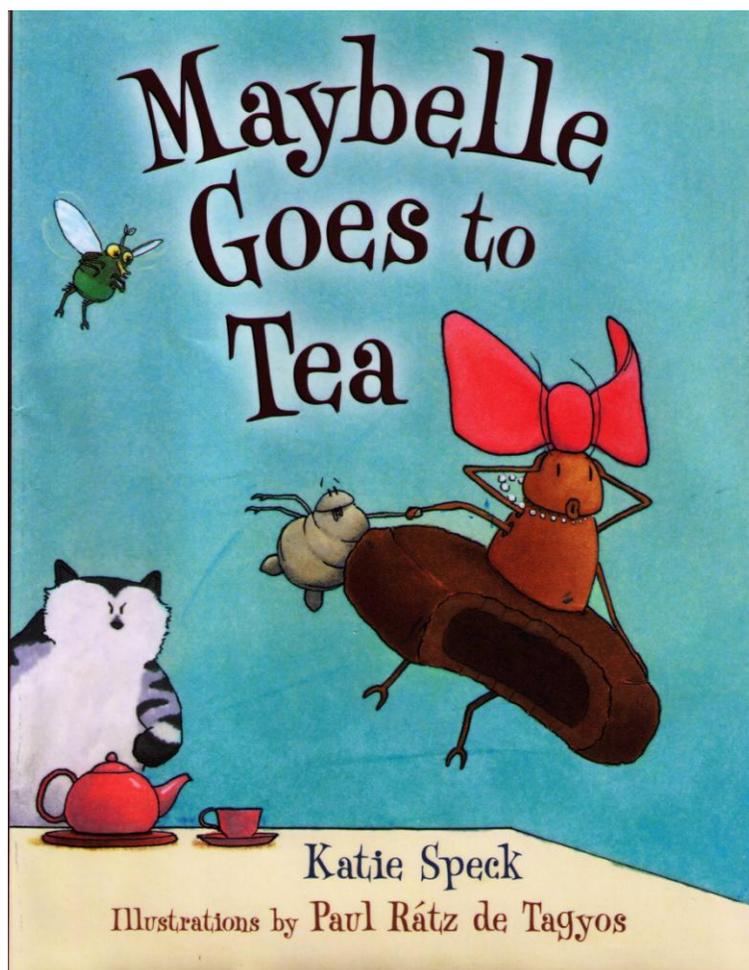


*A Teacher's Guide to*  
**Maybelle Goes to Tea**

Written by Katie Speck    Illustrated by Paul Rätz de Tagyos



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*Kudos for Maybelle Goes to Tea*

“...one terrifying and hilarious adventure after another. Short sentences, laugh-out-loud situations and likable characters make this second series entry a winner.”

~Kirkus Review

“...Easy reader graduates will delight in Maybelle’s antics and enjoy her housefly pal, Maurice, and his giggle-worthy shenanigans. With humorous illustrations on nearly every spread, this is a sweet offering.” ~School Library Journal

“...a sure-fire hit.” ~Booklist

Listed on New York Public Library’s Best 100 Titles for Reading and Sharing, 2008.

A Junior Library Guild Selection

### Story Summary

Maybelle isn't particularly fond of adventure. Nor is she fond of Maurice, that smelly, noisy, irritating fly. But when Maurice tells Maybelle to "go for it" at Mrs. Peabody's Ladies' Spring Tea, Maybelle follows his advice—right into the middle of Mrs. Peabody's Chocolate Surprise Cookies. Maybelle emerges from the chocolaty chaos with a new taste for adventure and friendship.

### About the Author

Katie Speck grew up in New Orleans, where cockroaches were huge, ubiquitous, and wonderfully yucky. Maybelle is based on a character her grandmother invented to put a funny face on the enemy. The author now lives in Kansas City, Missouri, with a husband, an assortment of pets, and a bug or two. Find out more about Katie and her books (and how to make Mrs. Peabody's Chocolate Surprise Cookies!) at: <http://www.katiespeck.com/katiespeck/Home.html>.

### About the Illustrator

Paul Rátz de Tagyos still calls New Rochelle, New York home, where he was born and raised. As a kid, he always loved to draw, and eventually he went on to study at the Parsons School of Design in New York City. Learn more about Mr. Rátz de Tagyos and his art at <http://www.prdt.net>.

## TEACHER'S GUIDE CONTENTS

### 1. Pre-Reading Activities

Activities and discussion starters to activate students' prior knowledge.

### 2. Chapter Guides

Each chapter guide includes:

- **Vocabulary** that might be new for your students. Choose a few words from each list and guide students in using text and picture clues to infer meanings.
- **Discussion Starters** inspired by Bloom's Taxonomy that lead students from basic comprehension to higher level thinking skills.
- **Making Connections** to strengthen comprehension via text-to-self connections.
- **Predicting** where students are invited to make predictions based on their analysis of the characters' traits in the story.

The chapter guides may be used to encourage whole class discussions, lead teacher-guided reading groups, or to provide structure to students working either in cooperative small groups or independently. The guide is not meant to be assigned to students in its entirety.

### 3. Culminating Activities

Following the chapter guides, you'll find suggested culminating projects that address the eight multiple intelligences identified by Dr. Howard Gardner: Bodily-kinesthetic, Interpersonal, Verbal-linguistic, Logical-mathematical, Naturalistic, Intrapersonal, Visual-spatial, and Musical. Consider having students choose a culminating activity that best matches their learning styles.

### PRE-READING

Ask students the following:

1. Have you ever seen a bug in your house? What kind? What did you do? What did the bug do?
2. What rules do you follow that keep you safe? Have you ever broken any of these rules? If so, what happened?
3. Have you ever planned a party? What was the occasion? Whom did you invite? Describe the food, decorations, and activities. Did the party turn out as you'd planned?

## Chapter 1: Red Hot

### Vocabulary

absolutely positively	obeyed	spied	cautions	ignored
antennae	weensy	jigged	fire ant	grumbled

### Discussion Starters

1. Which three rules does Maybelle try to live by? (*knowledge*)
2. What happens when Maybelle eats from the mysterious red spill on the floor? (*comprehension*)
3. Henry implies that a Golden Retriever would make a better meal than a cat. Why? Complete this analogy: Cats are to Golden Retrievers as crumbs and spills are to \_\_\_\_\_? (*application*)
4. How are Maybelle's body parts for smelling and eating different from yours? (*analysis*)
5. Design a faucet that an insect like Maybelle could use. (*synthesis*)
6. The end of the chapter says that Maybelle "...would try to be content eating crumbs and spills in the dark, like any other cockroach." Will Maybelle be content acting like other cockroaches? Why or why not? (*evaluation*)

### Making Connections

Have you ever tasted something that turned out to be different from what you expected? What happened?

### Predict

What kind of adventures will come Maybelle's way?

## Chapter 2: Belly Up

### Vocabulary

goodies	occasion	windowpane
insensible	Extermination Event	ventured

### Discussion Starters

1. Who zooms into the Peabody's kitchen uninvited? (*knowledge*)
2. What happens when Maurice tries to get out of the kitchen? (*comprehension*)
3. What kind of guests are "Only the Best People"? (*application*)
4. How do we know that this dinner is very important to Mrs. Peabody? What clues does the text give? (*analysis*)
5. Maybelle breaks the first cockroach rule (When it's light, stay out of sight). Rank Maybelle's three rules in order of importance. Which is most important? Least important? (*synthesis*)
6. Why does Henry want to hide Maurice? What is he really worried about? (*evaluation*)

### Making Connections

Tell about a time you helped a friend. Have you ever helped someone who wasn't a friend?

### Predict

Will Maybelle and Henry save Maurice? How?

## Chapter 3: Carry On

### Vocabulary

scuttled	sour	panted
desperate heave	managed	struggled
scrambled frantically	darting	doubtful

### Discussion Starters

1. Why doesn't Maybelle like the look of Maurice? (*knowledge*)
2. How do Maybelle and Henry get Maurice to safety? (*comprehension*)
3. Maybelle says, "We'll tell Maurice how things are done around here when he wakes up." Pretend to be Maybelle and have another classmate act as Maurice; tell him "how things are done." (*application*)
4. What do you think of Maurice? Would he make a good friend for Maybelle? Why or why not? (*analysis*)
5. Mrs. Peabody says her Ladies Spring Tea will be the "social event of the year." What does this mean? Plan your own social event of the year, including a guest list, menu, dress code, and activities. (*synthesis*)
6. How does Maybelle feel as she tries to carry Maurice back to the fridge? Is she brave? Can someone be brave and scared at the same time? Is it possible to be brave without being scared? (*evaluation*)

### Making Connections

Tell about a time when you were brave. What did you do? How did you feel?

### Predict

What will happen when Maurice wakes up?

## Chapter 4: Go For It!

### Vocabulary

platters	arranged	recovered
vigorously	rotten	moldy

### Discussion Starters

1. What is Mrs. Peabody's menu for the tea? (*knowledge*)
2. What is Maybelle's favorite item on the menu? (*comprehension*)
3. To prepare for the tea, Mrs. Peabody "...piled platters high with tea cakes, biscuits and sandwiches with the crusts cut off." Prepare a snack (cookies, veggies, small sandwiches, etc.) for your class and arrange it in a fancy way on a tray. Before everyone digs in, ask your classmates if they can spot the patterns and designs you've made. (*application*)
4. Maybelle wants to taste the surprise while it's still in the Chocolate Surprise Cookie, not after it's turned into crumbs! Henry advises her to "...mak[e] the best of what we have." What does he mean? Give an example of how you make the best with what you have. (*analysis*)
5. If you were Maybelle, would you be able to stop Maurice? How would you try? Would your plan work? (*synthesis*)
6. Maurice has his own rule: Go For It! What does that mean? Is it a good rule to live by? Why or why not? (*evaluation*)

### Making Connections

Maurice calls Maybelle "Missy." Has anyone ever made up a nickname for you? What was it? Did you like it? Why or why not?

### Predict

Maurice doesn't listen to Maybelle's warning. What will happen next? Will the Bug Man come?

## Chapter 5: Cockroach Sandwich

### Vocabulary

irritating	treading	crouched	barged
whacked	bolted	swatted	parlor

### Discussion Starters

1. What doesn't Maybelle like about Maurice? (*knowledge*)
2. When Maybelle comes out from underneath the refrigerator, who is waiting for her? (*comprehension*)
3. When Ramona chases after Maybelle, the cat "...was barely a whisker's length behind her." Estimate how many inches a whisker would be. How many centimeters? How many whiskers tall are you? (*application*)
4. Henry says, "Sometimes when you think you couldn't like someone at all, they surprise you." What do you think he means? (*analysis*)
5. If you were Maybelle, what would your escape plan be? (*synthesis*)
6. Why does Maybelle finally decide to go out and get Maurice? Did she make the right decision? Why or why not? (*evaluation*)

### Making Connections

Have you ever had a bad first impression of someone, then later become friends?

### Predict

Will Maybelle get eaten? If not, how will she escape? Will the ladies discover Maybelle inside the cucumber sandwich?

## Chapter 6: Teatime

### Vocabulary

grand	powdered	shooing	announced
upraised	urged	alighted	filthy
snapped	stunned	exposed	sprawled
regained	sob		

### Discussion Starters

1. Who comes to help the ladies with the fly? (*knowledge*)
2. How do the ladies react to Maurice? (*comprehension*)
3. If you were one of the ladies at the tea, what would you say to Mrs. Peabody at the end? (*application*)
4. When the ladies and Ramona were trying shooing Maurice away, "...Maurice paid them no mind. He was going for it." What was he going for? Did he get it? (*analysis*)
5. What do you normally do when there's a fly in your home? Design a fly catcher that could catch Maurice without harming him. (*synthesis*)
6. Which guest at the tea do you think is the kindest? Why do you think so? (*evaluation*)

### Making Connections

Have you ever had a party ruined, or had something bad happen? What happened? How did you deal with it?

### Predict

What became of Maurice? Will Maybelle arrive safely back home under the fridge? If so, how?

## Chapter 7: In a Fog

### Vocabulary

faint	drifting	moaned
time to spare	grunted	irritating

### Discussion Starters

1. Which two things survived Mr. Peabody's flyswatter? (*knowledge*)
2. Why was Mrs. Peabody feeling faint? What was Mr. Peabody's solution for helping his wife feel better? (*comprehension*)
3. When Mrs. Peabody is upset, she eats to make herself feel better. Make a list of the things you do to make yourself feel better. Make a class graph of everyone's ideas. (*application*)
4. Why did Maybelle decide to try and save Maurice? (*analysis*)
5. Bug bombs can be dangerous for bugs (and people!). Make a safety plan with your family in case of emergencies (e.g.: a home fire, getting separated from your parents in a crowd, etc.). (*synthesis*)
6. Did Maybelle do the right thing in trying to save Maurice, or should she have left him in the house? Explain your answer. (*evaluation*)

### Making Connections

Have you ever helped someone you weren't particularly fond of? What happened? Why did you help that person? How did you feel?

### Predict

Will Maybelle, Henry and Maurice make it out of the house in time?

## Chapter 8: Go for It?

### Vocabulary

shoved	cat door	shrubs
stoop	bounded	doormat

### Discussion Starters

1. What do Maybelle and Henry see when they come outside? (*knowledge*)
2. What is Mrs. Peabody most upset about? (*comprehension*)
3. When Henry sees Ramona dozing in the sun, he goes off to have his lunch. Make a list of other animals you've seen in your yard that Henry might like for lunch. (*application*)
4. "The outside of Number 10 Grand Street was every bit as JUST SO as the inside." What does this mean? (*analysis*)
5. Look at the illustration of the Peabody's sitting in their yard. If you were Maybelle, what would be your plan to taste the Chocolate Surprise Cookie? How would you do it without getting caught? (*synthesis*)
6. At the end of the chapter, Maybelle decides to "go for it" and see what's in the last Chocolate Surprise Cookie. What reason does she give for "going for it"? Is her decision a good one? Why or why not? (*evaluation*)

### Making Connections

Tell about a time you did something risky because you were curious. What happened? Were you glad you did it?

### Predict

Will Maybelle finally get to taste the Chocolate Surprise Cookie? Will the Peabody's notice her?

## Chapter 9: Foolish Pleasure

### Vocabulary

charged	pursuit	plunged	plump
batted	naughty	comfort	bothered

### Discussion Starters:

1. Who sees Maybelle dash out into the yard? (*knowledge*)
2. What is the surprise in the Chocolate Surprise Cookie? (*comprehension*)
3. With Ramona chasing after Maybelle, there's no time to "sniff or taste or test" the cookie. Describe what you do when you taste a food for the first time. (*application*)
4. Do you think Maybelle is scared of Ramona in this chapter? Why or why not? (*analysis*)
5. Mrs. Peabody makes sure Ramona doesn't eat the cookie. Are cookies good for pets to eat? What about chocolate? Do some research and make a list of foods you eat that are good for cats, and foods you eat that can harm cats. (*synthesis*)
6. Mrs. Peabody puts the cookie (and Maybelle!) into her mouth. For whom is this situation the most disgusting—Maybelle or Mrs. Peabody? Why? (*evaluation*)

### Making Connections

Have you ever had a bug in your mouth? What happened?

### Predict

Will Mrs. Peabody discover that Maybelle is in the cookie? What will Maybelle do? What will Mrs. Peabody do?

## Chapter 10: A Chocolate Surprise

### Vocabulary

immersed	heavenly	struggle
leaped	nasty	glob
suitable	weapon	scoop

### Discussion Starters

1. When does Maybelle begin to realize that she's in Mrs. Peabody's mouth?  
(*knowledge*)
2. Why does Mr. Peabody decide not to smash the cookie with his shoe?  
(*comprehension*)
3. Maybelle breaks the Third Rule: *Never meet with human feet*. What rules do you think the Peabody's always follow? Make a list. (*application*)
4. Why does Mr. Peabody think it's okay to throw the cookie into his neighbor's yard? Do you agree with him? Why or why not? (*analysis*)
5. Mrs. Peabody feels faint, so Mr. Peabody advises her to put her head between her knees and breathe. Do you think this works? Tell what makes you feel better when you're queasy. (*synthesis*)
6. Do you think Maybelle is glad that she got to taste the surprise in the cookie? Why or why not? (*evaluation*)

### Making Connections

Have you ever had to get a bug out of your house or yard? What did you do? How did you feel? How do you think the bug felt?

### Predict

What will Maybelle find on the other side of the fence? Will she get back to Number 10 Grand Street? If so, how will she get back? If not, what will become of her?

## Chapter 11: As the Crow Flies

### Vocabulary

squirmed	beady	soaring	nestling
dashed	dove	protest	

### Discussion Starters

1. What does Maybelle find once she lands? (*knowledge*)
2. How does she get back to Number 10 Grand Street? (*comprehension*)
3. What does the chapter's title "As the Crow Flies" mean? Look at a map of your school. If you could go from your classroom to the playground "as the crow flies," which path would you take? (*application*)
4. Do you think Maybelle enjoys her ride in the crow's beak? Find a sentence from the chapter that supports your answer. (*analysis*)
5. What is the crow trying to do? Retell the events of this chapter from the mother crow's point of view. (*synthesis*)
6. What do you think of Maurice now? What will Maybelle think? Will she change her opinion of him? Why or why not? (*evaluation*)

### Making Connections

Has someone ever saved you from a dangerous situation? Have you ever saved anyone from getting hurt? What happened? How did you feel?

### Predict

Where will Maybelle land? Will she be alright?

## Chapter 12: Another Belly, Up

### Vocabulary

slumped	snatch	scram	crouched
distract	screeched	vicious	scattered
lack	somersaulted	sprawled	insensible

### Discussion Starters

1. Name everything (in order) that lands on Mrs. Peabody's head. (*knowledge*)
2. What is the last straw for Mrs. Peabody? (*comprehension*)
3. Look at the illustration of Mrs. Peabody in the wheelbarrow. What is a wheelbarrow normally used for? Make a list of non-traditional ways you might use a wheelbarrow. (*application*)
4. Why is this chapter called "Another Belly, Up"? (*analysis*)
5. Mrs. Peabody probably thought things couldn't get worse when Maybelle landed in her hair. But then came the crow, followed by Maurice, and finally Ramona. Think of a time when things didn't go your way. Now think of ways the situation could have been worse. (*synthesis*)
6. Maybelle says: "Go for it is not the best idea for a cockroach. It causes adventures." Is she right? Is taking risks always a bad idea? Explain. (*evaluation*)

### Making Connections

Tell about a time in which you couldn't wait to get home. Where were you? How long did you have to wait before you could go home again?

### Predict

What will happen when Mrs. Peabody wakes up? Will she remember having seen Maybelle under her chair?

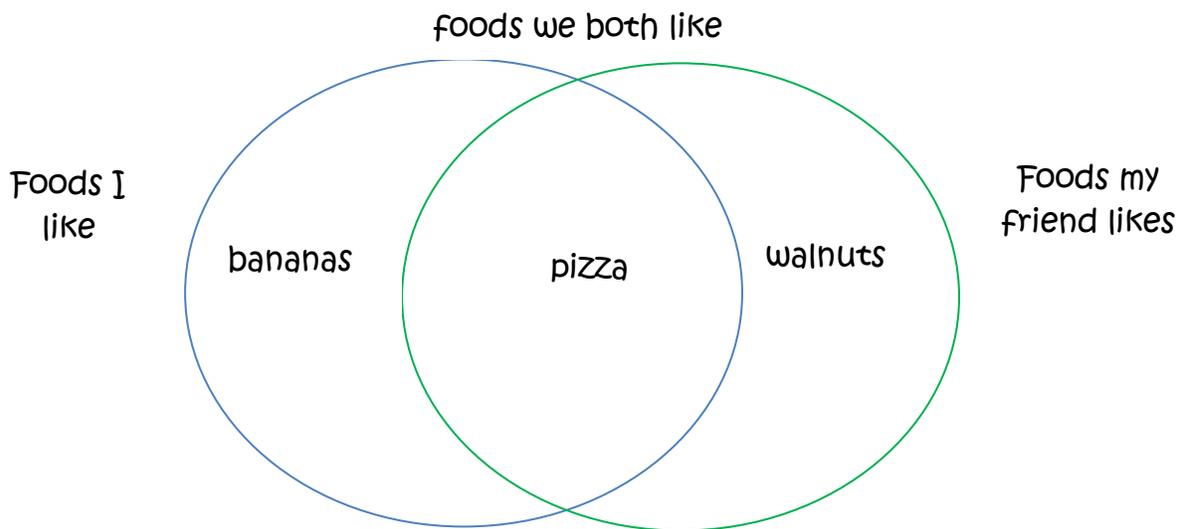
## Chapter 13: Red Hot? Not!

### Vocabulary

rapture	perfection	awfully	rotten	moldy
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### Discussion Starters

1. Why didn't Mrs. Peabody cover the pie? (*knowledge*)
2. How did Maybelle break the rules in this chapter? (*comprehension*)
3. Although Maybelle and Maurice are friends, they don't like eating the same things. Pair up with a friend and compare the foods you like and dislike using a Venn diagram (see below). (*application*)



4. Maybelle offers to share the pie, but Maurice says he prefers: "...moldy peanut butter sandwiches, rotten banana peels, dog p—". What was last word was supposed to be? ☺ Why does Henry say, "Ssssh! There's a lady present"? (*analysis*)
5. Maurice and Henry are very different. Think of two friends of yours who are different. List ways they are different and ways they are the same. Put a star next to one thing you like best about each friend. (*synthesis*)
6. Maybelle decides that Maurice is her friend, even if there are things about him that she doesn't like. Do you think Maurice is a good friend? Why or why not? If you were Maybelle, would you like to be Maurice's friend? (*evaluation*)

### Making Connections

Have you ever become friends with someone you didn't like at first? What happened?

### Predict

Do you think Mrs. Peabody will see the hole in the pie? If so, what will she do? Will she catch Maybelle?

## CULMINATING ACTIVITIES

The following are suggested culminating projects that address each of the eight multiple intelligences identified by Dr. Howard Gardner: Bodily-kinesthetic, Interpersonal, Verbal-linguistic, Logical-mathematical, Naturalistic, Intrapersonal, Visual-spatial, and Musical. Consider having students choose a culminating activity that best matches their learning styles.

### A Jump Backwards

#### **(bodily-kinesthetic, logical-mathematical)**

Did you know that when flies like Maurice take off, they jump up and backwards? Practice jumping backwards on a mat. Stick a piece of masking tape on the mat and stand with your heels on the tape. Now jump! Have a friend measure where you landed and record the distance in inches and/or centimeters. After 5-10 tries, graph your results. Did you improve with practice? Did you tire out after a certain number of jumps?

*(Demonstrate locomotor skills; Describe quantitative change; select an appropriate unit and tool for the attribute being measured and to the nearest inch or centimeter using standard units of measure; Students pose questions and gather data about themselves and their surroundings; Create tables or graphs to represent categorical and numerical data (including line plots).*

### You're Invited to a T-Party!

#### **(linguistic, interpersonal)**

In *Maybelle Goes to Tea*, Mrs. Peabody throws a tea party. Partner up with a class of younger children and throw a "T-party" where everything begins with the letter T!

- ☉ Write and decorate invitations that include the party date, time, place, and dress code (t-shirts, of course!) and information for your guests to R.S.V.P.
- ☉ Brainstorm a menu of foods that start with the letter T: iced tea, tangerines, tacos, tortillas, tomatoes (salsa), toast, tofu, tortellini, tater tots, and trail mix, to name a few.
- ☉ Decorate using streamers in T-colors: teal, tan, or turquoise.
- ☉ Come up with fun activities that begin with T: tag, tiddlywinks, table tennis, building towers, tiptoe relay races, and tie-dyeing t-shirts.

*(Recognize and compose different kinds of writing (e.g., lists, invitations); Develop alphabet and phonics knowledge: identify letters, say sounds associated with letters; write letter that goes with consonant sound).*

## Relaxing Roaches

### (intrapersonal, interpersonal, mathematical, musical)

When cockroaches like Maybelle are relaxing, they point their antennae up and forward, at about a 60 degree angle from one another. During which parts of the story is Maybelle relaxed? When is she anxious?

Make your own antennae by creating a headband from construction paper. Staple pipe cleaner “antennae” to the front of the headband. Try to arrange your antennae at a 60° angle. (Note: Older students can use protractors to measure the angles of their antennae and identify a 60° angle as acute).

Wear your antennae in “relax mode” while listening to relaxing music (Pachelbel's Canon in D, rainforest music, etc.). How does the music make you feel? How does stress make you feel?

Think about what relaxes you—make a list. Come together as a class and share your ideas. Make a t-chart (see example below) of things that make you uptight or nervous, and what you can do to relax.

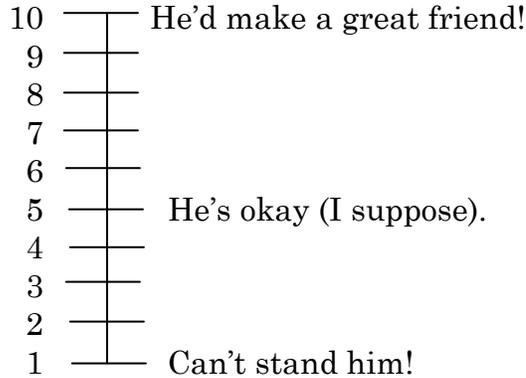
Things that make us anxious:	Ways we can relax:
<ul style="list-style-type: none"><li>• taking a test</li><li>• losing a game</li></ul>	<ul style="list-style-type: none"><li>• shoulder rolls</li><li>• take 3 deep breaths</li></ul>

*(Estimate measurements of angles; Use tools to measure angles to the nearest degree and classify the angle as acute, obtuse, right; Recognize what stress is and how it affects the body; Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making); Identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel)*

### A Fly's Eye View

**(verbal-linguistic, logical-mathematical)**

Reread the scene when Maybelle and Henry first meet Maurice (in Chapter 2). On a scale of 1 to 10, how do you feel about Maurice?



Now rewrite that scene from Maurice's point of view. What stayed the same in the scene? What changed? How do you feel about Maurice now? \* Extension: Poll the class, then read the scene you wrote from Maurice's point of view. Now poll the class again and compare. Did Maurice's ratings change once his point of view was "heard"? Older students can compare averages, modes, means and medians.

*(Find median, mode and mean; Identify point of view; Identify setting, character traits, problems and solutions, and story events; Compose narrative texts.)*

### Bug Makeovers

**(naturalistic, verbal-linguistic, visual-spatial)**

In the real world, cockroaches, flies and fleas are...less than lovable. In Maybelle's world, insects are funny, adventurous and friendly. Brainstorm a list of things that make Maybelle and her friends so loveable. Now go back and review your list. Put a check next to the things that humans do (such as wear pink bows and dream of chocolate cookies). When animals act like people in stories, this is called *personification*.

Choose an insect you'd like to learn about and do some research (check out <http://kids.nationalgeographic.com>). Using the chart on the last page of the guide, list your insect's characteristics (how it acts, what it looks like). Brainstorm human traits that match each real characteristic. Here's an example:

Insect: housefly	
Real Characteristics:	Possible Human Traits:
fast moving	⇒ always in a hurry; late for everything
Can walk upside down	⇒ eavesdrops; always up on latest news
Carries diseases	⇒ doesn't have many friends; lonely

Draw your insect and give him or her a name. Now you're ready to introduce your new friend to the class!

As an extension, older students can:

- write a paragraph introducing their insects,
- write their insect into a scene from *Maybelle Goes to Tea*, or
- create their own stories with their insects as the main characters.

*(Create an original artwork using line, shape and color; Create an original artwork that communicates ideas about nature; Identify and explain examples of personification; Compose text with a clear beginning, middle, and end with evidence of paragraphing; Revise writing to clarify meaning and enhance descriptions; Use details from text to identify character traits.)*

Insect: _____	
Real Characteristics:	Possible Human Traits:

I have named my insect: \_\_\_\_\_

Here is what my insect looks like: