

# TEACHER'S GUIDE

**Created by Kari Allen, an educator and certified elementary classroom teacher for twenty years.**



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## ABOUT THE AUTHOR



Kari Allen is a writer and a teacher. Her love of these two things led her to get her master's degree in the Teaching of Writing from Plymouth State University. She's worked with the National Writing Project in New Hampshire as a teacher consultant and has reviewed for the *Horn Book Guide* and *School Library Journal's Series Made Simple*. After being a stay-at-home mom to two book-loving boys, she is back in the classroom and currently teaches second grade at a local independent school. Connecting kids with books is one of her favorite things to do. In the spring of 2022, the first in Kari's early reader series, *Maddie and Mabel*, illustrated by Tatjana Mai-Wyss, will be released from Kind World Publishing. Her debut picture book, *The Boy Who Loved Maps*, with illustrations by G. Brian Karas, is forthcoming from Anne Schwartz Books in July 2022. Kari lives in New Hampshire with her family and visits her local bookstore every chance she gets. Visit Kari's website at [kariallenwrites.com](http://kariallenwrites.com).

## ABOUT THE ILLUSTRATOR



Tatjana Mai-Wyss has always loved books, so bringing stories to life with her art is the best job she can imagine. She has been lucky enough to illustrate a number of books for children. She practiced for *Maddie and Mabel* by growing up with a little brother and then having two girls of her own. See more of Tatjana's artwork at [tatjanamaiwyss.com](http://tatjanamaiwyss.com).



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# ABOUT THE BOOK

**Meet Maddie and Mabel, two spunky sisters who navigate their relationship with humor and heart.** Maddie is the big sister. Mabel is the little sister. But who is actually in charge? Mabel who never stops asking questions? Or Maddie who can be bossy and demanding? Readers will see that being in charge might not be as important as working together. The first book in this early chapter book series introduces two relatable characters who make mistakes as they learn important life lessons.

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## ABOUT KIND WORLD PUBLISHING

At Kind World Publishing, we connect the world through stories—stories that express kids' big feelings, big questions, and big dreams, stories that celebrate curiosity and build bridges. Our goal is to start conversations that create a kinder world.

# DIALOGUE

In the book *Maddie and Mabel* there is a lot of dialogue between the two characters. Use the following activities to explore dialogue conventions, usage, and structure.

Use the following excerpt for the activities on the next page. For a printable version of this excerpt, see page 10.

"Before it was you and me, it was just me," said Maddie.

"Before it was me and you, it was just you?" asked Mabel.

"Yes," said Maddie.

"Were you lonely?" asked Mabel.

"Sometimes," said Maddie.

"What happened next?" asked Mabel.

"Our parents asked me a question," said Maddie.

"An important question?" asked Mabel.

"Very important," said Maddie.

"They asked: would you rather have a baby sister or a pet rabbit?"



## DIALOGUE ACTIVITIES

- ◇ Read the excerpt out loud together. Brainstorm and make a list or chart about what students notice.
- ◇ How do we, as readers, know when someone is talking?
- ◇ Annotate or mark up the excerpt. If children have their own copies of the excerpt, have them highlight or circle the different dialogue tags.
- ◇ Brainstorm a list of other dialogue tags, such as shouted, whispered, yelled, laughed, questioned, gasped, chuckled. Can you go on a dialogue tag hunt in the classroom library? Have students write each dialogue tag they find on a sticky note and then stick them on the board or a chart so you all can see how many they think of.
- ◇ What happens if you change the dialogue tags in the *Maddie and Mabel* excerpt? Stick your other dialogue tags on top of the “saids” and “askeds.” Does it change how you read the text? How so?

## WRITING AND DIALOGUE

- ◇ Write your own conversation between two characters. You can use Maddie and Mabel or your own characters. How do we know who is talking? What dialogue tags can you use? Read your dialogue out loud with a partner.

# EXTRA

Build dialogue sentences! Write quotation marks (open and closed), punctuation, dialogue tags, character names and sentences on separate pieces of paper or notecards. Punch holes and add string to each piece of paper. Have students wear the papers around their necks, then walk around and try to build dialogue with their classmates by forming lines! See page 11 for a printable version of these dialogue pieces. (This could also be done as an individual activity, by printing on smaller paper and having each student put together dialogue like a puzzle, moving the pieces of paper around until they make punctuated sentences.)

## STANDARDS:

-CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

-CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

-CCSS.ELA-LITERACY.L.3.2.C

Use commas and quotation marks in dialogue.

-CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

# COMPARE AND CONTRAST CHARACTERS WORK

Use pictures and words to compare *Maddie and Mabel* in a T chart. (A printable T chart is available in the Resources section.)

- ◇ How would you describe the girls?
- ◇ How are they similar?
- ◇ How are they different?
- ◇ What do you notice about the characters?

## STANDARDS:

-CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

-CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

-CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

-CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

-CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

-CCSS.ELA-LITERACY.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.



# WRITING ACTIVITIES

- ◇ Interview a family member about one of your family stories (like the rabbit story in *Maddie and Mabel*).
- ◇ Write and draw about what you learned.
- ◇ Share this story with your class. You could even make a class book with all of them.
- ◇ Write your own Maddie and Mabel story! What adventures could the girls have?
- ◇ Maddie slides an apology note under the door for Mabel. Write a note or letter to someone. It could be to say you're sorry for something you need to apologize for OR it could just be a note or letter to connect with someone.

## STANDARDS:

### -CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### -CCSS.ELA-LITERACY.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### -CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### -CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### -CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing

# STEAM INVENTION ACTIVITIES

In the book Mabel has 43 ideas. Let's explore being an inventor and coming up, using ideas with the following activities.

- ◇ Brainstorm and make a chart with your answers to the following questions.
  - ◇ What do we know about inventors and inventions?
  - ◇ Why do we think inventors invent?
  - ◇ Why is inventing important?
- ◇ Have students brainstorm problems they want to solve with their inventions.
- ◇ Have students draw an invention plan or diagram. What materials will they need? What problem does their invention solve?
- ◇ Upcycle or recycle different materials to have students build and design a prototype for their invention.
- ◇ Make a class poster or have students make individual posters to present the inventions to others.

## NGSS STANDARDS:

Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-1

Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-2

## COMMON CORE STANDARDS:

W.2.8 - Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1), (K-2-ETS1-3)

# READING

Use *Maddie and Mabel* to practice fluency and inflection while reading.

Read one of the stories out loud with a partner.

- ◇ Notice what your voice does.
- ◇ Try it again, but this time switch parts. Does your voice or how you read the dialogue change?
- ◇ Specifically look at “The Fight.” How can you make your voice show that Mabel is mad? How does it change when Maddie apologizes?
- ◇ How does reading out loud with emotion and feelings in your voice change or impact how you think about the story?

## STANDARDS:

-CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

-CCSS.ELA-LITERACY.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

-CCSS.ELA-LITERACY.RF.1.4.A

Read grade-level text with purpose and understanding.

-CCSS.ELA-LITERACY.RF.1.4.B

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

-CCSS.ELA-LITERACY.RF.K.4

Read emergent-reader texts with purpose and understanding.

# LET'S PRACTICE DIALOGUE

"Before it was you and me, it was just me," said Maddie.

"Before it was me and you, it was just you?" asked Mabel.

"Yes," said Maddie.

"Were you lonely?" asked Mabel.

"Sometimes," said Maddie.

"What happened next?" asked Mabel.

"Our parents asked me a question," said Maddie.

"An important question?" asked Mabel.

"Very important," said Maddie.

"They asked: would you rather have a baby sister or a pet rabbit?"



# DIALOGUE SENTENCE BUILDING ACTIVITY CARDS



“

”

,

.

?

said

asked

Maddie

Mabel

Before it was you and me, it was just me  
Before it was me and you, it was just you

Yes

Were you lonely

Sometimes

What happened next

Our parents asked me a question

An important question

Very important



They asked: would you rather have a baby sister or a pet rabbit



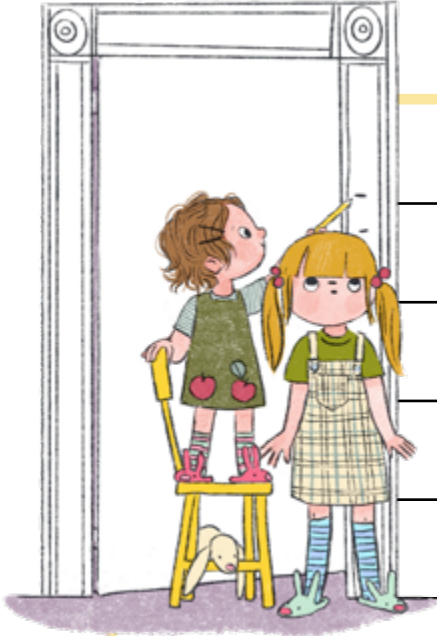
# COMPARE AND CONTRAST CHARACTERS

MADDIE

MABEL



# WRITE YOUR OWN MADDIE AND MABEL STORY

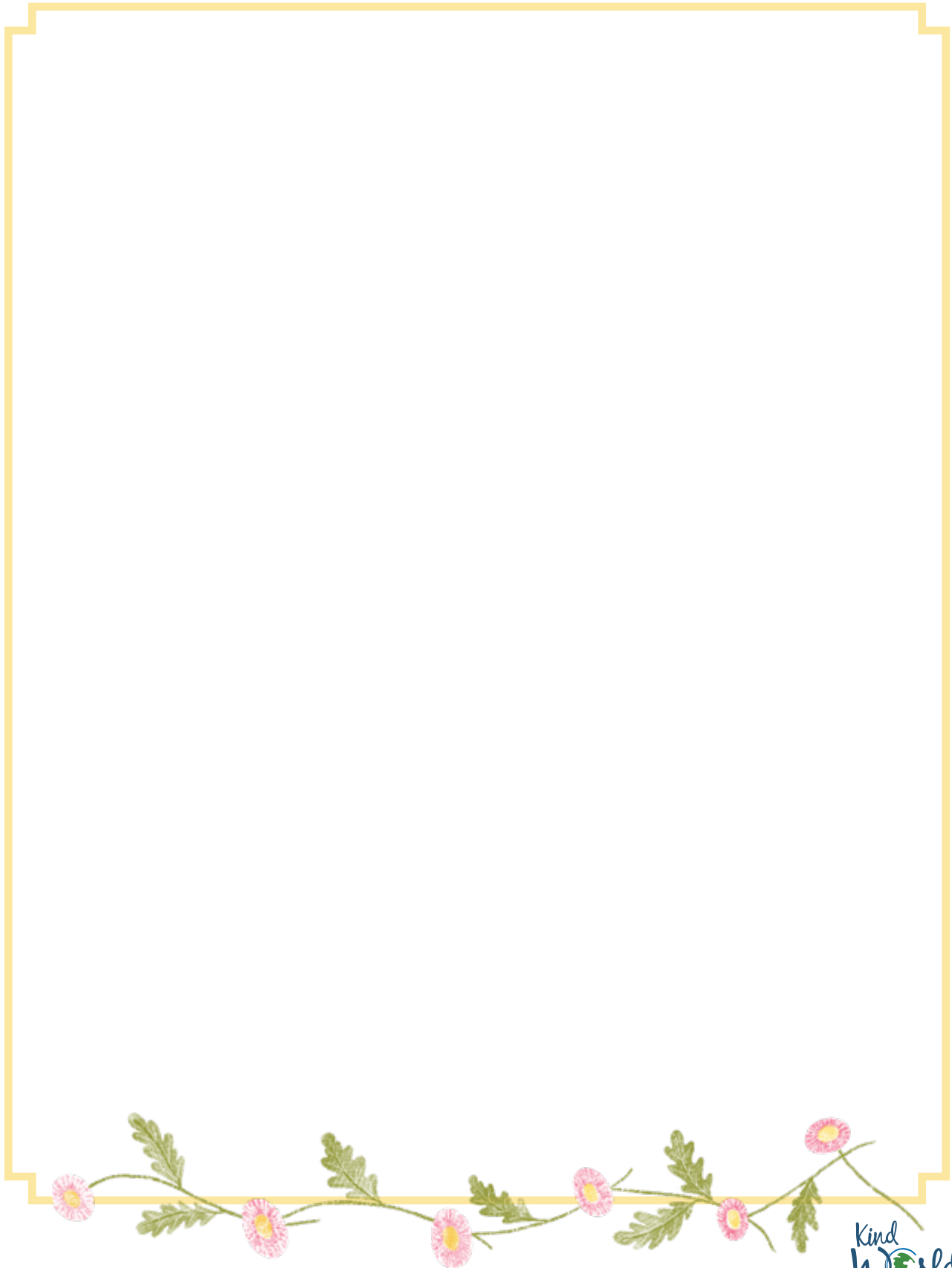


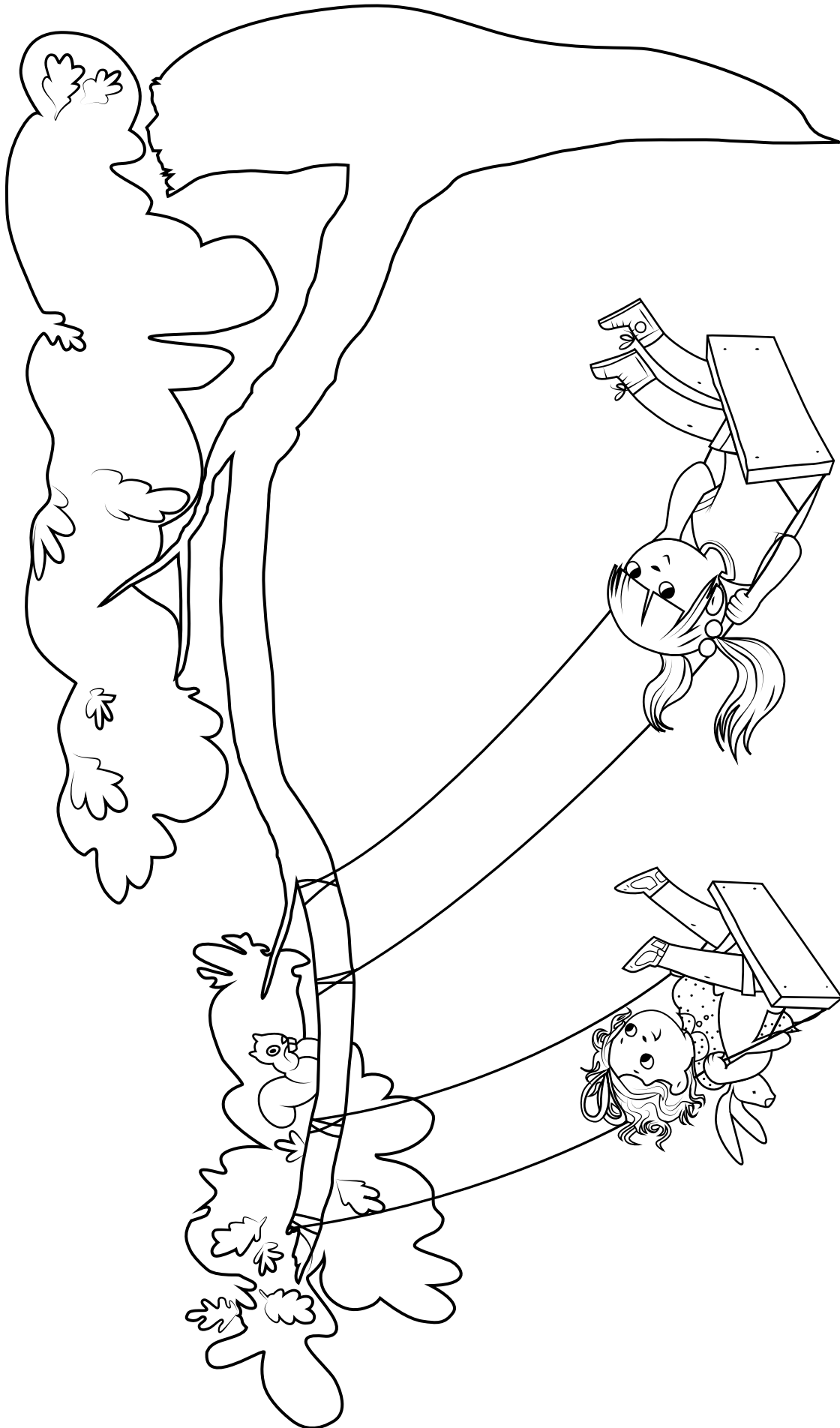
Handwriting practice lines for writing a story. The page features a large yellow-bordered box containing 15 horizontal lines. The first four lines are positioned to the right of the doorway illustration, and the remaining 11 lines are below it.

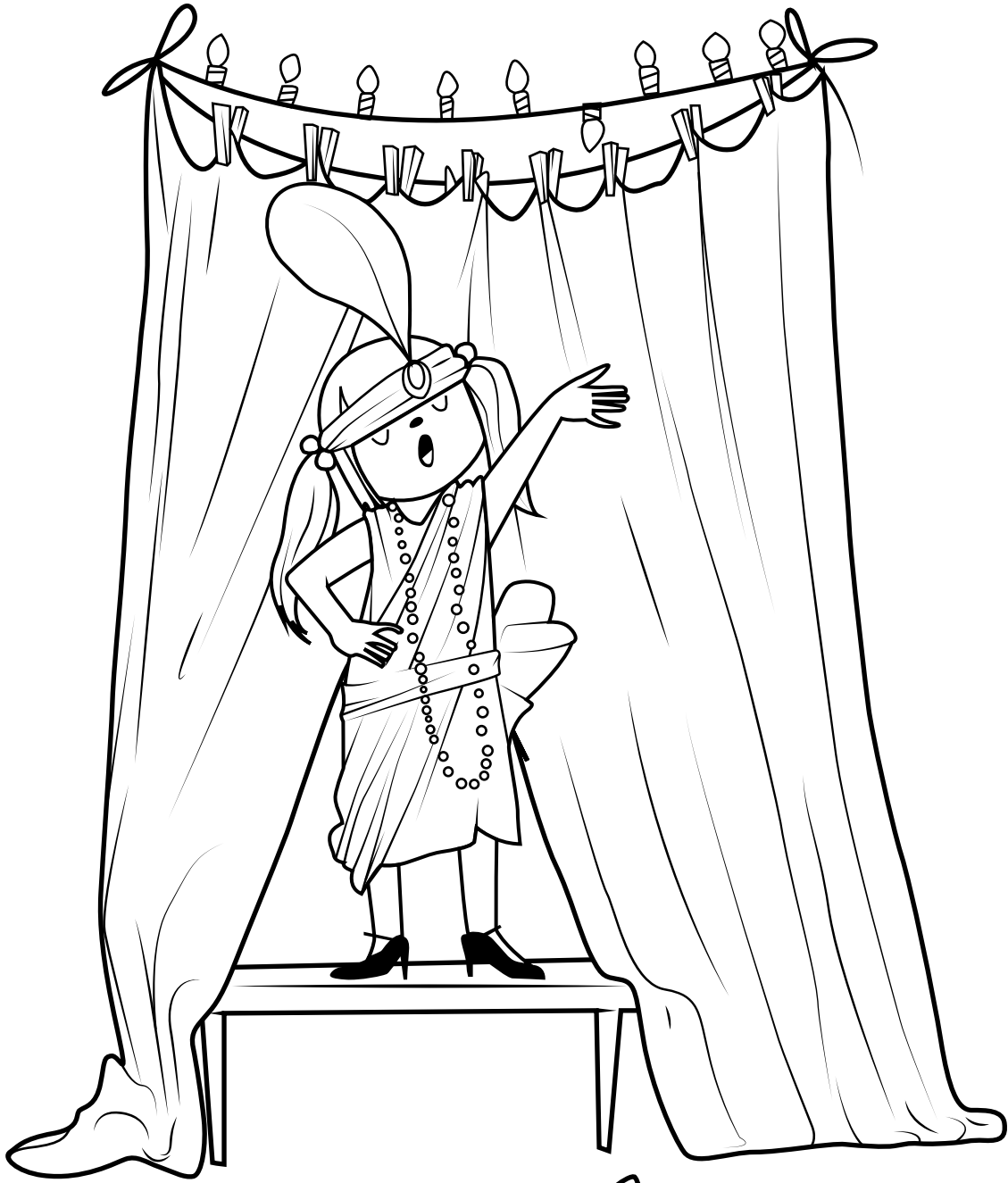




# DRAW YOUR INVENTION







# MADDIE AND MABEL'S

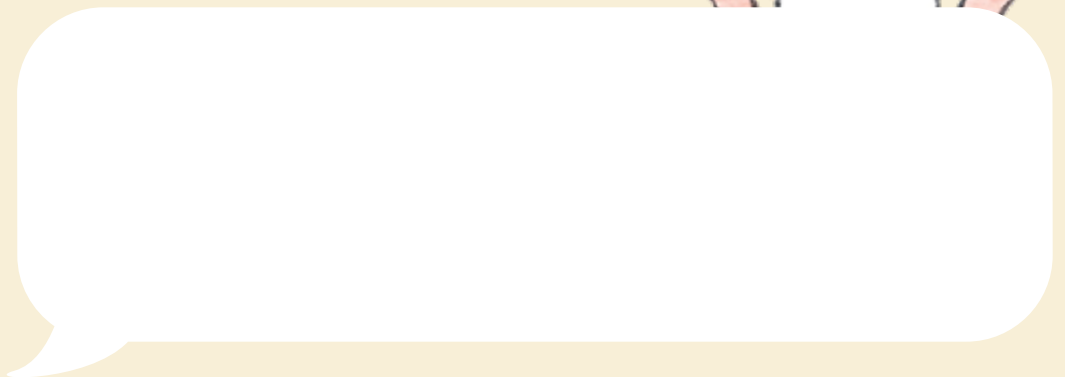
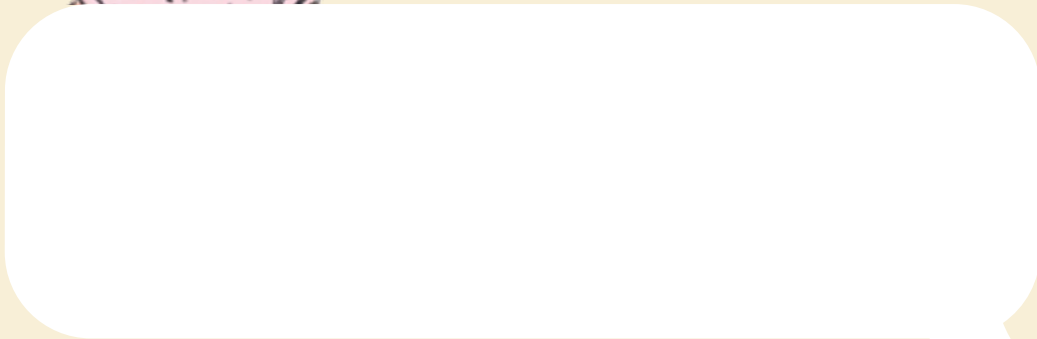
## musings



Write your own Maddie and Mabel conversation in the word bubbles. Use the prompt below to get started.



Tell me again about. . .

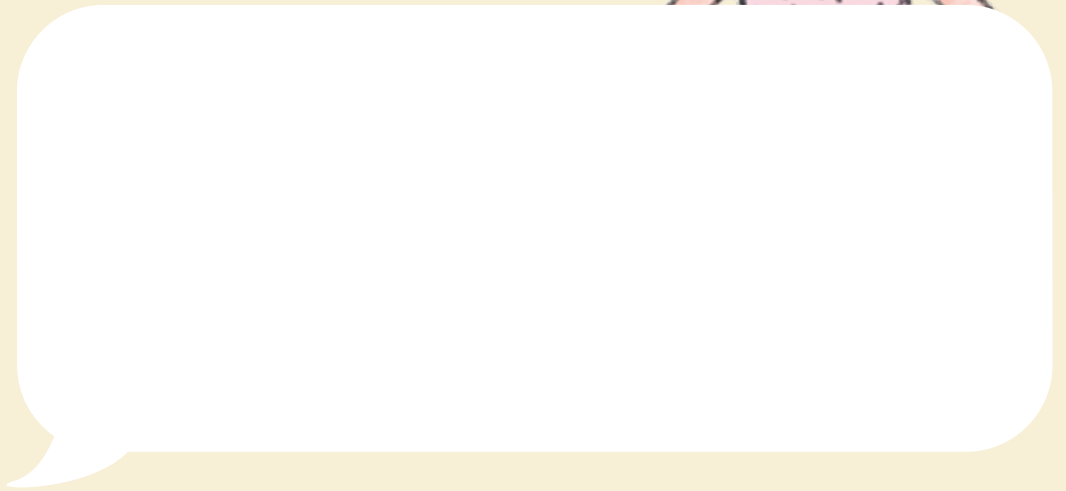


# MADDIE AND MABEL'S musings

Write your own Maddie and Mabel conversation in the word bubbles using the prompt below to get started.



What are your ideas?



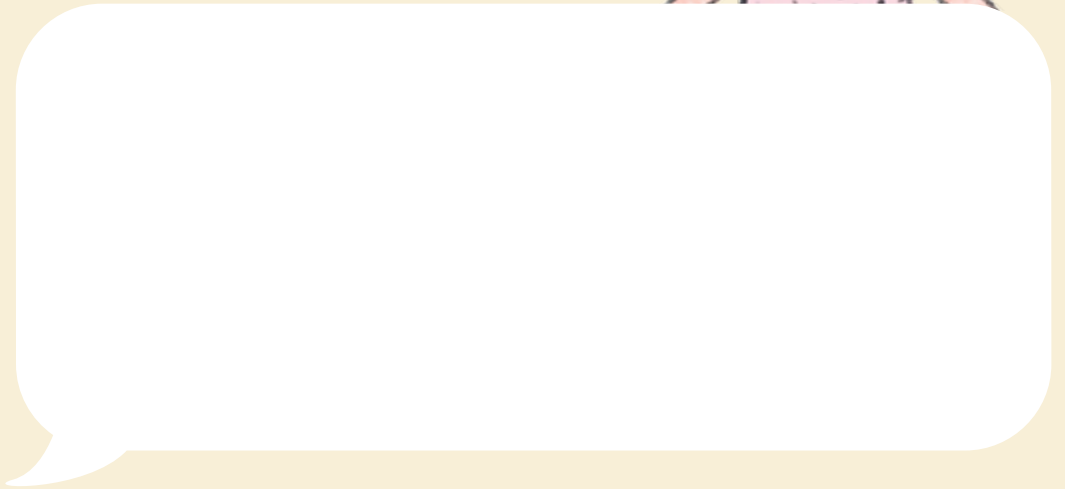
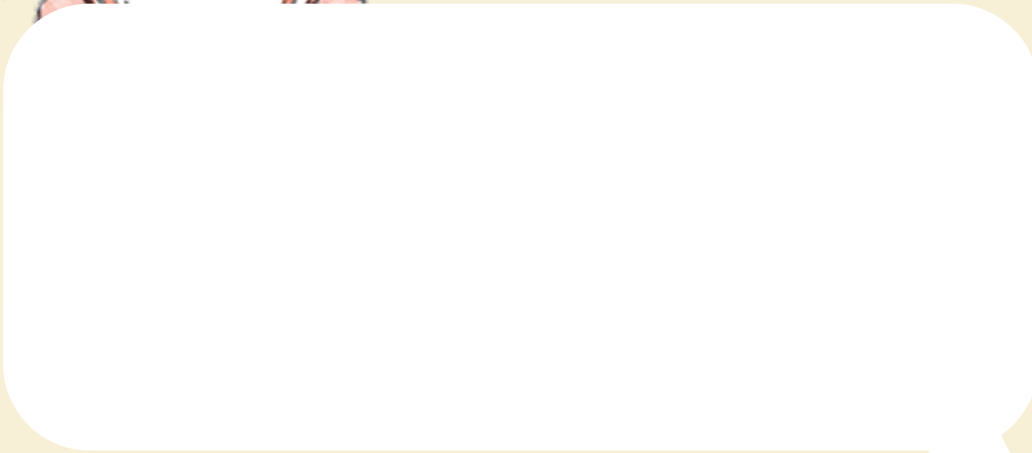
# MADDIE AND MABEL'S

## musings

Write your own Maddie and Mabel conversation in the word bubbles using the prompt below to get started.



What do you want to play?



# MADDIE AND MABEL'S musings

Write your own Maddie and Mabel conversation in the word bubbles. What kinds of things could the sisters talk about?

