



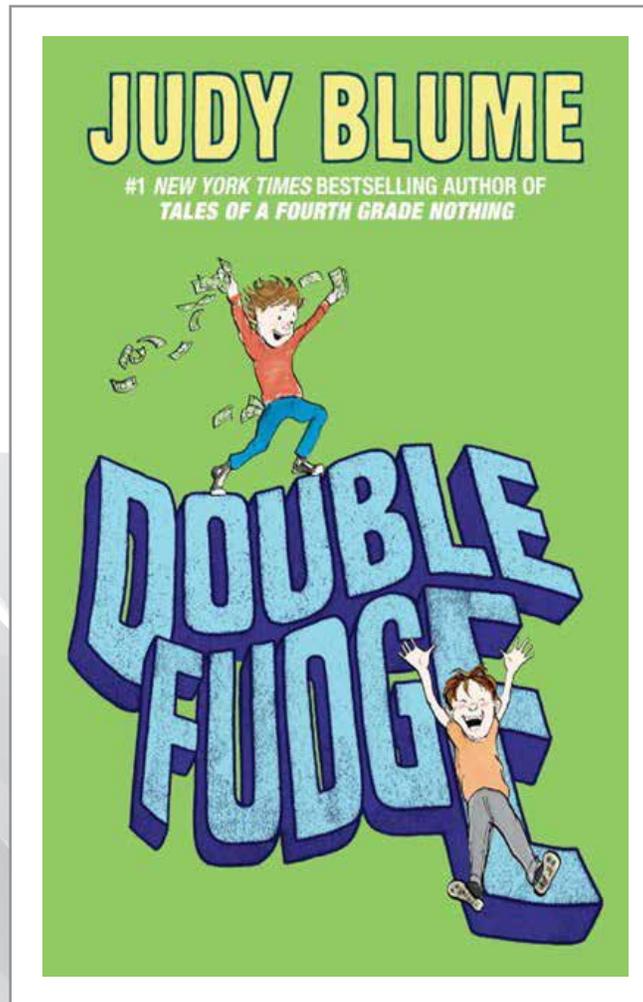
**TEACHER GUIDE**

**GRADES 3-5**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# Double Fudge

Judy Blume



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Double Fudge

Judy Blume

## TEACHER GUIDE

### NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

---

**ISBN 978-1-50203-744-2**

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your  
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

[sales@novelunits.com](mailto:sales@novelunits.com)

[novelunits.com](http://novelunits.com)

## Table of Contents

Summary .....	3
Characters .....	3
About the Author .....	4
Initiating Activities.....	4
Vocabulary Activities.....	4
Seven Sections .....	18
Each section contains: Summary, Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions .....	28
Post-reading Extension Activities.....	29
Assessment.....	30
Scoring Rubric.....	31

## Skills and Strategies

### Thinking

Research, compare/contrast, problem solving, creative thinking, critical thinking, inventing

### Comprehension

Predicting, sequencing, foreshadowing, cause and effect, inference, similes and metaphors

### Writing

Persuasive writing, creative writing, lists, personal writing, book proposal, thank-you note, letter writing, poetry, critiquing, reporting

### Listening/Speaking

Discussion, dramatizing, oral reports

### Vocabulary

Charades, bingo, vocabulary board game, defining

### Literary Elements

Point of view, characterization, literary analysis, story mapping, figurative language

### Across the Curriculum

History—research, currency;  
Art—drawing, design, collage, new methods, painting, illustrating;  
Science—wildlife research;  
Geography—weather, flora and fauna; Music—song writing; Social Studies—culture research

**Genre:** fiction

**Setting:** present day; New York City and Washington, D.C.

**Point of View:** first person, from Pete's point of view

**Themes:** importance of family; Money can't buy happiness.

**Conflict:** person vs. person, person vs. self

**Tone:** humorous, conversational

## Summary

Five-year-old Fudge is obsessed with money in the fifth book of the Fudge series. He makes his own money, "Fudge Bucks," dresses as a miser for Halloween, and has a new best friend named Richie.

On a family trip to Washington, D.C., to take Fudge to the Bureau of Printing and Engraving, the Hatchers run into their long-lost relatives from Hawaii. Fudge and Pete discover that they have a cousin who is also named Farley Drexel Hatcher and famous performing twin cousins known as the *Heavenly Hatchers*.

When the cousins unexpectedly come to stay with Pete and Fudge's family in their New York apartment, the family is in for a hilarious and irritating family reunion.

## Characters

**Fudge**—five-year-old obsessed with money; always getting into trouble

**Pete**—12-year-old brother of Fudge; annoyed when the Hatcher cousins visit

**Tootsie**—Fudge and Pete's two-year-old sister

**Warren Hatcher**—Fudge, Pete, and Tootsie's dad; works in advertising

**Anne Hatcher**—Fudge, Pete, and Tootsie's mom; a dental hygienist

**Jimmy**—Pete's best friend; moves to SoHo

**Richie Potter**—Fudge's rich new best friend

**Uncle Feather**—Fudge's myna bird; refuses to talk after Richie's visit

**Howie Hatcher**—Warren's long-lost cousin; calls Warren "Tubby"

**Eudora Hatcher**—Warren's pregnant wife

**Flora and Fauna Hatcher**—twins who perform as the *Heavenly Hatchers*; lead a very sheltered life

**Mini (Farley Drexel Hatcher)**—Flora and Fauna's brother; pretends to be an animal; troublemaker, much like Fudge

**Sheila Tubman**—Pete's classmate; granddaughter of Grandma's husband

**Grandma**—Anne's mother; stays with Tootsie while the family goes to Washington, D.C.

## About the Author

Judy Blume grew up in Elizabeth, New Jersey. She always had a big imagination, but she didn't always dream of becoming a writer. She received a bachelor's degree in education from New York University in 1961. Blume began writing when her children started preschool and hasn't stopped since. Some of her books include *Are You There God? It's Me, Margaret*, *Blubber*, *Just as Long as We're Together*, and *Freckle Juice*. Other Fudge books by Blume include *Tales of a Fourth Grade Nothing*, *Otherwise Known as Sheila the Great*, *Superfudge*, and *Fudge-a-Mania*.

Blume currently lives on the East Coast with her husband, George Cooper, who is also a writer. She has three grown children and one grandson.

## Initiating Activities

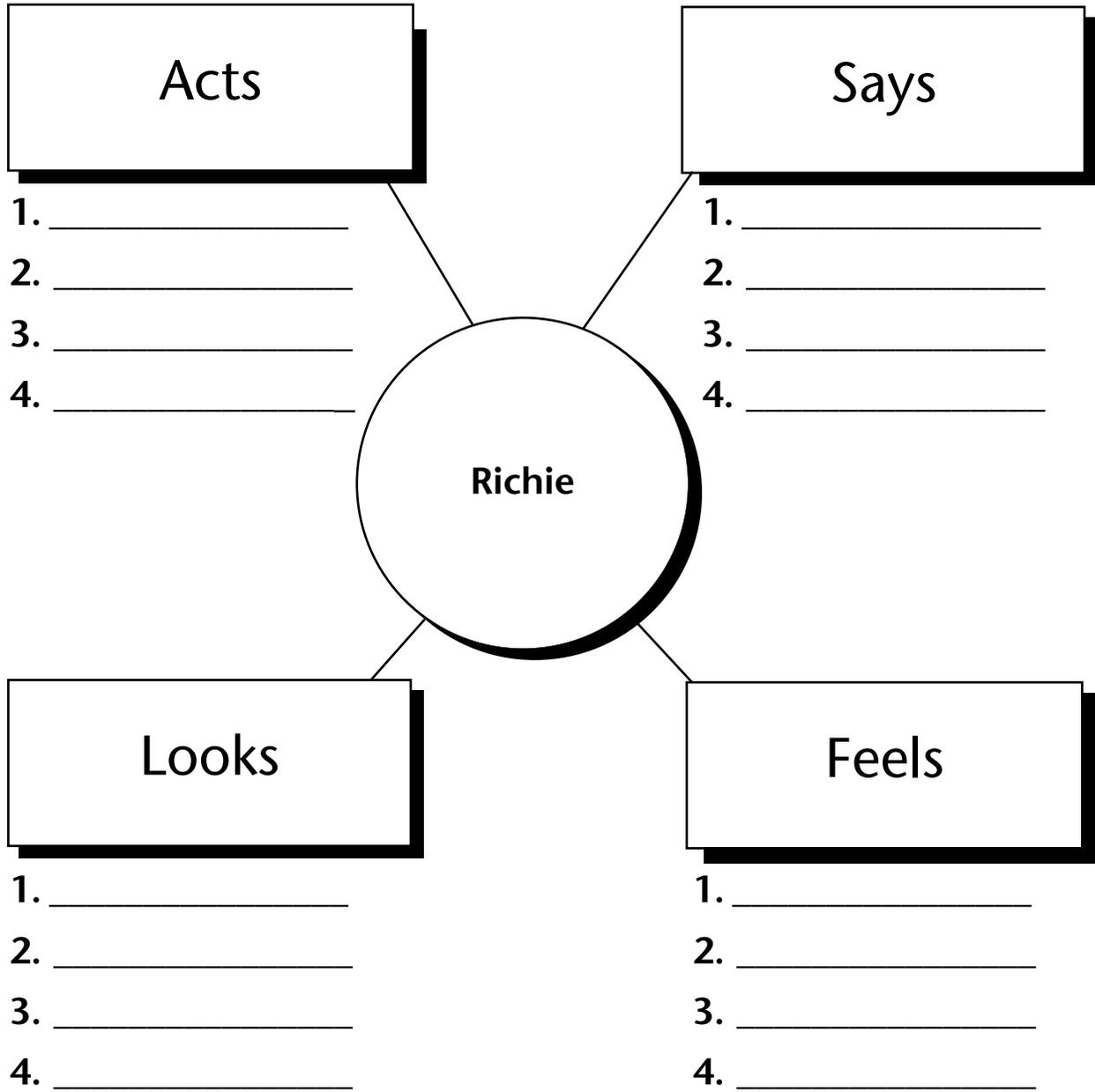
1. **Previewing the Book:** Have students complete Getting the "Lay of the Land" on page 5 of this guide.
2. **Freewriting:** Give students the following prompts. Ask them to choose one and write about it for at least ten minutes.
  - a. Can money buy happiness?
  - b. What are some things money can't buy?
3. **Research:** Ask students to research the Bureau of Printing and Engraving in Washington, D.C., and bring in information they find. Create a bulletin board using their research.
4. **Art:** Have students design their own "money." The money can be displayed on the bulletin board described in activity #3.
5. **Predicting:** Have students begin a Prediction Chart (see pages 6–7 of this guide) to use as they read the book.

## Vocabulary Activities

1. **Vocabulary Board Game:** In groups of four, have students play the Vocabulary Board game on page 8 of this guide. Each group should be given a bag of vocabulary words from which to draw and a die. Each player will take turns throwing the die and moving the number of spaces shown. The player will then complete the task written on the space in which he or she lands. The first player to reach Finish wins.
2. **Vocabulary Charades:** Have students take turns acting out vocabulary words while the rest of the class guesses the word. This will not work with all words. Suggested words include: grimaced (13), tantrums (16), accelerated (31), turnstile (49), currency (69), laryngitis (105), mimic (109), therapist (111), trauma (111), hesitated (122), tousling (128), lure (134), clammy (137), trampled (137), and cowered (161).
3. **Word Match:** Have students print vocabulary words on index cards (one word per card). Read a definition. The first student to hold up the vocabulary word that matches the definition wins a point. More than one point can be awarded each round if there is a tie.
4. **Vocabulary Bingo:** Give each student a copy of the Bingo card on page 9 of this guide. Have students write vocabulary words in the blank boxes. Read definitions to the class. If a student has the word that matches the definition read, he or she should mark that square. A student calls "Bingo!" when he or she has five spaces marked horizontally, vertically, or diagonally. Make sure to verify the bingo.

## Character Attribute Web

**Directions:** The attribute web below will help you gather clues the author provides about a character in the novel. Fill in the blanks with words and phrases that tell how Richie acts and looks, as well as what he says and feels.



## Chapters 15–16, pp. 179–213

The Howie Hatchers finally leave, even though they have only gone to another apartment in the building. Fudge dresses as a miser for Halloween, and Mini decides to dress like Fudge. They both wear red suspenders and money ties. Pete takes them trick-or-treating along with Flora, Fauna, Melissa Beth Miller, and Fuzzball, Melissa’s cat. Flora, Fauna, and Mini are not allowed to collect candy while trick-or-treating. They can only research the “cultural event.” While the kids are trick-or-treating at the Goldens’ apartment, Melissa’s cat escapes. The older kids search for the cat, and in the meantime, Fudge and Mini disappear. They are soon spotted on the elevator monitor along with Olivia Osterman. The elevator is stuck. A crowd gathers in the building lobby, and after 40 minutes, Fudge, Mini, and Mrs. Osterman are rescued by the fire department.

Six weeks later, the Howie Hatchers prepare to leave for Florida. Pete’s family promises to come visit them in Florida “some winter.” Fudge loses his first tooth, and Mini eats it. Fudge is worried that the tooth fairy won’t come, but he thinks he can trick the tooth fairy with a box of teeth he found in his mom’s room.

### Vocabulary

proposed (179)  
braille (185)  
privileges (185)  
incident (185)  
manatee (190)  
entrepreneur (194)  
intercom (196)  
maintenance (197)  
whir (199)  
resourcefulness (200)

### Discussion Questions

1. How does Pete feel when the Howie Hatchers finally leave the apartment? How would you have felt? (*He feels relieved and happy. The apartment feels huge and peaceful. Answers will vary. p. 179*)
2. Why is Fudge’s mom upset by the code name? Do you agree that she should be upset? (*The code name is really not that secretive if a policeman is speaking to many classes about it. Fudge’s mom is probably afraid that strangers could learn the “code” if they really wanted to kidnap a child. The best rule for children to remember is never talk to strangers, whether the person knows their code name or not. Answers will vary, but could include that she is right to be upset or that she is overreacting. pp. 182–183*)
3. Why doesn’t Howie want the girls to go trick-or-treating? Why do they want to go? (*He doesn’t want them to eat candy. They want to research the “cultural event” of trick-or-treating. p. 189*)
4. How did Fudge and Mini get separated from their trick-or-treating group? How could this have been avoided? (*The rest of the group was looking for the lost cat, and no one was watching Fudge and Mini. Someone should have been watching them or told them to wait for the others. p. 194*)
5. Give examples of foreshadowing on page 195. Did you know what was happening before the author told you? (*“Whew...these stairs are tough going’...Another one muttered something about the new elevator. ‘Yeah, I know. We waited on six but it never came.’” Answers will vary.*)
6. Why haven’t the Natural Beauties ever experienced winter? (*They lived in Hawaii, where it doesn’t get very cold. p. 201*)
7. On page 202, why does Mini say he doesn’t want the girls talking for him anymore? What do you think this says about him? (*He never had to say much because the girls said everything for him. He finally tells them to stop. He is growing up and becoming more independent.*)
8. For what does each person give thanks on pages 206–207? What does this say about each person? (*Cousin Howie: his long-lost family; Mrs. Osterman: an interesting life; Natural Beauties: New York; Mini: Egduf; Fudge: money, plus many other things; Answers will vary.*)

9. Why does Pete slip the box of baby teeth under his pillow? What does this show about him? (*He thinks there's a possibility that the tooth fairy could leave him money for the teeth. As mature as Pete acts, this shows that there is still some "kid" in him. You're never too old to believe in something. p. 213*)

### Supplementary Activities

1. Code Names: If you used the system described in the book, what would be your code name? Come up with your own system for creating code names. Then write code names for each person in your family.
2. Culture: Research trick-or-treating. When and how did it begin? Write a paper describing your findings.
3. Writing: Make a list of people and things for which you are thankful.
4. Research: Research the Florida Everglades. What types of plants and animals (flora and fauna) are found there? Write a paper on your findings, and include pictures.