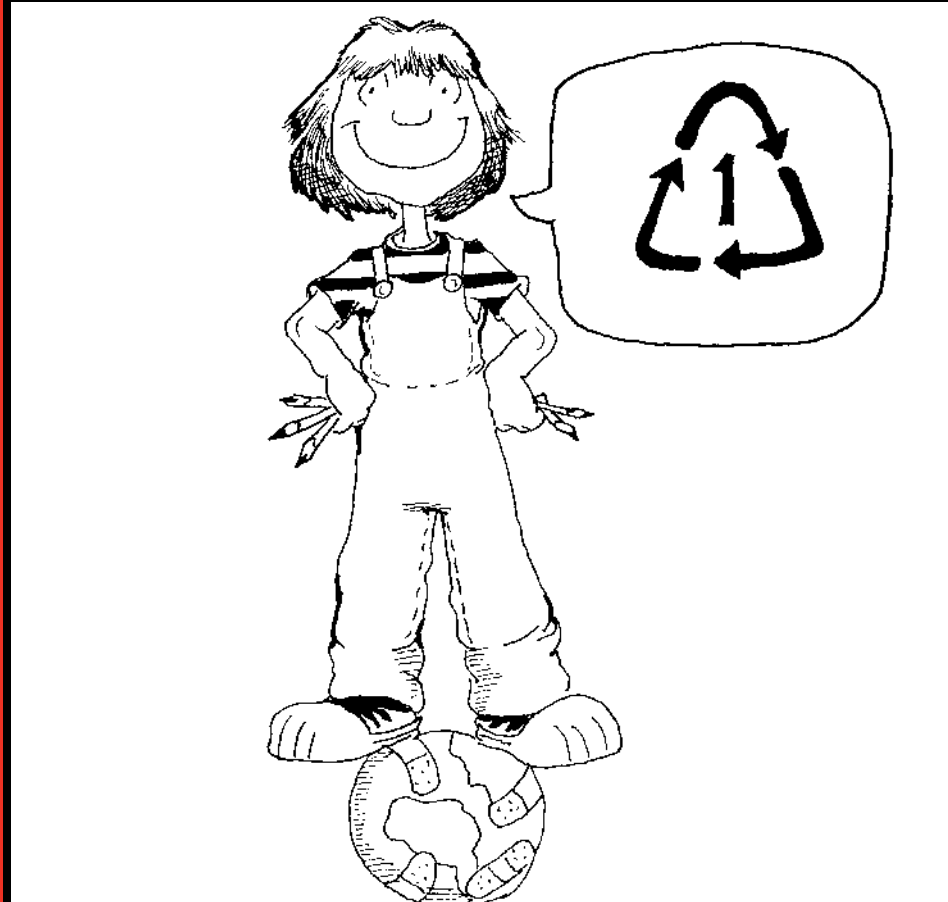


Novel•Ties

JUDY MOODY SAVES THE WORLD!

Megan McDonald



A Study Guide

Written By Garrett Christopher

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

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For the Teacher

This reproducible study guide to use in conjunction with the novel *Judy Moody Saves the World* 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 own 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.

Pre-Reading Activities (cont.)

7. Author Megan McDonald gives each chapter in this book a catchy title that relates to the chapter's main idea. Before you read each chapter, think about the title and use it to make a prediction about what the chapter will be about. Jot down your prediction or share it with a book buddy who is also reading the book. After completing each chapter, compare your prediction to what you read and explore how the chapter title relates to the important ideas in the chapter.
8. In this story, Judy's entire third grade class works together to come up with a plan to help the community and the entire world. As you read, begin thinking of something that your class might do to improve conditions on our planet. Be ready to discuss your plan as part of a class brainstorming session that focuses on what young people your age can do to help save the world.
9. Did you know that one tree can make 172,000 pencils and that one pencil can draw a line thirty-five miles long? These and other fascinating facts about the environment can be found in *Judy Moody Saves the World!* As you read, list the facts that you find most interesting on a chart such as the one below. Then use the facts to develop questions for a quiz show game that you can play with others who have read this book.

| Page | Environmental Facts |
|------|---------------------|
| | |

Crazy Strips Contest, Batty For Banana Peels (cont.)

Questions:

1. How does Judy Moody learn about the Crazy Strips Contest? Why does she want to win?
2. How does Judy help Stink create his Crazy Strips design?
3. Why does Judy reject her first design?
4. What ideas do Judy and her classmates come up with to help save the earth?
5. How does Judy's science homework help her imagine a design for the Crazy Strips Contest?

Questions for Discussion:

1. Have you ever entered a contest? What did you have to do, and what did you hope to win?
2. Imagine that you are a judge for the Crazy Strips Contest. How would you evaluate the designs submitted by Stink and Judy?
3. What other ideas would you contribute to Class 3T's discussion about ways children can help save the earth?

Literary Devices:

- I. *Point of View*—Stories can be told by different people. Sometimes the author has a narrator tell the story. Other times, the story is told by one of the story characters. Who is telling this story? How do you know?
