

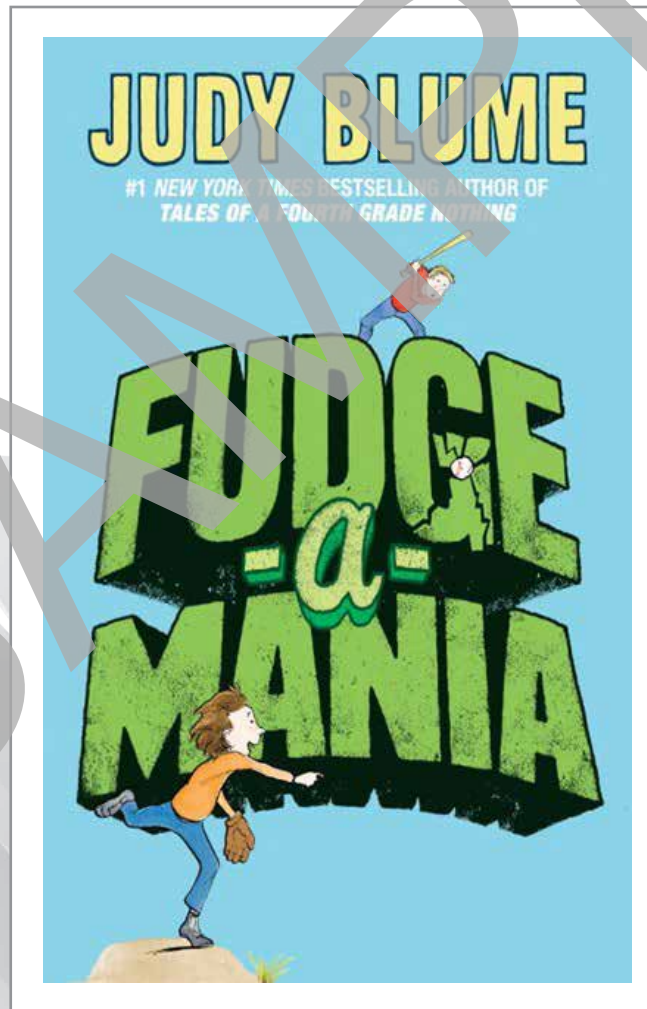


STUDENT PACKET

GRADES 3-5

Fudge-A-Mania

Judy Blume



READ, WRITE, THINK, DISCUSS AND CONNECT

Fudge-A- Mania

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STUDENT PACKET

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!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Directions: Write a brief answer to each question as you read the novel at home or in class. Use the questions to guide your reading, prepare for class discussions, and review for quizzes and tests.

Chapters 1–4

1. Whom does Fudge say he will marry? When will the wedding occur?
2. Where will Peter's family vacation during the summer? Why is Peter upset about the vacation arrangements?
3. Why does Peter's mom say the vacation won't be as bad as Peter expects?
4. What is Fudge's real name?
5. How does Fudge's mom respond when asked if he can bring a friend to Maine?
6. Who is Uncle Feather?
7. What does Peter tell Jimmy to convince him to come to Maine?
8. What did Grandma Muriel do for a living before she retired?
9. How does Peter's family get to Maine? How does Grandma get to Maine? Why do you think she chooses a different method of travel?
10. Why does Sheila scream for help when Turtle jumps out of the Blazer and races for the woods?
11. What does Peter discover about his and Sheila's vacation houses?
12. What happens to Turtle in the woods? What does the family decide to do to help him?
13. Describe the Hatchers' part of the vacation house.
14. What does Sheila ask Grandma Muriel to teach her? Why does she want to learn how to do this?
15. How does Sheila respond when she learns that Jimmy Fargo is coming to visit in ten days?
16. **Prediction:** Will the Maine vacation be as bad as Peter expects it to be?

Chapters 5–6

1. How does Peter get a bump on his head and a pain in his foot before the day even starts?
2. What is Fudge doing when Peter goes downstairs?
3. Why does Sheila open all the windows in the house? What does Buzzy Senior say about this?

Name _____

Bio-poem

Directions: Using the format below, write a bio-poem about any character from the book except Peter. Then write a bio-poem about yourself using the same format. Write a paragraph describing the values and characteristics you share with your chosen character.

- Line 1: First name only
- Line 2: Lover of (list three things character loves)
- Line 3: Giver of (list three things character gives)
- Line 4: Needs (list three things character needs)
- Line 5: Wants (list three things character wants)
- Line 6: Is good at (list three things character is good at)
- Line 7: Should work on (list three things character needs to improve)
- Line 8: Is similar to (list three people or other characters to whom this character is similar and list a reason behind each character)
- Line 9: Survivor of (list three things the character survives)
- Line 10: Last name only

Title _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name _____

A Character's World

Directions: You may be able to draw parallels between a character's world and your own. Write a character's name in the blank. Describe that character's world. Then describe a related situation or event from your own world.

_____ 's World

My World

_____ 's World

My World

_____ 's World

My World

_____ 's World

My World

