

Features Vocabulary & Comprehension for every 2 chapters.

- Book is divided into **manageable** chunks of reading.
- Consistent format allows for **predictability** and student **confidence**
- Variety of question types for **high student engagement**
- Includes **"Quickwrite"** free-writing prompt which relates the text to the students
- Questions range from **basic comprehension** to **rigorous analysis**

CHAPTER 1: *Guess What, Peter?* CHAPTER 2: *Cutchie-Cutchie-Coo*

❖ **Quickwrite:** Write about a time that you heard surprising news. What was the news, and how did you react?



❖ **Vocabulary:** Fill in the blanks.

1. My little sister was _____ so loudly that I suspected all of our neighbors could hear her.
2. I quickly ducked to avoid her hand when she tried to _____ my hair.
3. After applying soap, I stood at the sink, _____ my hands until they were totally bubbly and foamy.
4. Mary's parents sternly informed her that until she acted more respectfully, her TV _____ would be taken away.

tousle
lathering
bawling
privileges

❖ **True or False:** Mark T for True and F for False.

1. Peter decides to run away. _____
2. Peter is displeased to hear that his mom will have another baby. _____
3. The new baby is nicknamed Lollipop. _____
4. Fudge tries to sell the new baby. _____
5. Peter tries to convince Fudge to stop acting like a baby. _____

❖ **Character Analysis:** Explain everything you know about the characters in the story so far.

❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. Why is Peter so angry in Chapter 1? What does he threaten as a result? What makes him change his mind?

2. How does Fudge feel about the baby, once he meets her? Use textual evidence to support your answer.

3. How does Peter try to convince Fudge to stop acting like a baby? What would you say to Fudge to convince him?

❖ **Character Nicknames:** Several characters in the story have nicknames. If you could give nicknames to people in your family, what would they be? Draw pictures of them and write their nicknames below.

Answer
keys
included

SO EASY to prep and use!

- Answer keys
- Table of Contents & Teacher instructions

STUDENT CHAPTER PACKET ANSWER KEY

CHAPTER 1: *Guess What, Peter?*
CHAPTER 2: *Cutchie-Cutchie-Coo*

Quickwrite: Answers will vary.

Vocabulary:

1. bowling
2. touse
3. lathering
4. privileges

True or False:

1. T
2. T
3. F
4. T
5. T

Character Analysis: Peter is a kid who has a mom, a dad, and an annoy displeased to hear that his parents will have another baby, because he will be just as terrible as his little brother.

Comprehension and Analysis:

1. Peter is so angry because his parents threaten him with what he th family will be having another baby. He threatens to run away. He de yet because he can't figure out where to go, and also he is hungry f good. He also says that he will wait and see what the baby is like. He Fudge, then maybe he won't have to leave.
2. Fudge feels jealous of the baby. He wants to be Mom's baby, so he wishing for more attention. He even tries to sell her to random peo her. On page 21, the text reads, "Then get rid of Tootsie, Fudge s fun."
3. Peter talks to Fudge and tells him that if he wants to be like Peter, baby. He also tells Fudge that babies are not even interesting, beca Then, he tells Fudge that because they're older, they get more priv things to Fudge to convince him.

Beyond: Answers will vary.

1

About the Student Chapter Packet

The student work for every 2 chapters is 2 pages and contains 6 parts.

1. Quickwrite: Have the students free-write here BEFORE reading the chapters. This gets their mind warmed up and thinking in the direction that the chapters will take them. This also helps them to connect the concepts in the story to themselves.
2. Vocabulary: You may choose to do this before or after the reading. I prefer to very quickly do this with the students beforehand, and then tell the students to keep an eye out for the new words we have learned as we read.
3. True/False or Sequencing: Each section contains a set of one of these.

Character Analysis Question: Each section contains one question or activity that is g literature standard, such as figurative language, theme, or

Analysis: You will find that these questions are at all levels of so are optimal for differentiation if needed. Use them all or for your students to complete.

activities are a mix of art, creative thinking, brainstorming and

Table of Contents

Resource	Pages
Student Reference Bookmarks (front and back)	3-4
Vocabulary Words and definitions (with page numbers)	5
Vocabulary Words with no definitions (with page numbers)	6
Vocabulary Words and definitions (without page numbers)*	7
Vocabulary Words with no definitions (without page numbers)*	8
<i>Table of Contents: Student Chapter Packet</i>	9
Student Chapter Packet with Answer Key	10-29
<i>Table of Contents: Vocabulary Packet</i>	30
Vocabulary Packet with Answer Key	31-48
Terms of Use & Artist Credit	49-50

*These versions are provided in case you have a different version of the book than the one used to write this novel study.



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EXTRA Goodies:

- Student reference **bookmarks** with **original, beautiful, hand-drawn art**
- **Cover pages** for each section for easy organization

STUDENT CHAPTER PACKET

Superfudge

by Judy Blume



Name _____

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Superfudge

By Judy Blume
Reference Bookmark

Plot

Peter face a whole set of problems during sixth grade, when his family moves, and his mom has another baby.

Setting

The story mostly takes place at Peter's home and school.

Characters

- Peter-a sixth grade boy.
- Fudge-Peter's little brother.
- Tootsie-the new baby.
- Jimmy-Peter's best friend.
- Alex-Peter's other best friend.
- Daniel-Fudge's friend.



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Digital version of the unit included, through Google Drive:

CHAPTER 3: Another Something Wonderful CHAPTER 4: Off the Wall

❖ **Quickwrite:** Have you ever had to move? Write about it. If not, what do you think it would be like to move? Explain.

Text here

❖ **Vocabulary:** Fill in the blanks.

1. Michael felt that he had been accused unfairly, so he text here for the rest of the day.
2. After text here down the hallway, I managed to make it to my classroom without being late.
3. Everyone in the movie theater held their breath in text here at the most exciting part of the movie.
4. My dad can be text here, especially if he is stressed out about work.



dashing
suspense
absentminded
pouted

❖ **True or False:** Mark T for True and F for False.

1. Mom talks about going back to college. T/F
2. Peter is excited about moving to Princeton.
3. Princeton is in California. T/F
4. Peter decides to live with Jimmy instead. T/F
5. Peter's father is going to write a book.

❖ **Figurative Language:** Identify the following quote. Then, explain how it is used.

"Henry laughed. He sounded like a sea shell."

Text here

Your purchase includes both the PAPER version and the GOOGLE version of this resource.

- Eye-catching digital version contains **full-color, interactive adaptations** of all resources.
- **Text boxes** are already placed everywhere students must type.
- Works for **distance learning**. Students can access the digital version from home OR school.
- Teachers and students can easily send this back and forth using **Google Drive or Google Classroom!**
- **Easy instructions** included!

** IMPORTANT NOTE **

The digital Google Drive version contains mostly the same content as the printable version. However, some assignments, such as drawing activities, have been replaced with more **digitally friendly assignments**, which may include such features as **movable or drag-and-drop pieces**.

New to digital learning? Don't worry. Easy instructions are included. If you have more questions, feel free to reach out!

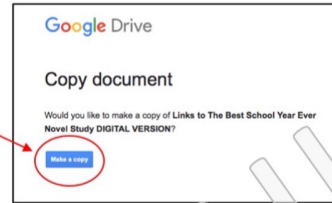
Instructions

for Digital Version/Google™ Drive Document

1. You will need Internet access and a Google™ account (which is free).
2. Click on the blue link below. You will be prompted to make a copy of the Google™ document. Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

[Digital Version: Ramona Quimby, Age 8](#)

Click here first!

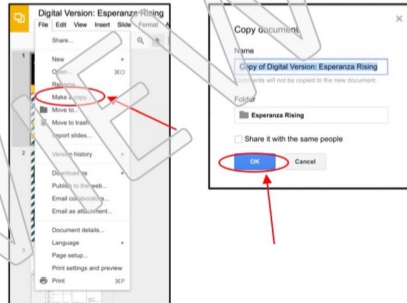


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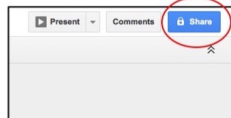
3. If you completed Step 2 correctly, the document just transferred to your Google account. It will contain the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.



4. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.
5. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.
6. Once you're ready, share the documents with your students. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



Note: Sharing with students can also be done through Google™ Classroom.

Why do it digital?

- ✓ No paper or pencil
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