

Novel·Ties

Tales of a Fourth Grade Nothing Judy Blume



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with the book *Tales of a Fourth Grade Nothing* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTER 1

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|----------------|---|
| 1. scrub | a. radio or television ad |
| 2. rinse | b. wooden box used for shipping |
| 3. advertising | c. wash clean by hard rubbing |
| 4. commercial | d. remove soap by washing with clear water |
| 5. crate | e. type of business that tries to sell things to people |

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- Most businesses believe _____ will sell their product.
- You can expect to see more than one _____ on every TV program.
- One of my favorite TV ads shows a boy trying to _____ a spot on the rug.
- When I tried to _____ off the soap with water, the spot became bigger.
- I put a(n) _____ on the floor to cover the spot on the rug.

Read to find out who is the big winner.

Questions:

- Who was Dribble, and how did Peter get him?
- How did Mrs. Hatcher feel when she saw Dribble? Why did she feel this way?
- Why did Peter’s father spend so much time watching TV commercials? What was his favorite one and why?
- Who was Peter’s biggest problem? Why did Peter feel as he did?

Questions for Discussion:

In what ways does a pet like Dribble differ from a dog or cat? What are some of the advantages and disadvantages of a pet such as Dribble?

CHAPTER 2

Vocabulary: Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

- | <u>A</u> | <u>B</u> |
|----------------|----------------|
| 1. inspected | a. mixture |
| 2. vanished | b. noise |
| 3. mumbling | c. disappeared |
| 4. complained | d. muttering |
| 5. racket | e. examined |
| 6. combination | f. objected |

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1. It was hard to do my homework while my neighbors made a(n) _____ next door.
2. We watched in amazement as the magician's rabbit _____ before our eyes.
3. Mocha is a(n) _____ of chocolate and coffee flavorings.
4. The service person _____ every part of the copying machine.
5. The first grade _____ that they did not have the same privileges as the third grade.
6. It is hard to understand what you are saying when you are _____.

Read to find out what happens when Peter's family has some important overnight guests.

Questions:

1. Who was coming to visit the Hatchers? Why did Peter complain about their visit?
2. What happened to the two missing flowers? Why did Mrs. Hatcher call Dr. Cone?
3. How did Mrs. Yarby's behavior toward the two boys differ? How did this make Peter feel?
4. What mischief did Fudge create during the Yarby's visit?