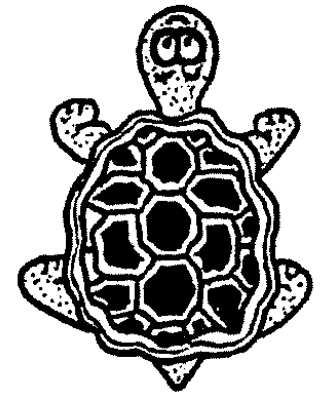


UNIT OVERVIEW

Tales of a Fourth Grade Nothing Novel Study



OVERVIEW

This novel study provides teachers with a highly structured format for teaching language arts as students develop a love for reading longer materials like novels. Various areas such as reading comprehension, vocabulary development, spelling, grammar, and writing are all entwined in this integrated approach eliminating the need for teaching these skills separately. Activities are divided into three main sections:

1) Chapter Questions

For each chapter, students answer a thorough set of questions requiring answers in complete sentences. Reading comprehension is key as students must read and understand the *entire* book in order to answer the questions. (One major strength of the novel study approach is that students *must understand* the novel or they will be unable to do the required assignments)

2) Vocabulary and Language

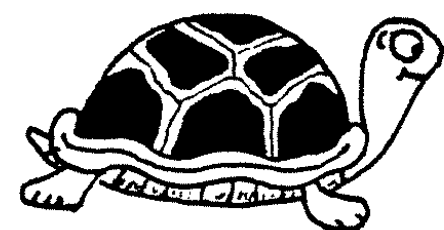
Each chapter also includes activities dealing with such things as word meanings, use of the dictionary, spelling, parts of speech, antonyms/synonyms, syllables, punctuation and grammar.

3) Writing and Creativity

In this section, students apply what they have learned about language and grammar skills to write more effectively. Creative writing is the focus of this less-structured segment allowing teachers more opportunity to incorporate their own ideas into developing creative writing skills.

EVALUATION

Teachers can use the marking format provided or devise their own. Certain assignments, especially in the Vocabulary and Language section are well suited to marking by students. However, it is important teachers mark assignments requiring answers in complete sentences to monitor student progress in this crucial area.



READING STRATEGIES

A variety of reading approaches seems to work best. One proven method is for the teacher to read the book out loud to the entire class the first time through stopping after a chapter or two. In answering the questions, students will essentially be required to reread the chapter on their own. Not only does this "out loud" method ensure that students are read to daily, but it also helps all students to understand the book regardless of reading level.

Having students read sections silently by themselves, out loud with partners or in small groups are all possible variations that will help keep the student interest high.

*** Note ***

One way to gain a measure of the effectiveness of the novel study and to gauge student interest is to instruct students *not* to read ahead on their own. Basic reverse psychology dictates that students will invariably be slouching down into their desks to sneak in a chapter while the teacher knowingly turns a blind eye.

ASSIGNMENTS

With the assignments, teachers can photocopy **entire booklets** for each student or only the portions that the teacher wishes to use. One possible method of reducing this large amount of photocopying is to have students write down chapter questions and answers in their notebooks.

*** Note ***

If your school uses passwords for the photocopier and you are worried about the photocopy police slapping your wrists for extreme overuse, simply bribe the secretary into giving you the password for the grade two teacher and "have some fun".

Teachers are free to pick and choose assignments as they see fit as well as adding in any optional lessons they develop. (The main difficulty with this is that it alters the marking totals)



Chapter 2 - MR. AND MRS. JUICY-O

1. Who was in charge of the Juicy-O company?

2. Why was Peter nervous about them coming to visit?

3. What gives Peter a problem when he has to sleep in the same room as Fudge?

4. When Fudge is at home what is his favorite pastime?

5. Why did it seem to Peter that the President of the USA would be visiting?

6. What would keep Fudge happy and quiet for a long time?

7. Why was Peter upset about the Yarby's gift for him?

8. What little trick does Fudge use when someone gets mad at him?

CHAPTERS 3, 4

Vocabulary and Language 95

Chapter Three

account
relieved
deserved
broiled
motioned

brilliant
suggested
in charge
impressed
clients

recognize
pollution
personal
peroxide
scrambling
sniffled

Chapter Four

crooks
examine
cooties
mugged
subways
raised

helium
imitate
inspecting
briefcase
disgusted

1. Chapter 3
Match the words and their meanings:

- | | | |
|--------------|-------|---|
| a) account | _____ | to cook by putting meat directly over the heat. |
| b) relieved | _____ | to give an idea to. |
| c) clients | _____ | very clever (in this case, meaning the opposite). |
| d) suggested | _____ | having the care or management of. |
| e) deserved | _____ | making a movement to show what you want. |
| f) in charge | _____ | what an advertising agency does for customers. |
| g) broiled | _____ | rightfully earned. |
| h) impressed | _____ | to feel less responsible. |
| i) motioned | _____ | to have a strong affect on the mind or feelings. |
| j) brilliant | _____ | people for whom a lawyer, accountant or other professional person acts. |

Chapter 4

- | | | |
|---------------|-------|---|
| a) mugged | _____ | a disinfectant used to kill germs on a wound. |
| b) subways | _____ | to make your way by climbing, crawling, jumping. |
| c) examine | _____ | to sniff again and again as if you were crying. |
| d) helium | _____ | a strong dislike. |
| e) imitate | _____ | very light colorless, odorless gas that won't burn. |
| f) sniffled | _____ | to become louder. |
| g) recognize | _____ | unclean air, from smoke, car exhaust, and burning. |
| h) pollution | _____ | to attack from behind, usually to rob. |
| i) peroxide | _____ | to look at closely and carefully. |
| j) cooties | _____ | to know again. |
| k) scrambling | _____ | to try to be or act like someone else. |
| l) raised | _____ | body lice. |
| m) disgusted | _____ | an underground passage for trains. |

CROSSWORD PUZZLE - CHAPTER 5



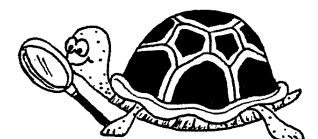
fang
snapped
patience
insult
racket
purpose
appointment
demonstrate
scoop
supervise
fortunately
innocent
selected
vampire

ACROSS

2. to look after and direct
3. doing no wrong or evil
6. a long pointed tooth of a dog or wolf
7. something you have in mind to get or do
10. to explain by showing
13. willing to put up with anything that annoys
14. to say or do something that is rude

DOWN

1. a meeting with someone at a certain time and place
4. a corpse supposed to come to life at night, leave the grave, and suck blood of people
5. to take a picture
8. to pick up
9. lucky for me
11. to pick out from a number, to choose
12. a loud and confused noise





CHAPTERS 5, 6 Writing and Creativity

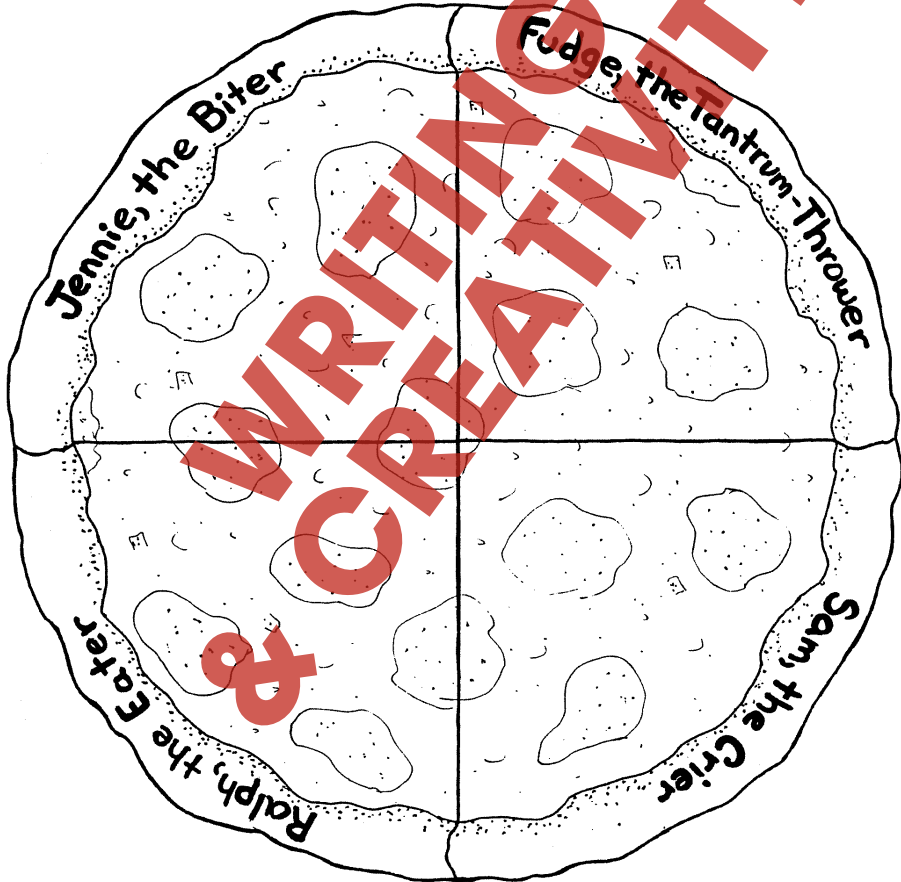
108



1. ABNORMAL FRIENDS

12

Peter asks his mother, "Doesn't Fudge have any normal friends?" Complete the pizza chart below. In point form (not complete sentences) describe each one of these abnormal friends, plus Fudge the "abnormal brother".



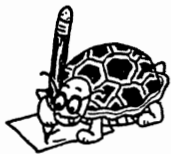
4. NEW YORK! - COMPARISON CHART

24

New York is a huge city! Inside the city itself, there are 7,071,639 people. When you count all the suburbs around the main part of the city, there are 17,412,652 people! It is hard to imagine how big New York really is.

Peter and his family lived in New York City. Using the information pages on New York, compare where you live to New York. (If something does not make sense or apply to where you live, simply put a line through the space.)

| | NEW YORK | WHERE YOU LIVE |
|--------------------------|----------|----------------|
| Size | | |
| Population | | |
| Sports Teams | | |
| Parks | | |
| Education (# of Schools) | | |
| Transportation Used | | |
| Newspapers | | |
| Radio and T.V. Stations | | |
| Industries | | |
| Where People Work | | |
| Main Ethnic Groups | | |
| Tourist Attractions | | |



CONCLUSION

94

1. POINT OF VIEW

10

This novel was selected by teachers because they thought that students would enjoy it. Now that you have read the novel and participated in the activities, let's hear your point of view.

Do you think this is a good book for students in your grade? (YES or NO)

Why? _____

Did you like or dislike the book? (LIKED or DISLIKED)

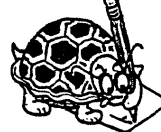
Why? _____

LIST three activities that you enjoyed doing.

- 1) _____
- 2) _____
- 3) _____

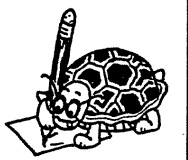
LIST three activities that you did not enjoy doing.

- 1) _____
- 2) _____
- 3) _____



EVALUATION

Tales of a Fourth Grade Nothing
By Judy Blume



| Chapters | Questions | Vocabulary and Language | Writing and Creativity | TOTAL |
|------------|-----------|-------------------------|------------------------|---------|
| 1, 2 | 19 | 51 | 83 | 153 = % |
| 3, 4, | 27 | 95 | 77 | 199 = % |
| 5, 6 | 29 | 93 | 108 | 230 = % |
| 7, 8 | 36 | 81 | 52 | 169 = % |
| 9, 10 | 28 | 65 | 59 | 152 = % |
| Conclusion | 94 | | | 94 = % |

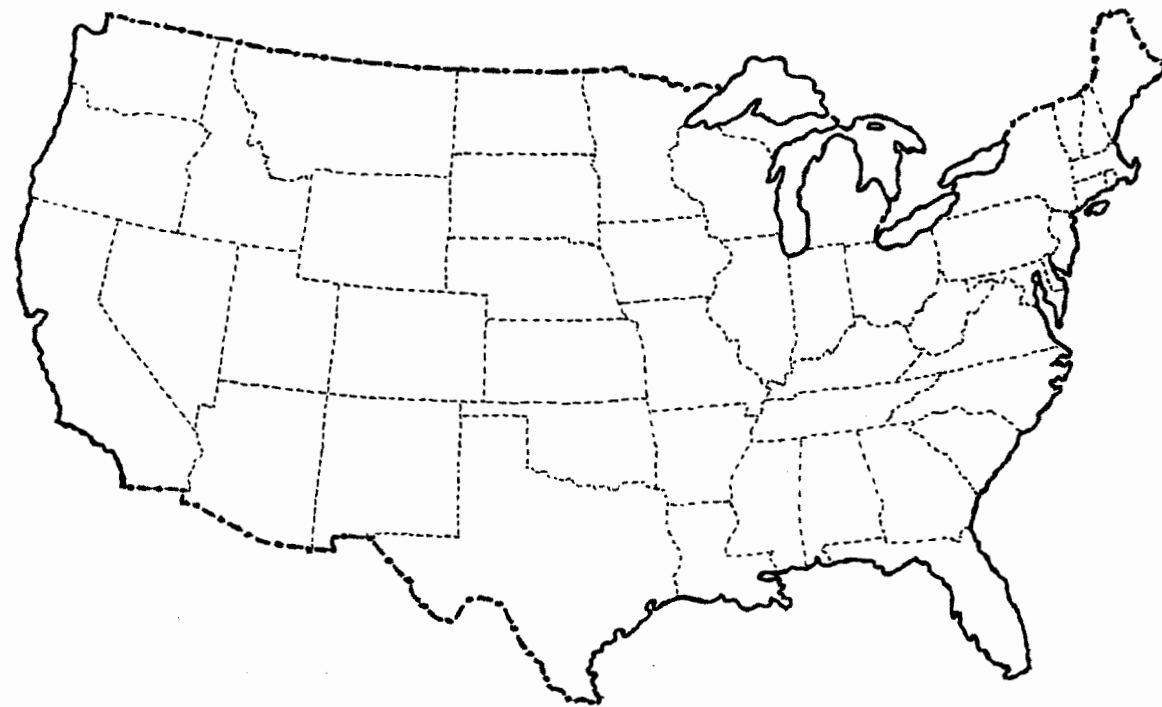
TOTAL: 997 = %

COMMENTS

7. **MAP STUDY**

Look at a map of North America, or look in an Atlas. On this map, locate the cities of **Chicago** and **New York**. Mark them both on the map. Also mark **Atlantic Ocean** and **Lake Michigan**.

8



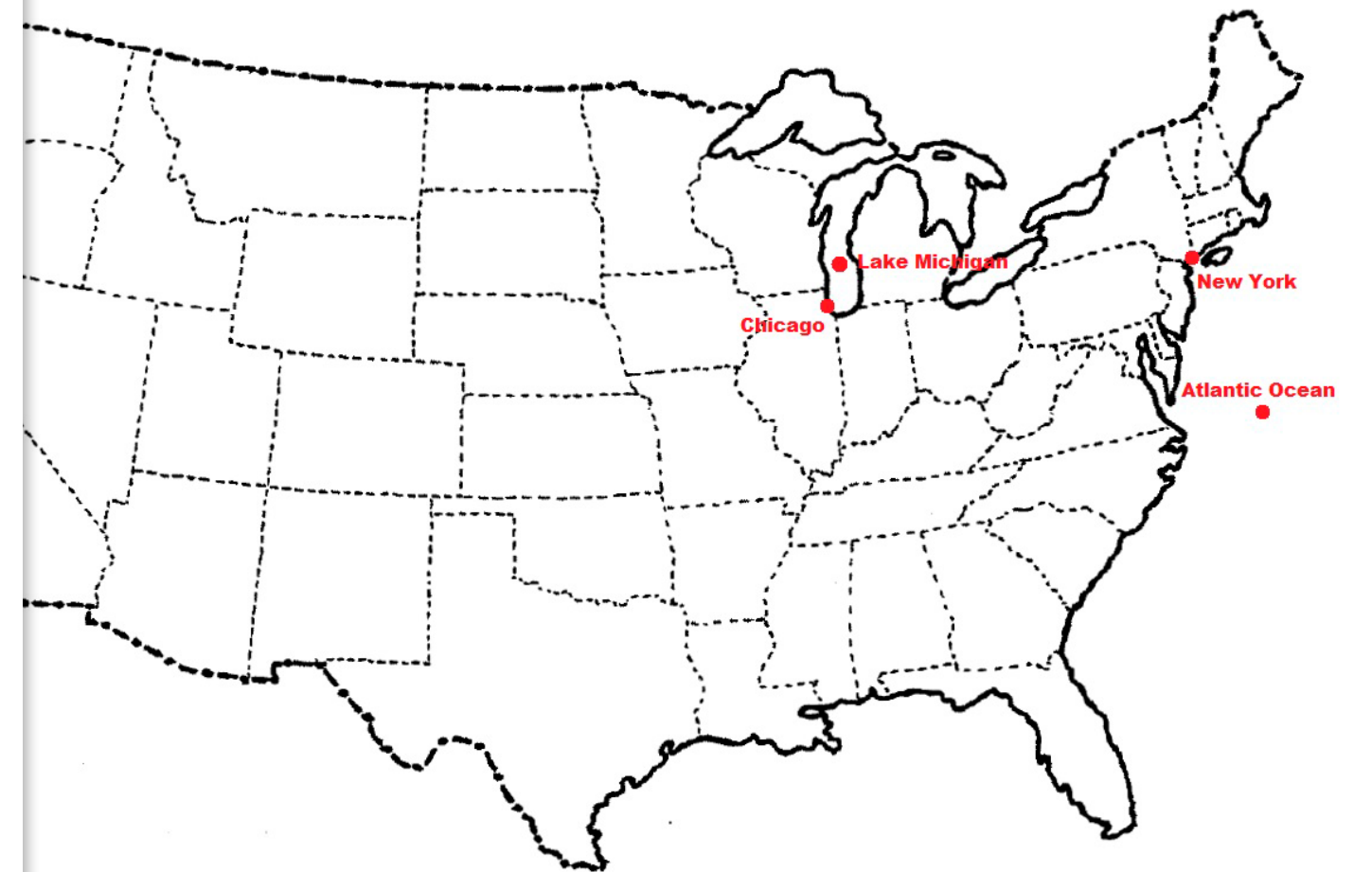
8. **NAME FAME**

In Chapter One we learn that Farley's nickname is **Fudge**. What is your nickname? If you do not have a nickname, think of one that you would like to have. Design the letters of your name in a large, interesting way. Display the letters on a sheet of white paper. Be colorful, and creative.

10



1&2 Writing & Creativity:



ANSWER KEY

Answers will vary.
Questions:
1. Peter learned how to stand on his head. He didn't want to grow up big and tall. 2. He was upset that his mother was fussing so much. He said they never worried about him. 3. Answers will vary. 4. When she took Fudge to the doctor they told her when he got sick. Peter had said the exact same thing. 5. He was watching Peter eat the lamb chops. 6. He got mad and took him to the bathtub. 7. Dad, because when dad took over Fudge started eating again. 8. Because he enjoyed getting the good food and Fudge was in trouble. 9. Because everything went back to normal, Fudge started eating again, and Fudge finally got what he deserved. 10. Fudge put his cereal over his head.

Chapter 4 Questions:
1. Peter wanted to go to the park without his parents if he had a friend with him. 2. He told him to give the muggers whatever they wanted and to get out of there. 3. His friend Jimmy's been mugged 3 times and keeps talking about his visit to police headquarters. Peter thinks it would be a good idea to have a lot of traffic, muggers and a lot of dope pushers hang around there. 5. Because every time he gets one he lets it go right away. 6. Change to the colors orange, yellow or red. 7. Because of the way Sheila acts he thinks all girls think they are "know-it-alls". 8. To play secret agent on their special group of rocks. 9. Answers will vary - she has written it like children that age would talk. 10. He climbed to the top of the jungle gym and jumped off. 11. Answers will vary. 12. He thought he was a bird and could fly. 13. She had told him that she wasn't her fault even though she left her in charge and then blamed Peter when they got home. 14. He figured she didn't love him because she thought maybe she wasn't his real mother. 15. After his mother apologized they laughed together about it.

3&4 Vocabulary & Language:
f, l, a, e, b, h, c
d, l, h, a, c, g, e, j, b

3&4 Vocabulary & Language:
imitate
recognize
pollution
peroxide
scrambling

Answers: 3) deserved 4) disgusted 5) motioned 6) mugged 7) raised 8) recognize 9) relieved 10) scrambling 11) sniffled
a) into my room. b) Fudge spit his food out. c) Dad dumped the food on his head. d) Fudge tried to fly off the jungle gym. e) Fudge was on her hands and knees.