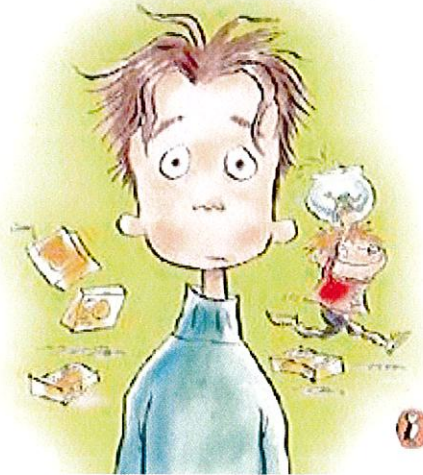


Tales of a Fourth Grade Nothing

New York Times bestselling author
JUDY BLUME
Tales of a Fourth Grade Nothing



Chapter Comprehension Questions & Project Rubrics Grade 4

Name _____

Tales of a Fourth Grade Nothing Chapter I Name: _____

by Judy Blume

The Big Winner

Vivid Vocabulary: advertising p. 6 combination p. 6

Comprehension Check:

How did Peter win Dribble? What was the difference in his guess and the real number of jelly beans?

Describe the elevator in Peter's building. Give details from the text. Who was Henry Bevelheimer?

What was Peter's biggest problem? Why? _____

Picked Passage: "And even more. I'm going to see to it that he's happy!" p. 5

Explain this statement in context. Why do you think Peter's mother groaned after he said it?

Link to Literature: Would you like to have a turtle as a pet? Why or why not?

Story Sketches: We found out a lot about Peter in the first chapter. Fill out this information sheet:

Name:

Address:

Age and Grade:

Sibling(s) Name and Age:

Parent(s) Occupation:

Pet Name and Type:

Test Taking: Which best describes the setting? A) rural B) suburban C) urban D) not yet known

Swift Summary: Summarize this chapter in 1-2 sentences.

Tales of a Fourth Grade Nothing Chapter 2 Name: _____

by Judy Blume

Mr. and Mrs. Juicy-O

Vivid Vocabulary: advantages p. 13 vanish p. 16

Comprehension Check:

Do you think Mr. Hatcher's idea to have the Yarbys stay with them was a good idea? Why/why not?

What made Peter the angriest about what Fudge did while the Yarbys were there? Why? _____

Why did Peter's dad throw away all the Juicy-O? How did he try to make the situation sound better?

Picked Passage: "She really cooked up a storm." p. 38 Explain this idiom in context.

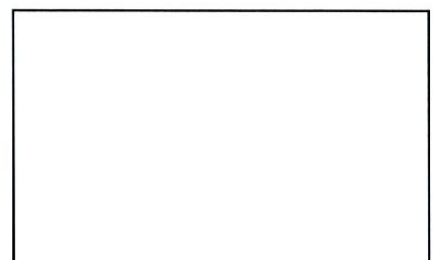
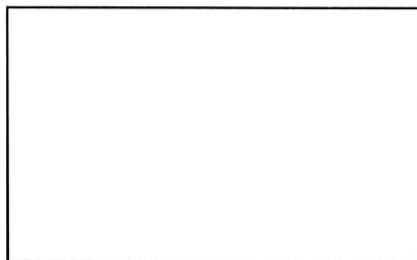
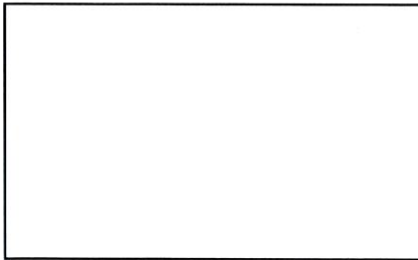
Link to Literature: Peter didn't really like his gift. Tell of a time you received a gift you didn't like.

Story Sketches: Fudge caused a lot of trouble while the Yarbys were there. Sketch & label 3 events.

First,

Then,

Last,



Test Taking: Most likely, why did Mr. Yarby call Mr. Hatcher by his last name only?

A) He didn't know his first name.

C) He was so mad he couldn't think straight.

B) This was a common way for men to refer to each other.

D) He couldn't pronounce his first name.

Swift Summary: Summarize this chapter in 1-2 sentences.

Tales of a Fourth Grade Nothing Chapter 3 Name: _____

by Judy Blume

The Family Dog

Vivid Vocabulary: impressed p. 23 satisfied p. 25

Comprehension Check:

How did Peter feel about Fudge refusing to eat? How could he have helped? Why didn't he?

Why was this chapter entitled, "The Family Dog?" Explain using details from the text. _____

Describe two failed attempts to get Fudge to eat. _____

Picked Passage: "He'd had enough of Fudge's monkey business at meal times." p. 28

Explain this statement in context. What is monkey business?

Link to Literature: Tell about a time you didn't want to eat. What did your parent(s) do about it?

Story Sketches: Sketch the way Mr. Hatcher solved the problem with Fudge not wanting to eat.

This resulted in a new expression for Fudge. Write it here: _____

Test Taking: "Grandmother came over with a million ideas..." p. 25 This sentence contains:

A) hyperbole B) personification C) metaphor D) alliteration

Swift Summary: Summarize this chapter in 1-2 sentences.

Tales of a Fourth Grade Nothing Chapter 4 Name: _____

by Judy Blume

My Brother the Bird

Vivid Vocabulary: mugged p. 29

perched p. 32

Comprehension Check:

Describe Central Park. Give details from the text. _____

Explain why Peter doesn't like Sheila and how his opinion is proven by the events of the chapter.



Tell what happened at the park. Who blamed who for the accident? _____

Picked Passage: "Then we both laughed and I **knew she was my real mother after all.**" p. 40

Explain this statement in context, especially what was meant by the part in bold.

Link to Literature: Compare and contrast a park in your town to Central Park where Peter plays.

Story Sketches: Complete this chart for events that occurred in the chapter.

Cause	Effect
	
	

Test Taking: "Jimmy can imitate all kinds of foreign accents." p. 32

Which of the following best defines imitate as it is used in this sentence?

A) admire

B) sound like

C) begin

D) look like

Swift Summary: Summarize this chapter in 1-2 sentences.

Tales of a Fourth Grade Nothing Chapter 5 Name: _____

by Judy Blume

The Birthday Bash

Vivid Vocabulary: supervise p. 42 clever p. 50

Comprehension Check:

Describe Fudge's friends. Each one had a specific problem. Explain. _____

Why do you think Peter didn't want to show the kids his turtle? How did it go when he did?

How long was the party? Why did it seem like longer to Peter? How did he feel when it was over?

Picked Passage: "Nobody can stop me from thinking. My mind is my own." p. 42

Do you agree with Peter? Why or why not? What was it that he wanted to keep thinking?

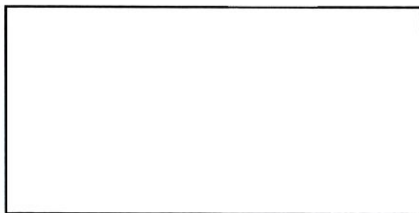
Link to Literature: Compare & contrast Fudge's birthday party to a birthday party you've been to.

Story Sketches: Peter's statement after the party could be used as the main idea of the chapter.

Complete:

Main Idea: "Three is kind of young for a party." p. 54


Detail:



Detail:



Detail:



Test Taking: What was the cleverest thing that Peter's mother did in this chapter?

- A) planned a birthday party for Fudge C) decided to use balloons as part of the games
B) made Peter share his turtle with the kids D) invited Mrs. Rudder to stay when she complained

Swift Summary: Summarize this chapter in 1-2 sentences.

Tales of a Fourth Grade Nothing Chapter 6 Name: _____

by Judy Blume

Fang Hits Town

Vivid Vocabulary: rearrange p. 62 smeared p. 67

Comprehension Check:

Trace the steps Peter took to clean out Dribble's bowl. What did this tell you about Peter?

Explain in detail how Fudge got tricked at the dentist's office. _____

Why do you think Mrs. Hatcher tried to pretend Fudge wasn't so bad in public? _____

Picked Passage: "That's mean. You're taking advantage of him." p. 65 What does it mean to take advantage of someone? How did Mrs. Hatcher take advantage of Fudge at the shoe store?

Link to Literature: Have you been shoe shopping? Compare and contrast your experience to Peter's.

Story Sketches: Sketch what Fudge did with his peas at Hamburger Heaven. How did this relate to an event in a previous chapter?

Test Taking: Which word best describes Mrs. Hatcher for much of this chapter?

A) happy B) angry C) excited D) desperate

Swift Summary: Summarize this chapter in 1-2 sentences.

Tales of a Fourth Grade Nothing Chapter 7 Name: _____

by Judy Blume

The Flying Train Committee

Vivid Vocabulary: monorail p. 72 stamped p. 80

Comprehension Check:

How did the teacher group the students? What complaints did Peter, Jimmy and Sheila have about the people on their committee? _____

Describe what happened to the poster. What happened after the poster was ruined? _____

What event finally prompted Peter's parents to put a lock on his door? Do you think they should have done that sooner? Why or why not? _____

Picked Passage: "My feelings exactly!" I thought." p. 75

Why did the author use italics for those three words? Explain this statement in context.

Link to Literature: Peter, Jimmy, and Sheila had trouble working together.

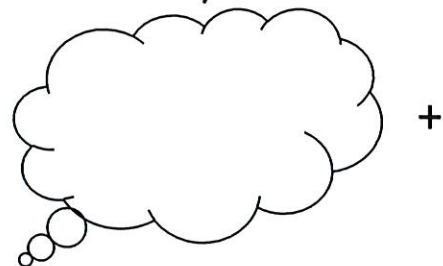
What advice would you give them for group work? _____

Story Sketches: Make an inference based on the events in this chapter.

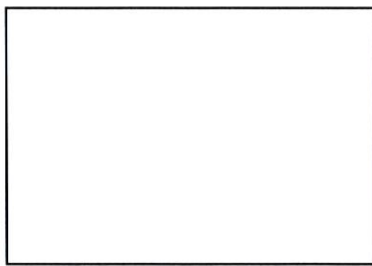
What I already know:

Info from the text:

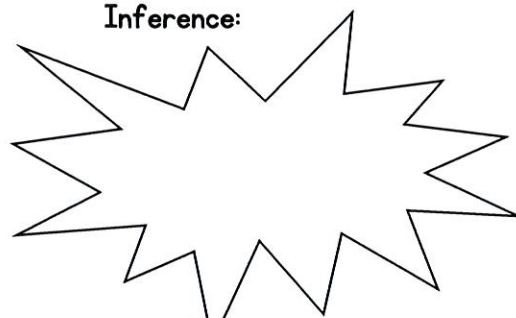
Inference:



+



=



Test Taking: What was the biggest reason Peter's group did well on their project?

- A) They got along extremely well with each other. C) They planned ahead and did their research.
B) Their parents helped them with the project. D) They used expensive supplies.

Swift Summary: Summarize this chapter in 1-2 sentences.

Tales of a Fourth Grade Nothing Chapter 8 Name: _____

by Judy Blume

The TV Star

Vivid Vocabulary: agency p. 86 beckoned p. 94

Comprehension Check:

Why were Peter and Fudge at work with their dad? Why was Peter excited for his mom to be gone?

Why did Mr. Hatcher hesitate to let Fudge do the commercial? Did he have a choice? Why/why not?

Janet told Peter he saved the day. Who was Janet? How did Peter save the day once again? _____

Picked Passage: Today you find the passage. Write the sentence from p. 91 including the book title:

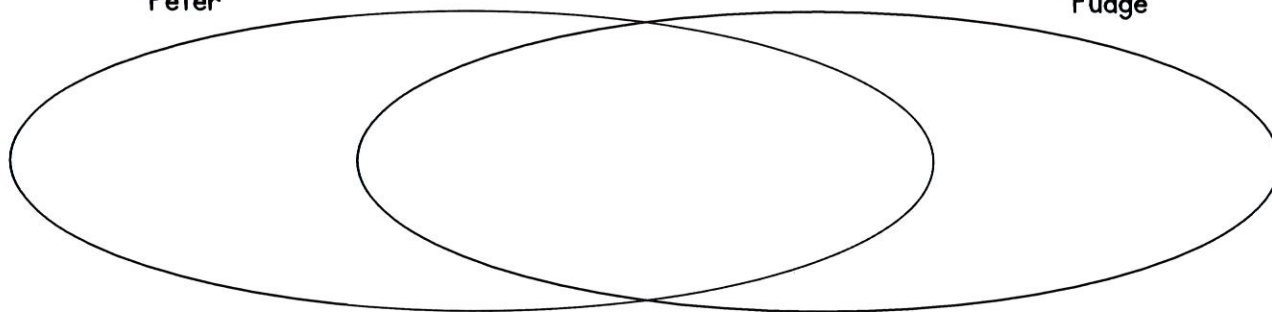
Explain in context. Why was Peter feeling this way? _____

Link to Literature: Have you been to work with one of your parents or another adult? Tell about it.

Story Sketches: Even though Peter & Fudge are brothers, they were different. Compare & contrast:

Peter

Fudge



Test Taking: "Vroom" on p. 92 is an example of: A) simile B) rhyme C) onomatopoeia D) alliteration

Swift Summary: Summarize this chapter in 1-2 sentences.

Tales of a Fourth Grade Nothing Chapter 9 Name: _____

by Judy Blume

Just Another Rainy Day

Vivid Vocabulary: concentrated p. 100 concoction p. 105

Comprehension Check:

Why did Mr. Hatcher want to take the boys to the movie? Was this a good idea? Why or why not?

Describe the omelet that Mr. Hatcher made for the boys. Why didn't Peter tell him it was awful?

Why did Mr. Hatcher want to keep the weekend secret? How did Mrs. Hatcher find out a part of it?

Picked Passage: "Some people laughed when the man said his name." p. 101

Explain this statement in context. Why did they laugh? Why was the man saying the name?

Link to Literature: What's the first movie you remember seeing at the movie theater? Tell about it.

Story Sketches: What was the name of the movie they saw? _____

Sketch a possible scene here:

Test Taking: Which line from the text best summarizes the chapter?

A) "The next day it rained." p. 97

C) "It's Fudge alright!" p. 106

B) "You see he's too young for the movies." p. 100

D) "My father said he was going to cook us something special for dinner." p. 103

Swift Summary: Summarize this chapter in 1-2 sentences.

Tales of a Fourth Grade Nothing Chapter 10 Name: _____

by Judy Blume

Dribble!

Vivid Vocabulary: whisked p. 115 dreary p. 118

Comprehension Check:

Why didn't Mrs. Hatcher believe Fudge at first when he said what he did? What did she do next?

Peter and his mother became frustrated with people over their reactions to their situation. Why?

How did Peter's parents try to make up to him what had happened? Explain the new pet's name.

Picked Passage: "PETER WARREN HATCHER, WHAT A QUESTION!" p. 119

Who said this to whom? Why? Why did the author use CAPITAL letters?

Link to Literature: Peter said this was the most important day of his life.

What has been the most important day of your life so far? Tell about it.

Story Sketches: Using information from the entire book, fill out this character trait chart for Peter.

<u>Character Trait (Peter)</u>	<u>Example from the story that shows this trait</u>

Test Taking: Which of the following is a theme of this story?

- A) dealing with problems B) growing up C) having courage D) making decisions

Swift Summary: Summarize this chapter in 1-2 sentences.

Rubric: Creating a Board Game

	4 points	3 points	2 points	1 points
Design & Creativity	Everything is neatly created and directions were followed completely.	Game board is excellent but some parts are a little sloppy.	Game board is complete but 1 or 2 elements are missing and it could be neater.	There is a game board but it is not colored and no extra efforts were made at creativity.
Information	There are 16 pieces of information and answers, and they are well incorporated into the game.	A couple of pieces (3) of information or answers are missing or incorrect.	Some (5) pieces of information is missing.	Many (9 or more) pieces of information are incorrect or missing and very few are required to play the game.
Objective & Rules	The objective and rules of the game are clear and easy to understand.	The objective and rules mostly clear and easy to understand.	The objective and rules are partly clear and easy to understand.	It is unclear what the objective and rules of the game are.
Directions	Directions make it perfectly clear how to play the game. They are neatly written with minimal grammatical errors.	Directions are written but have 2-3 minor grammatical errors. They are somewhat unclear or 1 step is missing.	There are more than 3 errors. Directions are unclear and 2-3 steps could be added to clarify.	Complete revision needed. Many steps are missing or incomplete and it is very difficult to understand how to play the game.
Content & Difficulty	Questions/content and rules of play are of an appropriate level-- not too difficult and not too easy.	Rules of play are age appropriate but some questions/content are too easy or too difficult.	Game is a bit too simple for the grade level and some questions/content is too easy.	Game is not appropriate for the grade level and questions/content are too easy or too difficult.

Friendly Letter Rubric

Name: _____ Date: _____

	4 points	3 points	2 points	1 point
Structure	Five parts of a letter are included.	Four parts of a letter are included.	Three parts of a letter are included.	Only two parts of a letter are included.
Sentences	There are at least 4 complete sentences.	There are 3 complete sentences and/or sentence fragments.	There are less than three sentences and several fragments.	There are numerous fragments.
Grammar	There are no grammar errors.	The letter contains 1-2 grammar errors.	The letter contains 3 grammar errors.	The letter contains 4 or more grammar errors.
Spelling	The are no spelling errors. The letter is correctly punctuated and there are no capitalization errors.	The letter contains 1-2 spelling errors.	The letter contains 3 spelling errors.	There are 4 or more spelling errors.
Capitalization/Punctuation		There are 1-2 capitalization/ punctuation errors.	There are 3-4 capitalization/ punctuation errors.	There are more than 4 capitalization/punctuation errors.

Informative Writing Rubric

	1 	2 	3 	4 
Did you write a fabulous opening or topic sentence?	I didn't write a topic sentence.	I wrote a topic sentence but it doesn't really tell you what you are going to read about.	I wrote a topic sentence and it introduces what you will be reading about.	My topic sentence tells you what you will be learning about and it's very creative. I used sense words!
Do your details include facts and vocabulary from the story or passage?	I didn't include more than two details. My details are not about the topic.	I have at least 3 details but they do not use any facts from the story or passage.	I have at least 3 details and all 3 use facts or vocabulary from the story or passage.	I have 3 or more details and all of them use facts from the story. I used lots of vocabulary and sense words!
Did you spell most of the words right? (This is referring to words in your reader or the passage.)	I made a lot of spelling mistakes.	I made a few spelling mistakes on words that were in my reader or passage.	I only misspelled one or two words.	I didn't make any spelling mistakes!
Did you remember capital letters and punctuation marks?	I forgot a lot of capital letters and punctuation marks.	I made at least 4 capital letter or punctuation mistakes.	I only made 1 or 2 capitalization or punctuation mistakes.	I didn't forget any capital letters or punctuation marks!
Did you write a clear ending sentence or conclusion?	I didn't write a closing sentence.	I wrote an ending sentence but it doesn't wrap up what I was writing about.	I wrote an ending sentence and it explains what I was writing about.	I wrote a creative ending sentence with facts and sense words. It wraps up what my topic was about!

Book Commercial Rubric

Name _____

	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Totals				

Grade: _____