

Activities for
Judy Moody Was in a Mood (2000)
by Megan McDonald
The Works

Before the Book

1. **Teasers** – In the days leading up to the kickoff, use teasers to build curiosity:
 - Teachers and staff members can come to school with a T-shirt that suggests a specific mood: for example, one teacher’s red T-shirt can say *angry*. Another staff member’s blue t-shirt can say *sad*, and another’s yellow t-shirt can say *happy*. The staff can then act out these moods for the entire day.
 - Teachers and staff can claim they are part of a secret club. Some examples could be things like: the S.A. Club (the Straight A Club) or the O.T. Club (the On Time Club). Whatever the club, make sure it’s one where it’s clear that anyone who wants to be a part of it would have to work to gain entry. (Plus figure out what it is!) Have announcements during the day letting staff members know that the club is meeting that day and post signs informing members of where and when the meeting is being held, giving little clues as to the nature of the club, such as: “Don’t forget to bring your report card!” or “Remember our cardinal rule around time!”
 - Encourage staff and teachers to use as many “Judy Moody Slang” words as they can throughout the day. From “Rare!” and “ROAR!” to “oogley” and “star-spangled bananas!” – see how often everyone can fit these Judy words into their vocabulary...and use them correctly! You could even post some of them around your school with no explanation. Then, look for the lightbulb to go on when you get to them in the book.

Throughout the book

2. **Read to Them** provides digital resources for this book. To access Kahoot quizzes and Flipgrid prompts, see the *Flipgrid and Kahoots* pdf document or go to the **Book Resource Page** for *Judy Moody Was In a Mood*. (If you do not have a copy of the *Flipgrid and Kahoots* pdf document or need the login and password for your Client Portal, contact the person running your **Read to Them** program.)
3. **Catch Phrases** (Creativity) – Judy says the word “rare” when something is cool and/or exciting. Come up with a few unique catchphrases as a class and use them with each other. You can use your new catchphrases to describe your favorite parts of the book, and – who knows – maybe your phrases will stick around for a long time!

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4. **Your Me Collage** (Art) – Making Me collages will be a fun and informative main event. You can have students create them all at once, or spread this project out throughout the read. Have students include the things about themselves that make them who they are (and they wish to share with the audience). Here are some ideas:

- where I live
- my friends
- my best friend
- my favorite pet
- hobbies
- clubs
- the funniest thing that ever happened...
- the best thing that ever happened
- the worst thing that ever happened

You can also find a simpler Me collage template in *Printables* on the Book Resource Page for *Judy Moody Was in a Mood*. If your school decides to do an End of Book Celebration, set up a gallery of Me collages for everyone to enjoy!

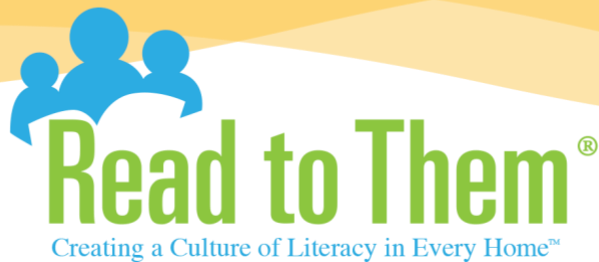


5. **Books to Inspire Young Entrepreneurs** (Language Arts, Life Skills, Financial Literacy) – Here are some books that would be great read-alouds that encourage your students to think about being entrepreneurs...much like Stink and the bags of moon dust he sells!

- *When I'm an Entrepreneur: Dreaming is Believing: Business* by Dr. Samantha Pillay (Author), Harry Aveira (Illustrator)
- *Jasmine Launches a Startup: (Entrepreneurship books for kids)* by Bachar Karroum (Author), Jesus Vazquez Prada (Illustrator)
- *Lemonade in Winter* by Emily Jenkins
- *The Boy Who Invented the Popsicle: Cool Science Behind Frank Epperson's Famous Frozen Treat* by Anne Renaud
- *What Do You Do With an Idea?* by Kobi Yamada
- *Sweet Potato Pie* by Kathleen D. Lindsey

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6. **Reading Corner** (Design/Reading) – Create a Judy Moody reading corner in your library or classroom. Collect books about some of Judy’s interests like doctors, the rainforest, toads, space, and two-toed sloths. You can also include some of the financial literacy titles listed above.
7. **Start a Class Collection** (Classroom Engagement) – Judy Moody collects Band-Aids among other things. Start a class collection of something like buttons, stickers, or beads. You can display the collection or use it to make collages later.
8. **Make Mood Journals** (Language Arts/Journaling) – Judy has quite a few different moods – just like we all do! Have students create journals where they keep track of their moods. This could be a good way to start school each day or regroup after lunch or recess. Depending on your class, students could draw a face, write a word, or write a sentence to explain how they feel.
9. **Collect Quotes** (Language Arts) – Some quotes deserve to be highlighted and enjoyed as you go through the book. Have your students look for phrases and sentences that they find especially meaningful and post them in your classroom so everyone can enjoy them. Consider writing them on paper cutouts of two-toed sloths or Venus flytraps.
10. **Chapter Chat** (Language Arts) – Have students draw an * beside their favorite part each night as they read. Encourage them to share that part the next day with a partner in class. They should explain why they picked that part.
11. **Favorite Part Pantomime** (Drama) – Have small groups of students act out (no words) an important scene from the story. Students in the audience must figure out which scene is being portrayed. Some favorites may be when Stink gets indoctrinated into the Toad Pee Club or when Judy and Stink feed Jaws raw hamburger. See how many favorite scenes students can come up with.
12. **Tableau** (Drama) – Students can select an important scene from the novel and create a tableau, or living picture, without talking. They must communicate the scene through physical poses, gestures, and facial expressions rather than words. Some favorites could be the outdoor scene at Frank Pearl’s birthday party, or when Judy, Frank, and Rocky put the hand in the toilet for Stink to find. Each group should present their tableau, and the class will guess what each group is presenting and provide evidence for their guess.

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13. **Interviews** (Drama) – Partners work together to write and act out interviews with characters from the novel. These could be general interest interviews or live-news accounts that may have occurred during key scenes of the novel. Who would be some interesting people to interview in Judy Moody’s life? The pet store lady? Mr. Todd? Frank Pearl?
14. **Flip It** (Drama) – Have students reenact a familiar scene from the novel, but from the perspective of Stink, Rocky, or another character instead of Judy.
15. **Chapter Names** (Language Arts) – Megan McDonald has given each chapter a name. Invite your students to come up with an alternative. You could challenge them to choose one-word titles for each chapter, or they could pick a quote to serve as the chapter title.

Chapter 1 – A Bad Mood (pp. 1-10)

16. **Draw Your Bedroom** (Art/Presentation) – Have students create a detailed drawing of their bedroom like the illustration of Judy’s on page 3. Challenge them to include everything they can think of (stuff on the walls, pets, clothes, people they share the room with, etc.) They can then present their detailed designs to the class. (Older students could attempt to draw this to scale.)
17. **Craziest Thing You’ve Ever Eaten** (Art/Discussion) – Judy Moody ate a shark! What crazy foods have your students tried? Have a class discussion, ask students to write a few sentences, or have them draw pictures to represent the foods.
18. **Design a T-shirt** (Design/Art) – Judy is moody because everyone has cool new shirts with words from their summer vacations and she has nothing to show off. Students can design their own shirts based on somewhere they have been, somewhere they want to go, something they did, or something they want to do. (See *Printables* on the Book Resource Page for *Judy Moody Was in a Mood* for a template.) If you have the funding, you could have plain t-shirts and fabric markers for students to make wearable art. Be sure to put a piece of heavy paper or cardboard inside the shirt while they draw to keep the marker from bleeding through.
19. **Imagination Vacation** (Financial Literacy) – Have students think of a place they would want to go for a vacation. Can they come up with a budget for what it would cost? (Make sure they factor in expenses like travel, food, lodging, entertainment, etc.) You could also give them a specific spot and/or set budget and see what type of vacation they can plan while staying on track with their finances.



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20. **Musical Chairs** (Physical Education, Fun) – Judy Moody is bothered that she will probably get stuck sitting in the first row in her new classroom. Here is a good opportunity to play the classic game, Musical Chairs. While the music is playing, students circle around the room, keeping an eye on all the chairs (remember, always have one less chair than students.) When the music stops, everyone tries to find a seat. Whoever is left standing is out. Remove a chair and start the music again.
21. **Are We There Yet?** (Math, Social Studies) – One of the worst things about the first day of school (according to Judy Moody) is that everyone is going to come back wearing shirts that say things like DISNEY WORLD, SEA WORLD, and JAMESTOWN. Help students find these places on the map and then plot how far away they are from Judy’s home state of Virginia (or your home city/state.)

Chapter 2 – Roar! (pp. 11-23)

22. **Try Mr. Todd’s Spelling Challenge** (Spelling) – Write a phrase on the board and see if your students can find some hidden words. Some possible examples: “Judy Moody was in a mood”, “Jaws is Judy’s favorite pet,” or “Elizabeth Blackwell, first female doctor.” (See *Printables* on the Book Resource Page for *Judy Moody Was in a Mood* for a template.)
23. **Frank Eats-Paste Pearl** (Language Arts, Art) – Frank Eats-Paste Pearl is the nickname Judy uses for Frank (which – spoiler alert! – he doesn’t really eat paste...he just did it once on a dare.) Encourage students to think about a name they would associate with themselves. Maybe Jessica Always-on-Time Larson, David Laughs-at-Everything Lopez, or Frances Loves-Math-Problems Russo. Ask students to make nameplates to put on their desks with their new names and have them share the significance of that name with the class.
24. **Dance the Maypole!** (Physical Education, Social Studies) – Here’s a fun, physical activity that also has some great history behind it. Maypoles have been around for centuries, and the Maypole dance most commonly happens at the beginning of May in hopes to usher in a good crop. Making a Maypole is quite easy, as long as you have a tall pole (PVC pipe works well) or a good tree and lots of ribbons (10 feet long at least) for everyone to enjoy. Nail or glue gun the ribbons to the top of the pole/tree and let students enjoy dancing as they wrap their ribbons around it. Your local craft store might have some ribbon to donate. The indoor/outdoor ribbon used for wreaths is perfect, and you can leave it up to be enjoyed.

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- \$** 25. **Pizza Pricelist** (Financial Literacy) – Mr. Todd (aka Mr. Toad to Judy!) orders pizza for the whole class on their first day of school. Have students each pick their favorite pizza spot and find out what it would cost for an extra-cheese pizza to be delivered from there. Then, have the class chart out the differences in cost for each pizza shop’s extra-cheese pizza. (For older students, they could then figure out how many pizzas they would need and how much it would cost for them to feed the whole class from their favorite pizza shop! For younger students, provide the data rounded to the nearest dollar for them to sort.)
26. **Cheesy Treat** (Food, Cooking, Teambuilding) – After all the charting’s done, why not celebrate with a pizza party of your own? You could order from a local pizza place (many will give discounts to schools) or try your hands at making your own.
27. **Have a Pajama Day!** (Teambuilding, Fun!) – Judy doesn’t want to get dressed for the first day of school, but Stink tells her she can’t wear pajamas to school. Celebrate reading together by having a Pajama Day!

Chapter 3 – Two Heads Are Better than One (pp. 24-39)

28. **Teach a New Trick** (Problem Solving, Public Speaking, Fun!) – Judy Moody is trying to teach her cat, Mouse, to walk on two legs. Ask students if they have ever taught someone or something a new trick. Maybe they’ve taught their dog to sit or their cat to fetch a ball. Maybe they’ve taught someone a card trick or how to balance a soccer ball on their knee. Have students bring a video of their trick being taught or – better yet – teach it to the class!
29. **Make Moon Rocks** (Crafts/Science) – Judy and Rocky convince Stink that he’s found a moon rock. You can make your own moon rocks out of an easy self-hardening dough of baking soda and water. To make the moon sand-like dough, combine 4 cups of baking soda with $\frac{1}{4}$ cup of water. You can tint the water with food coloring or liquid watercolor to make the dough a different color. You could try black or gray. Or, you could decide that your moon rocks are going to be your school colors. Add glitter for some shimmer. Students can play with the dough for a while, and then form it into rock forms. Let them dry overnight to make rocks.

Or, you can have some fun with acids and bases by making dissolving moon rocks. After students form their rocks, put each one in a clear plastic cup or on a plastic tray with high sides. Give students a few tablespoons of white vinegar to drip onto their rocks to observe the chemical reaction.

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30. Design a New Dollar Bill (Art/Discussion) – There is a lot of talk about money in *Judy Moody*. Have your students completely redesign the dollar bill. For older classes, you can discuss with your students who they would put on the dollar bill if it were up to them today. (See *Printables* on the Book Resource Page for *Judy Moody Was in a Mood* for a template.)



31. Money for the Mini Mart (Financial Literacy, Math) – This chapter is a great one for some discussions about money and finances as well as a chance to create some fun math problems. Judy, Rocky, and Stink head out to the corner to Vic’s, ready to buy some stuff. Judy has a dollar (and wants to buy Band-Aids), Rocky has a dollar (and wants to buy a new magic trick) and Stink has 6 pennies. Have students create some math problems from this information. Here are some to get you started:

- If one box of Band-Aids cost \$1.50, how much more money does Judy Moody need to buy one?
- A jawbreaker costs 10 cents. Rocky and Judy buy 4. How much money did they spend?
- Stink wants to buy bubble gum, but one package costs 25 cents and he only has 6 pennies. How much more money does Stink need?



32. Money for the Mini Mart Part II (Financial Literacy, Math) – Have students think about their own local Mini Mart or grocery store. If they had 2 dollars and 6 pennies, what sorts of things do they think they could buy there? Make a list of some common items that are often purchased at a Mini Mart and help students research the price of various items, such as a pack of gum, a favorite candy bar, a soft drink, or a container of ice cream. What can they buy with their money? (For younger students, make a price list with rounded prices for them to use.)



33. So You Want to Start a Business? (Financial Literacy) – After Judy smashes Stink’s “moon rock” he goes home and puts the now “moon dust” into bags and sells it for 25 cents a bag. By the time Judy and Rocky get back, Stink has made \$3 and is clearly quite the entrepreneur! Talk to students about what an entrepreneur is and how do people go about becoming one. This might be a great chance to share other books that are specifically about entrepreneurship like *Kid Start-Up – How YOU Can Become an Entrepreneur* by Mark Cuban and Shaan Patel. Then, encourage students to begin thinking about how they could try their hand at entrepreneurship as well! What kind of business would they enjoy? What kind of start-up costs would they have?

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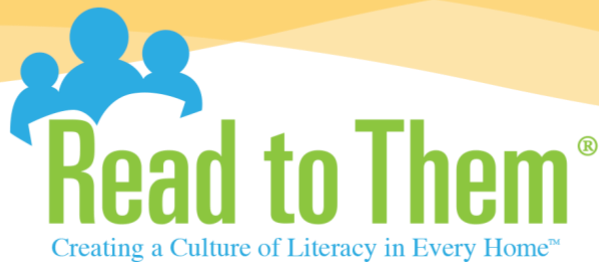
- \$** 34. **Stink, the Salesman!** (Financial Literacy) – Stink’s moon dust seems to be selling fast. Talk to students about the relationship between supply and demand...as Stink’s supply of moon dust declines, should he mark up the price on the remaining bags? Then, practice the fine art of supply and demand in a classroom activity. You could do this by giving every student a certain amount of play money and then hold a classroom auction! Gather some inexpensive items, like stickers, pencils, small candies, etc. but make sure you have more of some items than others. Let the students see the items ahead of time, then have them bid on the items. Keep track together of which items go for how much money and then speculate why.

Chapter 4 – My Favorite Pet (pp. 40-52)

35. **Labor Day** (Social Studies) – For many Americans, Labor Day is a day off work and school. But what is the significance behind this holiday? Do some research with students to learn more about why Labor Day is recognized as a national holiday in the United States.
36. **Your Favorite Pet** (Imagination/Art) – Judy has to come up with her favorite pet, but she only has a cat, so how can she “pick my favorite when I only have one?” Ask your students what is the *coolest* or *cutest* animal they can think of to be their pet (if they can pick anything they want.) Have students draw their pretend pet animal, give it a name, and write a bit about why this animal would make the ideal pet for them.
- \$** 37. **Please Can I Keep It?** (Financial Literacy) – Do the above activity but bring some financial literacy into it! Judy wants a new pet, and happily settles on a Venus flytrap. Ask students to brainstorm what would be a perfect pet for them. But...instead of just thinking about what would be cool or cute, have them think through the cost of owning this pet – from vet bills and housing to food and grooming supplies. Another option would be to give students various budgets and see what animal they would be able to have for a month (or year) within those budgetary constraints.

Chapter 5 – My Smelly Pet (pp. 53-59)

38. **To the Pet Store!** (Research/Classroom Engagement) – Like Judy, take a trip to the pet store. You can do this as a class field trip, or encourage students to do it outside of class with their families. Ask students to take some observation notes on all the different animals. Which one is their favorite? Least favorite? Did they learn anything new about any of the animals there?



39. **Venus Flytraps** (Science) – Judy Moody decides that the Venus flytrap at the pet store will make a perfect pet! Ask your students what they think. Have everyone do some research on Venus flytraps and see what other facts they can gather together about these interesting plants. You may even want to try and grow one in your classroom.
40. **Excuses, Excuses** (Language Arts, Problem Solving) – Mr. Todd thinks Judy Moody is making an excuse about her missing Me collage folder and says, “Don’t tell me. Your new pet ate your Me collage folder.” Certain phrases have become familiar excuses, but do people really use them and/or do they work? See if your class can come up with a list of other well-known excuses that are often heard.
- Here's a few to get you started:
- “I left it on the bus.”
- “My internet was out.”
- “My alarm didn’t go off.”
- “There was a traffic jam.”
- “I didn’t get the message/memo/email/text.”
- “I forgot my wallet.”

Chapter 6 – Doctor Judy Moody (pp. 60-71)

41. **You’ve Got Mail!** (Language Arts, Art, Community Building) – Judy Moody receives a box in the mail, addressed to DOCTOR Judy Moody. Getting mail is always fun, particularly at a time when it happens less and less frequently. Give each student a postcard. Have them write their address on it, then swap with someone else in the class. After everyone writes something (or draws a picture) on the postcards, mail them off together. It will be fun to find out when each person receives their postcard in the mail!
42. **Career Study** (Research/History) – Judy Moody wants to be a doctor when she grows up. Her idol is Elizabeth Blackwell, the first female doctor. What do your students want to be when they grow up? Go to the library as a class and have students research someone famous in a field they are interested in. They should take notes on the most interesting parts of their lives.
43. **Chicken Pox and Measles...Oh My!** (Science) – Judy Moody’s new doll (Hedda-Get-Betta) can get chicken pox and measles, two diseases that are highly contagious but have been practically eradicated in the United States, thanks to vaccines that prevent them. Spend some time helping students learn more about these two diseases.

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44. **Is There a Doctor in the House?** (Science, Community) – Judy Moody wants to be a doctor and spends time practicing being one. See if you can invite a real doctor to come to your class and talk to your students about what they do. Perhaps they can bring a stethoscope, otoscope, or other medical equipment to show and share with the class.

Chapter 7 – The T.P. Club (pp. 72-85)

45. **Toads** (Research/Art) – Spend some time learning about toads. You can study the differences between frogs and toads, talk about other amphibians, and draw toads. Some nonfiction books from your school or public library would be a great way to start the research.
46. **Rain Forest Refuge** (Art, Language Arts) – Like Judy Moody, set up a place in your classroom that can serve as your own rain forest canopy. This would be a perfect place to make into a reading nook or just a spot for quiet when someone needs it.



47. **Starting a Start-Up** (Financial Literacy) – Judy and Rocky decide to start a club, called the Toad Pee Club (after the toad pees in both of their hands.) Talk to students about what it takes to start a club. Why do some clubs have dues or initiation fees? Do all clubs need money to run effectively? What sorts of things do those fees cover? Encourage students to work in pairs and come up with their own club idea. Once they have one, talk about things they’ll need to do to run the club and decide if they will need to collect dues in order for it to operate. Or perhaps want to find a sponsor or fundraise? Will they have to open a bank account? Who will serve as the treasurer?
48. **Down Below** (Science, Social Studies) – Rocky asks Judy, “What do you think is under the street?” Talk to your students about city streets and the world of activity that happens underneath them. You could reach out to your local Wastewater Department for more information (or perhaps a personal visit!) Here is a great video to give students more information about what really happens under our streets: [Cities 101: Sewers - YouTube](#). You can also check out *Peeking Under the City* by Esther Porter (for younger students) and *Underground* by David Macaulay for older students.

Chapter 8 – The Worst Thing Ever (pp. 86-103)



49. **Birthday Budget** (Financial Literacy) – Judy needs to buy “Frank Eats-Paste Pearl” a birthday present and buys him a tadpole kit (that she really meant to keep for herself.) Give students a list of various amounts of money and see if they can each come up with a list of gifts they would buy for that set amount. What would they buy if they could spend \$10 on a birthday gift? How about if the limit was \$15? \$20? You can provide advertising circulars or websites for them to pretend to shop from.

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- \$** 50. **Plan Your Own Party!** (Financial Literacy) – Once students have thought through buying birthday presents for others, have them plan a birthday party of their own! Give everyone a budget to work from and have them think about the things that would be important to them...cake? decorations? games? goodie bags? (For younger kids, consider having them work as a group, and assign each person only one of these items to be in charge of budgeting for.)
51. **Draw a Party!** (Art) – There is a fantastic illustration in chapter 8 of Frank Pearl’s backyard during his birthday party. Ask students to draw what their perfect birthday party would look like...no limitations!
52. **A Time You Were Wrong** (Discussion/Art/Drama) – Sometimes we expect things to be horrible, but they turn out just fine. Judy dreads going to Frank Pearl’s birthday party in the book. Once she goes, however, she realizes she was wrong about Frank. He even likes to collect stuff – just like Judy! Challenge your students to think of a time when something turned out to be fun even though they didn’t think it would be. Have a class discussion or have students draw a scene to present. They could also write a short play and act out such a scenario.

Chapter 9 – Definitely the Worst Thing Ever (pp. 104-110)

53. **Design an Outfit** (Design/Art) – Stink wears a pretty crazy outfit to go to the White House. Have students design their own outfits for a special occasion of their choosing. Their outfits can be as wacky as Stink’s, or as realistic as they wish. (See *Printables* on the Book Resource Page for *Judy Moody Was in a Mood* for a template.)
54. **Brush Your Teeth** (Social Studies, Community, Life Skills) – While Stink is off having fun in D.C., Judy attends a school assembly about dental care. Though she’s not super excited about it, we all know that good dental hygiene is an important part of self-care. Talk to students about caring for their teeth – maybe you can get a local dentist or hygienist to come in as well.
55. **Washington, D.C.** (Social Studies) – Washington, D.C. is an important place, and a cool place, too! Encourage students to look up facts about our country’s capital and share them as a class. From climate and culture to politics and the President’s house, there is a lot to study and learn about the District of Columbia. Many attractions have online virtual tours including several Smithsonian museums, the White House, and the U.S. Capitol.

- \$** 56. **A Budget for D.C.** (Financial Literacy) – Stink’s class gets to go to Washington D.C. for a field trip. Have students prepare a budget of what a trip to D.C. would cost them, including travel expenses, housing, food costs, and what types of activities they would want to do that would cost money. (This would also be a great time to talk about the U.S. Bureau of Engraving and Printing, which is located in Washington D.C. as well.)
- Another option would be to have students think of activities they could do that would help them raise money for the trip. What sorts of fundraisers could be effective in helping them to come up with some (or all) of the money for a trip to D.C.? (*This activity can also be combined with the one below.*)
57. **Washington, D.C. or Bust!** (Math, Art) – Ask your students to pretend like they are taking a road trip to Washington, D.C. How many hours would it take them to get there? What route would they take? Encourage everyone to share their road trip maps and routes as a class when they are done. (*This activity can also be combined with the one above.*)

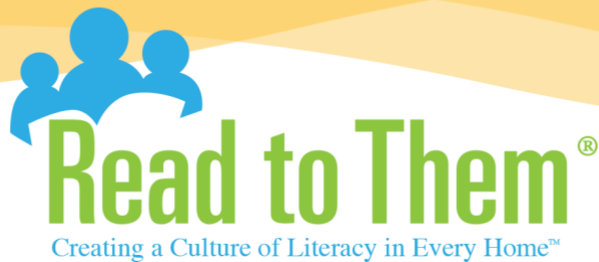
Chapter 10 – The Funniest Thing Ever (pp. 111-127)

58. **Draw Different Moods** (Art/Collaboration) – We all experience different moods throughout the day – not just Judy Moody! Have students draw three faces on a piece of paper or on the board and three different moods/expressions on each face. See if the class can guess what each student’s moods are! Can you replicate each emotion on your own face? Try that too!
- \$** 59. **Money for the Mini Mart Part III** (Financial Literacy) – Earlier in the book, Judy Moody and Rocky went to the Mini Mart with a dollar each. Now, Rocky has a brand-new ten-dollar bill to spend on something “really rare.” Ask your students what they think he is going to buy with it. What would they buy? This is a good chance to talk about how we manage money. Give each of your students ten (fake) one-dollar bills. Then, talk about the difference between spending, saving, and giving money. Conduct a class poll and find out how much of the \$10 each student would put toward each category. Older students can analyze the polling data and create charts and graphs.

- \$** 60. **Your Own Vic's Mini Mart** (Financial Literacy, Community, Fun!) – We all have things that we would like to get rid of, and oftentimes these are things someone else would like to have! Set up your own Vic's Mini Mart by asking students to each bring in an item or two they no longer need or want. (Make sure they've gotten permission beforehand!) You will need to put price tags on each of these items before they are placed in your "Mini Mart." Then, each student will be given a set amount of play money with which to shop. This is a great way to not only teach about finances and the cost of goods, but also the importance of recycling items instead of throwing them out. (This activity is also great for your End-of-Book Celebration.)
61. **The Funniest of All Funnies** (Language Arts, Public Speaking) – Judy says that "all the funny stuff that had ever happened to her seemed to have gotten up and left." Then she comes up with the "funniest of all funnies" when Rocky buys the fake rubber hand at Vic's! Ask your students if they can recount some of the funniest things that have ever happened to them. Encourage them to make a Funny Stuff list of all the funny stuff they can remember or draw pictures of the Funny Stuff moments in their lives.
62. **Harry Who?** (Language Arts, Social Studies, Fun!) – Harry Houdini was an American magician and stuntman who was particularly known for his impressive escape acts. See what kinds of interesting information your students can learn about this escape artist. There are quite a few books that have been published about Houdini's life, but a particularly fun one is *Harry Houdini for Kids: His Life and Adventures with 21 Magic Tricks and Illusions* by Laurie Carlson. Maybe you could host a magic show of your own!
63. **Practical Jokester** (Teambuilding, Problem Solving, Fun!) – Judy Moody pulls off an awesome practical joke with the hand-in-the-toilet idea. Have students work together to see what types of practical jokes they can come up with. A great book to help with some fun, but not frightening, practical jokes is *Prankstar Unleashed* by Tim Bugbird which is filled with over 100 fun jokes and prank ideas. Pick an afternoon to hold a Prank War Fair and have stations set up where students can show off their pranks in a safe environment.

Chapter 11 – The Me Collage (pp. 128-140)

64. **My Blue is Happy** (Language Arts, Life Skills) – Read the sweet picture book, *My Blue is Happy* by Jessica Young. While reading this book together, stop and talk about how different colors can make people feel different ways.



65. **Beautiful Oops** (Art, Language Arts) – Read the book *Beautiful Oops!* by Barney Saltzberg together! Afterward, show students how to randomly smudge paint onto paper, fold it over, unfold it, and turn the resulting image into something new. (Another good book to read for this is *It Looked Like Spilt Milk* by Charles Green Shaw.)
66. **“Stink, I’m making you famous.”** (Social Studies, Language Arts, Drama, Public Speaking) – Judy tries to convince her brother that he will be famous when she includes the hand-in-the-toilet trick on her Me collage. How about your students? Ask each one of them to “make” themselves famous for a day by picking a character from history, a book, or current events that they can pretend to be for a day. Encourage them to come to school dressed as that person and give a brief presentation on who they are and why they chose that person. (Remind them that their outfits don’t have to be elaborate – even one or two items that represent that famous person will do!)
67. **A Bad-Mood Friday** (Arts, Public Speaking, Life Skills) – The rain leads Judy to decide she should get ready for a “bad-mood Friday.” Talk to students about moods and why certain events, situations, people, or even times of the year can contribute to how we feel. (Some classrooms may already be keeping mood journals – see the Throughout the Read section above.) Here is a good opportunity to make a game out of all those emotions we have every day!

Here are a few to try:

Find the Feeling: Show students clips of some favorite movies or cartoons. Pause the clip at certain moments and ask students to identify the emotion they see displayed on screen. (They could write these emotions down or you could have emotion cards laid out from which they could choose.)

Don’t Break the Bubbles: Have everyone sit in a circle and give each person a bottle of bubbles. When you say “go” everyone will blow their bubbles, but no one is allowed to pop them. See how many rounds you can go with everyone practicing self-control and not popping any bubbles. This is a great opportunity to practice self-regulation. (And blow bubbles!)

Roll the Dice: Create “feeling dice” with clear acrylic photo cubes that you can slide drawings, photos, or cutouts of faces into. (You can also use an empty cube-shaped box covered in paper. Tissue boxes work great. To make it reusable, use clear packing tape to attach a sandwich sized zip lock bag to each face.) Each side should depict a different emotion. Sit in a circle and give each child a chance to roll the dice. When the dice lands, ask the child to identify the feeling and describe a time when they felt that way.

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Chapter 12 – Band-Aids and Ice Cream (pp. 141-152)

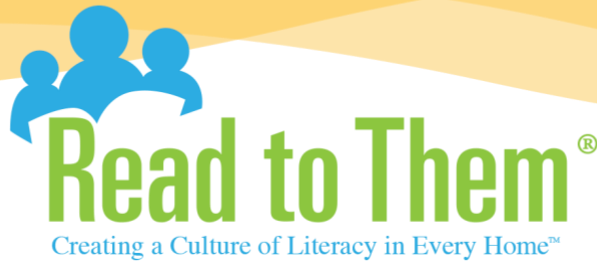
- 68. Reimagining Mistakes** (Art/Reflection) – Judy Moody spends months working on her “Me collage,” but just before she presents it, Stink spills grape Jungle Juice all over it! First, Judy gets upset. Then she realizes the giant grape-colored blob looks like Virginia – the state where she lives! Create a similar exercise with your students. Things happen...sometimes things we don’t like, but each of us has a choice in how we react.
- Give each student a blank piece of paper and a marker or colored pencil. Ask students to draw one big shape or design with one color. (You may want to limit time on this.) Then ask students to trade with a neighbor. Say, “Remember in *Judy Moody* when Stink spills juice on Judy’s collage? But Judy, instead of staying upset, she decides the juice stain is Virginia. Can you do the same thing here? See if you can create something new out of the drawing you were given.” Students can adapt the designs/shapes they were given into something new.
- 69. Get Out of the Map** (Social Studies, Math) – You can use the printable map provided in *Printables* on the Book Resource Page or your classroom map. Judy Moody lives in Virginia. Have students find Virginia on the map, then pick a town where Judy might live (there’s no wrong answer.) Next, have students find their state on the map. (If you live in Virginia, find your town.) This can also lead to a discussion about how far your class would have to travel to visit Judy Moody. Could you drive? Would you have to take a plane? How long would it take you to get there? Older students can plot a course for driving to see Judy using a road atlas or a GPS mapping program. They can choose their route based on what they want to see along the way. Or, they can find the most direct route. If you can find a road atlas (like the Rand McNally ones we used to keep in our cars!), they can look for attractions on the map.

End of the book

- 70. New Cover Art** (Art) – Now that your students have finished the book, invite them to reimagine the cover art. If they were hired to make the cover for the next edition, what would they choose? To give them a sense of how much covers can change from edition to edition, do a Google image search for “The Wonderful Wizard of Oz book.”
- 71. Sequel** (Language Arts) – *Judy Moody is in a Mood* is the beginning of the *Judy Moody* series, and there is a spin-off series for Stink. Invite your students to write a sketch of a sequel to this story, focusing on Judy or Stink, or on another character.
- 72. Explore More Online** (Research/Art/Language Arts) – Visit the official *Judy Moody* website (<https://judymoody.com/>) or invite students to do so at home. There are guides for drawing, word searches, certificates, and more.

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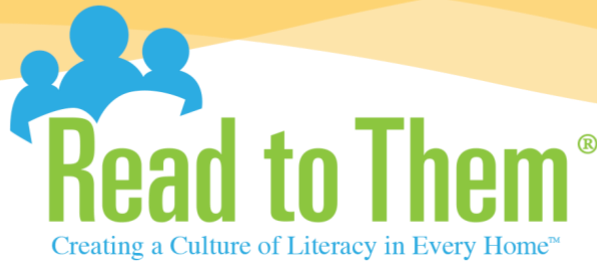
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73. **Playlist** (Art) – Design a CD and cover that could be the soundtrack for *Judy Moody*. In the CD booklet, be sure to include the reasons you chose each song and how each relates to the story’s characters, plot, theme, or conflicts. Indicate which songs would be used for which particular scenes in the novel.
74. **A Retelling** (Language Arts/Music/Arts) – Megan McDonald and Peter H. Reynolds chose to tell his tale in the medium of a chapter book. Invite your students to create a new version of *Judy Moody*. They can write a comic or poem, perform a song, design a graphics spread, or anything else they can think of. This is a great exercise to practice summary skills!
75. **An End-of-the-Book Celebration** (School Community) – Bring your students and families together to celebrate your schoolwide reading program. Here are some ideas:
- **Celebrate Me!** – It will be great fun to display everyone’s Me collages that they made at the beginning or throughout the book. Have a designated space to display them (like the cafeteria or gym) or have each class display them in their room.
 - **Project Gallery** – Display all the great work your students have done during the reading event in one area/classroom. Whether it is illustrations they drew (bedrooms, favorite pets, favorite birthday party, new cover art) or an art project they completed (mood journals, T-shirts) find a way to proudly display all these projects for families to come and enjoy.
 - **Trivia Bowl** – Use the full list of trivia questions included in the book resources and crown a Trivia Champ! You could have families compete together or let this be a chance for students to shine for their parents and others.
 - **Trivia Through the School** – You could also put trivia questions on cutouts of T-shirts, Band-Aids, or two-toed sloths and post them around the school. Encourage families to see how many they can find and answer.
 - **Pajama Party!** – At the beginning of the book, Judy doesn’t want to get dressed for the first day of school, but Stink tells her she can’t wear her pajamas. Encourage students (and parents, if they’re willing!) to wear their favorite pajamas to the Celebration!
 - **When I Grow Up...** – Throughout *Judy Moody*, there are a number of different types of professions highlighted: teacher, doctor, dentist, pet store worker, and local store owner. Perhaps you could get a few community members who work in these fields to come and give a short presentation during your event.

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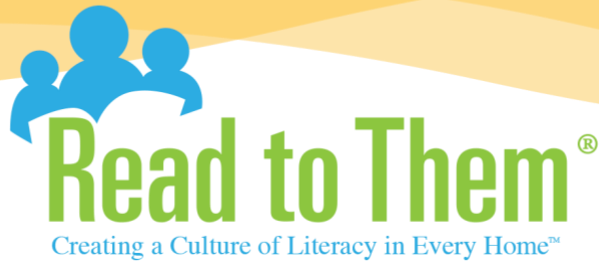
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- **Make Your Own Vic's Mini Mart** – We all have things that we would like to get rid of...and oftentimes these are things someone else would like to have! Set up a classroom during your End-of-Book Celebration to serve as your own Vic's Mini Mart. Families will be asked to bring in an item or two to donate to the Mini Mart. (You will need volunteers to put price tags on these items as they are placed in the shop.) Then, each family will be given a set amount of play money with which to shop. This is a great way for families to get rid of things they no longer need, find some new things they want, and for everyone to learn about money management in the process!
- **Family Time Memories** – Ask families to bring in memorabilia from a fun family adventure, either far away or close to home. Designate one classroom or a special spot where families can display their treasures for everyone to enjoy.
- **Gross Motor Games** – There are a number of P.E. games that were laid out in the earlier activities that could be played at your End of Book Celebration. You could play Musical Chairs, dance around a Maypole, or have a rousing game of tag!
- **Scavenger Hunt** – Hide book-themed items around the school for families to find. Some ideas include Band-Aids, a moon rock, a plastic frog, a stuffed two-toed sloth, a jar of paste, a plastic hand, and baby food jars filled with some of the things that Judy and Frank both liked to collect like marbles, rubber bugs, and erasers. Families can snap a photo or check it off a list as they find each one.
- **Art Studio** – Provide some art supplies and paper that is cut out to look like a T-shirt. Families can make their own I ATE A SHARK shirts or design one of their own.
- **Chalk the Walk** – Provide some sidewalk chalk and invite families to draw and write about the book and reading on your front walk.
- **Story Time Zone** – Set up a read-aloud area with comfy pillows, stuffed animals, and baskets of other Judy Moody or Stink books. You can also include some books about toads, carnivorous plants, and Virginia. Encourage families to hang out and read together or check a book out to take home and read.
- **Bulletin Board Appreciation** – Cover a bulletin board with fresh paper and the title “_____ was in a _____ mood.” Have T-Shirt shaped pieces of paper for students and families to fill out with their name and their mood at that moment. You can also have different photos lining the bulletin board of faces showing different moods, or words like “awesome,” “good,” “mad-faced,” “quiet,” and “excited” to help give them inspiration. (You could also use some of Judy Moody’s words like “rare” and “smad” and even “oogley.”)

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- **Bulletin Board Appreciation Part II** – Another bulletin board idea would be to have the title “BEST THING THAT EVER HAPPENED TO ME...” Again, have T-Shirt shaped pieces of paper for everyone to write out their Best Thing memory and place it on the board.
- **Thank You Notes to the Author** – Have notecards and art supplies for families to make a thank you postcard for the author. You can photograph them and send them electronically via the author’s website: [www. http://meganmcdonald.net/](http://meganmcdonald.net/).
- **Food** – Serve cheese pizza and grape juice for a snack!
- **Photo Booth** – Supply some book-related props (like a two-toed sloth stuffed animal, a Venus flytrap, a doctor’s coat and stethoscope, a stuffed toad, and a plastic hand) and designate a spot for selfies and photos for families to enjoy!
- **Invite Your Public Library** – Have a children’s librarian from your local public library come to sign families up for library cards. If it is close to summer, they can bring information about summer reading programs, too.
- **Door Prizes** – Have drawings to win other Megan McDonald books including others in the Judy Moody series as well as Stink!

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