




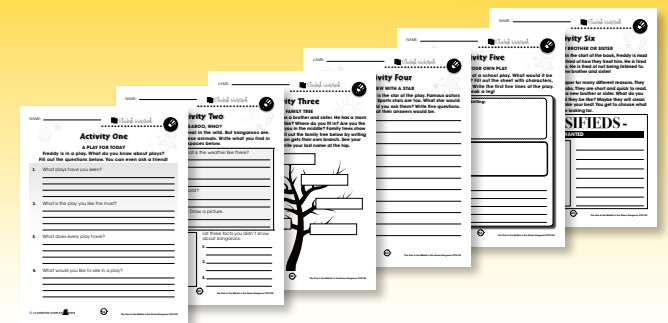
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Judy Blume

Judy Blume writes books for adults and children. Her books are in English and many other languages. She has sold millions of books. Her birthday is February 12, 1938. When she was a kid, she would think of stories in her head. Judy kept the stories a secret. When she was an adult, she wrote them down! She wanted to be a cowgirl or spy when she was little. Judy loved to read.



Judy liked school when she was a kid. English was her favorite subject. Her favorite color is purple. She grew up in New Jersey. Lots of her books take place in New Jersey. Judy likes to write books about where she has been.

As an adult, she has written many books. She has twenty-nine books. Some people were angry about what her books were about. It takes about a year to write a book. The people in her books are from her own ideas. They are not people in her life.

Judy started *The Kids Fund*. It is a charity for education. Judy now lives in Florida and New York City. She has three kids.

This story was her first book. She said the title just popped into her head.

Did You Know..?

- Judy drew the pictures for this story.
- Judy likes to roller skate.
- Judy has a brother.



Activity Nine

Write a word from the story that **starts** with each blend. The first one has been done for you.

- | | | | |
|-------|--------------------------------------|--------|----------------------|
| 1. cl | <input type="text" value="clapped"/> | 2. tr | <input type="text"/> |
| 3. br | <input type="text"/> | 4. sm | <input type="text"/> |
| 5. sp | <input type="text"/> | 6. pr | <input type="text"/> |
| 7. gr | <input type="text"/> | 8. st | <input type="text"/> |
| 9. pl | <input type="text"/> | 10. dr | <input type="text"/> |

Activity Ten

Fill in the chart with the words from the list. **Sound out** the words carefully! The first one has been done for you.

being	peanut	mad	paid
grew	guess	me	cleaned
baby	stage	myself	attention
small	around	maybe	were

Long e being	Short e	Long a	Short a
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Activity Ten

1. A **noun** is a person, place or thing. Pick **four** nouns from the story. **Write** them on the lines. **Draw** a picture to show what the word means.

a) <input type="text"/>	b) <input type="text"/>
c) <input type="text"/>	d) <input type="text"/>

2. Pick **one** noun from Question 1. Use it in your own sentence. Write your sentence on the lines. Start your sentence with a **capital letter**. End it with a **period**.



Activity Five

- 1 Fill in the chart below. List **five** words that **describe** Freddy. List **five** words that describe Mike. Remember to number your lists!

Freddy	Mike
_____	_____
_____	_____
_____	_____
_____	_____

Are the lists the same? Are they different? Why?

- 2 **Underline** the words that tell what type of story this is.

comedy drama news play poem acrostic
sad funny fairy tale scary speech action

- 3 **Circle** the words that describe where the story takes place.

in the woods at school in a soccer game on a mountain



Activity Five

A green kangaroo isn't real. If it was, what would it be like? What would it eat? Where would it live? Make a trading card for this animal or a new one you think of. The card needs a picture of the animal on the front. On the back, it needs all the important things about this new animal.

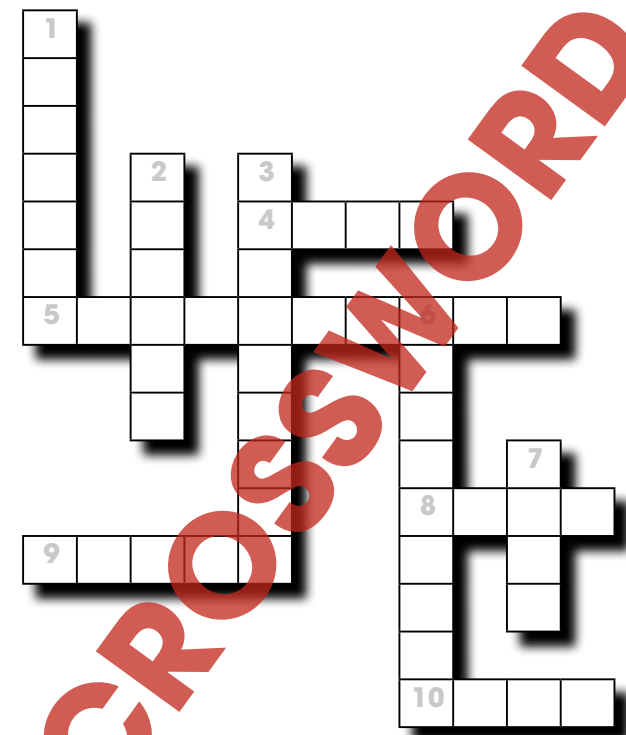
Front

Back



Crossword

Read the clues below. Write the answer where you find the right number. Be careful! Some words go down. Some words go across.



Across

4. A silly person.
5. When you eat your last meal of the day.
8. Freddy had to share this.
9. The color of the kangaroo.
10. To say something out loud.

Down

1. They laughed a little.
2. Used to clean.
3. After lunchtime.
6. Very special.
7. Not quiet.



Comprehension Quiz



1. Write the word in each blank to finish the sentences.

- a) _____ cried when _____ pinched her.
- b) Freddy was _____ to act, but he still did it.
- c) The _____ kangaroo was a star!
- d) Ms. _____ gave a special _____ you to Freddy.
- e) Freddy didn't mind having to _____ a _____ anymore.

2. Match the item with the character.



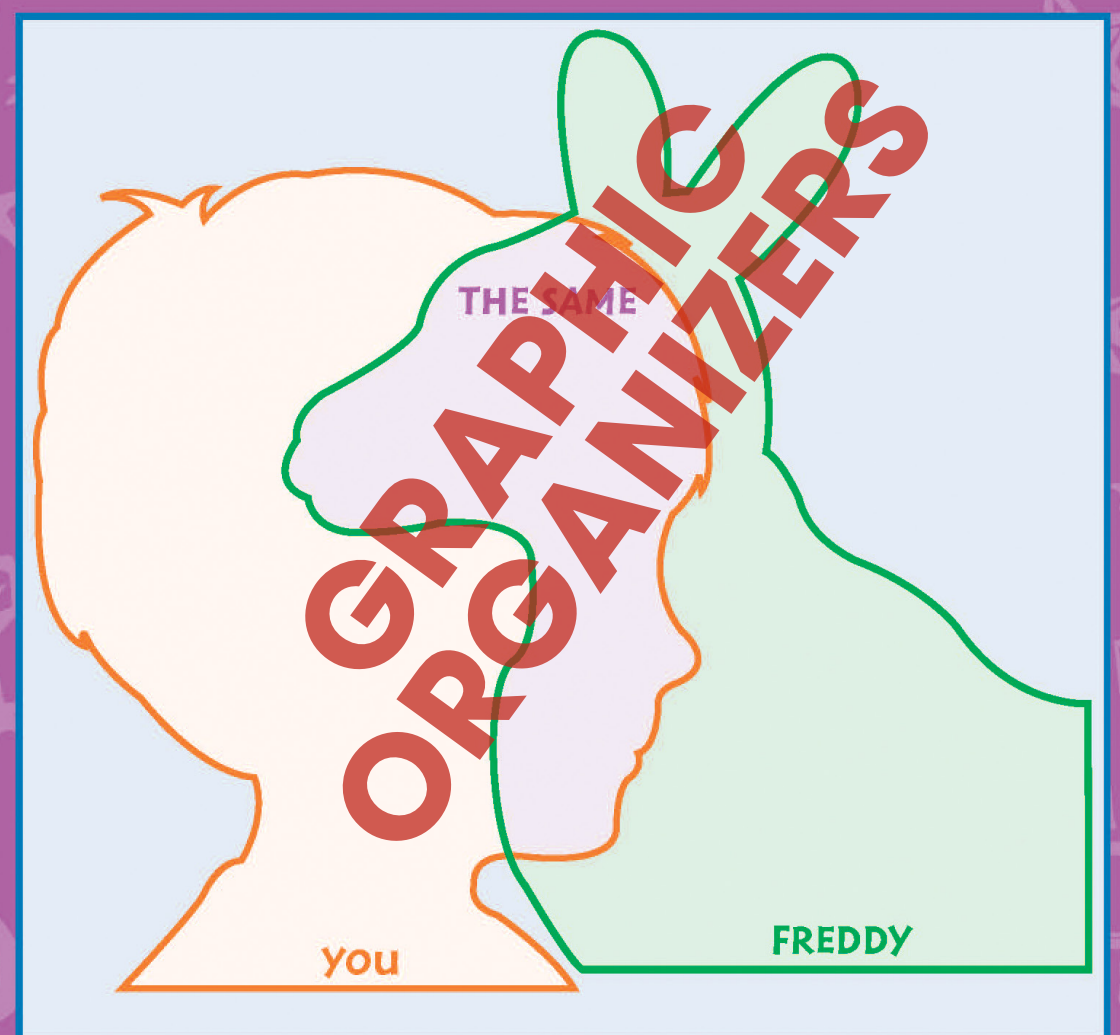
green dots new clothes old clothes potato script
pencil costume milk mirror new toys

Freddy	Ms. Matson	Mike

SUBTOTAL: /18

Are You in the Middle?

Do you feel like you are in the middle? How are you like Freddy? How are you different? A Venn Diagram is a way to show this. In the head, write things about you. In the kangaroo, write what you know about Freddy. In the middle, write things that are the same.





Activity Three

Say the word. Split the words up into syllables.

How many does each word have? The first one is done for you.

- | | | | | | |
|-------------|---|-----|---------------|---|---|
| 1. mum/bled | ⇒ | (2) | 2. auditorium | ⇒ | ○ |
| 3. voice | ⇒ | ○ | 4. kangaroo | ⇒ | ○ |
| 5. whole | ⇒ | ○ | 6. family | ⇒ | ○ |
| 7. dots | ⇒ | ○ | 8. mirror | ⇒ | ○ |
| 9. heart | ⇒ | ○ | 10. funny | ⇒ | ○ |

Activity Four

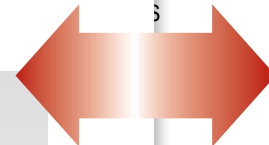
These sentences are missing CAPITAL LETTERS.

You will fix them. Put a line under the lowercase letter.

Write the capital on top. It will look like this:

T M M
then ms. matson leaned close to him.

1. freddy was sad to be the middle child.
2. ms. matson is a teacher.
3. "me? i am the green kangaroo!"
4. ellen had her own room.
5. "great!" freddy hollered.



3.

1. mum/bled 2
2. au/di/to/ri/um 5
3. voice 1
4. kan/ga/roo 3
5. whole 1
6. fa/mi/ly 3
7. dots 1
8. mi/rror 2
9. heart 1
10. fun/ny 2

4.

1. Freddy was sad to be the middle child.
2. Ms. Matson is a teacher.
3. "Me? I am the Green Kangaroo!"
4. Ellen had her own room.
5. "Great!" Freddy hollered.



5.

1. Answers will vary.

2. Answers will vary.

Underline:
Ellen, Mike, Mom,
Jim, Amy, Beth, Lisa,
Scott

Cross out:
cat, middle,
kangaroo, play,
class, teacher,
book, dog, toy,
school, gym, pencil



7.

1. Do you like kangaroos?
2. He was in a play.
3. The kangaroos jumped a lot.
4. The play was a big hit.

8.

1. Yes
2. No
3. No
4. Yes
5. Yes
6. No



EASY MARKING ANSWER KEY

The One in the Middle is the Green Kangaroo

- **RSL.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RSL.K.2** With prompting and support, retell familiar stories, including key details.
- **RSL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RSL.K.4** Ask and answer questions about unknown words in a text.
- **RSL.K.5** Recognize common types of texts.
- **RSL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RSL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear.
- **RSL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RSL.K.10** Actively engage in group reading activities with purpose and understanding.
- **RSL.1.1** Ask and answer questions about key details in a text.
- **RSL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RSL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RSL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RSL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **RSL.1.6** Identify who is telling the story at various points in a text.
- **RSL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- **RSL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RSL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **RSL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RSL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RSL.2.3** Describe how characters in a story respond to major events and challenges.
- **RSL.2.4** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- **RSL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RSL.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.
- **RSL.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.
- **RSL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.
- **RSL.2.10** By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.1.1** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.1.1** Demonstrate understanding of the organization and basic features of print. **A)** Recognize the distinguishing features of a sentence.
- **RSFS.1.2** Demonstrate understanding of spoken words, syllables, and sounds. **A)** Distinguish long from short vowel sounds in spoken single-syllable words. **b.** Orally produce single-syllable words by blending sounds, including consonant blends. **c.** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. **d.** Segment spoken single-syllable words into their complete sequence of individual sounds.
- **RSFS.1.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Know the spelling-sound correspondences for common consonant digraphs. **B)** Decode regularly spelled one-syllable words. **C)** Know final -e and common vowel team conventions for representing long vowel sounds. **D)** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **E)** Decode two-syllable words following basic patterns by breaking the words into syllables. **f.** Read words with inflectional endings. **G)** Recognize and read grade-appropriate irregularly spelled words.
- **RSFS.1.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Distinguish long and short vowels when reading regularly spelled one-syllable words. **B)** Know spelling-sound correspondences for additional common vowel teams. **C)** Decode regularly spelled two-syllable words with long vowels. **D)** Decode words with common prefixes and suffixes. **E)** Identify words with inconsistent but common spelling-sound correspondences. **F)** Recognize and read grade-appropriate irregularly spelled words.
- **RSFS.2.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **WS.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **WS.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.
- **WS.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **WS.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **WS.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- **WS.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **WS.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.
- **WS.2.8** Recall information from experiences or gather information from provided sources to answer a question.