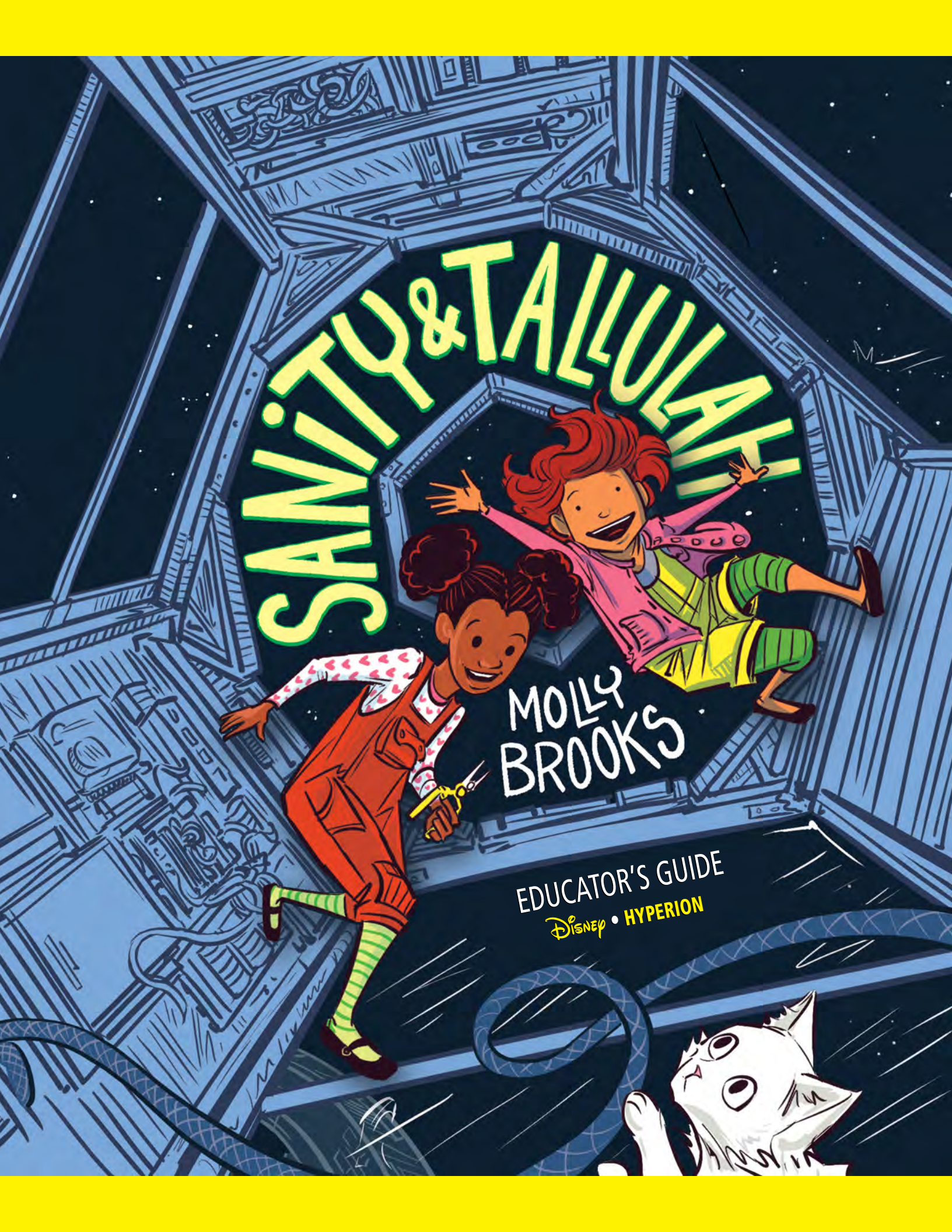


# SANITY & TALLULA

MOLLY  
BROOKS

EDUCATOR'S GUIDE  
Disney • HYPERION





## About the Book

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?

## Common Core Alignment

The graphic novel *Sanity and Tallulah* 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](http://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).



# Discussion Questions

## Before Reading

- 1 What makes a graphic novel unique from other types of texts? Preview the book 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 setting, and time frame? *(Reading Literature: Key Ideas and Details: RL.6.1)*
- 2 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? Use textual evidence to support your response. *(Reading Literature: Integration of Knowledge and Ideas: RL.6.9)*
- 3 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) definition, (b) rhyming word, (c) synonym, or (d) antonym. As you read, confirm whether the words you reviewed were used as predicted. *(Reading Literature: Craft and Structure: RL.6.4)*

|              |              |            |             |
|--------------|--------------|------------|-------------|
| Experimental | Gravity      | Coolant    | Engineer    |
| Biohazard    | Deliberately | Kilos      | Contaminant |
| Breech       | Unstable     | Exemplary  | Restriction |
| Vermin       | Infestation  | Supervised | Destroyer   |

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 |  |  |  |
|-------|--|--|--|
|       |  |  |  |
|       |  |  |  |
|       |  |  |  |
|       |  |  |  |

## During Reading

- 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)*

## After Reading

- 1 What is the central idea or theme of the story? How can readers apply this theme in their own lives? What events take place throughout the novel to support the central idea or theme? In your own words, summarize the text. *(Reading Literature: Craft and Structure: RL.6.2)*
- 2 Think about another story that features best friends. How is the story similar to and/or different from *Sanity and Tallulah*? Use evidence from both stories to support your response. *(Reading Literature: Integration of Knowledge and Ideas: RL.6.9)*
- 3 Locate your favorite sequence of illustrations in the novel. Why is it your favorite illustration sequence? How do the illustrations and related text fit into the story? Why are the images important to the development of the story? Provide details in your answer. *(Reading Literature: Craft and Structure: RL.6.5)*
- 4 Think about the events in the story. How did the author develop Sanity's point of view about Princess Sparkle, Destroyer of Worlds? In comparison, how do other people view the kitten? *(Reading Literature: Key Ideas and Details: RL.6.6)*



# 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 space-craft. 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 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, (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 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" 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

Photo credit: Aman Sharma



## About the Author

Molly Brooks is the illustrator of *Flying Machines: How the Wright Brothers Soared* by Alison Wilgus, and the creator of many comics, which you can see on her website ([www.mollybrooks.com](http://www.mollybrooks.com)). Her illustrations have appeared in the *Village Voice*, the *Guardian*, the *Boston Globe*, *Time Out New York*, the *Nashville Scene*, the *Riverfront Times*, *The Toast*, *BUST Magazine*, ESPN social, *Sports Illustrated* online, and others. She spends her spare time watching vintage buddy-cop shows and making comics about knitting, hockey, and/or feelings. Molly lives and works in Brooklyn.



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Dawn Jacobs Martin wrote this guide. 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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