL.6.5)*
6. In the section "Student Labs, End of Class" (pages 72 to 83), how do the kids solve the lab issue? Why is science an important area of focus for students living in space? Support your response with evidence from the text. *(Reading Literature: Key Ideas and Details: RL.6.1)*
7. Who are the adults in charge of running the Wilnick station? How do they respond to the problems that arise? What is the relationship of the adults to Sanity and Tallulah? Look at the family pictures on page 144. What does the reader learn about each girl's family from the images? What do you wonder about each family? Cite textual details in your responses. *(Reading Literature: Key Ideas and Details: RL.6.3)*
8. What series of events leads Sanity and Tallulah to figure out the source of the problem on Wilnick? Describe at least two cause-and-effect connections within the novel. What is each character's subsequent role in solving the problem(s)? How does each character change as the story unfolds? *(Reading Literature: Craft and Structure: RL.6.5)*
9. Why is coolant important to the space station? How is coolant used in other vehicles or aircraft? How is Sanity's solution to save the ship from a coolant malfunction related to her initial "pet" experiment? Cite textual evidence in your response. *(Reading Literature: Key Ideas and Details: RL.6.1)*
10. How do the Janet Jupiter story lines that Tallulah enjoys overlap with her own adventures? Why might the author begin and end the novel with a Janet Jupiter reference? Provide details from the text to support your answer. *(Reading Literature: Craft and Structure: RL.6.5)*



Discussion Questions: Field Trip

1. How do students' perspectives on visiting a planet differ? Why might some students be excited about the field trip and others hesitant? Can you think of a time when you were excited or hesitant to visit a new place? Why? *(Reading Literature: Key Ideas and Details: RL.6.1)*
 - A. When the students first arrive at the orbital relay station, what important information does Ms. Tufts provide about FootHold, Apis, Ethos, and Logos? Support your response with details from the novel.
2. Describe Sanity's sister, Prudence. How is she similar to Sanity? How is she different? In your opinion, is she a good person to chaperone the field trip? How does Prudence feel about her role as a chaperone? Cite evidence. *(Reading Literature: Craft and Structure: RL.5.3)*
3. What series of events lead Sanity and Tallulah to land on Apis? Describe at least two cause-and-effect connections within the novel. What discoveries do they make during their flight to and arrival on Apis? How does this adventure build the excitement and plot of the story? Cite textual evidence. *(Reading Literature: Craft and Structure: RL.6.5)*
4. Many characters in the story are interested in "heavypaste." Describe why it is "the most coveted chemical compound in United space" (p. 29). How does each character and/or company plan to use the chemical compound? Why is it suspicious that the compound is stored in the smuggler compartment of the space shuttle taken by Sanity and Tallulah? Provide details from the book. *(Reading Literature: Craft and Structure: RL.6.4)*
5. How does Prudence respond to Sanity and Tallulah separating from the group? How does the pirate respond to her ship being taken? How do Prudence's actions help resolve the problems in the story? *(Reading Literature: Craft and Structure: RL.6.3)*
6. In the section "A Bit Later" (p. 103–113), what does the reader learn about Apis? How are the bees helping the miners on the planet? What other ways do you think the bees could be useful? *(Reading Literature: Key Ideas and Details: RL.6.1)*
 - A. Based upon the explanation provided in the next section, "Still in the Creepy Underground Base" (p.114–118), why is Apis in danger?
7. What issues has the FootHold Corporation overlooked during the mining process? Do you think the FootHold Corporation is a responsible company? Why or why not? Why don't all the people on Apis work for the FootHold Corporation? How does each group approach mining differently? *(Reading Literature: Key Ideas and Details: RL.6.1)*
8. In the section titled "FootHold Outpost" (p. 146–169), how do the students work together to escape the pending destruction on Apis? What other ideas do characters present to solve the problem on Apis? In your opinion, which other ideas might work? Why? Support your response with evidence. *(Reading Literature: Key Ideas and Details: RL.6.1)*



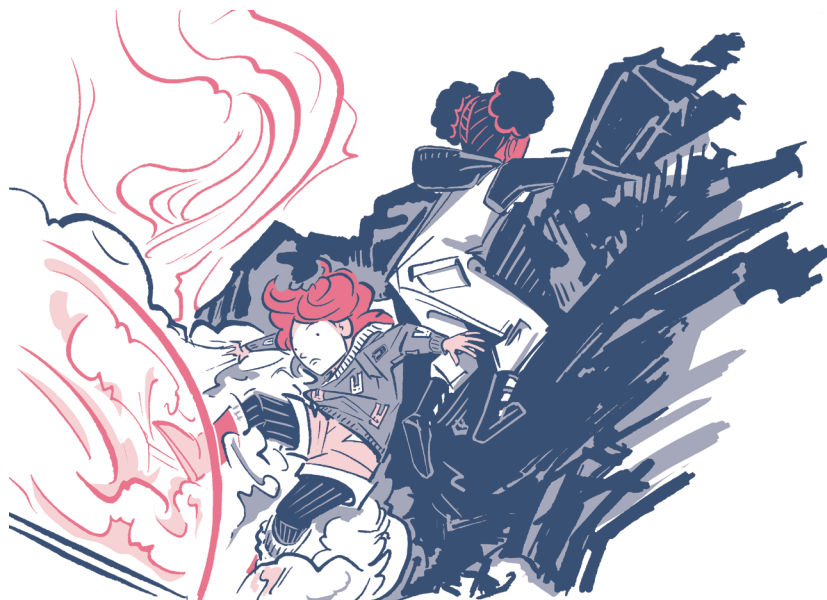
9. Compare and contrast life on Wilnick Station and Apis (e.g., lighting source, survival skills, etc.) by using the following graphic organizer. Where would you prefer to live? Why? (*Reading Literature: Key Ideas and Details: RL.5.3*)

Prompt	Contrast: How is life on Wilnick different from life on Apis? Provide three text-based examples.	Compare: How is life on Wilnick similar to life on Apis? Provide three text-based examples.	Compare: What survival skills and/or knowledge do people living on Wilnick and Apis have in common? Provide three text-based examples.
1.			
2.			
3.			

10. Think about the final section of the novel, "Tallulah's Room" (p. 224–225). What does Sanity highlight in her essay about the field trip? What does Tallulah highlight? What does the choice of essay topic reveal about the differences between the characters? Use textual evidence to support your response. If you were a student on the planet field trip, based upon what you have read, what would you include in your personal essay? Why? (*Reading Literature: Key Ideas and Details: RL.6.1*)

Post-Reading Questions

1. What is the central idea or theme of each book? What events from the book support this central idea or theme? In your own words summarize each text. How can you apply this theme to your own life? (*Reading Literature: Craft and Structure: RL.6.2*)
 - A. After reading *both* graphic novels, describe the theme or central idea of the series in your own words. What main events from both books support this overarching theme?
2. Take a moment to compare these stories to other stories that you have read and enjoyed. Be sure to consider stories in the same and different genres. (*Reading Literature: Integration of Knowledge and Ideas: RL.6.9*)
 - A. *Sanity & Tallulah*: Choose another story that features best friends. How is the story similar to and/or different from *Sanity & Tallulah*? Use evidence from both stories to support your response.
 - B. *Field Trip*: Choose another story in which the characters travel to a new place. How is the story similar to and/or different from *Field Trip*? Use evidence from both stories to support your response.
3. Locate your favorite sequence of illustrations in these graphic novels. Why is it your favorite? How do the illustrations and related text work together to tell the story? Why is the artwork important to the development of the story? Provide details in your answer. (*Reading Literature: Craft and Structure: RL.6.5*)
4. While reading any novel, you should think about each character's perspective. (*Reading Literature: Key Ideas and Details: RL.6.6*)
 - A. *Sanity & Tallulah*: Think about the events in the story; how does the author show Sanity's point of view about Princess Sparkle, Destroyer of Worlds? In comparison, how do other people view the kitten? Cite evidence from the book.
 - B. *Field Trip*: How might Sanity and Tallulah's view of the field trip differ from Prudence's perspective? Which descriptions in the book highlight Sanity and Tallulah's perspective? Which descriptions highlight Prudence's? Provide examples.



Across the Curriculum

Science Extension

1. Using online and print resources for research, create a time line that explains the progression of space travel with major events noted in each row of the time line. For instance, the first trip to the moon and/or creation of a spacecraft. The time line should briefly highlight the importance of each event. (*Writing: Text Types and Purposes: W.6.2*)

Date	Major Space Event	Importance

2. Research the question "What are the benefits and challenges of space travel?" Explore the following: (a) important features of spacecraft and space stations, (b) ways people are able to survive aboard spacecraft, (c) societal advances from space travel, and (d) the purpose of space stations. Create a report that clearly organizes the new information, using an introduction, headings, graphics, multimedia connections, and a conclusion to convey the important details. Share your findings through a brief five-minute presentation that incorporates multimedia tools (e.g., graphics, images, tables, sound, video). (*Writing: Research to Build and Present Ideas: W.6.7*)
3. Imagine you live on a space station like Sanity and Tallulah do. Design your own space station, using art materials (e.g., clay, boxes, diorama) or graphic design tools available electronically. Following the completion of your space station, explain to a partner the important locations, food sources, daily routines, challenges, and unique benefits of living aboard the spacecraft. (*Speaking and Listening: Comprehension and Collaboration: SL.6.1*)
4. Imagine you are visiting a new planet, like Sanity and Tallulah do in *Field Trip*. What would you pack and why? Illustrate and label the items in your backpack. Your items should address nutritional needs, tools, experiments, etc. Be prepared to explain how each item would help you survive during the trip. (*Speaking and Listening: Comprehension and Collaboration: SL. 6.1*)
5. In the novel, Sanity loves science and applies her knowledge to many creative projects. Design an experiment using the five listed steps: (a) research your experiment, using online and print resources, (b) create a hypothesis about the outcome, (c) list all of the required materials, (d) describe each step for the experiment, and (e) record findings after the project is complete. Then design a multimedia presentation (e.g., graphics, images, tables, sound, video) that conveys the important aspects of your project. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.6.5*)

My Science Experiment

Question

Materials: I need ...

Hypothesis: I think ...

Steps

Step 1

Step 2

Step 3

Step 4

Step 5

Outcome: I learned ...



Arts and Writing Extension

1. In *Sanity & Tallulah*, the reader learns that Tallulah's brother, Horace, is very interested in game design. Can you explain the rules to the game he created on page 175? Research a game from a culture that is different from your own and explain its significance. Then create your own game with a manual that outlines the steps for playing. Once your game and manual are complete, play the game with two to three other people. Afterward, participants should discuss what they enjoyed and ways to make the game better. (*Speaking and Listening: Comprehension and Collaboration: SL.6.1*)
2. Create a graphic novel about Sanity and Tallulah's next adventure. Be sure your novel has a clear sequence of events and includes problem and solution, character development, related illustrations, a variety of settings, different time frames, and dialogue. After the novel is complete, share it with a partner for peer review. Each partner should use the "Peer Review Checklist" on the next page to provide revision and editing suggestions. (*Writing: Text Types and Purposes: W.6.3*)



Peer Review Checklist

Compliment: Something I like about the novel

Question: Something I wonder about the novel

Revision Suggestions

- Is there enough detail?
- Can sentences be combined?
- Should some details be removed?
- Can we add more interesting word choices?
- Does every sentence begin differently?
- Does the story make sense?
- Is the story sequence in order?
- Are there transition words?
- Is dialogue included to match illustrations?

Explanation

Editing Suggestions

- Punctuation
- Grammar: Complete sentences
- Grammar: Subjects and verbs agree
- Correct capitalization
- Correct spelling

Explanation

About the Author

Molly Brooks wrote and illustrated *Sanity & Tallulah*, and is the illustrator of *Flying Machines: How the Wright Brothers Soared* by Alison Wilgus, as well as many short comics. Her work has appeared in the *Guardian*, the *Boston Globe*, the *Nashville Scene*, *BUST* magazine, ESPN social, *Sports Illustrated* online, and others. Molly lives and works in Brooklyn, where she spends her spare time watching vintage buddy-cop shows and documenting her cats. mollybrooks.com



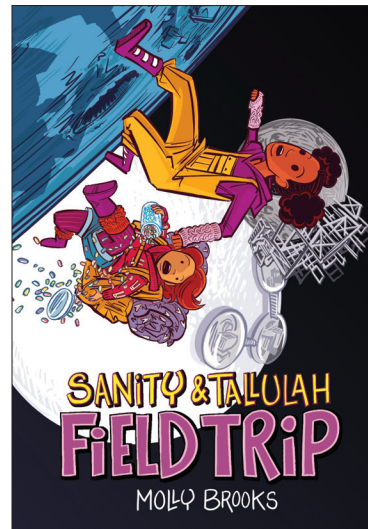
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Sanity & Tallulah: Field Trip

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Dawn Jacobs Martin wrote this guide. She is an assistant clinical professor at the University of Maryland, College Park. She holds a doctorate in special education with a concentration in learning disabilities, and continues to improve academic outcomes for students with disabilities through teacher development, instructional design, and research in the areas of response to intervention, social support, and parental involvement.

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