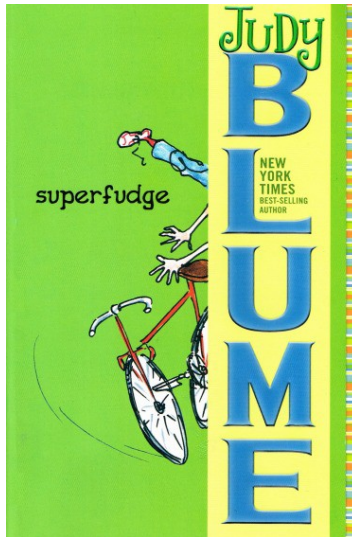


Superfudge



By

Judy Blume

A Novel Study
by Joel Michel Reed

Superfudge

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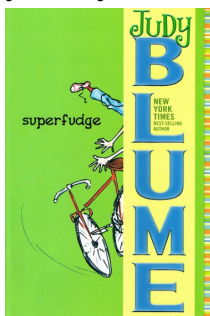


Table of Contents

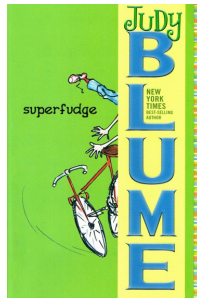
Suggestions and Expectations	3
List of Skills	4
Synopsis / Author Biography	5
Student Checklist	6
Reproducible Student Booklet	7
Answer Key	50

About the author: Joel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two chapters of **Superfudge** and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities in this unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Additional icons provided by <http://www.iconka.com>

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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identify anagrams
6. Identify *personification*
7. Use of singular / plural nouns
8. Listing compound words
9. Identifying parts of speech
10. Identifying syllables
11. Identify/create *similes*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Identify the protagonist
3. Relating personal experiences
4. Compare two characters

Creative and Critical Thinking

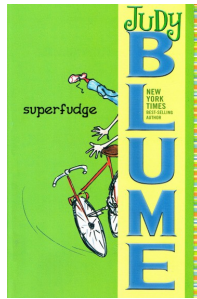
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Compare the book and movie.
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Sheet
8. Complete a KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
3. Create an Information Card
4. Design a cover for the novel
5. Create a comic strip

Superfudge

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Synopsis

Farley Drexal Hatcher – otherwise known as Fudge – thinks he's a superhero, but his older brother, Peter, knows Fudge is nothing but a big pain! Dealing with Fudge is hard enough, but now Peter's parents have decided to move to New Jersey for an entire year! Even worse, Peter's mom is going to have a new baby. And if this baby is anything like Fudge – help! How will Peter ever survive? (Courtesy of Puffin Books)

More information is found on the following website: <https://en.wikipedia.org/wiki/Superfudge>

Author Biography

Judy Blume

Blume was born and raised in Elizabeth, New Jersey, the daughter of homemaker Esther (née Rosenfeld) and dentist Ralph Sussman. She has a brother, David, who is five years older. Her family was Jewish. She graduated from Battin High School in 1956, then enrolled in Boston University. In the first semester, she was diagnosed with mononucleosis and took a brief leave from school before graduating from New York University in 1961 with a Bachelor's degree in Education.

A lifelong avid reader, Blume first began writing when her children were attending preschool, and published her first book, *The One In The Middle Is The Green Kangaroo*, in 1969.

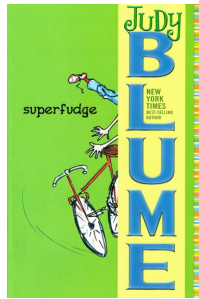
The decade that followed proved to be her most prolific, with 13 more books being published, including many of her most well-known titles, such as *Are You There God? It's Me, Margaret.* (1970), *Tales of a Fourth Grade Nothing* (1972), *Otherwise Known as Sheila, The Great* (1972), and *Blubber* (1974). Judy Blume has won more than 90 literary awards, including three lifetime achievement awards in the United States.



Courtesy of Wikipedia. https://en.wikipedia.org/wiki/Judy_Blume

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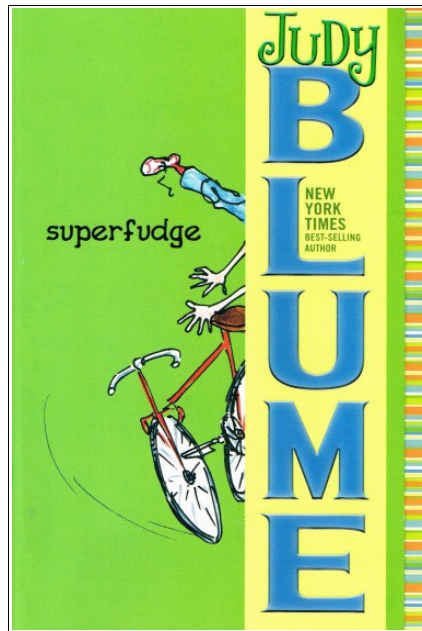


Student Checklist

Student Name: _____

Assignment	Grade/Level	Comments

Superfudge

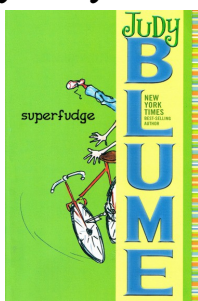


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Name: _____

Superfudge

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Chapters 1-2



Before you read the chapter:

Did you know that *Superfudge* is actually the sequel for *Tales of a Fourth Grade Nothing*? Briefly describe what you already know about *Tales of a Fourth Grade Nothing*.



Vocabulary:

Draw a straight line to connect the vocabulary word to its definition. Remember to use a straight edge (like a ruler).

- | | |
|-----------------|--|
| 1. Discussion | A. To place in a neat, attractive or specific order. |
| 2. Announcement | B. To repeat out loud from memory. |
| 3. Arrange | C. To walk or move in an aimless way. |
| 4. Refuse | D. To talk about something in order to reach a decision. |
| 5. Recite | E. Accurate or correct in all details. |
| 6. Interest | F. To indicate that one is not willing to do something. |
| 7. Exact | G. Inspiring great affection or delight. |
| 8. Impressive | H. A formal public statement. |
| 9. Wander | I. Amazement through size, quality, or skill. |
| 10. Adorable | J. The feeling of wanting to know or learn something. |

Questions

Chapter 1

1. Describe the setting of the story as Chapter One begins.

2. How did Peter react when he heard the news of the new baby?

3. What did Fudge do when Peter said he was running away from home?

Chapter 2

1. What was Fudge telling people that caused his mother so much embarrassment?

2. Why did Peter object to calling his sister 'Tootsie'?

3. How was Peter able to trick Fudge into telling him where Tootsie was hiding?



Language Activity

A. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's an example of an alliteration: “. . . screaming, shrieking, shouting, screeching about something scary.”

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sounds of children playing.	
The appearance of a thunderstorm.	
One from your own imagination.	

B. A **simile** is a comparison using the words “like” or “as”. The following is an example taken from Chapter Two: “*Babies have to be carries in a special way? You mean like mother cats carry their kittens?*” Fudge asked.

What two things are being compared in this example?

--	--

Invent two of your own **similes** comparing two different things using your own imagination:

a)

b)

C. Homonyms

Homonyms are words which sound the same but have different meanings. An example is *bail* and *bale*. These chapters feature words which are examples of homonyms. In the chart below, create sentences which show the meaning of each set of homonyms.

Example 1

Homonyms	Sentence
1. Herd	
2. Heard	

Example 2

Homonyms	Sentence
1. Throne	
2. Thrown	

D. Rewrite the following sentences putting in the **correct capitalization** and **punctuation**.

1. fudge my four-year-old brother was in the living room

2. when we got to the table fudge arranged himself in his chair

3. i had no idea how old mrs tubman was but sheila's sister libby was thirteen so I guessed that mrs tubman was older than mom

E. The Five Parts of Speech

Find at least two examples of each of the following five parts of speech from this chapter in our novel and list them in the appropriate section of the chart below.

Nouns	
Pronouns	
Adjectives	
Adverbs	
Verbs	

Bonus: Find two examples of the remaining three parts of speech!

Conjunctions	
Prepositions	
Interjections	



Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the last 2 chapters of ***Superfudge***. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6