



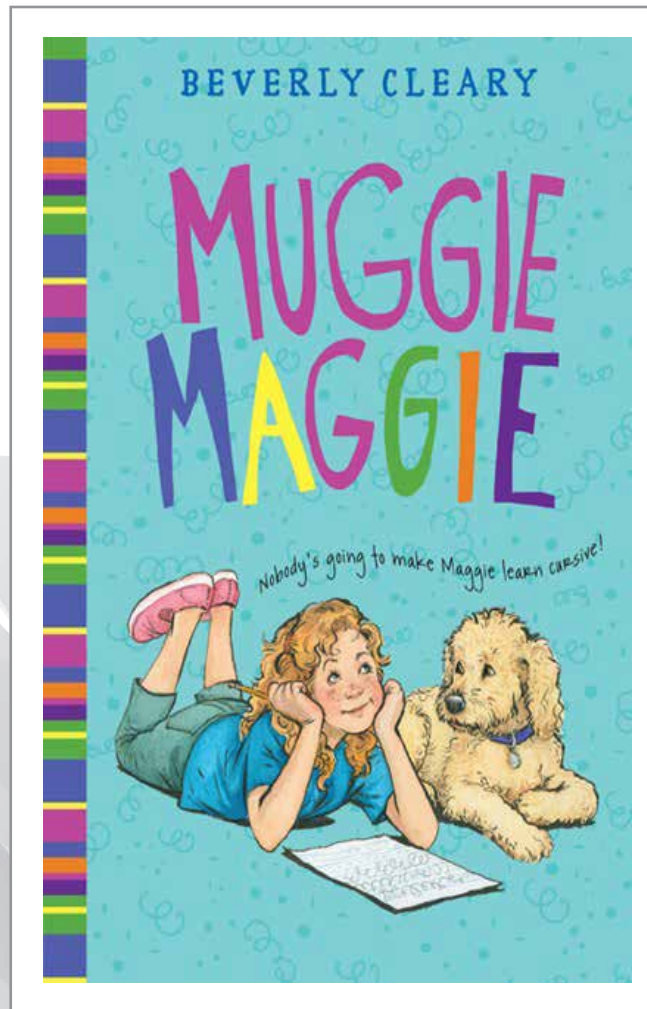
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Muggie Maggie

Beverly Cleary



READ, WRITE, THINK, DISCUSS AND CONNECT

Muggie

Maggie

Beverly Cleary

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-018-3

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Skills and Strategies

Critical Thinking

Brainstorming, analysis,
research, compare/contrast,
classifying, fact and opinion,
cause and effect

Vocabulary

Synonyms and antonyms,
dictionary, using context,
parts of speech

Comprehension

Predicting, inference,
drawing conclusions,
supporting judgments,
sequencing

Literary Elements

Character analysis, genre,
figurative language,
descriptive language,
dialogue, story mapping

Listening and Speaking

Participation in discussions,
interviewing, drama, oral
presentation

Genre: fiction

Setting: third-grade class

Point of View: multiple points of view, first and third person

Themes: growing up, school

Tone: positive, humorous

Summary

Maggie is starting the third grade. She hears from some older students that the third grade is awful, especially cursive writing. When she tells her parents how hard it will be to learn cursive, they are not impressed. They tell her to work hard and do her best. At that point, Maggie decides to refuse to learn to read or write cursive—forever. Maggie gets a great deal of attention for this revolt from her classmates, parents, teachers, and the principal. Finally, Maggie’s teacher develops a plan to get Maggie to learn cursive.

About the Author

Beverly Cleary was born in McMinnville, Oregon, on April 12, 1916. She lived on a farm in Yamhill, Oregon, until the age of 6. Beverly learned to love books when her mother, who served as a librarian in a room over a bank, had books sent to Yamhill from the state library. Later, Beverly and her family moved to Portland, Oregon, where she attended school. In school, she struggled with reading. By the third grade, her reading had improved, and she spent most of her time at the library. She decided that someday she would write books about ordinary children from neighborhoods like hers.

After college, Beverly became a librarian in Yamhill, Oregon, which brought children from different backgrounds into her life. Again, she realized how few books about ordinary children were available. She wrote her first book, *Henry Huggins*, about a boy named Henry and his dog, Spareribs, who later became Ribsby. She was the children’s librarian in Yamhill until she married Clarence Cleary and moved to California. The Clearys are the parents of twins who are now grown.

Mrs. Cleary’s books have received many awards, including the Newbery Medal for *Dear Mr. Henshaw*. Her books have been chosen 35 times for statewide awards based on the direct vote of children. Her books are in print in over 20 countries in 14 languages, and her characters have delighted children for generations.

Characters

Maggie Schultz: third-grade girl who decides not to learn to write cursive

Mrs. Schultz: Maggie’s mom

Sydney Schultz: Maggie’s dad

Mrs. Leeper: Maggie’s teacher who thinks she might be too immature to write cursive

Kisser: Maggie’s dog

Effects of Reading

Directions: When reading, each part of a book may affect you in a different way. Think about how parts of the novel affected you in different ways. Did some parts make you laugh? cry? want to do something to help someone? Below, list one part of the book that touched each of the following parts of the body: your head (made you think), your heart (made you feel), your funny bone (made you laugh), or your feet (spurred you to action).

Your head

Your heart

Your funny bone

Your feet

Chapter 1, pp. 1–12

Maggie comes home from her first day in third grade with mixed feelings about school. She tells her parents how hard cursive writing will be, but they do not react as she expects. As she expresses her thoughts about never learning to write cursive, her parents continue to make comments, which make her more and more “contrary.” Finally, she decides never to write cursive.

Vocabulary
cootie (1)
cockapoo (2)
monitor (3)
forecast (3)
cursive (7)
contrary (8)
nuisance (11)
indignant (11)

Discussion Questions

1. What has Maggie heard about third grade from other kids? Do you think the stories are exaggerated? What does “exaggerated” mean? (*Third grade is awful, cursive writing is hard, and Mrs. Leeper, the teacher, is mean. Exaggerated means overstated to create strong feelings or give greater emphasis. p. 2*)
2. Why do you think Maggie’s dog is named “Kisser”? (*When Maggie kneels down, he licks her face. p. 2*)
3. What are Maggie’s feelings about school after the first day? (*unsure about Mrs. Leeper, disappointed that she’s not the monitor and does not sit by Jo Ann, frustrated that Kirby Jones pushes the table into her stomach, doubtful that a teacher can forecast happiness, pp. 3–4*)
4. How is Maggie’s method of watching television different from most people’s? (*She flips through the channels looking for funny commercials. p. 4*)
5. What are the two nicknames that Maggie’s parents call her? Do you have any nicknames? How do you feel about them? (*Angelface and Goldilocks; Answers will vary. pp. 2, 4*)
6. What are some words in Chapter 1 that describe Kisser? (*young, eager, friendly, brown eyes, lucky, loving, pp. 1–11*)
7. **Prediction:** What will result from Maggie’s decision not to write cursive?

Supplementary Activities

1. Pros and Cons: Use the Pros and Cons chart on page 7 of this guide to make a list of the “Pros” for writing cursive according to Maggie’s parents and “Cons” for writing cursive according to Maggie.
2. Characterization: Use the Feelings chart on page 8 of this guide to begin a character analysis of Maggie. Add to the chart as you read.
3. Cause/Effect: Complete the Cause/Effect Map on page 9 of this guide. Write the causes that might have led to the effect given.
4. Art: Design a cartoon strip illustrating the conversation between Maggie and her parents that leads to her becoming contrary about writing cursive.