

# **NOVEL IDEAS**

## **JUDY BLUME'S**

### **TALES OF A FOURTH GRADE NOTHING**



Crystal and Thomas Rende



Authors: Crystal and Thomas Rende  
Cover Illustrator: Heather Tang

## **Novel Ideas**

# **Judy Blume's Tales of a Fourth Grade Nothing**

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# **USING THE NOVEL STUDY**

The novel study can be used in four ways:

- Independent reading at student created paced
- Small group independent reading at student created paced
- Small group reading guided by the teacher
- Whole class reading guided by the teacher

Each chapter or set of chapters has a particular task:

## **Vocabulary:**

Students need to be able to write the definition/meaning of the word in their own words as the word is used in the story. If they are unable to, they need to find the word in the dictionary and match the correct definition with the context that the word is used in the book.

## **Short response questions:**

The questions come in two forms. The first is basic comprehension directly from the story. This is your “Who, What, Where, When, Why and How” question.

The second form is analysis of information and events in the story. The student is required to explain an answer, respond as if they were in the story, or state what they think the character(s) should do.

The remaining sections are key components in studying literature in a detailed and meaningful way. The directions for each part are given within each section.

**THE NOVEL STUDY CAN BE PRINTED AND STAPLED AS A PACKET USING THE INTRODUCTION AS THE COVER PAGE.**

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**TALES OF A FOURTH GRADE  
NOTHING  
BY  
JUDY BLUME**

*Peter is in the Fourth Grade and gets easily annoyed by his little brother, Fudge. Everything seems to go wrong for Peter, but goes right for Fudge. Fudge gets all of the attention and Peter gets in trouble. What is Peter to do?*

*When Fudge finally goes too far, Peter is finally noticed and gets what every patient and understanding young man needs, recognition. Read and enjoy the antics of Fudge, the frustration of Peter, and see if you can relate to what Peter has to go through.*

Name \_\_\_\_\_

## **PRE-READING ACTIVITY**

1. Have you ever felt like a friend or relative had all the luck and nothing special ever happened to you? Explain. If not, imagine what it would make you feel like and write about it.

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2. What do you think is the best way to deal with someone who annoys you a lot? Explain what you would do.

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## CHAPTER ONE TO CHAPTER TWO

### VOCABULARY

| Word      | Page # | Meaning/Definition |
|-----------|--------|--------------------|
| Cushioned |        |                    |
| Pastimes  |        |                    |
| Delicious |        |                    |
| Polite    |        |                    |
| Hint      |        |                    |
| Babbling  |        |                    |

1. What did Peter do to win the turtle at Jimmy Fargo's birthday party?

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2. Why did Fudge have to sleep in Peter's room? Would you want to share your room with someone younger than you?

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3. If you got a present that you already had, what would you say? Would you tell the person or not?

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4. Why do you think the Yarby's decided to go to a hotel the next day?

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## CHAPTER THREE TO CHAPTER FOUR

### VOCABULARY

| Word         | Page # | Meaning/Definition |
|--------------|--------|--------------------|
| Blender      |        |                    |
| Nibbling     |        |                    |
| Headquarters |        |                    |
| Pollution    |        |                    |
| Horsed       |        |                    |
| Appointment  |        |                    |

1. Why was Mrs. Hatcher so worried about Fudge? Should she have been?

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2. How did Mr. Hatcher get Fudge to eat?

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3. Why didn't Peter like Sheila Tubman? What was it about her he didn't like?

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4. What happened to Fudge at the park?

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# POINT OF VIEW ACTIVITY

Have you ever heard the expression, ‘...walk in someone else’s shoes...’? What that means is looking at a situation or event from someone else’s life. When you read a story, the author is trying to help you imagine what the character is thinking to help you understand why the character did something. Have you ever felt like you wouldn’t have done an event the same way a character did it in a book?

Think about a scene from a movie or television show you have recently watched where a character, or a group of characters, had a point of view that was different than yours for the situation they were in. Fill in the chart below.

| Name of the character | What the character did | What you would have done |
|-----------------------|------------------------|--------------------------|
|                       |                        |                          |
|                       |                        |                          |

In the chapter three, Fudge starts to act like a dog so his mother feeds him like a dog just to get him to eat. Then, he decides not to eat at all and his father got tired of it and poured the meal on Fudge’s head. On one hand, you want to make sure your child gets something to eat. On the other hand, the child shouldn’t be telling the parents what to do. There are two points of view in this situation. Use the table below to identify the two points of view and use supporting details from the book.

| The person   | Point of View | Details that support this view |
|--------------|---------------|--------------------------------|
| Mr. Hatcher  | .             |                                |
| Mrs. Hatcher | .             |                                |

## **POINT OF VIEW CONTINUED...**

Directions: Write a letter from either parent's point of view, asking for advice on how to deal with Fudge's refusing to eat.

- Tell the person that you are writing to the main problem(s) that you are having with Fudge.
- Ask for his/her advice on how to deal with the situation. Be specific about the kind of advice that you want.
- Thank him/her for taking the time to read your letter.
- Correct spelling, punctuation, capitalization, and grammar.

Planning Page

Introduction: List the problem(s) you are having:

List what specific advice you are going to ask for in the letter:

Conclusion: Notes on how you would end your letter.

