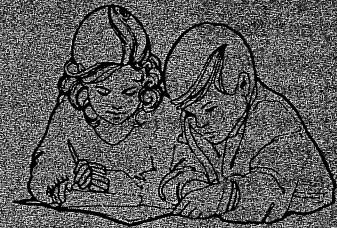


# Muggie Maggie

by Beverly Cleary

## Classroom Favorites



Teacher's Guide by Beth Campbell and Jeanny Gilpin

A Perma-Bound Production

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### SYNOPSIS

**Chap. 1** Usually, Maggie Shultz was a girl who did what she was supposed to. But, starting third grade with the prospects of having to write in cursive did not excite her. In fact, she told her family that she absolutely refused to learn. They wondered what had gotten into Maggie.

**Chap. 2** The next day, Mrs. Leeper began teaching the class their first cursive writing lesson by comparing it to roller coasters. While the class was busy working on loops and lines, Maggie drew roller coasters until Mrs. Leeper saw what she was doing. The evening ended with Maggie showing her family members what mistakes they were all making with their own handwriting.

**Chap. 3** Even though Maggie began to enjoy cursive time, Mrs. Leeper found Maggie's writing "untidy." Mrs. Shultz saw they had a genuine problem when she was asked to come to school for a conference. Through conferences with the principal and school psychologist, everyone felt Maggie was simply not motivated to learn to write in cursive. Maggie's father felt he could "motivate" her by taking the computer away.

**Chap. 4** The entire third grade was interested in Maggie's revolt. Even Maggie was bored with not trying to write in cursive. Her friends all said she should try and they even wondered aloud if she couldn't do it, which infuriated Maggie. Finally, she decided that writing simply her name wouldn't be giving in completely. She wrote her name once like her father and once like her mother with her left hand. But she gained a new nickname when an open a made Mrs. Leeper refer to her as "Muggie."

**Chap. 5** Maggie was thrilled when Dad again brought home a present from his secretary, Ms. Madden. This time it was an ink pen which wrote in red and blue. Of course, she couldn't write a thank you note on the computer, so she wrote one with her new pen. When her p's came out g's and Ms. Madden asked Maggie about it, she felt hurt and ashamed. Maggie didn't want to ever become a secretary anyway.

**Chap. 6** Mrs. Leeper had an idea. She would give Maggie the job of message monitor. Knowing Maggie would want to sneak a peek at a note written to the principal about her, Mrs. Leeper and Mr. Galloway corresponded back and forth as Maggie carried the messages. Maggie felt defeated because the only word she could read was "Maggie."

**Chap. 7** The other children knew Maggie was delivering messages because she couldn't read them. Mrs. Leeper had finally thought of a plan that would use Maggie's curiosity to get

her to try to read cursive. It worked. All weekend she practiced until she could finally write in cursive.

**Chap. 8** With all the messages being sent between Mrs. Leeper and the other teachers, Maggie's own curiosity finally made her want to read cursive. When she discovered they were writing messages about her, she was shocked and angry. One day, Mr. Galloway could tell she knew what the messages said and answered Mrs. Leeper by saying Maggie knew. When she returned, Mrs. Leeper gave her a big hug. It truly was a happy day. Maggie even wrote a message of her own to Kirby.

### BIOGRAPHICAL SKETCH

"Beverly Cleary is the most widely read children's author in the world," stated Ginnie Cooper, Director of Libraries. Cleary was born on April 12, 1916, in Oregon and always loved books. She studied at the University of California and the University of Washington to learn more about them. She knew that she would be a children's librarian and with luck, would write books to fill the library shelves. With her childhood wish, hope, and determination, Cleary's dream became a reality. Beverly Cleary remembers going to the library for the first time and knew that one day she would write the funny stories of the characters she had in her childhood mind. Cleary loves children and has twins of her own - Marianne Elisabeth and Malcolm James. She currently lives in California by the ocean with her husband Clarence and continues to write when she is not sewing or traveling. If you would like to know more about Beverly Cleary, ask your librarian for her memoirs: *A Girl From Yamhill* and *My Own Two Feet*.

### CRITIC'S CORNER

Today Beverly Cleary has written more than thirty books and is "the most widely read children's author in the world," states Director of Libraries Ginnie Cooper. Her books have been translated into 14 different languages and some have been turned into television shows in Japan and in Europe. Mrs. Cleary has won numerous literary awards, including the Laura Ingalls Wilder Award and the prestigious Newbery Medal. *Muggie Maggie*, one of the thirty books Cleary has authored, is geared toward third grade students.

### OTHER BOOKS BY BEVERLY CLEAR

#### Nonfiction

*A Girl From Yamhill*  
*My Own Two Feet*

#### Fiction

*Beezus and Ramona*  
*Dear Mr. Henshaw*  
*Ellen Tebbits*

*Emily's Runaway Imagination*  
*Growing-Up Feet*  
*Henry and Beezus*  
*Henry and Ribsy*  
*Henry and the Clubhouse*  
*Henry and the Paper Route*  
*Henry Huggins*  
*Hullabaloo ABC*  
*Janet's Thingamajigs*  
*Mitch and Amy*  
*The Mouse and the Motorcycle*  
*Otis Spofford*  
*Petey's Bedtime Story*  
*Ralph S. Mouse*  
*Ramona and Her Father*  
*Ramona and Her Mother*  
*Ramona Forever*  
*Ramona Quimby, Age 8*  
*Ramona the Brave*  
*Ramona the Pest*  
*Ramona's World*  
*Real Hole*  
*Ribsy*  
*Runaway Ralph*  
*Socks*  
*Strider*  
*Two Dog Biscuits*

#### BIBLIOGRAPHY

Berg, Julie. *Beverly Cleary*. ABDO and Daughters, 1993.  
*Something About the Author*. Vol. 79. Detroit, Gale.  
 Ward, Stasia. *Meet Beverly Cleary*. Powerhouse Press, 2001.

#### CROSS-CURRICULAR SOURCES

##### Novels

David Adler, *School Trouble for Andy Russell*  
 Barbara Becker, *Third Grade is Terrible*  
 Judy Blume, *Freckle Juice and Tales of a Fourth Grade Nothing*  
 Judy Cox, *Third Grade Pet*  
 Betsy Duffy, *How to Be Cool in the Third Grade*  
 Elizabeth Levy, *Third Grade Bullies*  
 Mike Schanbeck, *Does Third Grade Last Forever?*

##### Poetry

Lee Bennett Hopkins, ed., *School Supplies: A Book of Poems*

##### Internet

"The Unofficial Beverly Cleary Home Page,"  
 <[www.teleport.com/~krip/cleary.html](http://www.teleport.com/~krip/cleary.html)>  
 "Multnomah County Library KidsPage: Beverly Cleary  
 Sculpture  
 <[www.multnomah.lib.or.us/lib/kids/cleary.html](http://www.multnomah.lib.or.us/lib/kids/cleary.html)>

##### Videos/DVDs

*Let's Begin: Starting School* (Rainbow Educational Media, 1987)

#### DISCUSSION QUESTIONS

##### Chapter 1

1. In what grade was Maggie?
2. How do you know Kisser loved Maggie?
3. What did Ms. Madden feel wasn't her job all the time?
4. Is Mrs. Shultz healthy? How do you know?
5. Did Maggie ever have to roll her hair? Why?
6. What were third graders beginning to practice? Was Maggie

looking forward to it?

##### Chapter 2

1. Name things third grade monitors got to do.
2. What did Mrs. Leeper feel made one grown up?
3. To what did Mrs. Leeper compare cursive writing?
4. Why didn't Maggie feel she needed to learn cursive?

##### Chapter 3

1. How did Maggie feel about cursive time now?
2. What was Mrs. Leeper's opinion of Maggie's writing?
3. Why did Mrs. Shultz have to come to school?
4. With whom did Maggie have a "little talk" at school?
5. Describe Mr. Galloway's hair.
6. What was Maggie's reason to not learn cursive?
7. How did the school psychologist hurt Maggie's feelings?
8. How did Mr. Shultz punish Maggie?

##### Chapter 4

1. What did the other third graders think about Maggie's revolt?
2. What made Maggie finally begin to try?
3. What was the first thing she wrote?
4. Who was she copying?
5. What else did she write?
6. What did Mrs. Leeper say?
7. Which letter did Maggie not close?
8. What is the nickname she received because of it?

##### Chapter 5

1. What did Ms. Madden send to Maggie as a present?
2. How did she thank her?
3. Why did Maggie cry after reading Ms. Madden's note?
4. What did she say she want to be when she grew up?

##### Chapter 6

1. What did Mrs. Leeper say so often no one paid any attention?
2. Who was appointed as message monitor?
3. Could Maggie read cursive?
4. What was her first job?
5. Would she have wanted anyone to see what she did along the way? Why?
6. What could Maggie not do?
7. What made Maggie want to learn?

##### Chapter 7

1. What theory did the class have about Maggie being the message monitor?
2. Where did Maggie take messages?
3. Why was Mrs. Leeper sending all these messages?
4. Could Maggie read any of them?
5. What did Maggie do in her room that weekend with the door closed?

##### Chapter 8

1. Where did Mrs. Leeper's message on the board say they were going?
2. Why was Maggie shocked and angry?
3. What did Mr. Galloway's last note say?
4. What could Maggie now do that she couldn't before?
5. Why did Mrs. Leeper think this was a happy day?
6. How did Kirby try and make fun of Maggie once more?
7. How did Maggie respond?

#### ACTIVITIES

1. Many things are written in cursive. Make a list of these items. (Memos, checks, letters, etc.)

## ANSWER KEY

### VOCABULARY ACTIVITIES

#### Chapter 1

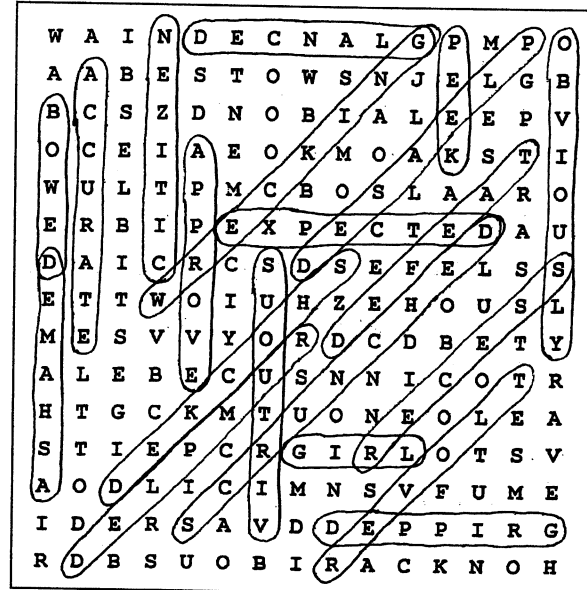
- |      |       |
|------|-------|
| 1. 3 | 6. 1  |
| 2. 2 | 7. 1  |
| 3. 1 | 8. 2  |
| 4. 2 | 9. 2  |
| 5. 1 | 10. 4 |

#### Chapters 2-3

- |                 |                  |
|-----------------|------------------|
| 1. monitor      | 10. reluctant    |
| 2. flow         | 11. immature     |
| 3. graceful     | 12. indignant    |
| 4. slumping     | 13. grateful     |
| 5. frowned      | 14. dread        |
| 6. struggled    | 15. dawdled      |
| 7. experimented | 16. psychologist |
| 8. result       | 17. suspicious   |
| 9. boarded      |                  |

#### Chapters 4-6 WordSearch

Solution: 12 Letters



#### Chapter 7

- |                |                |
|----------------|----------------|
| 1. handwriting | 5. Maggie      |
| 2. asteners    | 6. face        |
| 3. beard       | 7. voice       |
| 4. envelope    | 8. handwriting |

#### Chapter 8

- |               |          |
|---------------|----------|
| 1. Crisis     | 5. Admit |
| 2. Thrust     | 6. Avoid |
| 3. Discovered | 7. Eager |
| 4. Astonished |          |

#### MULTIPLE CHOICE QUIZ

- |      |      |       |
|------|------|-------|
| 1. C | 5. D | 9. C  |
| 2. B | 6. C | 10. C |
| 3. C | 7. A | 11. A |
| 4. B | 8. B | 12. B |

- Have students survey their classmates to discover their favorite subjects in school. Graph the results.
- Fun Ways To Practice Cursive Handwriting.* Have their students use their fingers to practice cursive using these tricks:
  - Turn on disco music and practice letter writing in the air.
  - Use unscented or ladies' shaving cream to "write" on their desks.
  - Have students sit in a line and use their "backs" as paper, writing with fingers.
- Assume the role of Maggie. Write an announcement informing everyone about your feelings toward cursive writing.
- Read this excerpt from the book: "Many people thought she was brave; others thought she was acting stupid." Hold a debate and defend your view about learning cursive.
- Maggie didn't like writing in cursive. Try making up your own language using numbers or pictures to represent words. See if students can "Crack the Secret Code."
- Use a Venn Diagram to compare how you are similar to Maggie.
- Inclusion Project.** This is an excellent activity for students who are challenged with motor skills. Using an overhead projector, shine cursive letters on the board or wall. Tape larger paper on the wall or board so the student can trace the large letters using their finger and then a pencil. Also, students will enjoy writing their letter with their finger in sand or with chalk on the sidewalk.
- Make a Most Wanted Poster for a pet at the SPCA. Take a picture and add details about the pet. Include a detailed description of your animal.
- Invite the SPCA to come and talk about how they help students "Save the Animals" and how to take care of their pets.
- "Pick a Pet" from the Newspaper Ad and draw the pet using the description from the ad. Write about your new animal.
- Job Application.** In Chapter 3 (p. 13) the students were given class jobs. Ask the students which job in the class they would like to have. Have the students fill out a mini job application including their strengths and previous experience.
- Maggie believed cursive looked like roller coasters (Chapter 2). Make a graph of class members who have ridden on a roller coaster.
- Maggie loved Ms. Madden, the one grown-up who she felt didn't pick on her. Later Maggie wrote a thank you note to Ms. Madden for a gift. Have the students write a thank you note to someone who is always supportive in their life.
- Write a letter back from Maggie to Ms. Madden telling her why you didn't like your letter. Correct Maggie's first mistakes. (p. 41)
- The teacher stated, "Let's be good citizens." Write a list of ways students can be "good citizens."
- Have a class discussion on name calling (p. 1). Ex.: "cootie", "Angel face" (p. 2), and "Goldilocks" (p. 4)
- How do you feel on the first day of school?
- (Chapter 1) Verbs are "action words" or words that tell us what is happening in a sentence. Have students turn to page 4 and locate the following verbs: *chasing, throwing, ducking, dodging, collapsed, panting, running and laughing.* Have students then locate other verbs in chapter one. Play a game by acting out each verb.

## VOCABULARY ACTIVITIES

### Chapter 1

Divide the following words into syllables. Add accent marks where needed. Place a number beside each word that tells how many syllables the word contains.

1. Insisted (p. 2) \_\_\_\_\_
2. Collapsed (p. 4) \_\_\_\_\_
3. Grumped (p. 6) \_\_\_\_\_
4. Tousled (p. 7) \_\_\_\_\_
5. Gusty (p. 7) \_\_\_\_\_
6. Scowled (p. 8) \_\_\_\_\_
7. Brisk (p. 8) \_\_\_\_\_
8. Contrary (p. 8) \_\_\_\_\_
9. Nuisance (p. 11) \_\_\_\_\_
10. Irritated (p. 11) \_\_\_\_\_

### Chapters 2-3

Find the word that has the same meaning as the phrase below.

1. Helper or assistant (p. 13) \_\_\_\_\_
2. To glide together (p. 14) \_\_\_\_\_
3. Smooth and with elegance (p. 14) \_\_\_\_\_
4. Scrunched or slouched down (p. 14) \_\_\_\_\_
5. To pout or look displeased (p. 15) \_\_\_\_\_
6. To fight or strain (p. 15) \_\_\_\_\_
7. To play around with (p. 21) \_\_\_\_\_
8. A consequence (p. 22) \_\_\_\_\_
9. To get on a bus (p. 24) \_\_\_\_\_
10. Unwilling (p. 24) \_\_\_\_\_
11. Childish or undeveloped (p. 24) \_\_\_\_\_
12. Angry (p. 24) \_\_\_\_\_
13. Appreciative or thankful (p. 25) \_\_\_\_\_
14. To fear or be afraid of (p. 25) \_\_\_\_\_
15. To delay doing something (p. 25) \_\_\_\_\_
16. Person who studies the mind (p. 29) \_\_\_\_\_
17. To question or be leery of (p. 29) \_\_\_\_\_

### Chapters 4-6 Vocabulary

In the following Word Search are 20 Vocabulary words from chapters 4, 5, and 6. Circle each one that you find.

#### WordSearcher

Solution: 12 Letters

W	A	I	N	D	E	C	N	A	L	G	P	M	P	O
A	A	B	E	S	T	O	W	S	N	J	E	L	G	B
B	C	S	Z	D	N	O	B	I	A	L	E	E	P	V
O	C	E	I	A	E	O	K	M	O	A	K	S	T	I
W	U	L	T	P	M	C	B	O	S	L	A	A	R	O
E	R	B	I	P	E	X	P	E	C	T	E	D	A	U
D	A	I	C	R	C	S	D	S	E	F	E	L	S	S
E	T	T	W	O	I	U	H	Z	E	H	O	U	S	L
M	E	S	V	V	Y	O	R	D	C	D	B	E	T	Y
A	L	E	B	E	C	U	S	N	N	I	C	O	T	R
H	T	G	C	K	M	T	U	O	N	E	O	L	E	A
S	T	I	E	P	C	R	G	I	R	L	O	T	S	V
A	O	D	L	I	C	I	M	N	S	V	F	U	M	E
I	D	E	R	S	A	V	D	D	E	P	P	I	R	G
R	D	B	S	U	O	B	I	R	A	C	K	N	O	H

1. Revolt
2. Obviously
3. Grippd
4. Approve
5. Wrecking
6. Bowed
7. Citizen
8. Recess
9. Pleased
10. Virtuous
11. Expected
12. Ashamed
13. Girl
14. Accurate
15. Rumped
16. Glanced
17. Scrunched
18. Peek
19. Shocked
20. Defeat

### Chapter 7 Vocabulary

A **NOUN** is a person, place, thing, or idea. An **ADJECTIVE** describes each of these in some way. In Chapter 7, find the **NOUN** that each of the following **ADJECTIVES** describes.

1. Peculiar \_\_\_\_\_
2. Velcro \_\_\_\_\_
3. Ferocious \_\_\_\_\_
4. Ragged \_\_\_\_\_
5. Desperate \_\_\_\_\_
6. Flushed \_\_\_\_\_
7. Stern \_\_\_\_\_
8. Distinguished \_\_\_\_\_

## Chapter 8 Vocabulary

Complete the following acrostic using the word **CURSIVE**. Think of another word for each definition that fits in each blank. If you need to look up the words, page numbers are included.

1. **C** \_\_\_\_\_
2. \_\_\_\_\_ **U** \_\_\_\_\_
3. \_\_\_\_\_ **R** \_\_\_\_\_
4. \_\_\_\_\_ **S** \_\_\_\_\_
5. \_\_\_\_\_ **I** \_\_\_\_\_
6. \_\_\_\_\_ **V** \_\_\_\_\_
7. **E** \_\_\_\_\_

1. Emergency (p. 66)
2. Shoved (p. 64)
3. Learned (p. 62)
4. Amazed (p. 66)
5. Confess (p. 63)
6. To stay away (p. 67)
7. Can't wait to do something (p. 63)

## MULTIPLE CHOICE QUIZ

Write the letter of the correct answer in the blank provided.

- \_\_\_\_\_ 1. What did Maggie **not** want to learn?
  - A. To clean her room
  - B. To ride a bike
  - C. To write in cursive
  - D. To cook
  
- \_\_\_\_\_ 2. Maggie noticed that her parents did not
  - A. Fight
  - B. Write correctly
  - C. Ever sing
  - D. Kiss
  
- \_\_\_\_\_ 3. Why was Mrs. Shultz required to come to school one afternoon?
  - A. She was helping with a class party.
  - B. She was delivering papers.
  - C. She was having a conference.
  - D. She was eating lunch with Maggie.
  
- \_\_\_\_\_ 4. What did Kirby always do to Maggie?
  - A. Crumble up her paper
  - B. Push the table into her stomach
  - C. Kiss her on the cheek
  - D. Tattle on her
  
- \_\_\_\_\_ 5. What job did Mrs. Leeper assign Maggie?
  - A. Flag holder
  - B. Line leader
  - C. Bathroom monitor
  - D. Message monitor
  
- \_\_\_\_\_ 6. Why was Maggie not allowed to use the computer for a while?
  - A. It needed to be repaired.
  - B. They were getting another printer.
  - C. She was being punished.
  - D. No one knew how to use the computer.
  
- \_\_\_\_\_ 7. Why didn't Maggie read the teacher's note?
  - A. She couldn't read cursive.
  - B. She saw that the envelope was sealed.
  - C. She knew that would be impolite.
  - D. She was too young to read.
  
- \_\_\_\_\_ 8. What was the name of Maggie's dog?
  - A. Hugger
  - B. Kisser
  - C. Muggie
  - D. Leaper

- \_\_\_\_\_ 9. Why is the book titled *Muggie Maggie*?
- A. The main character acts moody and muggie.
  - B. It was always muggie and hot in their school building.
  - C. She didn't close the a when writing her name.
  - D. She liked to mug people on the way home from school.
- \_\_\_\_\_ 10. What kind of work did Maggie's mother do?
- A. Secretary
  - B. Nurse
  - C. Aerobics Instructor
  - D. Teacher
- \_\_\_\_\_ 11. Who sometimes sent Maggie gifts?
- A. Ms. Madden
  - B. Her dad
  - C. Mrs. Leeper
  - D. Mr. Galloway
- \_\_\_\_\_ 12. Maggie felt "all grown-up" when doing what activity?
- A. Playing dress-up with her friends
  - B. Typing thank you notes on her computer
  - C. Going shopping with her mom
  - D. Helping her dad in his office



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