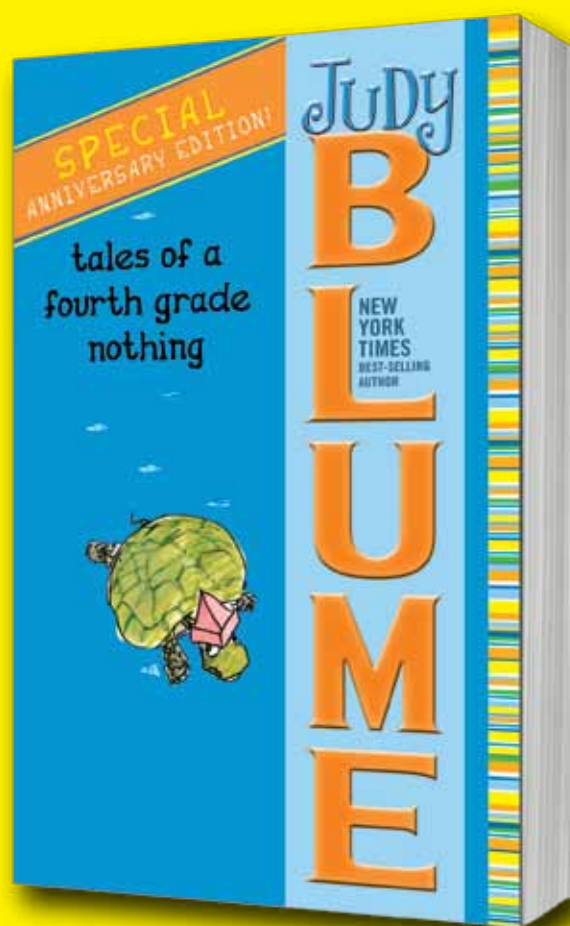


# Lesson Plans for Tales of a Fourth Grade Nothing

by  
**JUDY BLUME**

Teach the Fudge series in your classroom  
with these integrated lesson plans and  
extension activities.\*



978-0-14-240881-0 (PB) • \$5.99 (\$6.99 CAN) • Ages 7 up

\*All plans are aligned with the Common Core Initiative.

Included in this unit are:

- *Tales of a Fourth Grade Nothing* lesson plans broken down by weekly reading sessions. The book is divided into 5 reading sessions with (free) online technology integrations for most of the plans in this unit.
- Writing entries to correspond with the weekly reading schedule. Teachers can use these journal ideas for students to reflect on weekly reading assignments. They can be completed in a hard copy packet or online (e.g., wiki, online course program, or other interactive online tool).
- Extension activities for the four other books in the Fudge series: *Otherwise known as Sheila the Great*, *Superfudge*, *Fudge-a-mania*, and *Double Fudge*
- An interview with Judy Blume!
- Recommendations for additional Web 2.0 programs

# Lesson Ideas for Tales of a Fourth Grade Nothing

## Week 1: Chapters 1 and 2

**1. Character Catcher:** Split students into two teams. Have each team brainstorm words that describe characteristics (e.g., traits, motivations, or feelings) of Peter, Fudge, Mother, Father, Mr. Yarby, and Mrs. Yarby. Cut the words apart. Have the opposing team see if they can match the word to the appropriate character. Have students discuss how these traits affect the events in this week's reading session. Technology Integration: Students create online interactive, multimedia character posters using Glogster Edu <http://glogsteredu.edu.glogster.com/>.

\*\*Correlates to Common Core Standard Reading Literature: Key Ideas and Details RL.3.3, 4.3

**2. Peter's Perspective:** The story is told from Peter's point of view. Have the students retell the week's reading assignment from another character's perspective in the form of a blog or journal. The entry should include sensory details that add greater depth to the character's perspective. How do their perspectives differ from Peter's? Fourth-grade students retell the story from a narrator's perspective in order to compare first-and third-person narrative. Technology Integration: Use Voki to create an avatar of a story character. Students record their narrative, and animate their avatar, to make the avatar look as if they are reading the words. [www.voki.com/](http://www.voki.com/)

\*\*Correlates to Common Core Standard Reading Literature: Craft and Structure RL.3.6, 4.6; Speaking and Listening: Comprehension and Collaboration SL.3.4; Speaking and Listening: Presentation of Knowledge and Facts 4.4

**3. Fudge's Sock Puppet Theater:** Fudge loves socks. Students re-create scenes from this week's reading session, using hand-decorated sock puppets. Students rewrite a script in their own words. Students organize the script in sequential order and include dialogue. Technology Integration: Students record their presentations using flip cams or macbooks, edit, and present to classmates. Technology Integration: Students can create an online performance, recording their voices and animating selected clip art images. <http://blabberize.com/>

\*\*Correlates to Common Core Standard Speaking and Listening: Comprehension and Collaboration SL. 3.4; Speaking and Listening: Presentation of Knowledge and Ideas SL.4.4

**4. Peter's Pictionary:** Peter has more than enough picture dictionaries. Have students play the classic Pictionary game with their classmates. Draw pictures of things that happened in this week's reading assignment and see if other students can guess the meaning. Students may ask and answer classmates' questions. Technology Integration: Use Tux Paint to create Pictionary style images and display using projector or computer screen. <http://tuxpaint.org/>

\*\*Correlates to Common Core Standard Reading Literature: Key Ideas and Details RL.3.1, 4.1,

**5. Setting Setter:** Students research the story location of New York City. Have students become travel agents in their own travel agency. Students create a travel theme and logo for their agency. Students create a Google site to go with their travel agency that highlights the important historical and entertaining sights to visit in New York City. Students incorporate a persuasive writing piece in their Google site to encourage others to visit New York on their next vacation. [www.google.com/sites/help/intl/en/overview.html](http://www.google.com/sites/help/intl/en/overview.html)

\*\*Correlates to Common Core Standard Writing: Research to Build and Present Knowledge W.3.7, 4.7, Writing: Text Type and Purposes W.3.1, 4.1

**In regard to technology integrations: All of the sites included are free Web 2.0 programs. Students can access each site with a teacher-created e-mail address.**

# Lesson Ideas for Tales of a Fourth Grade Nothing

## Week 2: Chapters 3 and 4

**1. Infomercial Mania:** Fudge refuses to eat, which worries his mother, who feels he is not getting the proper nutrition. Have students research the food pyramid. Then have students select an element of the food pyramid and design an advertising campaign around it the way Father does in the story for Juicy-O. Infomercial presentations should contain essential nutritional information about their selected food group. Technology Integration: Students use food clip art images to create "food-men or women" using Keynote, which is part of Apple's iLife series.

\*\*Correlates to Common Core Standard Writing: Production and Distribution of Writing W.3.4, 3.6, 4.4, 4.6; Writing: Research to Build and Present Knowledge W.3.7, 4.7

**2. Pet Show:** Fudge wants to be a dog or a bird. Have students select an animal that they would like to become. Have students describe the animal and then write a persuasive essay that would lead their classmates to agree that this would be the best pet to become. Technology Integration: Have students present their research and persuasive piece in Prezi, where students can add sound, music, video, and clip art too. <http://prezi.com/> Math Integration: Create bar graphs, pie charts, and line graphs to chart the most popular choices from students.

\*\*Correlates to Common Core Standard Writing: Text Type and Purposes W.3.1, 4.1, Writing: Production and Distribution of Writing W.3.6, 4.6

**3. Mug Shot Character Roundup:** Peter wonders what it would be like to visit police headquarters and look at mug shots. Have students design mug shots of each of the story characters (front, back, and side). Students may use a combination of the author's description and their own imagination. Students brainstorm describing words for their character's thoughts, words, and actions. Students compare and contrast the characters. Technology Integration: Scan images and record as a slide show presentation in Mixbook. [www.mixbook.com/](http://www.mixbook.com/) Students can also create characters in an online drawing program such as TuxPaint. <http://tuxpaint.org/>

\*\*Correlates to Common Core Standard Reading Literature: Key Ideas and Details RL.3.3, 4.3

**4. Fudge in Flight:** Fudge would like to fly like a bird. Unfortunately, he discovers the principles of aerodynamics the hard way and lands flat on his face. Have students explore the basic principles of flight by constructing and testing paper airplanes. Have a contest to see whose airplane can fly the farthest. Students keep observation sheets to record data. Students discuss observations with peers.

\*\*Correlates to Common Core Standard Writing: Research to Build and Present Knowledge W.3.7, 4.7

**5. Story Crashers:** Have students analyze the ending to chapter four. Do students think it was fair of Peter's mother to blame him? Have students rewrite the ending according to the way they would like their own mother to react in the same situation. Students include a narrator, dialogue, descriptions of thoughts, actions, and feelings, and transitional words.

\*\*Correlates to Common Core Standard Writing: Text Type and Purposes W.3.3, 4.3



# Lesson Ideas for Tales of a Fourth Grade Nothing

## Week 3: Chapters 5 and 6

**1. Fang Museum:** Fudge loses his front teeth when he falls off the jungle gym and ends up with fangs. Have students investigate and research animals that have fangs and how they use them. Have students create an animal wax museum based on their animal research. Create clay replicas of their fanged creatures to exhibit. Technology Integration: Students create multimedia Power Point or Keynote presentations to present along with their creature in the wax museum.

\*\*Correlates to Common Core Standard Writing: Production and Distribution of Writing W.3.6, 4.6; Writing: Research to Build and Present Knowledge W.3.7, 4.7

**2. Story Mash-Up:** Ralph, Jennie, and Sam are interesting story characters. Peter describes them as “an eater, a biter, and a crier.” Create another adventure for these three silly story characters. Students must include a narrator, dialogue, and a variety of transitional words. Technology Integration: Have students create a comics cartoon strip of Ralph, Jennie, and Sam’s Adventure, using Toondoo, an online comic creator. The narrator can either be a character in the comic strip or the narrator’s words can appear over each comic cell. [www.toondoo.com/](http://www.toondoo.com/)

\*\*Correlates to Common Core Standard Writing: Text Types and Purposes W.3.3, 4.3

**3. Dr. Brown’s Drill:** Dr. Brown is Peter and Fudge’s dentist. He tells Fudge to open up so he can count his teeth. Have students count at least 5 things they’d like to learn about teeth and/or dentists. Students must use online and hard copy resources to research their questions, take brief notes, and sort evidence into provided categories. Students present their Toothy Facts as cartoon strips that teach their classmates about the related research. Technology Integration: Create online comic strips using Make Beliefs Comix. [www.makebeliefscomix.com/](http://www.makebeliefscomix.com/)

\*\*Correlates to Common Core Standard Writing: Research to Build and Present Knowledge W.3.7, 3.8, 4.7, 4.8

**4. Actor’s Studio:** Students record the drama and hilarity of the shoe store incident using Garage Band or some similar recording program. Students read this passage from the text. Classroom peers rate their recording based on fluency, pace, expression, and word accuracy. Students present their recordings as a radio show. Students create fun and silly awards to present to peers for their performances. Technology Integration: Students use Wall Wisher to create online praise for their classmate’s recording. [www.wallwisher.com/](http://www.wallwisher.com/)

\*\*Correlates to Common Core Standard Speaking and Listening: Comprehension and Collaboration SL.3.5, 4.3; Speaking and Listening: Presentation of Knowledge and Ideas SL 4.5

**5. Mad Libs:** Have students go on a scavenger hunt through the text to identify nouns, verbs, adjectives, pronouns, prepositions, and adverbs. Then have students create their own Mad Libs to challenge other classmates. Technology Integration: Publish students Mad Libs on Word Libs. [www.wordlibs.com/create/](http://www.wordlibs.com/create/)

\*\*Correlates to Common Core Standard Language: Conventions of Standard English L.3.1, 4.1



# Lesson Ideas for Tales of a Fourth Grade Nothing



## Week 4: Chapters 7 and 8

**1. News Show Broadcast:** Peter thinks he can solve New York City’s traffic congestion with a monorail. Have students determine a problem in your city or town. Students write informational/explanatory text on what they feel would be the best solutions to these problems. Present them as editorial news commentaries. Students introduce topic, group related information together, include illustrations, and provide a concluding statement.

\*\*Correlates to Common Core Standard Writing: Text Type and Purposes W.3.2, 4.2

**2. Pros and Cons:** Have students compare and contrast the positive and negative effects that different modes of transportation have on our environment. Then have students design a new and improved mode of transportation based on their research. Students must explain how the information they researched helped them to create a new and improved mode of transportation.

\*\*Correlates to Common Core Standard Writing: Research to Build and Present Knowledge W.3.7, 4.7

**3. You Can Fight City Hall:** Have students write a solution speech based on a problem in their city. Students include appropriate facts and descriptive details, and speak at an understandable pace. Students end with a concluding statement. Students perform their speeches as if they were presenting to the mayor at City Hall. Technology Integration: Students publish their speech along with related online images as a multimedia presentation using Animoto. <http://animoto.com/>

Fourth grade extension: Create a debate with students taking opposing sides of a problem related to their city, pro and con.

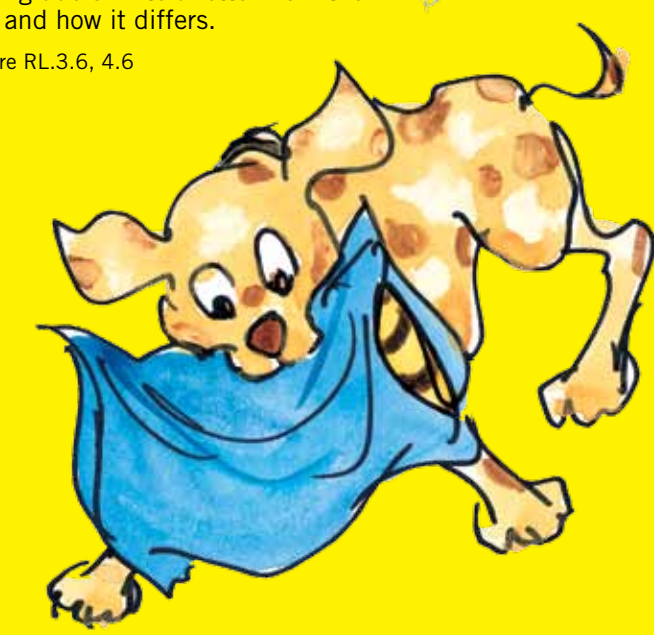
\*\*Correlates to Common Core Standard Speaking and Listening: SL.3.4, 4.4; Language: Knowledge of Language L 4.3; Writing: Production and Distribution of Writing W.3.4, 4.4

**4. Cause and Effect:** Fudge’s actions often have bad effects for Peter. In chapter four, Fudge draws on Peter’s poster and Peter must redo all of his work. Students write a script for an imaginary cause and effect, involving Peter and Fudge and act it out for their classmates, who must guess both the cause and the effect.

\*\*Correlates to Common Core Standard Speaking and Listening: Comprehension and Collaboration 3.6

**5. Pen Pals:** Have students write a friendly letter to your class from Peter or Sheila describing what happened in this week’s reading session and how they felt about it. The letter must be written from the story character’s perspective. Have students compare Peter’s first-person account of a story with Sheila’s second-person account. Fourth graders write a letter from the narrator. Discuss the perspective of the third-person narration and how it differs.

\*\*Correlates to Common Core Standard Reading Literature: Craft and Structure RL.3.6, 4.6





# Lesson Ideas for Tales of a Fourth Grade Nothing

## Week 5: Chapters 9 and 10

**1. Fudge's Review:** Poor Fudge gets himself into a lot of trouble at the movies. Have students write a movie review based on what happened to Fudge at the movies. Have students identify the different moods of this final reading session, identifying which parts were funny, scary, exciting, etc. Have students rate this reading session using a creative-symbol rating system such as 5 Fudgsicles. Students publish their reviews as a movie review. For added interest, students may determine which actors would play Peter, Fudge, and Father in the movie version.

\*\*Correlates to Common Core Standard Writing: Production and Distribution of Writing W.3.4, 4.4, 3.5, 4.5.

**2. I Know an Old Lady:** Teach students the song "I Know an Old Lady Who Swallowed a Fly." Ask students how this song compares to Fudge (he ate a turtle). Have them write a humorous version of the song starring Fudge entitled "I Know a Small Kid Who Swallowed a Turtle." Have students consider the food chain. What would Fudge need to eat next to catch the turtle? Students must use a variety of transitional words and phrases to manage the sequence of events in their song. Technology Integration: Have students publish their songs as 3-D online books with Zooburst. <http://zooburst.com/>

\*\*Correlates to Common Core Standard Speaking and Listening: Comprehension and Collaboration SL.3.5; Speaking and Listening: Presentation of Knowledge and Ideas SL.4.5

**3. Farley's Forecaster:** In honor of the 40th anniversary of *Tales of a Fourth Grade Nothing*, students revisit Peter and his little brother, Fudge, in 40 years. Students predict where they are now. What do they do for a living? How do they get along? Do they have their own families? Students write their essays as an epilogue from Peter's and/or Fudge's point of view. Students should incorporate proper usage of dialogue and temporal words and phrases to signal event order.

\*\*Correlates to Common Core Standard Writing: Text Type and Purposes W.3.3, 4.3

**4. Word Whiz:** Judy Blume likes to play with words and names such as Dribble and Fudge. Have students create their own Word Jumbles using their favorite words from the book. Students identify the root word. Students create new words using a common affix such as -less, un, dis, or pre. Students note how the different affix changes the meaning of the word. Technology Integration: Use Wordle to create interesting word art. Show students how to upload their word lists to create word art. [www.wordle.net/](http://www.wordle.net/)

\*\*Correlates to Common Core Standard Language: Vocabulary Acquisition and Use L.3.4, 4.4

**5. Talk About it:** Students create a talk show based on the characters in *Tales of a Fourth Grade Nothing*. Students write a script for the show in which characters are asked questions related to the story. Students take on the role of story characters and host. One student may play the part of Judy Blume and answer questions related to the story. Students should present in an organized manner, using appropriate facts and relevant, descriptive details to support responses and ideas expressed in the interview. Students should speak at an understandable pace and in complete sentences. Technology Integration: Students record, edit, and produce their talk show as an iMovie.

\*\*Correlates to Common Core Standard Language: Knowledge of Language L.3.3, 4.3



# Journal exercises for students as they read Tales of a Fourth Grade Nothing

*Tales of a Fourth Grade Nothing* may be divided up into 5 weekly reading sessions, as suggested in these plans. The following journal exercises are for students to complete each week as a reflective piece. Each student chooses one journal exercise to complete, which they share with the class. Note that some selections correspond with the weekly reading sessions more than others. Students may complete these in a hard copy packet or in the wiki, assignment, or blog feature of an online course program. Students should be taught how to self and peer edit according to proper conventions.

\*\*Correlates to Common Core Standard Writing: Production and Distribution of Writing W.3.4, 3.5, 3.6, 4.4, 4.5, 4.6; Language: Conventions of Standard English L.3.1, 3.2, 4.1, 4.2; Language: Vocabulary Acquisition and Use L.3.4, 4.5, 4.6; Speaking and Listening: Comprehension and Collaboration SL.3.1, 4.1

**1. Dictionary Detective:** Peter has more than enough dictionaries. Find 4 words in this week's reading assignment that are new to you. Look up their meaning in a dictionary (online or real world) and define them. Note the page and paragraph numbers of the passages where you found them. Create a synonym for each word. Challenge your class to define the meaning of the word and synonym. Hint: Students may use context clues from the passage.

**2. Sheila's Complimentor:** Sheila loves when people compliment her. Choose any character from this week's reading assignment to compliment. Give specific reasons why he or she is worthy of your praise and determine an appropriate reward that relates to his or her outstanding qualities or behavior.

**3. Dear Mom:** Peter's mother often gives him good advice. Think of a problem from this week's reading assignment. Write your blogger response as a friendly letter to another student in the class asking for help. Be sure to explain the problem in detail. Then have that student write back a solution to the problem in a friendly letter.

**4. Fudge-Fairy:** Pretend that you are Fudge's magical fairy and can fix whatever mess he got himself into in this week's reading assignment. Use your imagination, a little bit of magic, and some humor to solve his problem in a way that will make Fudge, as well as his family, happy.

**5. Fudge's Wonderer:** Fudge wonders about a lot of things. In fact, his curiosity often gets him into trouble. What did YOU wonder about while reading the book this week? List at least 4 good "wonders" and what you think they mean. For example: I wonder why Fudge wanted the same shoes as Peter at the shoe store. I think it might be because he looks up to Peter and wants to be just like him.

**6. Dribblenator:** We all know that Dribble is Peter's pet turtle, but turtles are great observers too. Are you a good observer? Create an acronym using the letters in the word "Turtle." Each idea should relate to this week's reading assignment.

T-A TERRIBLE idea  
U-An UNUSUAL event  
R-A RIGOROUS vocabulary word (Share its meaning here)  
T-A TERRIFIC solution to a problem  
L-A LOUSY sentence, that could be improved. Fix it.  
E-An EXCITING statement shared by a character

**7. Jingle Juggler:** Peter's father works in the advertising business. He comes up with ideas to sell products such as Juicy-O. Sometimes advertisers write short poems called jingles. This week, pretend you are selling this week's reading assignment. Write a 6-line poem that will convince other readers to want to read it too. What did you enjoy about it? Your jingle can rhyme or not, but it should be catchy. Perform it for the class. You can set your jingle to music or not.

**8. Fudge's Fat Question:** Fat questions are those that have more than one possible answer. Pick 4 things that confused you while reading this week's reading assignment. Make up a fat question for each to share with the group. For example: Why do you think that Fudge's parents don't call him Farley? Hint: Use these question starters: Why do you think...? How did you feel...? What would you have done if...?

**9. Judge Judy:** The author of this book is Judy Blume. Write a friendly letter to Judy Bloom "judging" her book. Explain what you liked most about her book. Be specific, including comments about plot, characters, and writing style.

**10. Fudge's Fabulous Art:** Fudge loves markers. Do you? Create a drawing that illustrates an important scene from this week's reading assignment. Do not use any words. Include 4 objects that symbolize important people or events from the assignment. Share it with the class and see if they can guess the meaning of your picture.

# Love Fudge? Read the other books in the series! Here are some activities to do with your students for each book.

## Book 2: Otherwise Known as Sheila the Great

**1. Fear Factor:** The theme of this story is facing your fears. Have students brainstorm a list of Sheila's fears, which include: dogs, spiders, swimming, ghost stories, sleeping alone at night, and horses. Sheila overcomes her fear of swimming and feels a great sense of accomplishment. Have students write another episode of *Otherwise known as Sheila the Great* in which Sheila overcomes another one of her greatest fears. How does she do it? What is the effect? Students must organize story events in a logical sequence that unfolds naturally.

**2. Storyteller:** Students first met Sheila Tubman as Peter's friend in *Tales of a Fourth Grade Nothing*. In this second book in the series, Sheila is the main character and tells the story from her perspective. Students explore point of view by taking a classic fairy tale and retelling it from a particular character's point of view. How does the story of the Three Pigs differ when it's told from the perspective of the Wolf versus the pigs?

**3. Newspaper Reporter:** Sheila creates a camp newspaper entitled *Newsdate by Sheila the Great*. Have students create their own school or classroom newspaper. Include some of the same features as Sheila, such as weather, crossword puzzles, and classroom do's and don'ts. Assign students roles as reporters and allow them to conduct interviews with other students and school staff for news stories.

**4. Slam Book:** At Sheila's slumber party the girls create a "slam book" that reveals their true feelings about one another. Have students create a character slam book, in which students list characteristics and short character descriptions about Sheila, Libby, Marty, Mouse, and Sheila's parents.

**5. Sheila versus Sheila the Great:** Have students compare and contrast the character traits of Sheila versus the Sheila the Great persona that Sheila creates for herself in the story. How are they the same? How are they different? Have students create another chart for themselves comparing "Student's Name" versus "Student's Name the Great."

## Book 3: Superfudge

**1. Change-a-matic:** The themes of *Superfudge* are change and new beginnings. Have students explore the changes in Peter's life and map them out on large chart paper or using a collaborative online tool such as Google Docs. Some of the changes include: The move to Princeton, Dad leaving the advertising agency to write a book, Fudge starting kindergarten at Peter's old school, Peter starting a new school, Peter making a new friend, and the addition of a new family member, Tootsie. Have students make connections to other books, movies, or TV shows with similar themes.

**2. Brian Tumkin's Chalk Talk:** Brian Tumkin is Fudge's favorite author, who comes to visit his school. Fudge describes the school principal, Mr. Green, and Brian Tumkin draws his picture. Have students pair up to practice creating descriptive passages about a person from their school. One partner writes while the partner creates a drawing based on that description. Other students in the class must match up the description to the drawing and then guess who the person is in the drawing.

**3. Worm Cookies:** Mrs. Muldour tells Fudge and Peter that she baked chocolate-chip-worm cookies for Halloween. Have students practice how to write and follow directions. Students write a recipe for how to create a nonedible product. For example, how to make a paper sailboat. Other students in the class attempt to make their creations by following their directions. Another fun related activity is to have students create their own creepy recipes. They must follow the recipe format of listing ingredients and directions and include at least 2–3 creepy ingredients.

**4. Word Wow!:** Fudge rapidly expands his vocabulary throughout the story. Have students brainstorm a list of new words that Fudge learns in this book, which include: catastrophe, fortified, unanimous, and privilege. Teach students how to use context clues to figure out the meaning of new words that they find in stories. Have students create a "Fudgetastic Dictionary or Glossary" with words that they think Fudge would enjoy learning. Students must list their meanings, root words, and other word endings, and illustrate them. Fourth Grade Extension: Teach students how to create mnemonics to recall word meaning. Some mnemonic techniques include: rhyming, acrostics, and attaching meaning through root words.

**5. Bird-Watcher:** In this book, Fudge gets a myna bird as a new pet. Fudge loves birds and would love to be one too. Have students research different kinds of exotic birds. Have students create online presentations using Keynote or Power Point to present key information about their researched birds. Have students include key information on their lifespan, wingspan, size, weight, habitat, etc.

## Book 4: Fudge-a-mania

**1. Summer Vacation:** In this sequel to *Tales of a Fourth Grade Nothing*, Peter and Fudge go on a summer vacation with the Tubmans at their summerhouse in Maine. Take students on an imaginary summer vacation. Allow students to choose the destination in a state within the continental United States. Students identify the region. Students research the state to identify interesting historical and amusing attractions. Students culminate the project by creating a vacation itinerary for a virtual online trip.

**2. The Maine Idea:** The story is set in Southwest Harbor, Maine, during summer vacation. Have students infer the author's "main" ideas or themes of this second story in the series. Students work in groups and map out what they feel is the main idea of the story or reading session. Students illustrate the main idea in the shape of the state of Maine on large chart paper to present to the rest of the class. Extension: Use informational text about Maine to give students practice in identifying the main idea in nonfiction writing as well.

**3. Cootie-Catcher:** Students learn about parts of speech in this fun, fast-paced game. The Fourth-Grade teacher uses a ball as the "cootie." Students pass around a ball as the teacher plays music. When the music stops, the student holding the ball must identify the part of speech that the teacher isolates from the text in *Fudge-a-mania* including verbs, adjectives, pronouns, adverbs, and prepositions.

**4. Uncle Feather Game:** This is a verbal relay-race challenge. Students collaboratively conduct a retelling of the week's reading assignment. The first student tells what happened first. The second student adds on, but must repeat what the last student said. The third student adds on, but must repeat what the first and second student said, and so on.

**5. Tell Me a Fudge:** Fudge writes his autobiography with Peter's help. Have students explore the autobiography genre. Students read a variety of autobiographies and then write their own autobiographies. Students publish their autobiographies online or as hard copy bound books.

## Book 5: Double-Fudge

**1. Fudginton D.C.:** In the final book of the series, the Hatchers travel to Washington, D.C. to visit some historic sites which include: the White House, the Bureau of Printing and Engraving, the Air and Space Museum, and the Lincoln Memorial. Have students research these sites and present their research to their class as an online slideshow presentation with audio.

**2. The Apprentice:** Fudge becomes obsessed with money. He prints his own "Fudge Bucks," and even becomes best friends with a boy named, "Richie." Have students explore the economics behind running a classroom business. Students brainstorm ideas for a class business and handle everything from the advertising to price setting, purchasing, and sales. Have students keep a journal of Fun Facts they learn every step of the way.

**3. Mystery Investigators:** The Hatchers are baffled and stumped. What happened to Uncle Feather's voice? Why can't he speak? Explain the basic elements of a mystery to students including: clues, suspects, motivation, culprit, red herring. Then have students write a script for an Uncle Feather mystery integrating all of these elements. Science Integration: Have students explore chromatography in a "whodunit" style science experiment.

**4. Zoo-ology Fun:** Peter and Fudge go along with Uncle Howie and his family to the zoo in Washington, D.C. Fudge becomes a member of the Panda Poop Club. Have students explore endangered animals such as the panda, as well as the animal's range, adaptations, and reason(s) for scarcity. Have students brainstorm ways we can save endangered animals. Students compose a concluding statement. Teach students how to use illustrations and charts in informational text, as well as how to compare the information from two different research resources. Fourth-Grade Extension: Students create research note cards and list resources.

**5. Family Tree:** The Hatchers meet the "Howies," who are Warren Hatcher's long, lost cousins. Have students interview family members (parent, grandparents, aunts, and uncles) to learn more about their own family trees. Have a Family Tree Day, where students share their own family trees, created online or on poster board.

A  
Q&A  
WITH  
JUDY  
BLUME  
NEW  
YORK  
TIMES  
BEST-SELLING  
AUTHOR



photo © Sigrid Estrada

**Q: How do you feel about the 40th anniversary of *Tales of a Fourth Grade Nothing*?**

**A:** I'm a believer in celebrating whatever we can in life, but I was floored when Penguin told me it was Fudge's 40th anniversary. How could it be 40 years? Then I looked at my grown children and remembered that the character of Fudge was based on my son, Larry, when he was a toddler. So much for time flying and all that.

**Q: Are any of the Fudge characters based on your family?**

**A:** Fudge was based on my son, Larry, when he was a toddler. Larry never swallowed a turtle, though. That idea came from a news article about a toddler who actually did swallow one! And Sheila, in *Otherwise Known as Sheila the Great*, has most of my childhood fears.

**Q: Where do you get your ideas?**

**A:** I used to be afraid to answer that question. I thought that if I ever figured it out, I'd never have another one! But now I know that ideas come from everywhere—memories of my own life, incidents in my children's lives, what I see and hear and read—and, most of all, from my imagination.

**Q: What's the hardest part of writing for you?**

**A:** I dread first drafts! I worry each day that it won't come, that nothing will happen.

**Q: Of all the books you have written, which is your favorite and who is your favorite character?**

**A:** An impossible question to answer. It's like asking a mother, Which is your favorite child? Each one is special in a different way.

**Q: What's your favorite color?**

**A:** Purple!

**Q: Back to Fudge. Why do you think the Fudge books are so enduring?**

**A:** That's a tough one for me to answer. Maybe it's that some things, such as family life, never change. Also, the humor seems to be enduring. Both parents and children seem to relate to the stories. Parents enjoy reading them to their kids just as much as kids enjoy listening.

I never dreamed all those years ago that Fudge would have such a long and happy life. In those days I just dreamed of being published. It's been a great 40 years, and I can't thank my readers enough for embracing *Fudge* and my other books and passing them down from generation to generation. Am I lucky or what?!

## Love Judy Blume?

Visit her website [www.JudyBlume.com](http://www.JudyBlume.com)

Follow her on Twitter @JudyBlume

Like her on Facebook at [www.facebook.com/itsmeJudyBlume](http://www.facebook.com/itsmeJudyBlume)

## Recommendations for additional free Web 2.0 Programs to use in the classroom

### Study Stack:

Students can create their own flashcards, crossword puzzles, word search, or hangman. [www.studystack.com/](http://www.studystack.com/)

### Bubbl.us:

Brainstorming and mind-mapping are made simple for students with this user-friendly online tool <https://bubbl.us/>

### Webspiration:

Using visual learning methods, students brainstorm ideas, gather and organize information, build comprehension, and develop written essays, papers, and reports. [www.mywebspiration.com/](http://www.mywebspiration.com/)

### Photopeach:

A fresh and free online slide show program. Students can add music, captions, and comments. <http://photopeach.com/>

### Web Poster Wizard:

Teachers can create a lesson, activity, or online worksheet. Students can complete it online. Images and links can be added to their pages. <http://poster.4teachers.org/>

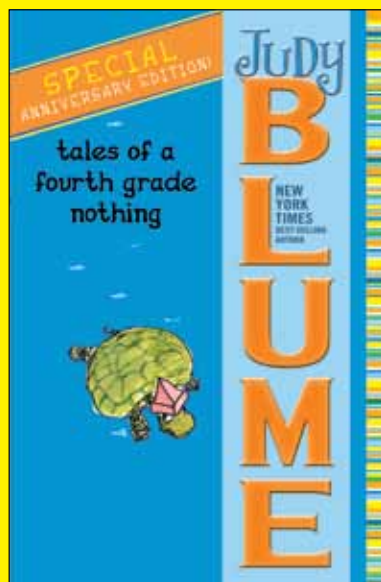
### Voice Thread:

A VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos, and allows teachers and their students to navigate slides and leave comments in 4 ways: using voice (with a mic or telephone), text, audio file, or video (via a webcam). <http://voicethread.com/about/features/>

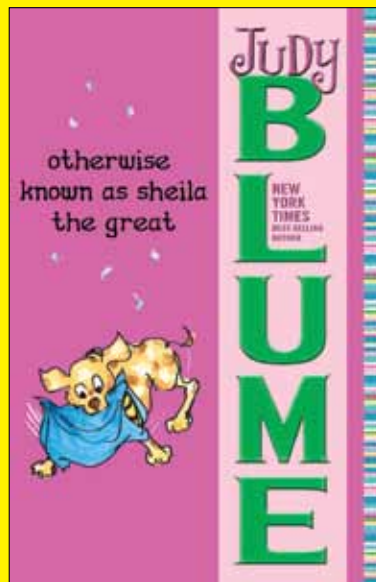
Content created by Julia Dweck, a gifted specialist for children in grades K-5 in a public school setting. Julia is also a children's writer, as well as the creator of educational adjuncts for children's literature that integrate multimedia resources.



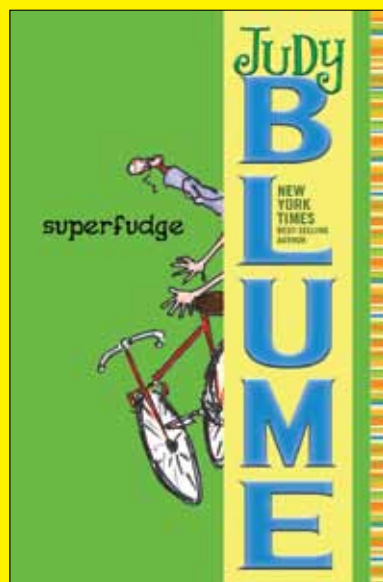
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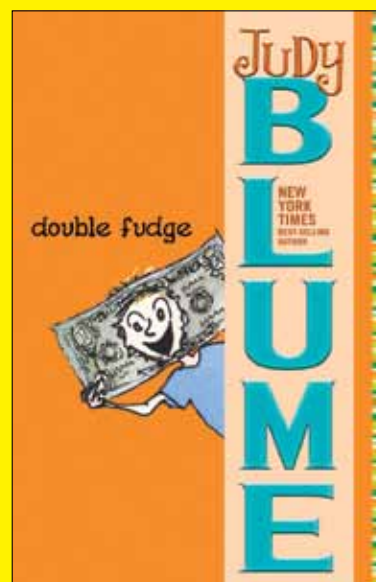
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