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Reduce, Reuse, and Recycle!!!



About the Book

In *Judy Moody Saves the World!* Judy's third grade class is studying the environment and ways to protect it. As usual, Judy embraces the idea with passion and decides it is up to her to help save the planet. Her family is not thrilled with some of the changes she tries to make in their recycling habits. In the midst of all her efforts to help the environment, Judy's little brother Stink, is trying to win a band-aid slogan contest. But even though, Judy's plans do not work out quite as she intended, in the end she does indeed help save at least a small portion of the world! This is a great read-aloud and works perfectly with any environmental unit on endangered species, the rain forest, or recycling. Students can identify with Judy's spunk and her persistence in pursuing her plans. The relationship between Judy and Stink is just downright laughing out loud funny and adds to the fun of the story.



Questions for the Author

Before reading:

Look at the cover of the book, read the summary on the back and browse the first chapter. What questions do you have for the author about the book and what will happen?

1.

2.

While reading:

What questions do you have for the author as you are reading? Your questions can be about the characters and the plot. You can also include questions about vocabulary or the author's choice of writing.

1.

2.

After reading:

Do you have any questions after finishing the book? They can include questions about the characters or events.

1.

2.

	Before Reading CONTENT Predictions	Before Reading WORD Predictions	After Reading Reflections
Chapters	What do I think I will learn?	Name a specific word or words you think will appear	Key words and ideas that you did learn
1			
2			
3			
4			

5			
---	--	--	--

Additional Material

Make a "What I Did Last Summer" T-shirt

For Judy Moody, one of the worst things about the first day of school is that everybody comes back from summer wearing T-shirts with words, bragging about where they went on their vacation- like DISNEY WORLD or JAMESTOWN or SEA WORLD. This puts Judy Moody in a very bad mood, because she thinks she didn't go anywhere interesting herself. Then her dad reminds her that she ate a shark last summer, so she quickly makes a T-shirt saying I ATE A SHARK and proudly wears it to school on the first day. Think up the most unusual thing you did last summer and, using fabric markers, make a T-shirt with words describing it. Try to think of something that nobody else will think of!

Join the Moody Hall of Fame

When Judy Moody's little brother, Stink, hangs up his report card on the refrigerator under magnet letters that say "Moody Hall of Fame"--along with his self-portrait and a photo of himself in Washington DC--Judy is eager to add her own stuff to the display. After some funny disappointments on her search for fame, she finds out that being "famous" in the usual sense may not be what she's looking for after all. Start a hall of fame on your refrigerator door using magnets. Hang up anything that makes you feel proud or good about yourself. If you want, you can include things that you haven't done yet--but would really like to do in the future.

*** Who Do You Admire?**

Judy Moody's role model is Elizabeth Blackwell, the first woman to get a medical degree and become a doctor, back in 1849. Judy wants to be a doctor herself one day, just like Elizabeth Blackwell. Because of this, she likes to collect Band-Aids, has sent away for a Hedda-Get-Betta doll, and is always using her little brother, Stink, to practice doctor techniques, like listening to his heartbeat with a stethoscope or making fake casts. Think of someone you admire and hope to be like someday. The person can be someone from the past or from the present. Find out as much as you can about that person, and list the reasons why you admire him or her. Then list some ways you could start now to be a little more like that person.

Cool, Calm, and Collected

No one beats Judy Moody when it comes to collecting things. Not only does she collect Band-Aids, but she also collects toothpicks, erasers, doll body parts, pizza "tables" (the little plastic thingamajigs that keep the pizza box from touching the top of the pizza), and even old scabs. Megan McDonald, the author of the Judy Moody books, says that she actually collected most of those things when she was a girl! If you already collect things, keep it up, and start thinking of creative ways to expand your collections. If you're not yet a collector, try to think of something unusual that would be fun to collect-objects that you can reuse and don't have to spend money on. Collecting can be toadly awesome!

Words That POP

Look for words that mean the same this as the words in the chart, but are more descriptive and vivid. Include the word and the page number where you found it, so later we can come back and talk about them. I've left space for you to choose two other words that you find better synonyms for in the book.

Said	Happy	Mad
Fun	Mean	Good

Bad	Your Choice-	Your Choice-

*** As you complete the chart, also list words that you aren't sure about here, and then we can talk about them at reading group time.**



● *What do you think the title of this book means?*

● *Who is Judy Moody?*

● *How will she save the world?*

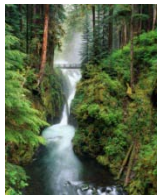
Before You Read: Look carefully at the front and back covers of *Judy Moody Saves the World*. Write down your predictions about the following:



Setting (Time and Place): *When and where do you think this book takes place?*



Characters (The people, animals, or objects around which the action of the story is centered): *Who do you believe the main characters in the book will be?*



Problem(s) & Solution(s) *(What goes wrong in the story and how is it solved?):* *What do you predict will be the most significant problems in this book? How do you believe the problems may be solved?* _____

Vocab-o-gram/Predict-o-gram
Judy Moody Saves the World by Megan McDonald



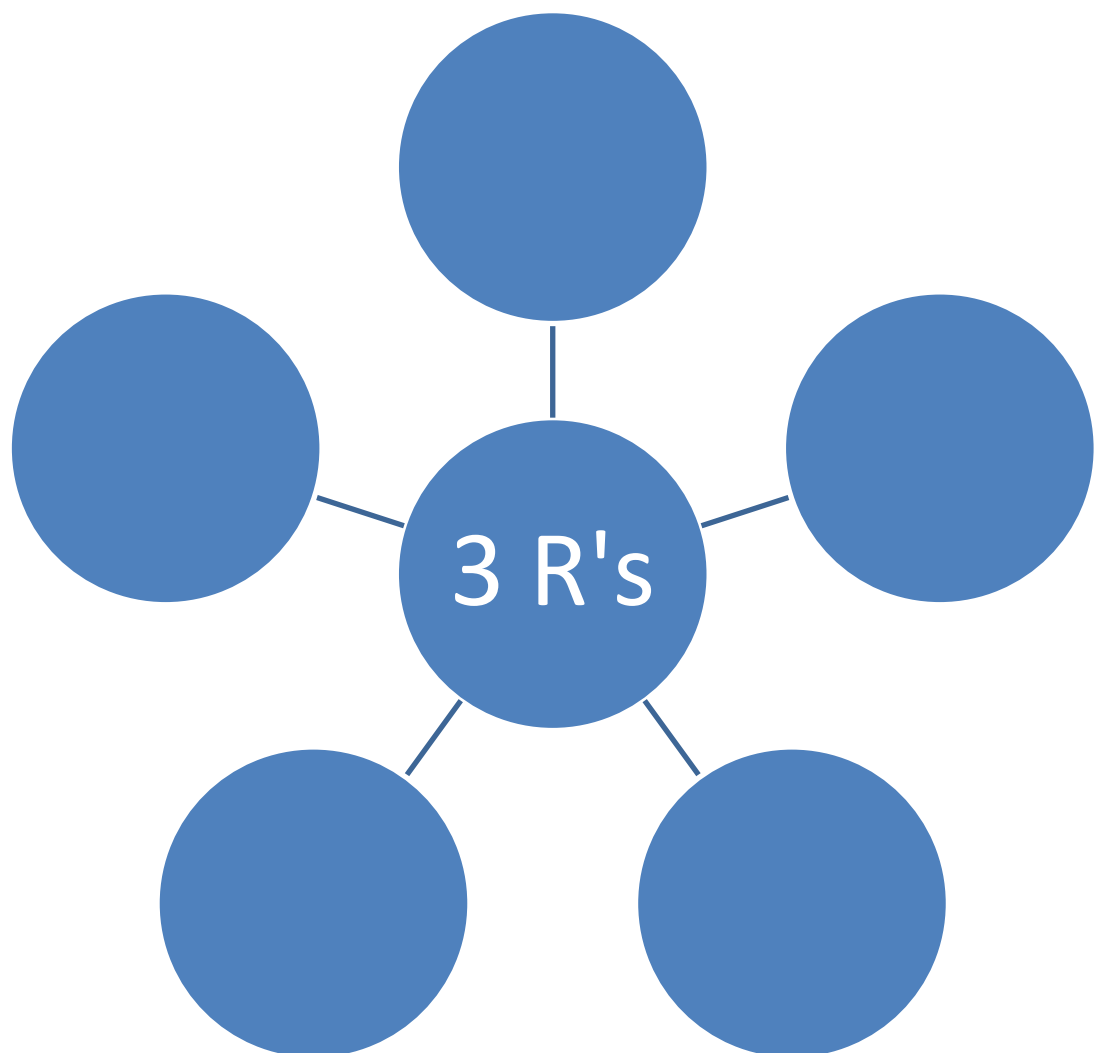
Vocabulary: anaconda, environment, rain forest, trash, recycle, garbage, trees, planet, help, compost, reuse, reduce, endangered, pollution, science, ozone, redwoods

Use the words above and the title of the book to help you make predictions about the following elements of story; write your predictions in your pirate journal/notebook.

<p><i>Setting</i></p> <p><i>What is the setting likely to be?</i></p>	<p><i>Characters</i></p> <p><i>Who are possible characters in the novel?</i></p>
<p><i>Problem</i></p> <p><i>What might some problems be for the characters?</i></p>	<p><i>Characters' Goals</i></p> <p><i>What are likely goals for some of the characters?</i></p>
<p><i>Solution</i></p> <p><i>What are possible solutions to the problems?</i></p>	<p><i>Prediction/Questions</i></p> <p><i>Any other predictions?</i></p> <p><i>Do you have any questions about how the story might evolve?</i></p>

Concept Map-*Judy Moody Saves the World*

Please use the following pattern to create a concept map; brainstorm ideas and connections you have about the 3 R's (reduce, reuse, and recycle. Create a Bubble Concept Map (like the one below), and write these ideas in bubbles surrounding 3 R's. Complete this map in your Judy Moody.



Judy Moody Saves the World Internet Workshop **Reduce Reuse Recycle!!!**

This Internet workshop will introduce you to RECYCLING. You are invited to explore information on the Internet. Take notes in your Judy Moody Journal.

Please answer the following questions:

1. Go to the bookmarks set for the following Web sites:

<http://kids.niehs.nih.gov/recycle.htm>

<http://recycleworks.org/kids/index.htm>

Explore the information on recycling. In your words, what is a recycling? Why is it important to recycle?

2. Go to the bookmarks set for the following Web sites:

<http://kids.niehs.nih.gov/recycle.htm>

<http://recycleworks.org/kids/index.htm>

<http://www.ecy.wa.gov/programs/swfa/kidspage/>

<http://library.thinkquest.org/06aug/00442/index1.htm>

You will explore these sites and answer the following questions on your Data Retrieval Chart (DRC). This will help you keep the information organized.

What is Reduce, Reuse, and Recycle (The 3 R's)? What are 3 specific examples of recycling? What is the problem with landfills? How are kids like you helping to save the environment?

3. Did you notice any differences in how the sites reported the 3 R's? Explain. Go back to your DRC and see if you can find information about the authors of each Web site. Please write that information under the heading "resources." How did you know where to go to answer the questions about the authors of the sites? What helped you locate that specific information? Write down the strategies you used to find the authors of the Web sites. After evaluating this information, what is the true definition of reduce, reuse, and recycle?

4. Go to the bookmarks set for the following Web sites and read about compost:

<http://www.ecy.wa.gov/programs/swfa/kidspage/compost.html>

<http://kids.niehs.nih.gov/recycle.htm>

What is compost? What materials could be used to start a compost? How can starting a compost help save our planet? What is compost used for in our world today? Explain.

Data Retrieval Chart (DRC) Recycling

Resources	What is Reduce, Reuse, and Recycle (The 3 R's)?	What are 3 specific examples of recycling?	What is the problem with landfills?	How are kids like you helping to save the environment?
Kids Page Site				
Thinkquest What Up With Garbage				
Recycle Works Site				
Reduce, Reuse, Recycle Site				

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Dear Third Grade Parents,

As you know your students are currently reading Judy Moody Saves the World! in the classroom. This book talks about the environment and endangered species. The students will learn throughout this unit that recycling can help the environment. To expand your student's knowledge more about the environment we are asking that the students bring in cans that we can recycle for money that will go towards the purchase of a tree. We would like for the students to understand that all materials can be recycled, which is why we would like your help with bring in used and clean cans. We will turn the cans in for money to buy a tree in honor of our third grade classroom. This honorary tree will be planted in the playground area for all of the school to see. All of the students in the classroom will great a chance to help plant this tree. Afterwards we plan to have an outside picnic if weather permits.

In advance thank you so much for your help!

Your Third Grade Teacher



Daily Schedule for Reading, Writing and Discussing *Judy Moody Saves the World*

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
	Read/Write Section 1 Pages 1-41	Read/Write Section 1	Discuss Section 1	Read/Write Section 2 Pages 42-77	Read/Write Section 2
Week 2	Day 1	Day 2	Day 3	Day 4	Day 5
	Discuss Section 2	Read/Write Section 3 78-106	Read/Write Section 3	Discuss Section 3	Read/Write Section 4 Pages 107-144
Week 3	Day 1	Day 2			
	Read/Write Section 4	Discuss Section 4			

Judy Moody Saves the World

1. Vocabulary List:

Consult the online dictionaries <http://www.onelook.com/>

Find the words in Judy Moody Saves the World to see how they are used.

Tier 2 Words	Page #	Student Friendly Definitions
Cassowary	4	A rain forest bird that can't fly
millions	9	100,000,000, a very large amount
genius	10	Someone very smart
WRITE YOUR OWN STUDENT FRIENDLY DEFINITIONS: MAKE SURE YOU CHECK TO SEE HOW THE WORD IS USED IN THE BOOK		
oxygen	13	
rainforest	17	
dirt	18	
disappearing	18	
Garbage	28	
Noise pollution	32	
detective	34	
SELECT YOUR OWN WORDS FROM THE READING		

Write student friendly definitions.

2. Look up the meanings of the words below that you do not know; add these to your vocabulary list. Then think about the **mood** that these words create in the book. Remember to consult the page # and how the word is used in *Judy Moody Saves the World*

p. 4 stealing	p. 10 genius	p. 18 award winning
p. 28 rubber	p. 39 clomped	p. 40 hater

What is the feeling that you get from these words? Describe that feeling.

Why do the authors use these words in *Judy Moody Saves the World*?

3.) Words can be semantically related (synonyms), but convey different shades of meanings.

Authors choose synonyms carefully to convey emotions of characters. The following list contains words used in *Judy Moody* when different characters speak. Find the word in the book and describe how the word used reveals meaning about the event in the story.

Word	Page #	Particular Meaning or Emotion Conveyed
anaconda	4	Judy Moody flashed a mean look with her eyes
genius	10	Judy Moody did not want her brother thinking he was the smartest for coming up with his crazy strips design.
WRITE THE MEANING OR EMOTION CONVEYED IN THE STORY		
cranky	12	
detective	34	

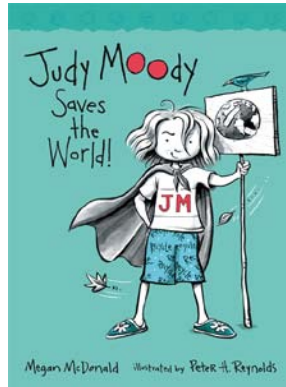
4. Forms of a Word, fill in the blanks:

Verb (If Possible)	Noun	Adjective	Adverb
happy	-----	happy	happily
clean		clean	Cleanly
fresh	fresh	fresh	freshly
FIND YOUR OWN EXAMPLES FROM THE READING			

5. For the following words make a drawing and write the definition on the back of an index card with the word on the front

For example: detective (on front) a person who investigates...picture...(on back)

Oxygen, rainforest, recycle, compost, garbologist, kindling, sloth, family tree, universe



You are invited to go on a “moody” journey to save the world with Judy Moody. You will read about Judy’s adventures throughout the book. You will learn about endangered species, the rainforest, and ways to save the environment. In addition, you will be reading sections of the nonfiction book *Tropical Rain Forest*, by April Pulley Sayre. You will expand your knowledge of the rain forest as you read more specific information about topics introduced to you through Judy’s adventures. As your teacher, I invite you to keep your own *Diary* of sorts.

You will begin a **Double Entry Diary**, otherwise known as a **DED**. You will be reading, writing in your diary, rereading, and discussing throughout these entire books of fiction and nonfiction. As you are assigned your reading, you will write a total of **eight entries** in your DED—two from each section of *Judy Moody Saves the World* and one from each section of *Tropical Rain Forest*. You will find important words, quotations, or passages from the book. Then you will explain why those words, quotations, and passages are important—in other words, when you read them, what do those words mean to you? You will write each entry so that it looks something like this table:

From the book (words, quotes, passages). Please include the page and paragraph.	What it means to me

Here are options that you may choose to write about and how you might organize your thoughts:

Significant passage copied from the text; include page and paragraph #. <i>Quote</i>	Connections or reactions to recorded statement <i>Reaction (How you feel about the quote)</i>
<i>Quote</i>	<i>Connection (Self, Text, World) Inference (What you think it means)</i>
<i>Quote</i>	<i>Inference (What you think it means)</i>
<i>Quote</i>	Question
<i>Prediction</i>	<i>What Really Happened (You will complete this after you know)</i>
<i>Question you have or something you don't understand</i>	<i>Answer or possible answer</i>
<i>Fact</i>	<i>Your Opinion</i>
<i>Effect (What happened?)</i>	<i>Cause (Why did it happen?)</i>
<i>Author's Craft (Simile, metaphor, personification)</i>	<i>Explanation of what it means and how it adds importance to the passage</i>

Section 1

Part A

You will read pages 13-21. Be sure to stop **before** the entry labeled. As you are reading, think about the following:

- ❖ Judy Moody's feelings towards recycling
- ❖ How can Judy Moody save the world?
- ❖ What the three Rs stand for?
- ❖ Why do people compost?
- ❖ What are other ways to conserve other than just recycling?
- ❖ Judy Moody's family reaction to her new ways?
- ❖ Make a prediction on how Judy Moody will save the world.

Remember to write at least 3 journal entries for Section 1. In addition, remember to add to your *Dictionary of Judy Moody Terms*. Remember to include sketches, associations and anything else to help you remember important words and terms. Think about adding the following terms:

<ul style="list-style-type: none">• tropics• species• tropical• Picasso• oxygen	<ul style="list-style-type: none">• rainforest• recycle• emergent• temperature
---	---

Here is an example of a DED from the first section.

Quote: "Judy Moody did not set out to save the world. She set out to win a contest. A Band-Aid contest.(pg.1)	Inference/Question: Judy Moody was set out on a mission but little did she know she was going to try and actually save the world.
Quote: "Judy flashed her best anaconda eyes at Stink. 'Forget it,' she said, putting the hammer away." (pg. 4)	Reaction: Judy Moody is irritated with her brother.
Quote: "Why don't we make a sign for the bucket that says TURN GARBAGE INTO DIRT," said Rocky." (pg. 21)	Connection: Rocky and Judy came up with a great idea for starting a compost.

Example of Dictionary of Judy Moody Terms:

Species pg. 6 A group of plants or animals having similar appearance

Part B

Please read your book, *The Rainforest*, by Jan Adkins for further information on:

- Why are tropical rainforests so special?
- Where is the tropic in relation to the equator?
- Where are the biggest patches of rainforest?
- What do the tropical rainforests have many of?
- What types of seasons do rainforests have? How many are there?
- How much precipitation does the rainforest have?
- In Brazil's tropical rainforests why are they flooded? How long does it stay that way?
- What rainforest has cooler air?
- What types of animals live in the rainforest?

Please write at least 2 journal entries about the information you read.

Discussion Director

Judy Moody Saves the World

Your job is to involve the students in your group by thinking and talking about the section of the book you have just read. You are going to ask questions that really help the students in your group *think* about the reading. Your questions should require students to discuss their interpretations of the text and connect background experience and knowledge with the text. You want all students involved in the discussion and talking about issues that come up during the reading.

Your job as the *Discussion Director* is to come up with _____ thinking questions. You really want to make your group *think* about what you all have just read. You are trying to make sure everyone in your group understands or comprehends the reading. It is very important that you ask your group *fat, juicy, thinking* questions and not easy, right there, in the book questions. Remember you may wish to begin your questions with the following words/phrases:

Who?, What?, Where?, When?, Why?, How?, If _____ then _____ ?

Your teacher really wants you to help the students in your group to go back to the book to find their answers if they don't know them. So, to help this run very smoothly, you need to write down **the questions, your answers to your questions, and the page numbers where the students can reference the text to justify their responses to your questions.** Your teacher will tell you **how many questions** and what **types of questions** you need to ask.

Your teacher hopes that after giving you examples of questions, that you will eventually be able to come up with excellent questions on your own.

Here are several examples of the kinds of questions you may want to ask:

MCEOG (Multiple Choice End of Grade Question)

Which of the following *best describes* _____

Fact/Opinion

You may choose to give a fact from the story and have the group share an opinion about your fact, or you may read some sentences and see if the group can guess whether they are fact or opinion, or your teacher may ask you to find a fact and an opinion from the reading.

Remember: A fact is true and you can prove it! An opinion is something you think or feel but it cannot be proven.

Problem/Solution

What was _____'s problem on p. _____ or in Chapter _____?
How did _____ solve his/her problem? How do you predict _____ will solve his/her problem? How would you solve _____'s problem?

Effect/Cause or Cause/Effect

The **effect** tells **what happened**. The **cause** tells **why it happened**. For example: The girl ran into the door because she did not look where she was going.
Effect: The girl ran into the door. Cause: She did not look where she was going.

When you are asking an **effect/cause** question, you can tell your group the effect and have them guess the cause.

Characterization (give words to describe characters and find evidence from the book that proves those are the traits; also, think about how the character has changed over time and the character's relationships with other characters)

Hero (good guy)

Heroine (good girl hero)

Villain (bad guy)

Setting (where and when the story takes place)

Compare/Contrast (alike/different)

Main Idea (the most important idea from this section)

Theme/Moral (a lesson learned about life)

Plot (the main events of the story including the problem and solution)

Sequence (the order of events)

Genre (fantasy, historical fiction, folktale, fairytale, tall tale, biography, informational, poetry, realistic fiction)

Italics (look for words written in italics and be able to explain why they are italicized)

Point of View (who is telling the story)

Mood (What mood is the author trying to create? How does it make you feel?)

Figurative Language

Simile (compares two unlike things using the words *like* or *as*: My hands are *like* ice. My hands are as cold as ice.)

Metaphor (compares two unlike objects: *My hands are ice.*)

Personification (gives human/person traits to non-human things.)

Character Sketcher 1

You are invited to learn more about **Judy**. Please take notes on how **Judy** acts and looks.

❖ To begin, reread the following passages, determine “descriptive words” that capture **Judy’s** personality and explain *why* the words describe Judy.

❖ Reread page 7 through 13. Which words describe **Judy**? _____

❖ She acts _____ because _____
_____.

Focus on page 13 last paragraph.

❖ Reread **pages 29-32**. Which words describe **Judy**? _____

❖ She acts _____ because _____
_____.

❖ Reread **page 40**. Which words describe **Judy**? _____

❖ He acts _____ because _____
_____.

Then, use passages that describe Judy’s actions and appearance to help you complete an artistic impression of Judy.

Section II

Judy Moody Saves the World

By: Megan McDonald

Illustrated by: Peter H. Reynolds

1. Vocabulary List:

Use the online dictionary <http://www.onelook.com/> to help you find the definition.

Find the words in Judy Moody Saves the World to see how they are used.

Words	Page #	Definitions
Endangered	42	
Nudged	69	
Ignored	69	
Panted	70	
Ozone	70	
Antarctica	70	
Acid rain	73	
Spewed	74	
Aquarium	75	
Mascot	76	

WRITE YOUR OWN DEFINITIONS: MAKE SURE YOU CHECK TO SEE HOW THE WORD IS USED IN THE BOOK

Words	Page #	Definitions
SELECT YOUR OWN WORDS FROM THE READING		

2. Look up the meanings of the words below that you do not know; add these to your vocabulary list. Then think about the mood that these words create in the book. Remember to consult the page # and how the word is used in Judy Moody Saves the World.

Squirmed pg. 42	Endangered pg. 42	Northeast Beach Tiger Beetle pg. 46
Groaned pg. 47	Dying pg. 49	Creepy Crawly pg. 46
Shrieked pg. 60	Gazillion pg. 61	Warned pg. 68
Squishy pg. 69	Spewed pg. 74	Stubborn pg. 76

What is the feeling that you get from these words? Describe that feeling.

Why do the authors use these words in Judy Moody Saves the World?

3. Write short definitions for these words:

Word	Definition
Disappearing pg. 43	
Dismal pg. 54	

What does the **prefix “dis-”** mean?

Can you think of other words that have **dis-** as a prefix?

4. Write short definitions for these words:

Word	Definition
Important pg. 42 and 66	
Information pg. 47	
Introduced pg. 48	

Importance pg. 64	
Inside pg. 67	

What does the **prefix** “**im-**” and “**in-**“ mean?

Can you think of other words that have **im-** or **in-** as a prefix?

5. Write short definitions for these words:

Word	Definition
Unfolded pg. 46	
Unless pg. 53	
Underneath pg. 61	

What does the **prefix** “**un-**” mean?

Can you think of other words that have **un-** as a prefix?

6. Words can be semantically related (synonyms), but convey different shades of meanings. Authors choose synonyms carefully to convey emotions of characters. The following list contains words used in Judy Moody Saves the World when

different characters speak. Find the word in the book and describe how the word used reveals meaning about the event in the story.

Word	Page #	Particular Meaning or Emotion Conveyed
Endangered	42	Mr. Todd is talking about endangered animals in Virginia and how important it is to protect our planet.
Einstein	66	Judy said that she had an "Einstein idea." This means that Judy Moody had great and inventive idea.
Jail	76	Stink says that Judy Moody is going to be in jail when their mom and dad find out she let Toady go. This means that Judy is going to feel like she is in jail when her punishment is given to her.
WRITE THE MEANING OR EMOTION CONVEYED IN THE STORY		
Adopt	43	
Cracked	46	
FIND OTHER SYNONYMS AND WRITE THE MEANING OR EMOTION CONVEYED		

7. Forms of a Word

Fill in the blanks:

Verb (If	Noun	Adjective	Adverb
----------	------	-----------	--------

Possible)			
-----	crawlies	crawler	Crawly (pg. 46)
-----	extremeness	extreme	Extremely (pg. 49)
FIND YOUR OWN EXAMPLES FROM THE READING			

8. Synonym/Antonym

Fill in the blanks:

Synonym	Word	Antonym
	Disappearing	
	Pretended	
FIND YOUR OWN EXAMPLES FROM THE READING		

Remember to use the Internet resources for dictionaries.

DED Section II

Judy Moody Saves the World

Part A

You will read pages 42-77.

As you are reading, think about the following:

- Why is it so important that we protect the rain forest?
- Judy Moody gets the Northeast beach tiger beetle for her endangered animal to research. Why does she say that her topic is not even an animal?
- Why would Judy say that her grade in science might be endangered?
- Does anyone know why John Lennon and Paul McCartney might come up when beetles was used in the search engine on the computer?
- What does Judy Moody mean when she says that her beetle is a beach bum?
- Why is it important not to remove animals from their original habitat?
- Judy Moody says that she has an Einstein idea. What does this mean?
- In one part of the section Judy says that Toadnapping is the same as hurting the planet. What does this mean?
- Why would Stink get so mad that Judy Moody let toad go? How would you have felt?

Remember to write at least 3 journal entries for Section II.

In addition, remember to add to your terms to Help Judy Moody Save the World. Remember to include sketches, associations and anything else to help you remember important words and terms. Think about adding the following terms:

<ul style="list-style-type: none">• Endangered pg. 42• Shenandoah Salamander pg. 44• Monkeyface Mussel pg. 44• Bald Eagle pg. 44• Puma pg. 44• Leatherback Sea Turtle pg. 44• Shiny Pigtoe pg. 44• Northeast Beach Tiger Beetle pg. 46	<ul style="list-style-type: none">• Arachnid pg. 53• Crustaceans pg. 53• Licey isopods pg. 53• Pillbuggy Pest pg. 53• Two- toed sloth pg. 53• Nocturnal pg. 53• Ozone pg. 70• Acid rain pg. 73• Shortnose Sturgeon pg. 52
---	---

Alpha-boxes

As you read, fill in important people, places or events which begin with the given letter along with the page you find it on. By the end of the novel you should have all the letters in the graph filled in.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y

Z

Part B

Please read your book, *Tropical Rain Forest*, by April Pulley Sayre for further information on:

Pages 14 - 23

Why do plants sprout and grow when the sunlight hits the forest floor?

Why might we see more species of trees in the rainforest? How many species of trees can you name from your surrounding forest areas?

Do you ever see any epiphytes in your forests?

What type of plant from the book is related to a pineapple?

Why do bromeliads create a vase in the center part of the plant? Why would this plant need this adaptation?

To what animals is the bromeliad home to? Some might say it is an _____ in a tree.

Animals begin to gather in the trees when _____ happens.

How do birds, monkeys, and bats help to plant trees?

Please write at least 2 journal entries about the information you read.

Discussion Director:

Judy Moody Saves the World

(Pages 42-77)

- **Your job is to involve the students in your group by thinking and talking about the selection of the book you have just read. You are going to ask questions that really help the students in your group think about the reading. Your questions should require students to discuss their interpretations of the text and connect background experience and knowledge with the text. You want all students involved in the discussion and talking about the issues that come up during the reading.**
- **Your job as the Discussion Director is to come up with 5 thinking questions. Your teacher really wants you to help the students in your group to go back to the book to find their answers if they don't know them. So, to help this run very smoothly, you need to write down the questions, your answers, and the page numbers where the students can reference the text to justify their responses to your questions.**
- Why is it so important that we protect the rain forest?
- Judy Moody gets the Northeast beach tiger beetle for her endangered animal to research. Why does she say that her topic is not even an animal?
- Why would Judy say that her grade in science might be endangered?
- Does anyone know why John Lennon and Paul McCartney might come up when beetles was used in the search engine on the computer?
- What does Judy Moody mean when she says that her beetle is a beach bum?
- Why is it important not to remove animals from their original habitat?
- Judy Moody says that she has an Einstein idea. What does this mean?

- In one part of the section Judy says that Toadnapping is the same as hurting the planet. What does this mean?
- Why would Stink get so mad that Judy Moody let toad go? How would you have felt?

Discussion Director:

Tropical Rain Forest

(Pages 14-23)

Why do plants sprout and grow when the sunlight hits the forest floor?

Why might we see more species of trees in the rainforest? How many species of trees can you name from your surrounding forest areas?

Do you ever see any epiphytes in your forests?

What type of plant from the book is related to a pineapple?

Why do bromeliads create a vase in the center part of the plant? Why would this plant need this adaptation?

To what animals is the bromeliad home to? Some might say it is an _____ in a tree.

Animals begin to gather in the trees when _____ happens.

How do birds, monkeys, and bats help to plant trees?

Character Sketcher 2

You are invited to learn more about **Jessica**. Please take notes on how **Jessica** acts and looks.

- To begin, think about “descriptive words” that capture **Jessica’s** personality and try to find passages in Pigtoes, Pumas, and Pimplebacks that show how Molly is acting. Think about *why* or *how* those words describe **Jessica** in the passages. Remember these will be *implied* traits. Use the traits below to help you.
- **Choose 3** of the following traits and find passages in Pigtoes, Pumas, and Pimplebacks that demonstrate Jessica acting:

bratty	confident	clever	assertive
witty	imaginative	melancholy	surprised

- On page _____ paragraph _____ Jessica acts _____ because/when _____

—

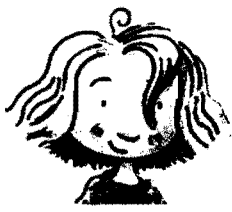
- On page _____ paragraph _____ Jessica acts _____ because/when _____

—

- On page _____ paragraph _____ Jessica acts _____ because/when _____

—

Then, use the passages that describe Jessica’s actions and appearance to help you **complete an artistic impression of Jessica**.



Go on a Judy Moody

Word Search!



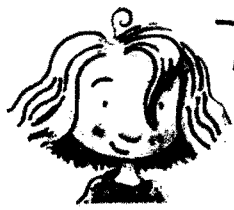
U P E M O S E W A Y L D A O T B R J A U L
 J U C S T J V N Z L R A E P K N A R F J Y
 O W H E D D A G E T B E T T A K P E A O D
 R C O R E M S Y U T S E R O F N I A R R W
 S N U R T D C O A T S U G L S B V Z X S X
 P W D H U B P R E C Y C L E T R Y S B P T
 A W I W T I A R A D R Y S Y I V F C R A O
 J P N R Y X Z A T Z W E P T N B O R S C P
 U P I H E N S G V O Y P E S K A R E A E A
 D R A Y E P Q D R R D S C L V S M A P N T
 Y T K R F M U W E A X L T O A T L M E T O
 M H M N T J A G D S R E B R W I O I B I T
 O E F U I Y A F H A N E I B I U O N U P I
 O N K S W L L F F Y P I W N S P N M L E G
 D O G W L C H F L O A N U E A E S I C D E
 Y N T O V Y K T S K L I S L P Z X M E E R
 J O C S K J V N Z U T L P L Q K E I E J B
 O W B C T B L E M E N T A M N K P S P O E
 P T O L W K O R S O M E T H I N G T D P E
 F R E T H A G R I A N S V A L L T M A F T
 N H I D R A W A E F F A R I G H O E O N L
 M D M R T O D D U A R E T M S W K L T J E
 H R H C N I F A C I S S E J S W Y B V M P

rare
 or something
 collage
 Stink
 Judy Moody
 Mr. Todd

tiger beetle
 rain forest
 Houdini
 centipede
 Jessica Finch

Tiana
 hall of fame
 Recycle
 Houdini
 centipede
 Jessica Finch

Crazy Strips
 tiger beetle
 rain forest
 Screamin Mimis
 Giraffe Award
 toadly awesome



The official Judy Moody

Word Search Key



U P E M O S E W A Y L D A O T B R J A U L
 J U C S T J V N Z L R A E P K N A R F J Y
 O W H E D D A G E T B E T T A K P E A O D
 R C O R E M S Y U T S E R O F N I A R R W
 S N U R T D C O A T S U G L S B V Z X S X
 P W D H U B P R E C Y C L E T R Y S B P T
 A W I W T I A R A D R Y S Y I V F C R A O
 J P N R Y X Z A T Z W E P T N B O R S C P
 U P I H E N S G V O Y P E S K A R E A E A
 D R A Y E P Q D R R D S C L V S M A P N T
 Y T K R F M U W E A X L T O A T L M E T O
 M H M N T J A G D S R E B R W I O I B I T
 O E F U I Y A F H A N E I B I U O N U P I
 O N K S W L L F F Y P I W N S P N M L E G
 D O G W L C H F L O A N U E A E S I C D E
 Y N T O V Y K T S K L I S L P Z X M E E R
 J O C S K J V N Z U T L P L Q K E I E J B
 O W B C T B L E M E N T A M N K P S P O E
 P T O L W K O R S O M E T H I N G T D P E
 F R E T H A G R I A N S V A L L T M A F T
 N H I D R A W A E F F A R I G H O E O N L
 M D M R T O D D U A R E T M S W K L T J E
 H R H C N I F A C I S S E J S W Y B V M P

rare
 or something
 collage
 Stink
 Judy Moody
 Mr. Todd

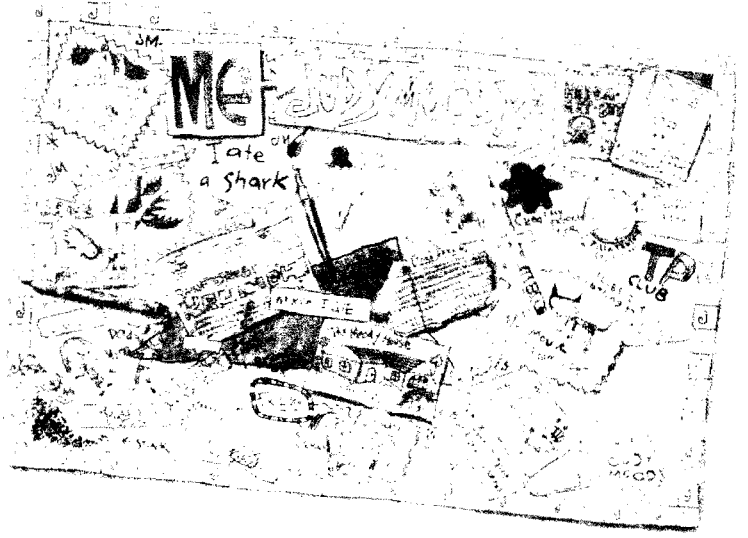
Houdini
 tiger beetle
 rain forest
 Screamin' Mimis
 Giraffe Award
 toadly awesome

Tiana
 hall of fame
 recycle
 Houdini
 centipede
 Jessica Finch

Crazy Strips
 tiger beetle
 rain forest
 Screamin' Mimis
 Giraffe Award
 toadly awesome

Create a "Me Collage"

When Judy Moody's teacher, Mr. Todd, assigns a project he calls a "Me collage," Judy thinks it sounds fun (although she doesn't say so). Mr. Todd tells his students to make a collage that is "all about YOU." He says to "draw or cut out pictures or paste things to your collage that tell the class what makes you YOU." Think for a while about what makes you YOU. Then start gathering materials to create your own Me collage. Use ideas from Mr. Todd's list—and any other categories you can think of! Paste your collage to a big piece of poster board.



my family • my favorite pet
my favorite food • my best friend • clubs I belong to
hobbies • the worst thing that ever happened to me • the funniest thing that ever happened to me

Design Your Own Bandage

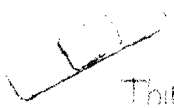
Before Judy Moody sets out to save the world, she simply wants to win a contest—a Crazy Strip contest. For this she needs to think up a colorful design and add a message that goes with it. Judy, who is learning about recycling and composting, designs a picture of the world and a bunch of banana peels, with the logo “Heal the World.” (Her design is a little confusing!) Using the bandage outlines here, create your own designs and messages. You can either draw the pictures first and then think up a message, or think of a message first and then draw pictures to go with it. It's up to you!



What Puts YOU in a Mood?

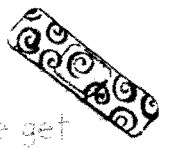


When Judy Moody has to give up her summer on the first day of school, she gets in a bad mood. Other things that put Judy in a bad mood include staying home while her little brother, Stink, goes to the White House; not being able to get her name and picture in the paper like Jessica Finch; and not winning the Crazy-Strip contest. On the other hand, some things put Judy in a very GOOD mood—including winning the Giraffe Award for sticking her neck out for a good cause (a bottle drive to save the rainforest). What puts YOU in a bad mood? What puts you in a GOOD mood? Make a list under each heading. Which list is longer? When you're done, compare your list with a friend's. Which entries are the same? Which are different? Now, in the last column, list some ways to get OUT of a bad mood if you're in one.



Things that put me
in a **Good** mood

Things that put me
in a **Bad** mood



Things that help me get
Out of a bad mood











































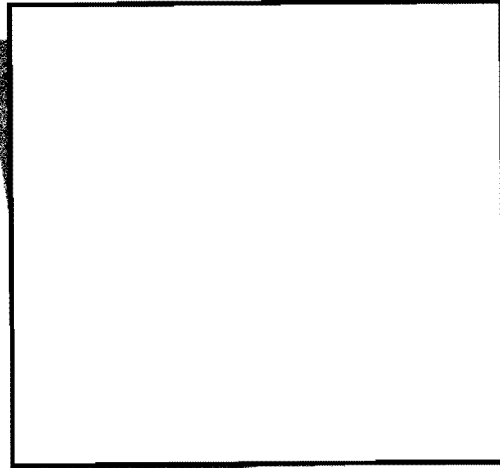


HELP JUDY SAVE THE ENVIRONMENT

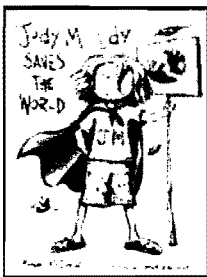
You can be just like Judy Moody by learning about an endangered animal! Use the Internet and/or reference book to discover what endangered animal you would like to know more about. After you have chosen your animal, fill in the facts below.

1. Name of animal _____
2. Where does it live? _____
3. What does it look like? _____
4. Why is it endangered? _____
5. How can people help save it? _____

After you filled in the facts about your animal, print a picture of it, and cut it out and paste it in the box. If you used a reference book, ask the librarian to help you make a copy of your animal, then cut it out and paste it in the box. If you prefer, you can draw a picture of the animal you chose.



Bonus: Now that you have learned about an endangered animal, write a letter to the president of the United States describing why it is important to save the species you chose.



This activity is based on *Judy Moody Saves the World!* by Megan McDonald.

Find more activities at <http://teacher.scholastic.com/fairs>

word is used in *Judy Moody Saves the World*.

Blasted p. 85	Punishment p. 88	Company p. 89
Traitor p. 90	Crummy p. 98	Honorable p. 98
Supply p. 103	Rare p. 103	Original p. 103
Protect p. 105	Famous p. 105	Yell p. 95

What is the feeling that you get from these words? Describe that feeling.

Why do the authors use these words in *Judy Moody Saves the World*?

3. Write short definitions for these words:

Word	Definition
Plopped p. 73	
Gobbled p. 74	

Spewed p. 74	
Blasted p. 85	
Ripped p. 103	

What does the **suffix “-ed”** mean?

Can you think of other words that have -ed as a suffix?

4. Words can be semantically related (synonyms), but convey different shades of meanings. Authors choose synonyms carefully to convey emotions of characters. The following list contains words used in *Judy Moody Saves the World!* when different characters speak. Find the words in the book and describe how the word used reveals meaning about the even in the story.

Word	Page #	Particular Meaning or Emotion Conveyed
Ignored	69	
Squish	70	
Explained	71	
Belonged	75	

Forms of Words

Noun	Verb	Adjective
Guard		
	Brainstorm	
Awareness		
	Spewed	
Importance		

Have You Ever?

1. Describe a time when you might use the word *guard*?
2. When might you say that she had her *guard* up?
3. How might a dog *guard* the house?

Section III

Part A

You will read pages 64-107.

As you are reading, think of the following:

- ❖ Judy's class presentation on Tiger Beetles
- ❖ Emergency Meeting of the Toad Pee Club
- ❖ Toady's release into the wild
- ❖ Stink's reaction to Toady being let free
- ❖ Judy's reaction to her family being upset with her
- ❖ Luna Two
- ❖ Operation Boom Box
- ❖ Stink's Band-Aid winnings
- ❖ Judy's reaction to not winning the Band-Aid contest

Remember to write at least three journal entries for Section III. In addition, remember to add to your dictionary of *Saving the Rainforest Terms*. Remember to include sketches, associations, and anything else to help you remember your important terms and words.

Part B

Please read your book, Tropical Rain Forest by April Pulley Sayre for further information on:

- ❖ What kinds of animals carry pollen from flower to flower? pp. 24
- ❖ What are Fungi? pp. 29
- ❖ What does it mean when an animal is camouflaged? pp. 30-31

Please write two journal entries about the information you read.

Discussion Director:

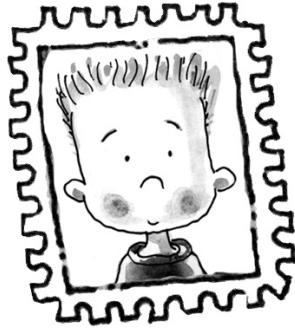
Judy Moody Saves the World

- ❖ Your job is to involve the students in your group by thinking and talking about the selection of the book you have just read. You are going to ask questions that really help the students in your group think about the reading. Your questions should require students to discuss their interpretations of the text and connect background experience and knowledge with the text. You want all students involved in the discussion and talking about the issues that come up during the reading.
- ❖ Your job as the Discussion Director is to come up with 5 thinking questions. Your teacher really wants you to help the students in your group to go back to the book to find their answers if they don't know them. So, to help this run very smoothly, you need to write down the questions, your answers, and the page numbers where the students can reference the text to justify their responses to your questions.
- ❖ When developing your questions, think about the following main events:

Judy's Science Presentation on tiger beetles	Judy's emergency meeting of the Toad Pee Club	When Judy and her friends let Toady out into the wild.
Why was Judy's family upset with her for letting Toady out into the wild?	Why was Judy trying to be like Julia Butterfly?	Why did Stink try so hard to get Judy to come out of the tree?
Operation Boom Box	Crazy Strips Contest Results	Honorable Mention Certificate

- ❖ You are not limited to these events.
- ❖ Remember to ask good thinking questions to really get the discussion going.

Character Sketcher for Stink



- ❖ You are invited to learn more about Stink from the Judy Moody book that we are currently reading. While you are reading about Stink in the book please pay close attention to the way Stink looks and acts during the story.
- ❖ To begin your journey about learning Stink’s characteristics, reread the following passages and determine “descriptive words” that capture Stink’s personality. Also explain why these “descriptive words” describe Stink during the story.
- ❖ Reread pages 7 and 8. What type of words describes Stink and his actions?

Stink acts _____ because _____.

(Focus on page 8)

- ❖ Reread pages 29 and 32. What types of words describes Stink and his actions?
- Stink acts _____ because _____.

Now use your notes and descriptive words to draw an artistic impression of Stink and how he acts in this story.

Section Four Vocabulary

1. Vocabulary List:

Consult the online dictionaries <http://www.onelook.com/>

Tier 2 Words	Page Number	Paragraph Number	Student Friendly Definitions
Grouchy	109	2	
Uproar	112	5	
Glare	114	1	
Announcement	126	3	
Excellent	138	1	
Appreciation	139	1	
Squint	140	3	
Contribution	141	3	
WRITE YOUR OWN STUDENT FRIENDLY DEFINITIONS: MAKE SURE YOU CHECK TO SEE HOW THE WORD IS USED IN THE BOOK			

Find the words in *Judy Moody Saves the World* to see how they are used.

Write student friendly definitions.

2.) Look up the meanings of the words below that you do not know; add these to your vocabulary list. Then think about the **mood** that these words create in the book. Remember to consult the page # and how the word is used in *Judy Moody Saves the World*.

Winked p. 128	Appreciation p. 133	Grinned p. 134
Surprise p. 135	Excellent p. 138	Special p. 138
Cheered p. 138	Hooted p. 139	Award p.141
Proud p. 142	Smile p. 142	Saving p. 144

What is the feeling that you get from these words? Describe that feeling?

Why do the authors use these words in *Judy Moody Saves the World*?

11. Synonym/Antonym

Fill in the blanks:

Synonym	Word	Antonym
	Excellent	
	Appreciation	
	grouchy	
FIND YOUR OWN EXAMPLES FROM THE READING		

9. Forms of a Word

Fill in the blanks:

Noun (If Possible)	Verb (Base Form)	Verb Past Tense	Verb -ing (adjectives)
-----	Heal p. 107	Healed	Healing
		Saved p. 107	
		Hurried p. 111	
			Taking p. 124
	Think p. 125		
FIND YOUR OWN EXAMPLES FROM THE READING			

3. Write short definitions for these words:

Word	Definition
p. 107 Saved	
p. 112 Pretended	
p. 128 Winked	
p. 140 Proved	

What does the **suffix “-ed”** mean?

Can you think of other words that have –ed as a suffix?

Double Entry Diary

Section VI

Part A

You will read pages 107-144.

As you are reading, think of the following:

- Judy's reaction to Stink winning the contest.
- The pencil incident
- The decision to plant trees
- How are they are going to raise money to plant the trees?
- The class effort to find plastic jugs
- The winking disease
- The special assembly
- The Giraffe Award

Remember to write at least three journal entries for Section VI. In addition, remember to add to your dictionary of *Saving the Rainforest Terms*. Remember to include sketches, associations, and anything else to help you remember your important terms and words.

• Cedar wood	• Protect
• Costa Rica	• Children's Rain Forest
• Rescued	• Leaf-cutter ants
• Erosion	• Logged

Part B

Please read your book, *Tropical Rain Forest*, by April Pulley Sayre for further information on:

- What tribe lives in the rain forest?
- How do the people of the rain forest survive?

- Why is the rain forest being cut down?
- Why is hard to *not* cut down the rain forest?

Please write two journal entries about the information you read.

Discussion Director:

Judy Moody Saves the World

Section 4

- Your job is to involve the students in your group by thinking and talking about the selection of the book you have just read. You are going to ask questions that really help the students in your group think about the reading. Your questions should require students to discuss their interpretations of the text and connect background experience and knowledge with the text. You want all students involved in the discussion and talking about the issues that come up during the reading.
- Your job as the Discussion Director is to come up with 5 thinking questions. Your teacher really wants you to help the students in your group to go back to the book to find their answers if they don't know them. So, to help this run very smoothly, you need to write down the questions, your answers, and the page numbers where the students can reference the text to justify their responses to your questions.
- When developing your questions, think about the following main events:

Judy stealing everyone's pencils	Solution to the pencil problem	Judy's reaction to her brother winning the contest
The collection of plastic jugs	Impact of the jug collection	The special assembly
The Giraffe Award	Her parents reaction to the award	Judy's behavior at home during the jug collection

- You are not limited to these events.
- Remember to ask good thinking questions to really get the discussion going.

Character Sketcher

You are invited to learn more about **Mr. Todd**. Please take notes on how **Mr. Todd** acts and looks.

- To begin, think about “descriptive words” that capture **Mr. Todd’s** personality and try to find passages in Chapter 3 that show how Molly is acting. Think about *why* or *how* those words describe **Mr. Todd** in the passages. Remember these will be *implied* traits. Use the traits below to help you.
- **Choose 3** of the following traits and find passages in **Chapter 9, 10, and 11** that demonstrate Molly acting:

encouraging	understanding	inspiring	authoritative
supportive	intelligent	excited	helpful

- On page _____ paragraph _____ Mr. Todd acts _____ because/when _____
—
○ _____
_____.
- On page _____ paragraph _____ Mr. Todd acts _____ because/when _____
—
○ _____
_____.

- On page _____ paragraph _____ Mr. Todd acts
_____ because/when

—
○ _____
_____.

Then, use the passages that describe Molly's actions and appearance to help you **complete an artistic impression of Mr. Todd.**

Vocabulary Assessment

Judy Moody Saves the World

- 1.) The special air we breathe is made up of
 - a.) oxygen
 - b.) carbon dioxide
 - c.) vapor
- 2.) The rainforest is important because
 - a.) It is pretty
 - b.) It contains valuable resources and is home to many animals
 - c.) It is sunny
- 3.) Dirt takes a long time to?
 - a.) grow plants
 - b.) turn brown
 - c.) compost
- 4.) In the rainforest trees are_____.
 - a.) fat
 - b.) too tall
 - C.) disappearing
- 5.) People produce a lot of wasteful _____ each day.
 - a.) garbage
 - b.) flowers
 - c.) seaweed

For something to be endangered it has to be _____

- a. Threatened with extinction
- b. Chased by a kite
- c. Multiplying by great numbers

If a person says that they have been nudged then _____ has happened to them.

- a. A gentle push
- b. Wind blown
- c. A hit on the head

Today a student told me that they had been ignored during class. What did the student mean by ignore?

- a. Not to notice
- b. Call on them for each question
- c. To be upset

If you panted after the race you would not be doing which of the following?

- a. breathe hard and quickly
- b. breathing normal as if you were walking normal
- c. Completely out of breath

Which of the follow does the best job at describing the word ozone?

- a. Where you kick the soccer ball in order to make a goal.
- b. In the upper atmosphere, it absorbs ultraviolet rays, thereby preventing them from reaching the surface of the earth.
- c. When the tide reaches the sand and creates a line.

If I were living on the continent Antarctica which of the follow would best describe my attire?

- a. Flip-flops. T-shirt, and shorts
- b. Baseball cap, and a dress
- c. A heavy coat, pants, and a beanie

Acid rain can be caused by all of the follow except which one?

- a. Smoke
- b. Flowers
- c. Manufacturing plants

If I eject something forcefully then you could say I did which of the following:

- a. Spewed
- b. Coughed
- c. Kicked a ball

Which animals could live in an aquarium?

- a. A dog
- b. A fish
- c. A horse

Our school symbol is also known as our school:

- a. Tree
- b. Pond
- c. Mascot

Choose the correct meaning of each word

1. Importance is also known as _____.
 - a. Significance
 - b. to be well-known
 - c. Punished

2. If you show awareness you _____.
 - a. are a kind person
 - b. can be trusted
 - c. have knowledge of something

3. An animal's special environment is known as _____.
 - a. Habitat
 - b. Organism
 - c. Grassland

4. If I _____ the chest it will be protected.
 - a. Observe
 - b. Guard
 - c. Check

5. To quickly come up with an idea is to _____.
 - a. smart
 - b. be thoughtful
 - c. Brainstorm

6. He fell with full force into the chair is also known as _____.
 - a. Plopped
 - b. Sitting
 - c. Gobbled

7. The bird quickly ate the worm is also known as _____.
 - a. Sharing
 - b. Eating
 - c. Gobbled

8. Ancient is also known as _____.
 - a. Fairly new
 - b. Several years old
 - c. Modern

9. Is someone suddenly was not present anymore they _____.
 - a. are asleep
 - b. are lost
 - c. Disappeared

10. To cut or tear something apart is also known as _____.
 - a. Spewed

- b. Ripped
- c. Ancient

If you were acting grouchy, you would:

- a. Sing a happy song
- b. Ask your mom for more dessert
- c. Fuss and complain about your math homework

If the classroom was in an uproar, students would be:

- a. Working quietly at their seats
- b. Working in small groups using their six inch voices
- c. Shouting loudly and running around the room

If someone were glaring at you, they would be:

- a. Be talking loudly
- b. Shake your hand
- c. Stare at you with an angry expression

If the teacher makes an announcement, then he/she:

- a. Tells the class an important message
- b. Makes a card for everyone in the class
- c. Reads the class a story

If the cake was excellent, then it was:

- a. Outstanding
- b. Bad
- c. Good

If the teacher is showing her appreciation to you, then she is:

- a. Yelling at you
- b. Give you a homework pass for good behavior
- c. Talking about what you need to improve on

If your friend has to squint to see the words on the board, then they would be:

- a. Partly closing their eyes
- b. Opening their eyes wide
- c. Closing their eyes completely

Miss Adams made a contribution to the local food pantry. All of the following would be considered a contribution except:

- a. Giving money
- b. Taking food from the pantry
- c. Donating canned food

Unit Activity	NC Language Arts SCOS Objectives Grade 3
<ul style="list-style-type: none"> • Forms of a word • Suffixes activities 	<p>1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).</p>
<ul style="list-style-type: none"> • DED • Discussion Director • Character Sketcher • ALPH Boxes • Beginning Concept Map • Questions for the author • Reading Chart • Beginning Questions (<i>What do you think the title of this book means, etc.</i>) • Before You read Activity • Vocab-O-Gram Beginning Activity 	<p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> • considering the differences among genres. • relating plot, setting, and characters to own experiences and ideas. • considering main character's point of view. • participating in creative interpretations. • making inferences and drawing conclusions about characters and events. • reflecting on learning, gaining new insights, and identifying areas for further study.
<ul style="list-style-type: none"> • Internet Workshop <ul style="list-style-type: none"> ○ DRC • Recycling Project 	<p>3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>
<ul style="list-style-type: none"> • Student Friendly Definitions • Synonym/Antonym • Vocabulary Index Cards • Words That Pop 	<p>1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words</p>

RUBRIC:

Rubric for Judy Moody Saves the World

Assignment	Possible Points
DED for each section	10
Vocabulary activities for each section	10
Character Sketchers for each sections	10
Vocabulary assessment	25
Recycle Project	25
Activities for each Section	20

TOTAL POINTS: _____/100