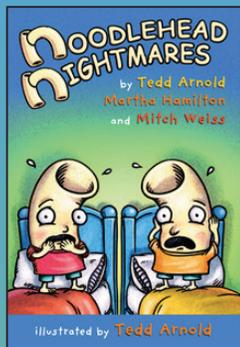


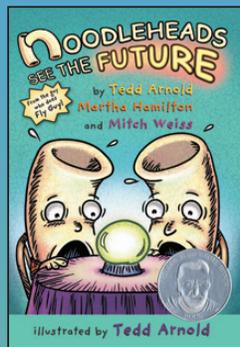
# Holiday House Educator's Guide

## The **Noodleheads** SERIES

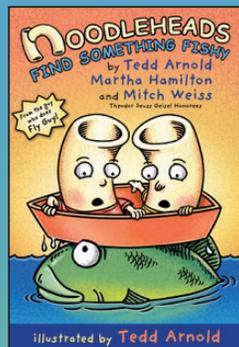
The easy-to-read graphic novel series about two very funny brothers, from the guy behind *Fly Guy* and his storyteller friends.



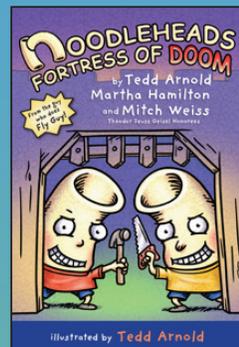
**Noodlehead Nightmares**  
HC: 9780823435661  
PB: 9780823437689  
ebook: 9780823436071



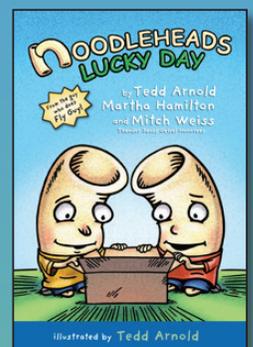
**Noodleheads See the Future**  
Theodor Seuss Geisel Honor Book  
HC: 9780823436736  
PB: 9780823440146  
ebook: 9780823438105



**Noodleheads Find Something Fishy**  
HC: 9780823439379  
PB: 9780823444373  
ebook: 9780823441334



**Noodleheads Fortress of Doom**  
HC: 9780823440016  
PB: 9780823448371  
ebook: 9780823443888



**Noodleheads Lucky Day**  
HC: 9780823440023  
ebook: 9780823448739

## About the Book

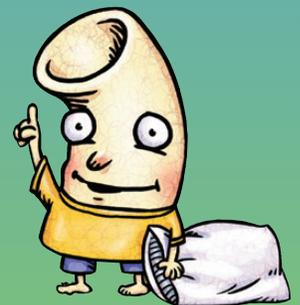
Created by beloved author-illustrator Tedd Arnold and two renowned storytellers, Martha Hamilton and Mitch Weiss, the Noodlehead brothers, Mac and Mac, bring the classic folktale fool into the twenty-first century—and slapstick, puns, and wacky fun abound!

Each book includes authors' notes with story sources for each of the chapters.

Instructional Standards



HolidayHouse.com  
noodleheadsbooks.com  
#ReadNoodleheads



## A Note from the Authors

Have you ever done something foolish? Of course you have! Don't worry—everyone else has too. Because we have all been caught not using our brains at one time or another, people around the world loved to tell Noodlehead stories. What is a Noodlehead? It's a person who seems to have noodles where his or her brain should be. The stories in these books were inspired by old Noodlehead tales that are part of the world's timeless storytelling tradition.

## THEMES

Humor

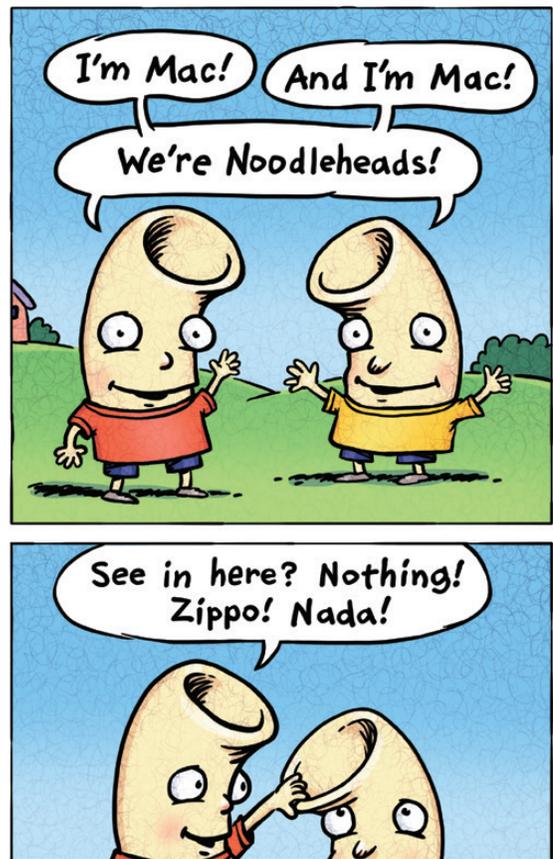
Folktales

Dreams/Nightmares

Family

Imagination

Jokes/Pranks

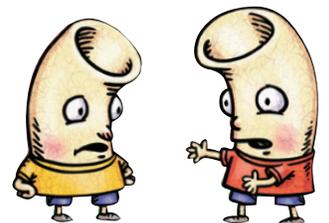


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## QUESTIONS FOR CLASS DISCUSSION

1. Share the books as a class read-aloud or through student independent reading. Then ask if students know what a folktale is and expand on their definitions. Using the story sources provided in the books, talk about the three folktales presented. Why are these motifs considered universal? Can everyone relate to having nightmares, as in *Noodlehead Nightmares*, or to being tricked?
2. Discuss the humor in the books, and the universal motif of the fool. Why is it funny that some people are foolish? Which parts of the books do students find the funniest? Why is it that we all like to laugh at silly things or actions?
3. Ask students to give examples of ways in which the creators of *Noodlehead Nightmares* and the other books in the series have made these contemporary stories, despite using traditional motifs. What are the language or picture clues that let readers know this is a modern story? Do Mac and Mac seem like kids they would know from school or in their neighborhood?
4. Read aloud several other picture book folktales to the class. Can students identify any traditional motifs in these stories? Ask the class to share examples of other folktales they've read or heard.
5. Choose one of the other picture book folktales with a more traditional style of illustration, and ask the class to compare it to the graphic novel style of the Noodlehead books. How does it tell the story differently? Do students like this style better? Do they think it is easier to read? Does finding a book with comic-style layout make them believe the story will be a funny one?

6. If this is the students' first exposure to graphic novels, show some examples of other age-appropriate graphic novels, both fiction and nonfiction. Talk about the differences and similarities between graphic novels, comic strips, and comic books. Share some of the common elements, including panels, word balloons, captions, and page gutters.
7. The authors and the artist each get a chance to portray the characters, events, and settings in the *Noodleheads* stories—the author uses words and the artist uses pictures. Ask students to give examples of ways each does it differently. For example, how can you tell Mac and Mac apart, just by looking at the pictures? Are there ways to tell them apart without looking at the pictures, and reading just their words?
8. Ask students to describe this artist's style. Are the pictures simple or detailed? Funny or serious? Bright or muted? Can they identify something about this artist's work that would enable them to recognize it in another book?
9. In chapter two of *Noodleheads Nightmares*, did students guess that Meatball would eat the pie? What kind of person is Meatball? Have any students ever been tricked by a friend or family member? Did they share in the laugh or did they feel foolish? Why is it sometimes hard to laugh at yourself?
10. Do students think that Mac's nightmare in chapter three of *Noodleheads Nightmares* was scary? Why or why not? Have students had nightmares that they would like to share? Is it possible for something to be funny and scary at the same time?
11. Ask students to explain some of the reasons why authors/artists decide to use chapters. Can they identify similarities and differences in each chapter? What are some of the themes that are the same across different chapters? What are the funniest parts in each?
12. The Geisel Honor–winning *Noodleheads See the Future* can help students develop critical-thinking skills and observe logical fallacy. Ask students to find a place in the story where Mac and Mac come to a false conclusion (when they think Meatball sees the future because he told them they'd fall) and two places in the story where they believe Meatball's false statements. Have children find more examples in the other *Noodleheads* books.
13. In chapter three of *Noodleheads Find Something Fishy*, Mac and Mac learn a lot when they're introduced to a number of expressions: "miss the boat," "learn the ropes," and "the biggest fish is always the one that got away." Before reading the story, ask students to brainstorm what they think each expression means. Then after reading the story, see if their predictions were correct.
14. *Noodleheads Fortress of Doom* features the tall-tale motif. After reading chapter three in which Meatball "uses creativity and invention to make others laugh, and does not expect to be believed" (Authors' Notes), ask students to sharpen their storytelling or writing skills by crafting a brief tall tale to share with the class.
15. The idea for chapter three in *Noodleheads Lucky Day* "came from a Vietnamese tale about finding the perfect name for a cat." Ask students to work individually or in groups to research tales from other countries, choose one, and then write or tell their own tale based on the motif.



# CLASSROOM ACTIVITIES

- Have students choose a chapter in one of the books and rewrite it as a short story without pictures using dialogue, paragraphs, and description.
- Have students create a new chapter for the book, creating the pictures and text for their own graphic novel interpretation and incorporating some Noodlehead motifs.
- Using one of the more traditional picture book folktales, let students create their own comic-style version of it using both words and pictures.
- Stage a “reader’s theater” using the book as a script. Assign some students to read each character’s lines, and ask the rest of the class to provide sound effects and vocal reactions as desired. Afterward, discuss how the experience of performing the book with multiple voices would differ from having the book read aloud by one person. Which way would be more interesting? After the class has practiced, perform the story for another class.



Mitch Weiss Martha Hamilton Tedd Arnold

## ABOUT THE CREATORS

*I'm Tedd!*

**Tedd Arnold**, co-author and artist of the Noodlehead series, has both written and illustrated many popular picture books, including, the *Fly Guy* books, *Dirty Gert*, and *Fix This Mess!*, an I Like to Read® book. He has three Theodor Seuss Geisel Award Honors and has received an Edgar Award for Best Young Adult Novel. Tedd lives in Florida and New York with his wife, Carol. His website is [teddarnoldbooks.com](http://teddarnoldbooks.com).

*I'm Martha! And I'm Mitch!*

**Martha Hamilton** and **Mitch Weiss**, co-authors of the Noodlehead books, are the critically acclaimed husband and wife duo, Beauty & the Beast Storytellers. Renowned for their work in teaching storytelling around the world, Mitch and Martha are also award-winning authors and recording artists and are the recipients of a Theodor Seuss Geisel Award Honor. Visit their website at [beautyandthebeaststorytellers.com](http://beautyandthebeaststorytellers.com).

For a Noodleheads Event Kit with lots of reproducible activities and for a Guide to Using Graphic Novels in the Classroom—or at Home, visit [HolidayHouse.com](http://HolidayHouse.com).

This guide aligns with Instructional Standards Grades 2-4

RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6, RL.3.7, RL.4.1, RL.4.2, RL.4.3

RF.2.4, RF.3.4, RL.4.4

W.2.3, W.3.3, W.4.3

SL.2.1, SL.2.4, SL.2.5, SL.2.6, SL.3.1, SL.3.4, SL.3.5, SL.3.6, SL.4.1, SL.4.4

L.2.1, L.2.2, L.2.3, L.3.1, L.3.2, L.3.3, L.4.1, L.4.2, L.4.3

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Prepared by Bobbie Combs, We Love Children's Books



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