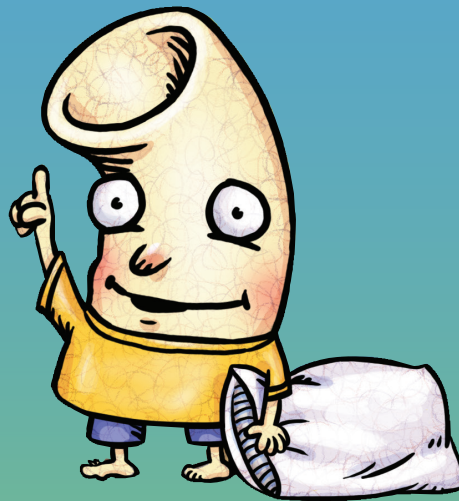


Holiday House Educator's Guide

NOODLEHEAD NIGHTMARES



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 21st century—and slapstick, puns and wacky fun abound!

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 this book were inspired by old Noodlehead tales that are part of the world's timeless storytelling tradition.



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#Noodleheads

THEMES

Humor

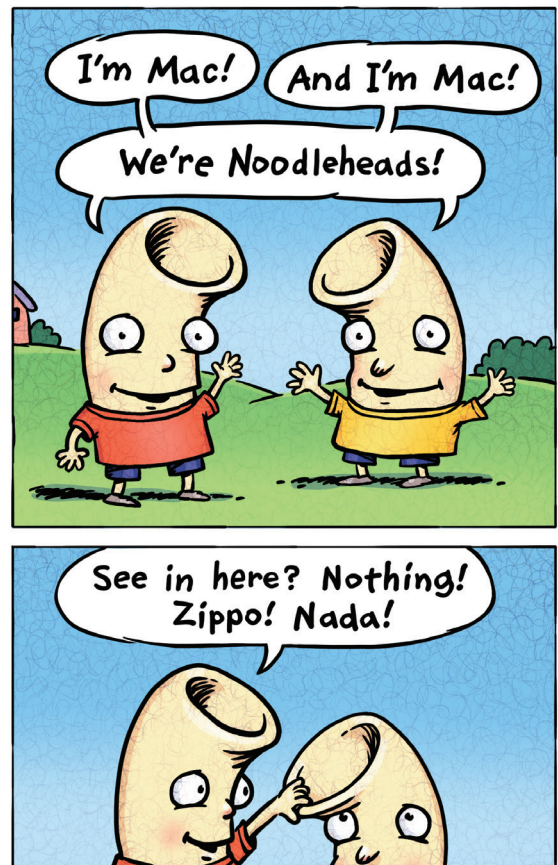
Folktales

Dreams/Nightmares

Family

Imagination

Jokes/Pranks



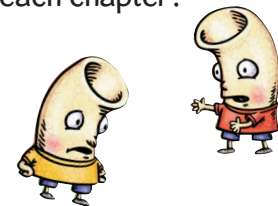
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QUESTIONS FOR CLASS DISCUSSION

1. Share the book 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 book, talk about the three folktales presented here. Why are these motifs considered universal? Can everyone relate to having nightmares, or to being tricked?
2. Discuss the humor in the book, and the universal motif of the fool. Why is it funny that some people are foolish? Which parts of the book did 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* have made this a contemporary story, 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 *Noodlehead Nightmares*. 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 author and the artist each get a chance to portray the characters, events and settings in the story—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, did students guess that Meatball would eat the pie? What kind of friend 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 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 was the funniest part in each chapter?



CLASSROOM ACTIVITIES

- Have students choose one of the chapters in the book 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 reach 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.

ABOUT THE CREATORS

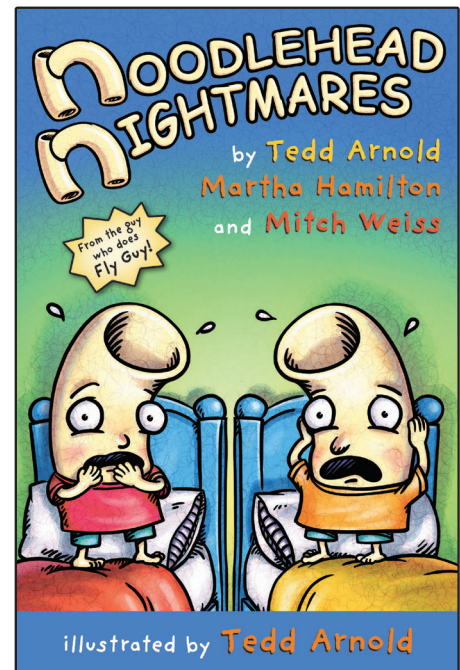


I'm Tedd!

Tedd Arnold has both written and illustrated many popular picture books, including *Dirty Gert* and *Fix This Mess!*, an I Like to Read® book. He has two 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 www.teddarnoldbooks.com.

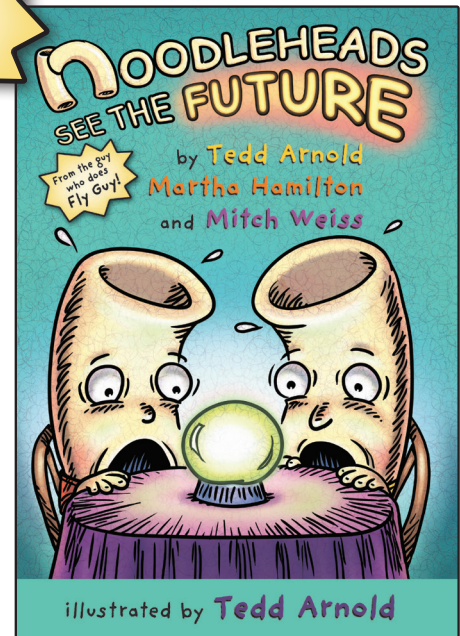
I'm Martha! And I'm Mitch!

Martha Hamilton and **Mitch Weiss** 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. Visit their website www.beautyandthebeaststorytellers.com.



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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
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Prepared by Bobbie Combs, We Love Children's Books

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