

CHAPTER 1: The Big Winner
CHAPTER 2: Mr. and Mrs. Juicy-O

❖ **Quickwrite:** Do you have a sibling or siblings? Write about your sibling(s) below.

❖ **Vocabulary:** Fill in the blanks.

- The students were making such a huge _____ that the teacher had to yell to be heard over them.
- The audience members gasped when the magician made the bird _____ mysteriously.
- After I put hours of hard work into cleaning up my neighbor's backyard, I was disappointed to hear that he would only would pay me a _____ \$5.

racket
measly
vanish



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

- Fudge is Peter's younger brother. _____
- Fudge wins a turtle at a birthday party. _____
- Peter's father is a lawyer. _____
- Fudge eats a book. _____
- Mr. and Mrs. Yarby greatly enjoy staying at Peter's apartment. _____

❖ **Main Idea:** Give Chapters 1-2 a different, suitable name. Then, explain why you chose that name.

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

- Use two adjectives to describe Fudge. Support your answer with textual evidence.

- How do you think Peter feels about his little brother, Fudge? Explain your answer.

- What is your opinion of Mr. and Mrs. Yarby? Explain your opinion.

❖ **Beyond:** Below, draw and label pictures of three of the characters you have met in the story so far.

#1:	#2:	#3:

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Features student work for every chapter:

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 3 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Standards Focus Question.
- Three Short Answer Questions.
- Beyond-Creative activities.

Name _____

ONE EVENT: Three Points of View

Read about an event from the story below. Then, use the following graphic organizer to write about the points of view of Peter, Mr. Hatcher, and Mr. Vincent. Provide textual evidence for their points of view.

CHARACTER VIEWS

Peter's Point of View	Textual Evidence:
Mr. Hatcher's Point of View	Textual Evidence:
Mr. Vincent's Point of View	Textual Evidence:

STORY EVENT

Fudge is chosen to be the star of the Toddle-Bite commercial.

Name _____

READING Highlights

Below, illustrate and write about three main events in the section you just read. Then, draw an illustration for each event. In the bottom banner, write a suitable new title for the reading.

First: _____

Next: _____

Last: _____

CHAPTER TITLE: _____

Name _____

CHARACTER COMPARISON

Compare and contrast two different characters from the story.

Name _____

Figurative Language: IDIOMS

Idiom an expression that means something other than its literal meaning.

Tales of a Fourth Grade Nothing contains many idioms. Read the quotes from the book below. Circle the idioms. Then, sketch their literal and figurative meanings. Finally, explain each idiom.

- Mom spent the day in the kitchen. She really cooked up a storm.
- Even though I'm wearing my footie-woon, "No! I don't want to stand on my head!"

Literal sketch	Figurative sketch
This idiom means _____	
Literal sketch	Figurative sketch
This idiom means _____	

Name _____

Write about the Character

Write one sentence containing the name of each character and one sentence containing figurative language about each character.

Peter _____

Fudge _____

Mrs. Hatcher _____

Name _____

Character Traits

Write about the traits of each character listed below. Write a quote or textual evidence to support the traits.

Name	Trait(s)	Textual Evidence
Peter		
Fudge		

Name _____

Character Analysis Wheel

Character: _____

Words _____

Actions _____

Name _____

FIGURATIVE LANGUAGE FIND

Follow the arrows and instructions below.

Find a simile and write it below. Circle the "like" or "as."

Find an idiom and write it below. Sketch a picture of its *literal* meaning.

Find an example of imagery and write it below. Draw a picture of how the imagery makes you feel.

Find an example of personification and write it below.

Find an example of irony and write it below. This time, underline the two things that are being compared.

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23 Reading Response Activities:

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Standards-aligned.

ASSESSMENT PACKET

Tales of a Fourth Grade Nothing by Judy Blume



Name _____

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STUDENT CHAPTER PACKET

Tales of a Fourth Grade Nothing by Judy Blume



Name _____

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TABLE OF CONTENTS Vocabulary Packet

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<http://www.teacherspayteachers.com/Store/Nothing-but-Class>

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ACTIVITY PACKET

Tales of a Fourth Grade Nothing by Judy Blume



Name _____

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VOCABULARY PACKET

Tales of a Fourth Grade Nothing by Judy Blume



Name _____

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STUDENT CHAPTER PACKET ANSWER KEY

CHAPTER 1: The Big Winner

2 Mr. and Mrs. Yarcy

- (page 1)
- Blackboard:** Answers will vary.
- Vocabulary:**
- racket
 - vanish
 - mossy
- True or False:**
- T
 - F
 - F
 - F
 - F

Main Idea: I would name these chapters "My Biggest Problem," because that's why Fudge annoys Peter so much.

- (page 2)
- Comprehension and Analysis:**
- Fudge is temperamental. On page 6, the text says, "And when he gets mad on the floor and he screams. And he kicks. And he bangs his fists." Also, "screaming." For example, on page 16, the text says, "MINE!" Fudge said... (Answers will vary).
 - I think that Peter thinks he is very annoying because he thinks that Fudge is always in my way. He messes up everything he sees. (Answers will vary).
 - Mr. and Mrs. Yarcy are unpleasant. Mr. Yarcy bosses Peter's dad around name. Also, they are not understanding about things. They get upset that as their gift, and that Fudge misbehaves. (Answers will vary).

Beyond: Answers will vary.

Tales of a Fourth Grade Nothing By Andrew Clements Reference Bookmark

Plot
Everyone thinks Fudge is adorable and funny, but his older brother, Peter, knows the truth.

Setting
The story mostly takes place in Peter's home.

Characters

- Peter-a fourth grade boy
- Fudge-Peter's little two-and-a-half-year-old brother
- Dribble-Peter's pet turtle
- Jimmy-Peter's classmate and friend
- Sheila-Peter's neighbor



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Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages
- Student reference bookmarks
- All answer keys



Table of Contents: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		54	Activity Packet Cover	
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	55	Theme Thoughts	Use after finishing the novel
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	56	Reading Highlights	any
		57	Comic Strip	any
		58-59	Cause and Effect	7
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	60-61	Character Traits	Use throughout the novel
		62	Character Responses	any
		63	Character Analysis Wheel	any
		64	Character Interactions	any
		65	Character Comparison	any
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	66	Figurative Language Anchor Poster	any
		67	Figurative Language Find	any
		68-71	Figurative Language: Idioms	1-7
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		74-75	Write about the Character	Use after finishing the novel
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	76	Dear Diary	any
		77-78	One Event: Three Points of View	any
		79	My Most Important Day	10
		80-83	Mystery Thoughts	Use after finishing the novel
Connecting Text with Illustrations	RL 3.7/RL 4.7/RL 5.7/RL 6.7	84	My Book Cover	Use after finishing the novel
Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	85	Reading Strategies: Preview Walk	Use before reading the novel
		86	Reading Strategies: Predictions	any
Unknown Words	L 3.4/L 4.4/L 5.4/L 6.4	87	Word Predictions	any
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	88	My Book Review	Use after finishing the novel
Informational Writing	W 3.2/W 4.2/W 5.2/W 6.2	89	EXTRA! EXTRA! Read all about it!	4-9
		90	Culminating Project Options	Use after finishing the novel

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*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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A Closer Look:

- Detailed Table of Contents
- Standards and focuses listed for all activities

TALES OF A FOURTH GRADE NOTHING: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Reviews	Assessments	Reading Response Activities (to be used with specific chapters)	Other Reading Response Activities	
					To use before starting the novel. • Reading Strategy: Preview Walk	
1-2	<ul style="list-style-type: none"> • racket • measly • vanish 	Vocabulary Review #1: Chapters 1-6	Comprehension Assessment #1: Chapters 1-6	<u>To use with Chapters 1-7</u>	<u>To use with any chapter</u> <ul style="list-style-type: none"> • Reading Highlights • Comic Strip • Character Responses • Character Analysis Wheel • Character Interactions • Character Comparison • Figurative Language Anchor Poster • Figurative Language Find • Dear Diary • Reading Strategy: Predictions • Word Predictions 	
3-4	<ul style="list-style-type: none"> • hollering • hesitated • bowling 			<ul style="list-style-type: none"> • supervise • clever • dashed 		<ul style="list-style-type: none"> • Figurative Language: Idioms
5	<ul style="list-style-type: none"> • mumbling • considered • refused 			<ul style="list-style-type: none"> • solemn • flunked • threatened 		<ul style="list-style-type: none"> • Figurative Language: Idioms • EXTRA! EXTRA! Read all about it!
6	<ul style="list-style-type: none"> • admiring • dished • becks 			<ul style="list-style-type: none"> • avoided • beamed • concoction 		<ul style="list-style-type: none"> • Cause and Effect
7	<ul style="list-style-type: none"> • ordinary • walled • gloomy 	Vocabulary Review #2: Chapters 7-10	Final Vocabulary Assessment	<ul style="list-style-type: none"> • One Event, Three Points of View 	<u>To use throughout the novel</u> <ul style="list-style-type: none"> • Character Traits 	
8			<ul style="list-style-type: none"> • My Most Important Day 			
9				<ul style="list-style-type: none"> • One Event, Three Points of View 	<u>To use after finishing the novel</u> <ul style="list-style-type: none"> • Theme Thoughts • Write about the Character • Mystery Thoughts • My Book Cover • My Book Review • Culminating Project Options 	
10						

Name _____

Culminating Project Choices

Now that you have completed the book, choose one of the final projects to do below!

1. **SEQUEL:** Write a sequel to Tales of a Fourth Grade Nothing. What happens to Peter and Fudge next?
2. **WHO'S THE AUTHOR?:** Use the Internet to do research about the author, Judy Blume. Write a biography about her. Make sure to include a Works Cited page.
3. **DEAR DIARY:** Choose a character in the book. Write about the events in the book from his or her point of view, in the form of several diary entries.
4. **NEWSPAPER:** Create a newspaper that is themed around the events in the book. You might include articles, advertisements, comic strips, and an advice column.
5. **PLAYWRIGHT:** Choose your favorite scene(s) from Tales of a Fourth Grade Nothing. Write it in the form of a play. Either record it to show to the class, or perform it in front of the class!
6. **BOARD GAME:** Create a board game which is themed around Tales of a Fourth Grade Nothing. Be creative!
7. **NEWS INTERVIEW:** Imagine you are a journalist that is interviewing one of the characters from Tales of a Fourth Grade Nothing. Write a script for it. With a partner, either record it to show to the class, or perform it in front of the class!
8. **TURTLE TIME:** Do some more research about turtles. Present your findings in a creative way. You might create a Power Point presentation, make a poster, or write an essay. It's your choice!
9. **MOVIE POSTER:** Design a movie poster advertising a movie based on Tales of a Fourth Grade Nothing.
10. **CHARACTER ART:** Create sculptures, puppets, or models of the characters using any material you choose. You could use a combination of paper, rocks, clay, poster board, old toys, sticks, or anything you can think of!

My Choice: _____

My Grade: _____

Comments: _____

Engaging Projects:

- Culminating Project Options for students to complete after the novel

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TALES OF A FOURTH GRADE NOTHING

by Judy Blume

Comprehension Assessment #1: Chapters 1-6

❖ Part 1: Comprehension Multiple Choice

Choose the best answer for each question below.



1. Choose the words that best describe Fudge.
 - a. Wild and mischievous.
 - b. Calm and reasonable.
 - c. Quiet and distracted.
 - d. Miserable and grumpy.
2. What does Peter say is his biggest problem?
 - a. His dad works too much.
 - b. His mom fusses about him a lot.
 - c. Fudge is always in his way.
 - d. He doesn't have any friends.
3. Why do Mr. and Mrs. Yarby leave the Hatchers' apartment?
 - a. Peter is impolite to them.
 - b. Fudge causes too much trouble.
 - c. Mr. Hatcher and Mr. Yarby get into an argument.
 - d. Mr. and Mrs. Yarby don't like Mrs. Hatcher's food.
4. How does Fudge get injured?
 - a. He jumps off a huge rock.
 - b. He tries to fly off of the jungle.
 - c. He plays with Peter's scissors.
 - d. He gets bitten by Peter's turtle.
5. Which of the following is not a problem caused by Fudge in these chapters?
 - a. He refuses to try on pants while shopping.
 - b. He touches Peter's pet turtle.
 - c. He won't eat any food.
 - d. He eats flowers.

❖ Part 2: Comprehension & Analysis Short Answer

Answer the following questions in complete sentences.

6. How does Peter feel about his brother, Fudge? Explain.

7. Summarize what happens during Fudge's third birthday party.

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8. What is one problem that Fudge causes in the story? Is the problem solved? If so, how? If not, why not?

ASSESSMENTS included:

- 2 Comprehension Tests
 - Test #1: Chapters 1-6
 - Test #2: Chapters 7-10
 - Mix of question types
- 1 Final Vocabulary Test



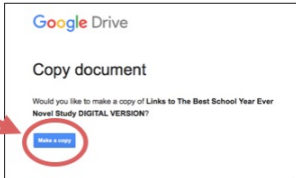
Instructions

for Digital Version/Google™ Drive File

1. You will need Internet access and a Google™ account (which is free).
2. Click on the link below. You will be prompted to make a copy of a Google™ document called "Digital Version: Tales of a Fourth Grade Nothing." 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: Tales of a Fourth Grade Nothing](#)

Click here first!

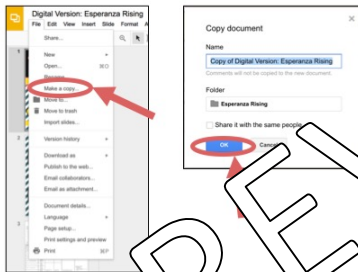


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

3. If you completed Step 2 correctly, the document called "Digital Version: Tales of a Fourth Grade Nothing," just transferred to your Google account. It will contain the novel study in its entirety. This includes the unit map, tables of contents, student pages, answer keys, and everything else. You will notice that the novel study has blue text boxes already placed everywhere that students will need to type.

MAKE ANOTHER COPY of this document "Digital Version: Tales of a Fourth Grade Nothing," 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.



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4. Think through how you want to roll it out to your students so that you want your students to have access to. Obviously, you won't want to share answer keys. The unit map. Also, for example, do you only want to assign your students the student chapter packet pages, plus select activities? Or, do you want to assign only the vocabulary pages along with the activities? Once you decide, DELETE everything you don't want your students to have access to.
5. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate all of the students assignments from the tests, so the students can't see the tests before testing day. Or, perhaps you want to separate the student chapter pages from the activity pages. For the sake of organization. Make as many customized copies as you need to. 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.

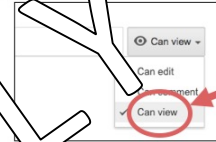
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6. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

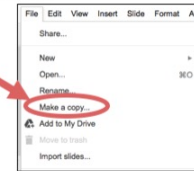


Note: Sharing with students could also be done through Google™ Classroom.

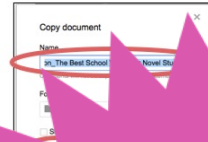
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change.



8. Students will need to make their own copies since they can't edit your documents. Their own copies will then get saved to their own Google™ Drive. In order to make their own copies, students will need to click the links in their e-mail, which have been in a never document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the upper left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved into their own Google™ Drives.



Students will rename their copied documents here.

9. Students will be able to access their own copies. Any changes students make to their files will be saved to their own Google™ Drive.
10. Students may share their own copies with others.
11. Don't forget that you do have the original document. It is definitely most handy if they are on a white version (in this PDF).

Your purchase includes both the PAPER version and the GOOGLE™ version of this novel study.

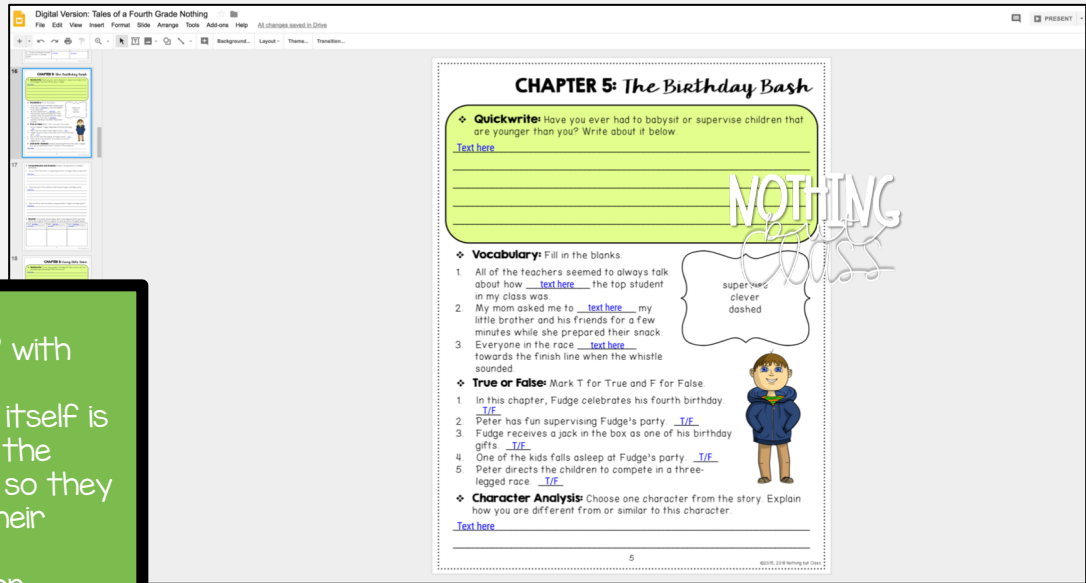
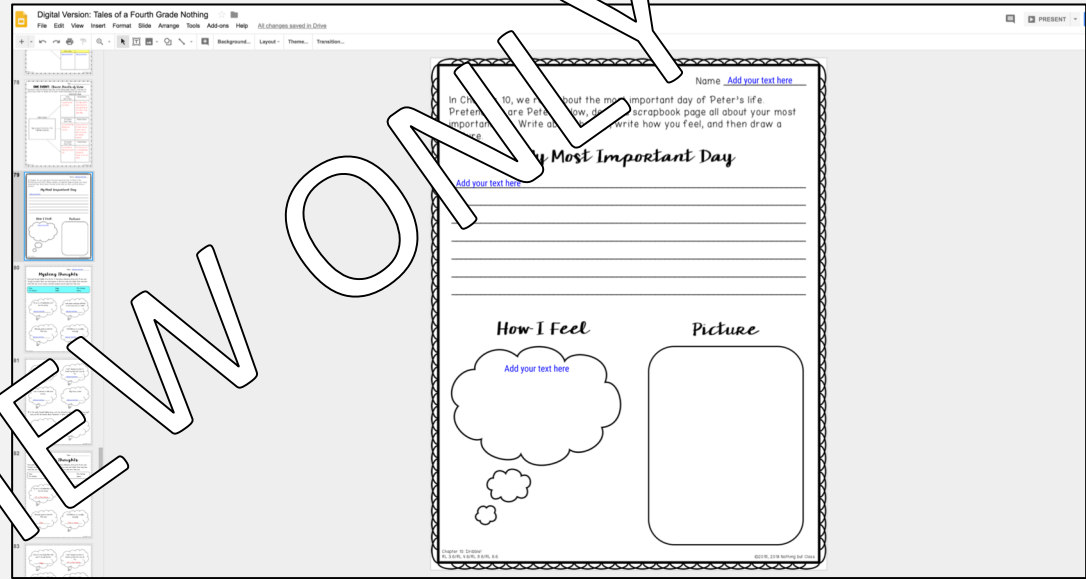
BONUS Paperless Version included!

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- Upon purchasing, you will receive instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW ONLY



MORE about the GOOGLE™ version...

- Novel study pages are available in “Google™ Slides” with text boxes, for students to type into.
- Please note that the text within the novel study itself is not editable. This version simply offers students the opportunity to access the unit via Google Drive™, so they may type and draw directly onto the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

CHAPTER 5: The Birthday Bash

❖ **Quickwrite:** Have you ever had to babysit or supervise children that are younger than you? Write about it below.

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❖ **Vocabulary:** Fill in the blanks.

1. All of the teachers seemed to always talk about how _____ the top student in my class was.
2. My mom asked me to _____ my little brother and his friends for a few minutes while she prepared their snack.
3. Everyone in the race _____ towards the finish line when the whistle sounded.

supervise
clever
dashed

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

1. In this chapter, Fudge celebrates his fourth birthday. _____
2. Peter has fun supervising Fudge's party. _____
3. Fudge receives a jack in the box as one of his birthday gifts. _____
4. One of the kids falls asleep at Fudge's party. _____
5. Peter directs the children to compete in a three-legged race. _____



❖ **Character Analysis:** Choose one character from the story. Explain how you are different from or similar to this character.

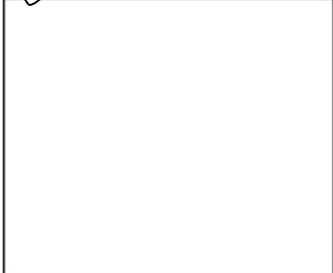


❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. Do you think that Peter is a good big brother to Fudge? Why or why not?

2. Describe each of the children that attends Fudge's birthday party.

3. Why are Peter and his mother excited about Fudge's birthday party?

❖ **Preyod:** In the lower boxes below, draw what happens first, next, and last in this chapter. Write a caption for each picture in the upper boxes.

First, _____ _____	Next, _____ _____	Last, _____ _____
		

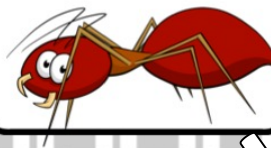


racket

(noun)
loud noise or commotion

measly

(adjective) small and unimportant



vanish

(verb)
disappear

howling

(verb)
creaming



hesitated

(verb)
paused

bawling

(verb)
crying



supervise

(verb)
to oversee



clever

(adjective)
sharp;
intelligent



Name _____

Write about **the Character**

Write one sentence containing your choice of figurative language about each character.

Peter



Fudge



Mrs. Hatcher



Mr. Hatcher