

Coordinating Your Schoolwide Reading Program
Judy Moody Was in a Mood with
Triple Pet Trouble
by Megan McDonald

By combining an illustrated early chapter book with a full-length children's novel featuring the same characters, you can extend your schoolwide reading program to include students and families who may need a bit more support. And, with some planning, you can preserve the excitement of reading one book across your school community.

Because different members of your school will be reading from two Megan McDonald books, the ideas supplied below will help you include *all* students in book celebrations, no matter which version of the Judy Moody (and Stink!) stories they're reading. Here are some general ideas to get you started:

- ✓ Focus on the main characters for your decorations, assemblies, and schoolwide activities.
- ✓ Highlight the author in your communications with families.
- ✓ Print and distribute posters of both books around your school and around town. (The poster for *Triple Pet Trouble* is at the end of this file.)
- ✓ Have sequels to both books on display in your school and public libraries.

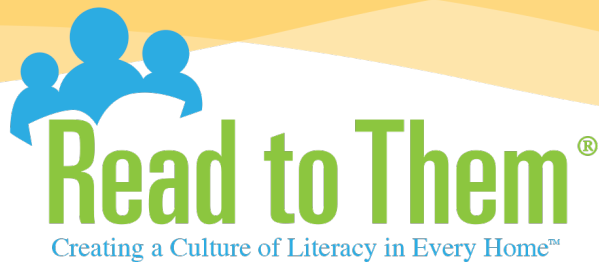
The *Judy Moody* books and the *Judy Moody and Friends* books give readers the opportunity to see the world from the perspective of Judy. Using the common themes, characters, and setting, your students and families will have a great time reading about and discussing all of Judy's various adventures!

Here are some Judy-specific ideas to make sure everyone feels included in the schoolwide fun:

Before You Read

1. **Teasers** – In the days leading up to the kickoff, use these ideas to build excitement:
 - Have teachers and staff members come to school wearing different T-shirts that suggest a specific mood: for example, one teacher's red T-shirt can say *mad*. 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.
 - Purchase or borrow a Venus flytrap and put it on a table in the main hallway. Ask students to write down on pieces of paper what they think it is. Those who get it right could all be part of a raffle at the end of the read and the person whose name is pulled gets to take home the plant! (Or a different prize...maybe a sequel book?)

Every Family. Every School. Every Night.®

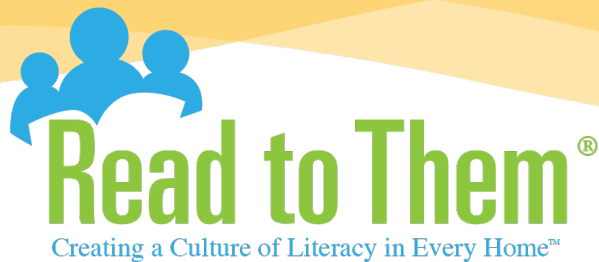


2. **Assembly Ideas** – Choose a kick-off assembly idea that focuses on the characters and setting so it works for both books. We have created an assembly script that will work well for both of these books: *From a Pet's Perspective* which is located in *Assembly Scripts* on the Book Resource Page for *Judy Moody Was in a Mood*.

Throughout the book activities

Look for ideas in the *Activities* files (located on the Book Resource Pages for the Megan McDonald books) for fun that can be shared across your school and will make sense for both books. Here are some we think would work best:

3. **Create a Judy-Inspired Reading Corner** (Language Arts/Design) – Create a Judy Moody reading corner in your school library or in individual classrooms. Help students collect books about some of Judy's interests like doctors and veterinarians, Venus flytraps, toads, and cats. Make sure to include some books on emotions and some of the financial literacy titles listed below.
4. **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 the bags of moon dust Stink sells in *Judy Moody Was in a Mood* and the lemonade and pet psychic readings that Stink and Judy sell in *Triple Pet Trouble*.
 - *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
5. **Mood Books** (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. You can also read *Foods with Moods* by Joost Elffers and Saxton Freymann and talk about how these unique artists show different emotions in their artwork.



6. **Make Mood Journals** (Language Arts/Art) – Mood journals are a great way for students to keep track of how they’re feeling on different days, or at different times during a day. Students can decorate their journals before they get started. This activity 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 are feeling.

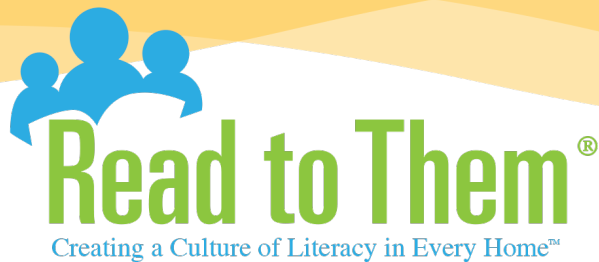
7. **All About Moods** (Arts, Public Speaking, Life Skills) – Another great way to get students to open up about their different moods is to make a game out of it! First, talk to students about moods and why certain events, situations, people, or even times of the year can contribute to how we feel. Then try some of these games:

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 the screen. (They could write these emotions down or you could have emotion cards laid out from which they could choose.)

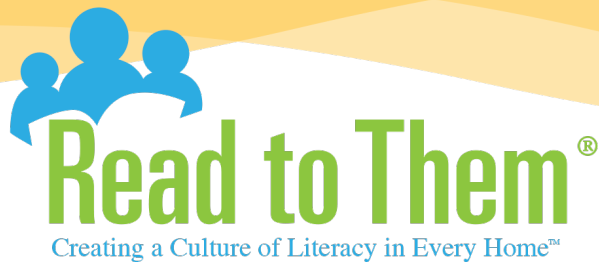
Don’t Break the Bubbles: Have everyone sit in a circle and give each person a bottle of bubbles. When you say “go” everyone will blow their bubbles, but no one is allowed to pop them. See how many rounds you can go with everyone practicing self-control and not popping any bubbles. This is a great opportunity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

8. **Self Portraits** (Art) – Take some time to look at Erwin Madrid’s illustrations in *Triple Pet Trouble* and/or Peter H. Reynolds’ illustrations from *Judy Moody Was in a Mood* together, focusing especially on the faces. They are all so expressive. How do the artists convey those emotions? Look carefully at the details. Set up a self-portrait station. Include mirrors and a wide variety of drawing and collage materials. Put out drawing paper of varying shades of skin tones, with ovals about the size of a child’s face drawn on them. Once each student has completed a self-portrait, you can make a bulletin board out of them, showing the many faces of your class. You can also take digital photos of each child with them holding their portrait in front of their face. Make a classroom book out of the photos, or turn them into a game where students match the photo of the self-portrait to the child’s name/actual photo.



9. **Emotion Assemblage** (Art) – Invite students to make temporary collages on felt boards with loose parts to show different emotions. Put out small felt boards. (If you don't have any, hot glue some felt onto some clipboards, pieces of heavy cardboard, or pieces of matboard.) Put out ovals cut from various shades of felt to be the base. Put out bins with collage materials that can be used to make faces including googly eyes, yarn, buttons, small tiles, flat florist marbles, small stones, felt shapes, ribbon, etc. As students finish their collages, take a digital picture and then have students return materials to bins, sorting them back to their original bin.
10. **Interviews** (Drama) – Partners work together to write and/or act out interviews of characters from the books. These could be general interest interviews or live-news accounts that may have occurred during key scenes of the books. Try interviewing some of the secondary characters like Stink, Frank, Mouse or even Jaws.
11. **Your Favorite Pet** (Imagination/Art) – Pets are a big part of both books. Ask your students what is the *coolest* or *cutest* animal they can think of to be their pet if they could pick anything they want. Encourage students to draw their pretend pet animal, give it a name, and write (or tell) a bit about why this animal would make the ideal pet for them.
12. **Venus Flytraps** (Science) – Have students do some research on Venus flytraps and see what other facts they can gather about these interesting plants. You can grow one in your classroom and have students observe it. (Or do the activity in the Before the Read section and have one Venus flytrap serve as your book mascot during the entire read.)
13. **All About Toads** (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.
14. **What Makes a Good Friend?** (Classroom Community) – In both books, friendship is an important theme. As a class, brainstorm a list of characteristics that make a good friend. Keep going, including as many ideas as possible until the list starts getting redundant. Then, make a second list of things kids get teased about. Again, keep going – this list sometimes takes a while to develop as kids are self-conscious about revealing what they might get teased about. Invite students to look at the two lists carefully. Is there any overlap? Usually not. Usually, the stuff on the teasing list is superficial stuff that really doesn't say anything about the kind of person someone is. Have a discussion about looking beyond superficial traits and focusing on what actually makes a person a good friend.

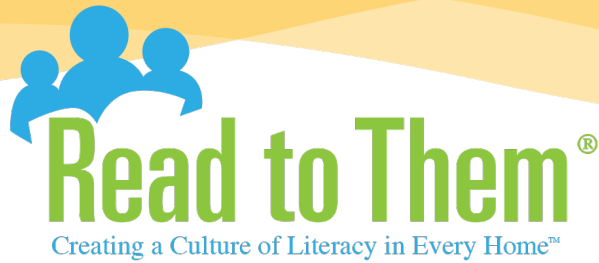


End of the book activities

As you finish your books, have your school community come together to celebrate everything Judy...and all her friends, too!

15. **New Cover Art** – Invite students to design a new cover for the book they read. Post them along the hallways of your school so everyone can enjoy the creativity.
16. **A Roaring Celebration!** – Host a book-themed Family Literacy Night and invite your whole community to join in! Here are some ideas that would be great to incorporate and focus on celebrating both books at the same time.
 - **Project Gallery** – Display all the great work your students have done during the reading event.
 - **Trivia Bowl** – Use the full set of trivia for each book to crown two Trivia Champs.
 - **Trivia through the School** – You could also post trivia questions around the school. Encourage families to see how many they can find and answer. You could put *Judy Mood Was in a Mood* questions on two-toed sloth cut outs and *Triple Pet Trouble* questions on pitchers of lemonade.
 - **When I Grow Up...** – Throughout both Judy Moody books, there are a number of different types of professions highlighted: doctors, veterinarians, local store owners, and entrepreneurs. Perhaps you could get a few community members who work in these fields to come and give a short presentation during your event.
 - **Chalk the Walk** – Provide some sidewalk chalk and invite families to draw and write about the books they read on your front walk.
 - **Thank You Notes to the Author** – Have notecards and art supplies for families to make thank you postcards for the author, Megan McDonald. You can mail them to this address:

Megan McDonald
c/o Candlewick Press
99 Dover Street
Somerville, MA 02144
 - **Photo Booth** – Set up a photo booth with props inspired by the books. Props could include your school's Venus flytrap, doctor supplies, and a stuffed cat and/or toad, as well as some items that are specific to each book.



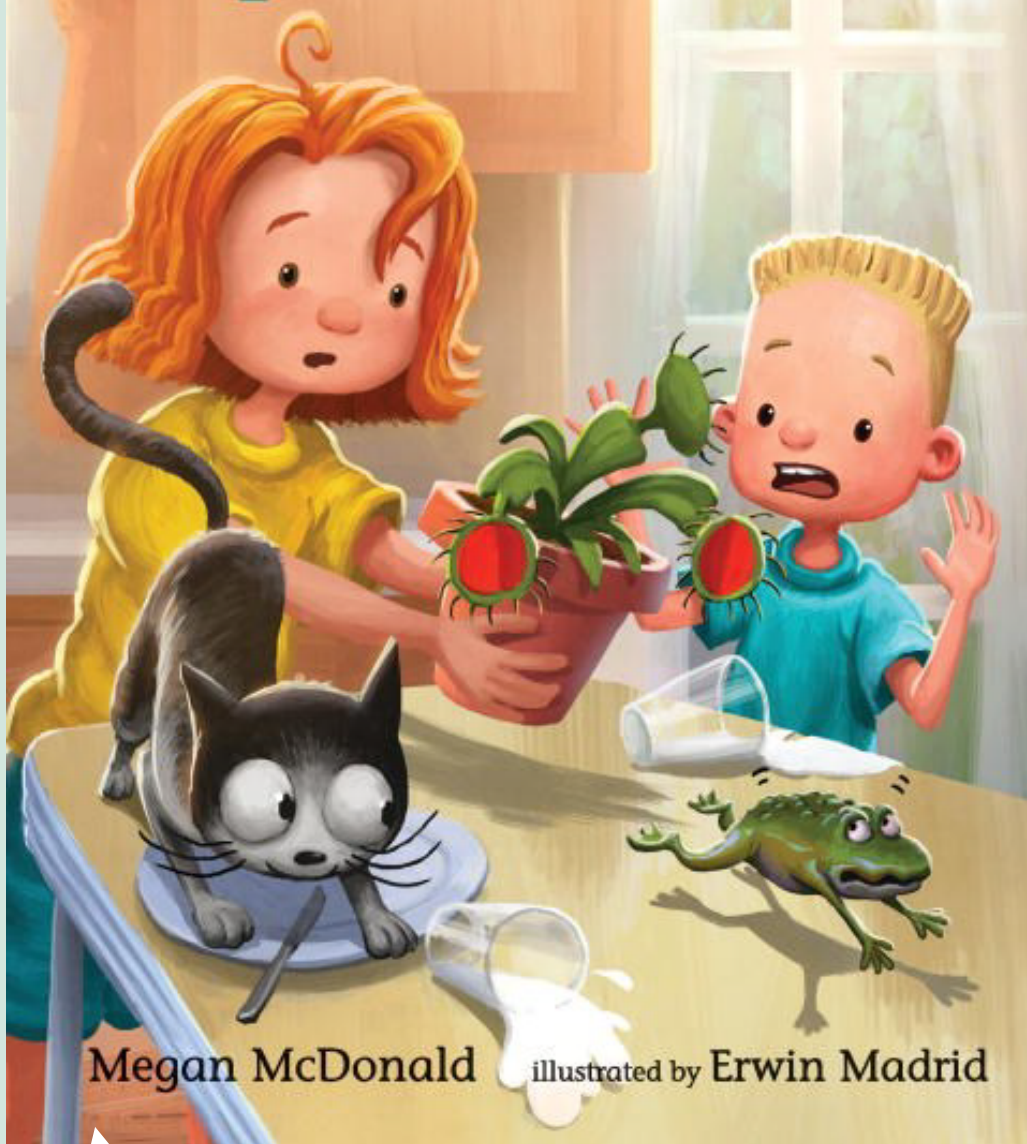
- **Story Time Zone** – Set up a read-aloud area with comfy pillows, stuffed animals, and baskets of other Judy Moody or Stink books. Encourage families to hang out and read together or check a book out to take home and read.
- **Pet Parade!** – Invite families to bring (well-behaved) pets to school for a parking lot or gymnasium parade. Those who don't have a family pet can bring a favorite stuffed animal or a much-loved plant!
- **Book-Themed Scavenger Hunt** – Use items from both books for the hunt like a stuffed cat, a plastic toad, a doctor's kit, a plastic iguana, a picture of a Venus flytrap, a pitcher plant as well as pictures of Judy and Stink. Families can snap out a picture of items as they find them, or check them off on a list.
- **Book-Themed Snacks** – Serve refreshments inspired by both books, such as cheese pizza and lemonade.
- **Animal Shelter Collection** – Ask families to bring small pet supplies to be donated to a local animal shelter. You can also have big boxes for the collection that families can decorate together.
- **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.
- **Judy Moody Door Prizes** – Draw names for other Judy Moody books so families can continue to enjoy all of Judy and Stink's adventures!

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JUDY MOODY AND FRIENDS



Triple Pet Trouble



Megan McDonald illustrated by Erwin Madrid