

# JUDY MOODY Teachers' Guide



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Candlewick Press presents



# A Guide for classrooms using **JUDY MOODY**™



Dear Teacher:

Welcome to Judy Moody's universe—a place where the laughs keep coming and the adventure is plentiful. RARE!

Judy Moody is a girl full of moods, ambition, and spunk. Join this resourceful third-grader on her quest to protect the rain forest, help sick children, and declare independence in the name of alien rights and the Purse of Happiness!

This amusing series will add humor and kindness to your classroom, as it highlights friendship, family, and school-related themes.

Enter the spirited world of Judy Moody, female protagonist, but also be sure to check out her little brother, Stink, who has risen from the shadow of his sister with his very own series.

Have fun!

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- A "Creative" Bulletin Board

Please visit us at [www.candlewick.com](http://www.candlewick.com)

Prepared by Karen Cardillo, educational consultant to publishers of children's books. Illustrations copyright © 2010 by Peter H. Reynolds.

## CREATIVE WRITING

### Mood Ring Writing

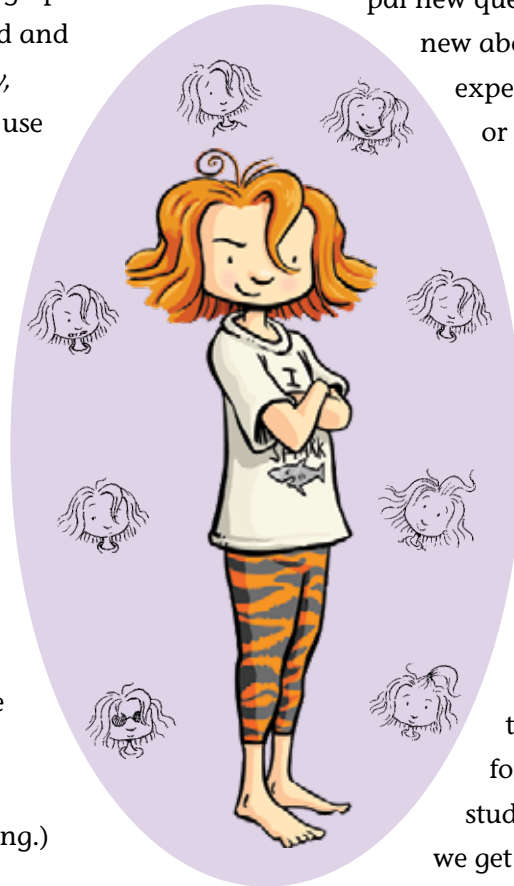
It's indisputable that Judy Moody is the queen of moods. Discuss with students what it means to be in a good mood or a bad mood. Then brainstorm things that put them in a good mood and things that put them in a bad mood. Write their responses on chart paper with the good mood category called RARE! and the bad mood category called ROAR!

Expand the discussion by coming up with other words (synonyms) for good and bad moods (such as *joyful, happy, dreadful, terrible*). Have students use as many synonyms as possible as they write about their good and bad mood experiences on "mood ring" paper (see below). They will need two sheets of mood ring paper—one for good moods and one for bad moods. Encourage students to make their writing as creative as possible by using different genres such as haiku, other forms of poetry, or short stories. (Fold an 8<sup>1</sup>/<sub>2</sub> x 11 piece of white paper in half. Cut to create a semicircle. Unfold it, and it will look like the center of a mood ring.)

### Pen Pal Friend

In *Judy Moody Declares Independence*, Judy becomes pen pals with her new friend, Tori, who lives "across the pond" in England. Ask students if they have ever had a pen pal and if they'd like to meet students from another country or city. Obtain pen pals for your students by joining a pen pal exchange program. Some good websites to check out are

Worldwide Classroom / Library of International Programs ([www.worldwide.edu](http://www.worldwide.edu)), The Teacher's Corner ([www.theteacherscorner.net/penpals](http://www.theteacherscorner.net/penpals)), and New Bridge International Learning Center / Our Pen Pals ([www.nbilc.org/?PAGE=38](http://www.nbilc.org/?PAGE=38)). And an excellent online classroom resource is ePALS Classroom Exchange ([www.epals.com](http://www.epals.com)). Make sure to review basic letter-writing concepts prior to this activity. Ensure that students answer any questions their pen pal has asked, and that they ask their pen pal new questions, tell the pen pal something new about themselves, and share recent experiences that have happened at home or at school.



## THE ENVIRONMENT

### Rain Forest Products

In *Judy Moody Saves the World!* Class 3T learns about ways to save the environment and about the many products that come from the rain forest (such as rubber, chocolate, spices, nuts, and medicines). Bring this concept to your own class by making a rain forest products poster. First have students research the many items that we get from the rain forest. Then divide students into groups and challenge them to find pictures of these rain forest products. When the groups have collected enough pictures, have them sort them into categories such as foods, medicine, and rubber products. Have each group create a poster from the pictures. The poster should include a title, information about the importance of rain forests, and a message about "saving the world" and protecting the environment.



## HISTORY

### A Historical Figure

In *Judy Moody Declares Independence*, Judy travels to Boston, which spurs a rash of historical references. Have students research a historical figure mentioned in the book and write a short biography of him or her. Begin the activity by first asking students how many of them had even heard of Amelia Bloomer or Sybil Ludington, as opposed to Ben Franklin and Paul Revere. Create a Classroom Liberty Tree for students to stand in front of when they share their reports.



## SCIENCE

### The Bare-Bone Facts

In *Judy Moody, M.D.: The Doctor Is In!*, Class 3T begins a new unit on the human body. Bonita, the glow-in-the-dark skeleton, boasts all 206 bones in the human body, but did you know that we are actually born with 300 bones? (Many fuse together as we grow.) Mr. Todd refers to the femur, but did you know that the femur is the longest bone in the body? Share these interesting tidbits with the class and challenge them to research the human body to find other fascinating facts, be it about bones, muscles, nutrition, or other related topics. Cut a large piece of white paper in the shape of a bone and have students write their facts in the bone. Create a bulletin board entitled “Bare-Bone Facts About the Human Body.”

## THEMATIC CONNECTIONS

### Careers

It's common knowledge that Judy Moody wants to be a doctor like Elizabeth Blackwell, the first woman doctor. Ask students what they want to be when they grow up. Help ignite their imaginations by inviting several parents (or people in the community) to come to class to discuss their occupations. Students should research their chosen future professions and be prepared to share their career choices with the rest of the class. They should include why they chose the career, what the job entails, and any other information of interest. Have fun by hosting a Career Day, when students come to class dressed for their future calling.

### Responsibility

In *Judy Moody Declares Independence*, Judy wants to be just like Sybil Ludington—responsible and independent. Discuss what it means to be responsible. What things does Judy do to prove to her parents that she is responsible? What kinds of things can and should students do to act responsibly? Keep the list in the classroom as a reminder about good responsible behavior.



## Friendship

Judy's best friends are Rocky and Frank. But at first Judy doesn't want to be Frank's friend because she thinks he is a paste-eating nuisance. It isn't until Frank's birthday party that Judy realizes they have a lot in common. Ask students if they have ever made a rash decision regarding a person before getting to know him or her. Then discuss what it means to be a friend. What do friends do together? What do friends do *for* each other? Even though friends share common interests, discuss the importance of being different as well.

## Feelings

In *Judy Moody, M.D.: The Doctor Is In!*, Judy's friends play a trick on her. Ask students if they've ever been the target of a joke. Ask how it made them feel. Do they think Judy's friends are being mean or just having fun? What do Rocky, Frank, and Jessica do to make Judy feel better? At the end of the book, Judy writes herself a prescription on her doctor pad. Students can write their own "feel better prescriptions" after discussing the question: What would make you feel better if you were sick or if your feelings got hurt?

## CHARACTER STUDY

### A Character Web

This is a good activity for discussing the various traits and aspects of a character. Model the activity first by creating a character web for Judy. Together as a class, write Judy's name in a circle and draw lines from that circle. Discuss the various things that make Judy special. Possible categories for Judy include family, physical attributes, interests/hobbies, and friends. Write those words in four separate circles drawn from the center circle containing Judy's name. Then write all the things that make up each category in surrounding circles

that connect to that category. For example, the "family" circle would have lines drawn to circles containing the following: Mom, Dad, Stink, Mouse, Jaws. Continue until the character web for Judy is complete. Then have each student select another character from any of the Judy Moody books and make a character web for him or her.

### Main & Supporting Characters: Get to Know Them All



Discuss the concept of main characters and supporting characters and the role that each plays in a novel. Ask students to identify the main characters (Judy, Stink) and supporting characters (Mr. Todd, Mom, Dad) in the Judy Moody books. Once all the characters are identified, have some fun with the following activities. You could have students do all or just one for an entertaining language arts session.

- Choose a character and write five questions you'd like to ask him or her.
- Choose a character and explain why you would like him or her for a friend.
- Choose a character and write five sentences describing him or her.

## BOOK STUDY

### A Judy Moody Wheel

Create a Judy Moody spinning wheel by drawing a large circle on a piece of 8<sup>1</sup>/<sub>2</sub> x 11 paper. Divide the circle into six equal parts. In each section write the title of a Judy Moody book and attach a small photocopy of the cover image. Cut out the circle and laminate it onto a piece of oak tag or poster board. Attach a spinner to the center of the circle. Have students spin the wheel to determine which book to write about. Have them select from the following list of activities for a diverse and interesting set of book projects:

- Write to a friend and discuss why he or she should read this book.
- Describe something funny from the book.
- Tell something from the book that surprised you.
- Write an alternate ending for the book.
- Write a book review of the book.



## AUTHOR STUDY

### Ten Things You Didn't Know

Log on to Megan McDonald's website ([www.meganmcdonald.net](http://www.meganmcdonald.net)) to see the list of "Ten Things You Didn't Know About Megan McDonald." Share the list with the class. Discuss how the author has incorporated much of her personal experiences into her writing. Have students create their own list of "Ten Things You Didn't Know" about

themselves, and then have them write a short story based on a real-life experience.

Megan McDonald



### A "Creative" Bulletin Board

The creators of Judy Moody are Megan McDonald and Peter H. Reynolds. On the Judy Moody Clubhouse website, there is a section about the creators of the series ([http://www.judymoody.com/club\\_creators.htm](http://www.judymoody.com/club_creators.htm)). Print out this page and photocopy it for each student. Have students write their own biography in the same fashion. Take digital photos of each student (or have each student provide a picture) to mount on their bio. Create a bulletin board of your very own authors and illustrators.

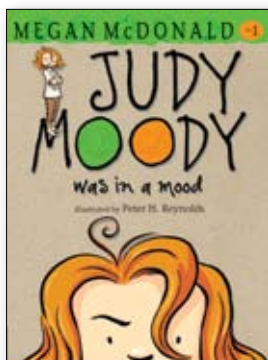
Peter H. Reynolds



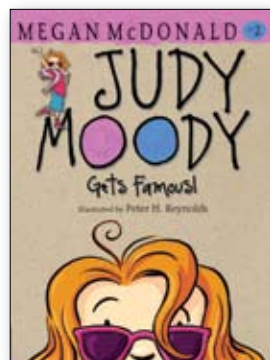


# READ THEM ALL!

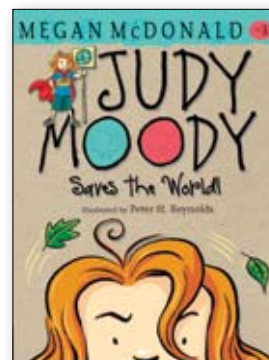
Students can read the Judy Moody books in any order they'd like. They're listed in order of publication.  
Ages 6-9; Grades 1-4 • by Megan McDonald • Illustrated by Peter H. Reynolds



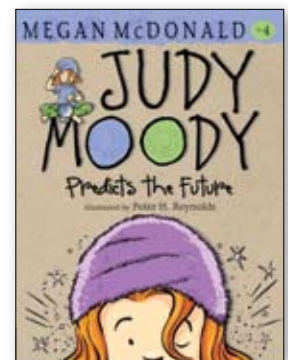
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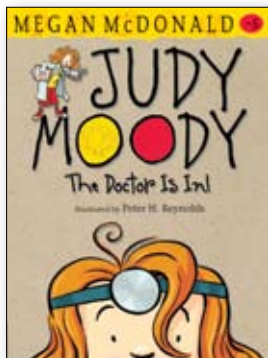
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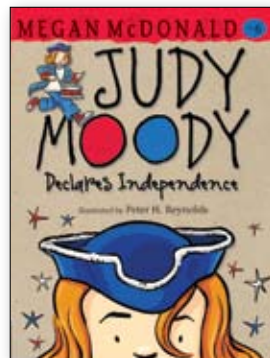
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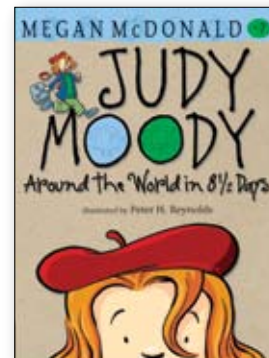
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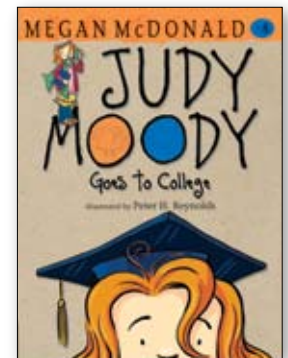
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**Judy Moody Declares Independence**  
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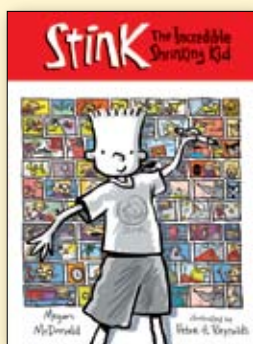


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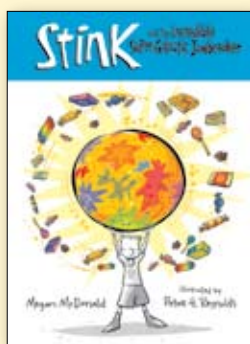


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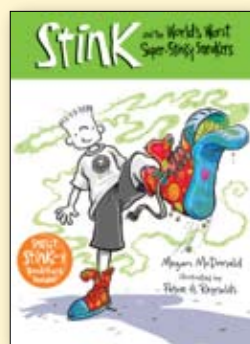
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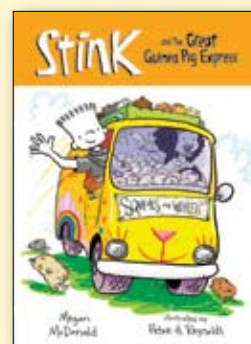
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