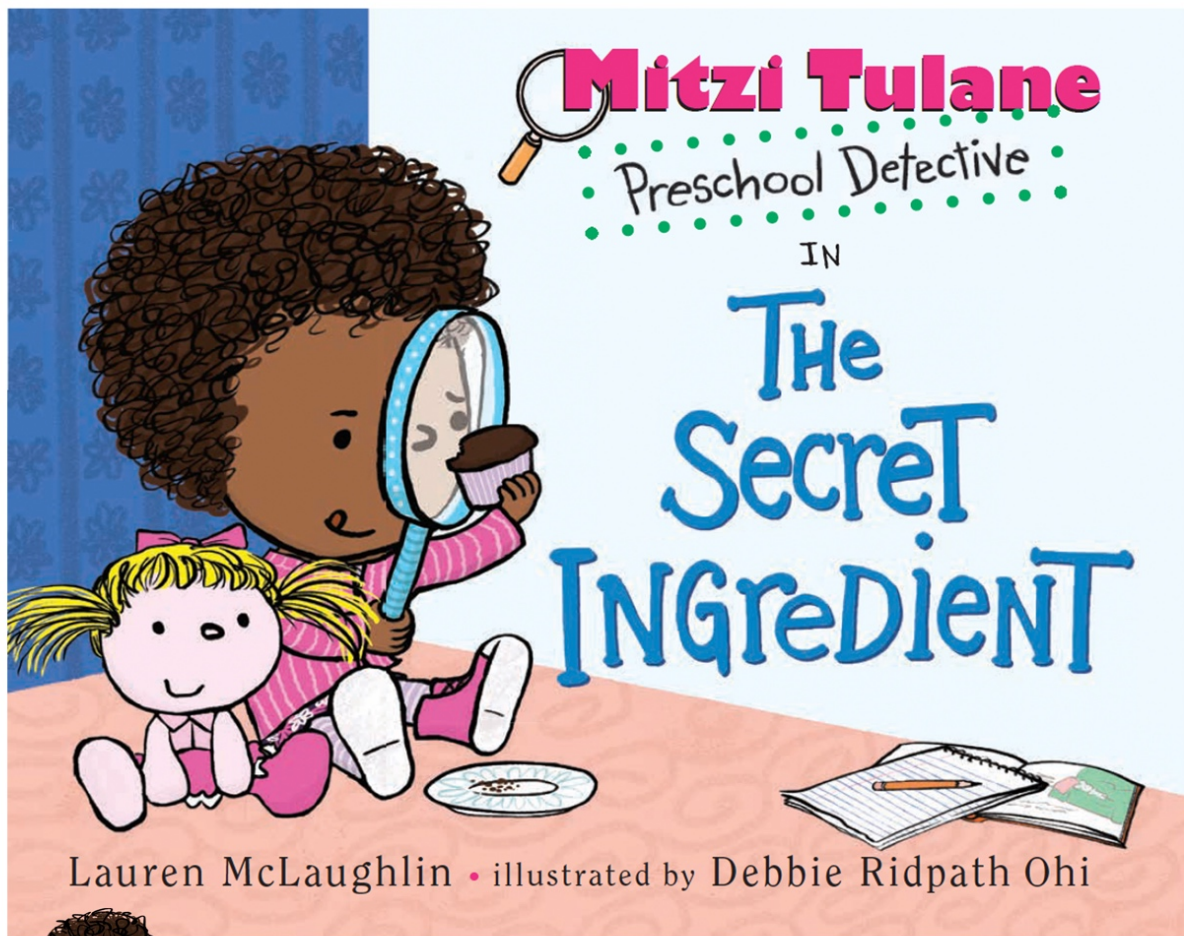




# Teacher's Guide

created by Marcie Colleen, based on the picture book



Published by Random House Children's Books

## **Lauren McLaughlin**

**Author, *Mitzi Tulane, Preschool Detective in The Secret Ingredient***



Lauren McLaughlin spent ten years writing and producing movies before turning her attention to fiction. When her own daughter came along and developed an ardent love of picture books, she found herself falling in love with the genre too. In addition to the *Mitzi Tulane* picture books, Lauren is the author of teen novels *Cycler*, *(Re)Cycler*, *Scored* and *The Free* as well as her new picture book, *Wonderful You: An Adoption Story*. Visit her at [Laurenmclaughlin.net](http://Laurenmclaughlin.net) or on Twitter @LaurenMcWoof.

## **Debbie Ridpath Ohi**

**Illustrator, *Mitzi Tulane, Preschool Detective in The Secret Ingredient***



Debbie Ridpath Ohi is author & illustrator of *Where Are My Books?* and *Sam & Eva* (Simon & Schuster). Her illustrations also appear in picture books by Michael Ian Black (including NY Times Notable *I'm Bored*), Aaron Reynolds (*Sea Monkey & Bob*), Rob Sanders (*Ruby Rose* books), Lauren McLaughlin (*Mitzi Tulane* books) and Judy Blume. Debbie blogs about reading, writing and illustrating children's books at [Inkygirl.com](http://Inkygirl.com). For more info, visit [DebbieOhi.com](http://DebbieOhi.com), @inkygirl on Instagram or @inkyelbows on Twitter.

## **Marcie Colleen, Curriculum Writer**

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

## How to Use This Guide

This classroom guide for *Mitzi Tulane, Preschool Detective in The Secret Ingredient* is designed for students in preschool through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Mitzi Tulane, Preschool Detective in The Secret Ingredient* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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**Title: Mitzi Tulane, Preschool Detective in The Secret Ingredient**

**Author: Lauren McLaughlin**

**Illustrator: Debbie Ridpath Ohi**

**Ages: 2-5/Grades: P-K**

**Publisher: Random House Books for Young Readers (July 11, 2017)**

**ISBN: 0449819167**

Brief synopsis:

Not even the smallest clue gets past this preschool private eye!

Just as Mitzi is about to enjoy a nice muffin her Dad made, her friend Max stops her in her tracks! He has a sneaking suspicion that there is something funny about this muffin -- so the two of them set off on an investigation...

Kids and parents will laugh along as Mitzi, Max and their friends test the muffin for dodgy ingredients and come to their conclusion. What did Dad put in the muffin after all? Debbie Ohi's bouncy illustrations bring an extra layer of fun to Lauren McLaughlin's clever text.

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# English Language Arts

## Reading Comprehension

Before reading *Mitzi Tulane, Preschool Detective in The Secret Ingredient* help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.



**Lauren McLaughlin** grew up in Wrentham, Massachusetts. After college and a brief flirtation with anthropology, she spent ten years as a screenwriter and movie producer before turning her attention to writing novels and picture books. Lauren lives with her family in London.



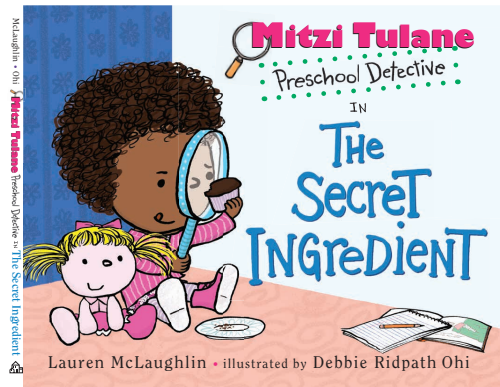
**Debbie Ridpath Ohi** is the author and illustrator of *Where Are My Books?* and the illustrator of other children's books, including *Frankie Juice* by Judy Blume and the *New York Times* Notable Children's Book *Five Bored* by Michael Ian Black. She lives in Toronto with her husband, Jeff. Debbie loves mysteries, especially if they involve food. You can find her at @inkylolows and DebbieOhi.com.

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Jacket design by Marika Bago  
#thismysterywasbored  
MANUFACTURED IN CHINA  
Random House New York  
randomhousekids.com

Mitzi asks her friend Max to help her solve a mystery.  
Will they succeed?



US \$17.99 / \$23.99 CAN



There's no case too big, small, or funny-tasting for *Mitzi Tulane, Preschool Detective!*

**123 Maple Street** is the scene of another tricky case—and its resident private eye is on the job!  
Just as Mitzi is about to enjoy a nice muffin her dad made, her friend Max stops her in her tracks! He has a sneaking suspicion that there is something funny about this muffin. Could it be something . . . healthy?! The two sleuths, accompanied by Mitzi's trusty sidekick, Gigi Gaboo, set off on an investigation. What is her dad up to this time?



### The Front Cover~

Describe the cover illustration.

- o Who do you see?

Mimic what the girl character is doing.

- o How does it make you feel?
- o How do you think she is feeling? What do you think she is thinking?

Read the title of the book and look closely at the cover illustration. Can you guess what the story might be about? What clues can you find?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Name at least four things that Mitzi and Max do while they are playing, using the text and illustrations for evidence.
- Why does Max stop Mitzi from eating a muffin?
- What does Mitzi use to investigate the muffin?
- Why does Mitzi ask Max to hand her a plastic bag?
- Max and Mitzi tiptoe down the hall. Why?

- List at least five science instruments or tools in Juan and Juanita’s lab.
- What does Juanita use to see the tiny crumb better?
- Who is Bun Bun? How does Bun Bun help with the investigation?
- How is the muffin proven to have a carrot in it?
- What does Mitzi mean when she says, “sometimes you have to deal with the world as it is, Max, not the way you’d like it to be.”

Let’s talk about the people who made *Mitzi Tulane, Preschool Detective in The Secret Ingredient*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let’s look closely at the illustrations.

- Check out some of the following details that Debbie Ridpath Ohi includes. Can you find:
  - A drawing of a birthday cake
  - An elephant with a bow
  - Blue and yellow polka-dotted shoes
  - A happy star
  - A green sock
  - An ABC book
  - A garbage truck
  - Red sneakers
  - A bucket and mop
  - A “Science is Awesome” poster
  - An ant on a twig
  - A carrot
  - A clipboard



Illustration ©2017 Debbie Ridpath Ohi based on MITZI TULANE, PRESCHOOL DETECTIVE in THE SECRET INGREDIENT written by Lauren McLaughlin (Random House Children's, 2017)



## Plotting Science

Juanita and Juan help Mitzi and Max solve their mystery with science. In fact, *Mitzi Tulane, Preschool Detective in The Secret Ingredient* develops its plot around a few steps in the Scientific Method.

- Ask a Question
- Do Research
- Guess an Answer (also called a Hypothesis)
- Test Your Guess/Hypothesis
- Did it Work? Could it Be Better? Try Again
- Draw a Conclusion
- Write a Written Report of Your Results

Using a table, such as the one below, students can track the scientific plot points of *Mitzi Tulane, Preschool Detective in The Secret Ingredient*, either individually or as a class.

<b>Beginning</b>	<b>Middle</b>	<b>End</b>
Introduction of characters:	Begin scientific investigation.	The mystery is solved.
	Do research:	Write up a report of the results, in your own words:
Enter question (problem/conflict):	Guess an answer:	
	Test your guess:	
	Retest:	
	Finally draw a conclusion...	

## **Writing Activities**

### **How to Write Technical Instructions**

Scientists and detectives need to be accurate and detailed in their investigations, particularly in writing.

As a class, create a list of instructions on how to make a peanut butter and jelly sandwich.

- 1) Gather the ingredients: a jar of peanut butter, a jar of jelly, and two slices of bread.
- 2) Get your tools: spoon, knife, plate, etc.
- 3) Lay the pieces of bread side by side on the table.
- 4) Open the jar of peanut butter.



- 5) Place the knife in the jar and scoop out some peanut butter.
- 6) Spread the peanut butter on one of the slices of bread.
- 7) Open the jar of jelly.
- 8) Using the spoon, scoop out some jelly and spread the jelly on the other piece of bread.
- 9) Place the pieces of bread together, joining the jelly and the peanut butter sides.
- 10) Using the knife, cut the bread in half.
- 11) Place on plate.
- 12) Eat.
- 13) Clean up and put the jars of peanut butter and jelly away.

Students can create their own recipe cards for their favorite treats, complete with illustrations.

Examples:

- Hot fudge sundae
- Grilled cheese sandwich
- Veggies and hummus
- Ham and cheese sandwich
- Fruit salad
- Scrambled eggs and toast

Create a class cookbook to include all the recipes.

*For some extra fun*, bring in all the tools necessary to complete a recipe and have the students walk you through step by step. If they miss a step, hilarity might ensue!

### **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some ways to bring *Mitzi Tulane, Preschool Detective in The Secret Ingredient* to life in the classroom and have fun with speaking and listening skills.

#### **Mime**

- Ask students to silently act out a page from the book, exaggerating body motions and facial expressions. See if others can identify the page that goes along with the mimed action.



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## Drama

- Create a TV commercial to encourage people to read *Mitzi Tulane, Preschool Detective in The Secret Ingredient*.
- In small groups, act out *Mitzi Tulane, Preschool Detective in The Secret Ingredient* as a play.
- Make and record a radio version of *Mitzi Tulane, Preschool Detective in The Secret Ingredient*. Students decide what to use for the sound effects to create a mental picture of the story.
- Have students work together to create a newscast about the secret ingredient to present to their classmates. Students will write a script and take on the roles of Mitzi's father, news anchors, and on-site reporters. Students can interview Mitzi's father as to why he hid a vegetable in the muffins. Videotape the final newscasts so that students can watch themselves on TV.



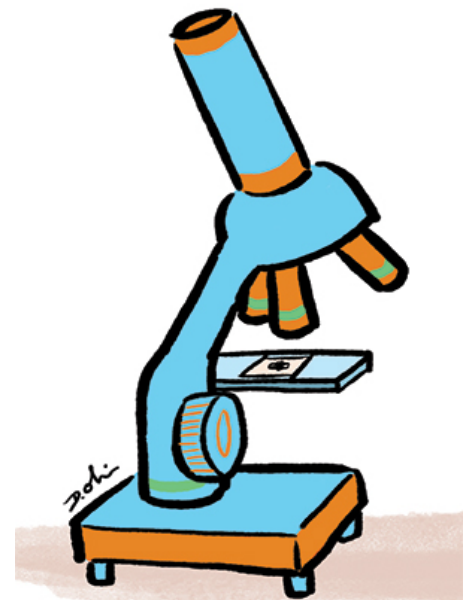
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## Observation

Detectives, and readers of mystery, need to have a keen eye and memory. Here are a few activities to develop observational skills.

THE MYSTERY VISITOR: Have someone unannounced (a teacher or a student from a different class) come into your classroom while students are working quietly on a task at their desks. Plan with the mystery visitor ahead of time to make sure he or she does several things in your class during his or her brief visit such as:

- Borrow something like a book, a craft supply, money, etc.
- Talk to a student in the class
- Give a note to the teacher
- Ask a question
- Set something down on a table



After the visitor leaves the room, have the students write down as many details as they can remember about the visit.

- What details do they recall? What was the visitor wearing? How long was the visitor in the room? What did the visitor borrow while in the room? Whom did he or she talk to? What did he or she say?

Once everyone has finished writing, ask students to share their observations. Compare notes. What are the similarities and differences between student reports?

MY \_\_\_\_\_ IS MISSING!: Place twenty-five different objects on a tray and have students study the tray for thirty seconds. Then remove the tray from sight and have students write down all of the objects that they remember.

DRAW ME A PICTURE: It is important for detectives to use their eyes when investigating a crime scene, but they must also use their ears.

Place students into pairs and have them sit back to back. Have one student in the pair draw a unique picture using simple shapes (hearts, flowers, stars, houses, stick figures, etc.). Give the second student in the pair a blank piece of paper. The student with the picture must dictate to his/her partner how to draw the picture. Make sure to emphasize no cheating or peeking! When finished, change the pictures around the groups and have the partners switch roles. When everyone has drawn once, the team with the most similar pictures wins!

## **Language Activities**

### **Vocab Detectives**

*Mitzi Tulane, Preschool Detective in The Secret Ingredient* contains a few “investigation-related” words which may be new for students. Encourage them to use context clues from both the text and illustrations to infer meanings.



Illustration ©2011 Debbie Kitchin Oh based on MITZI TULANE, PRESCHOOL DETECTIVE in THE SECRET INGREDIENT™ written by Lauren Pataj (Random House Children's, 2011)

spy/spied	evidence	sneak	inspect	results
magnifying	disclose	technical	microscopes	proof
probes	forceps	inconclusive	consult	culprit
theory	verify	reveal	suspected	

Additional Exploration:

- While they read, ask students to look carefully for words they do not know. As soon as they come across a new vocabulary word, they should jot it down.
- Look up the unknown word in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.) Read the definition.
- Come up with a way to remember what the word means. Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.

## Math

### **Word Problems**

*For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on Mitzi Tulane, Preschool Detective in The Secret Ingredient or any other book of study.*

- 1) Mitzi's father places 5 muffins on a plate for Mitzi and Max. Mitzi takes 1 muffin. How many muffins are left on the plate?

$$(5 - 1 = ?)$$

- 2) Mitzi smashed the muffin into crumbs. She inspected 4 crumbs with her magnifying glass. She then inspected 3 more crumbs with her magnifying glass. How many crumbs does Mitzi inspect?

$$(4 + 3 = ?)$$

- 3) Mitzi and Max must pass by 6 doors in the hallway before they get to Juanita and Juan's door. They pass by 5 doors but then get stopped by Tall Dan. How many doors do they still need to pass?

$$(6 - 5 = ?)$$

- 4) Juanita places the muffin in Bun Bun's cage. Bun Bun sniffs the muffin and then takes 2 bites. She then takes 1 more bite. How many pieces of muffin does Bun Bun eat?

$$(2 + 1 = ?)$$

- 5) Mitzi's refrigerator used to have 9 carrots in it. Mitzi realizes that 7 carrots are missing. How many carrots are left in Mitzi's fridge?

$$(9 - 7 = ?)$$

## The Vegetable Scavenger Hunt

This scavenger hunt will help students sharpen observational and counting skills.



- Create several copies of the paper cut-outs of different shapes that represent different vegetables that are commonly hidden in baked goods.
  - Carrots
  - Beets
  - Spinach
  - Zucchini
  - Cauliflower
- Number each different shape set from 1-5.
- Hide these cut-outs around the room.
- Assign students a certain vegetable shape.

- Ask students to find their set of vegetable shapes numbered 1-5. If a student sees a vegetable shape they are NOT collecting, he/she must leave it for another student to find.
- The first student to find a vegetable shape 1-5 sequence, wins.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.

## The Math of Science

Detectives and scientists use math skills every day, even when they don't use numbers. These skills are important to anyone who is thinking critically and solving problems.



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Help your students practice with the following activities:

Classifying and grouping games: Mixing many kinds of blocks and ask students to classify them by size, color, or shape. Older children can classify and group themselves based on birthday months, height, color of clothing, etc.

Estimation: Using several sized containers and dried beans, students are to guess which containers will hold the most beans and which containers will hold the least beans. Have students put the containers in order according to their capacity. Once the class has agreed on the order, fill each container with beans, one at a time. Count how many beans are in each container. Were they right about the order?

**Patterning:** Build a simple pattern using M&Ms, buttons or pieces of paper. Start with an alternating pattern (called an AB pattern): one red candy, one green candy, one red, one green, and so forth. Be sure to repeat the pattern at least once. Next, students should continue the pattern by building a sequence that's exactly like the initial pattern. "How did you know to start with a red?" or "Why did you use a green here?" Some more difficult patterns to practice are: AAB, ABB, AABB, and ABC.

**BONUS:**

- How do you think classifying and grouping, estimating, and patterning assist investigators like Mitzi and Juanita?
- How would you use these skills in your daily activities?



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## Science

### **A Taste Test**

This salt and sugar test is a very simple, quick activity to explore how the sense of taste can detect a difference between two things when the other senses cannot.

Make sure each student washes their hands before this activity.

Give each student a ¼ teaspoon each (or a couple of pinches) of salt and sugar. Keep the two separate and do not reveal what the substances are.

- Look at both substances.
- How would you describe each substance?

- How does each substance look?
- How do they feel?
- Can you tell the difference between the two? If so, how?

Then have students taste the salt and sugar one by one.

- What do you think the substance is?
- How would you describe how it tastes?

### **The Science of Baking** ([http://www.education.com/activity/article/Bake\\_Cake\\_fifth/](http://www.education.com/activity/article/Bake_Cake_fifth/))

*Although this is a more advanced lesson, it can be fun for kids and can be adapted according to their level and the resources available.*

Baking is a science.

When baking a cake, chemical reactions occur.

- Heat helps baking powder produce tiny bubbles of gas, which makes the cake light and fluffy.
- Heat causes protein from the egg to change and make the cake firm.
- Oil keeps the heat from drying out the cake.

Here is a fun experiment to see what happens when you eliminate one ingredient when baking a cake.

#### What You Need:

- small bowls
- tin foil mini loaf pans (Tip: number each pan with a pencil on the bottom to keep track)
- cooking oil
- measuring spoons
- cup or mug
- index card
- pencil
- science journal (optional)



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### Ingredients for one cake:

You'll need to measure and mix this set of ingredients four times to complete all four experiments—with the exceptions that are given below.

- 6 tablespoons all-purpose gluten-free flour
- 3 tablespoons sugar
- 1/8 teaspoon salt
- 1/4 teaspoon baking powder
- 2 tablespoons milk
- 2 tablespoons cooking oil
- 1/4 teaspoon vanilla
- butter knife
- 1/3 of an egg (Break egg into a cup; beat until mixed, then use approx. 1/3 of it. Save the rest for 2 of the other cakes.)

### What You Do:

1. Coat the inside of each pan with the cooking oil, or cooking spray so the cake doesn't stick.
2. Pre-heat the oven to 350 degrees.
3. Mix all of the dry ingredients together.
4. Now, add the wet ingredients (as stated in the ingredient list, only use 1/3 of the egg; save the rest for use with the other cakes, below).
5. Stir the wet and dry ingredients until smooth and all the same color.
6. Pour batter into the pan.
7. Bake in oven for 15-20 minutes.

After 15 minutes, remove the cake from the oven, set aside, and let cool for tasting later (yum).

Label the first cake #1 on an index card.

Make sure to label each cake with its number to separate differences when all they are all baked.

Next, continue to make three more cakes, but do the following:

- Leave the oil out of one. Label the cake "#2 NO OIL"
- Leave the egg out of another. Label the cake "#3 NO EGG"
- Leave the baking powder out of the third. Label the cake "#4 NO BAKING POWDER"

8. After baking, cut each cake in half and look inside.
  - Do the cakes look different from each other?
  - Do they taste different from each other?
  - What did the chemical change and use of heat do to cakes # 1-4?
9. Discuss all the reactions that occurred with cakes #1-4.
10. Write about, or draw pictures of what was observed in a science journal.

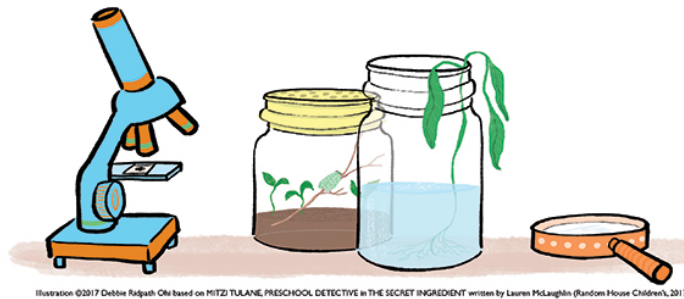


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## The Five Food Groups Research Project

Create five teams, one for each of the five food groups.

- Dairy
- Fruit
- Grain (cereal) foods
- Lean meats and poultry, fish, eggs, tofu, nuts, and seeds
- Vegetables, legumes, and beans

Each team will be responsible for Internet research regarding their assigned food group.

Information to be gathered must include:

- Write three words to describe your food group.
- Benefits to our bodies
- How much we should eat of this food group daily
- List at least five examples of foods included in this group
- Draw a picture of this food group

Once the information is gathered, work to create either an illustrated poster or booklet of the findings to share with the class.

## Operation: Healthy Snack

Max said his mother often sneaks vegetables into his food and doesn't tell him. Many parents do this because vegetables provide many vitamins that our bodies need.

Using what you know about the five food groups, design a healthy snack that uses as many of the food groups as possible.

Example: A peanut butter and jelly sandwich on whole grain bread and a glass of milk would include four food groups:

- Peanut Butter: Lean meats and poultry, fish, eggs, tofu, nuts, and seeds
- Jelly: Fruit
- Whole grain bread: Grain (cereal) foods
- Milk: Dairy

What could be added to this snack to cover all five food groups?

See how many well-balanced snacks you can create.

### **Experiencing with our Five Senses**

The way we experience things is through our five senses: sight, hearing, taste, touch, and smell. Mitzi uses her senses to solve mysteries.

Discuss:

- What are some examples of the five senses that Mitzi uses to solve the mystery?
- What are some things you love to see? What don't you like to look at?
- What are some sounds you love to hear? What sounds awful to you?
- What are your favorite tastes? What tastes yucky to you?
- What do you like to touch? What don't you like to touch?
- What smells nice to you? What smells don't you like?

## Social Studies

### **Stake Out**

Detectives often hide somewhere to secretly watch for illegal activity. This is called a stakeout. Sometimes they use cameras, video cameras, or high-tech audio recording devices to gather the evidence. These are surveillance tools.

Pretend you want to solve a mystery. Maybe you want to know where your missing socks from the laundry go. Maybe you want to know who keeps moving your toys. Maybe you want to know if your dog ate your cookies.



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Plan a stakeout.

- Where would you hide?
- What surveillance tools would you use to help gather the evidence?
- What else would you take on a stakeout? Food? Drinks? Something to pass the time?
- Draw a map of the stakeout area complete with all details of your plan.

Present your stakeout plan to the class.

### **Ask the Officer**

Invite a local police officer or detective to talk to students about solving real cases in the community. Students should prepare questions ahead of time. Topics can include fingerprints, DNA, and other clues they collect to solve crimes. You can also visit the FBI for Kids website. <https://www.fbi.gov/fun-games/kids>

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For more MITZI-related bonus material, visit <http://DebbieOhi.com/mitzi>