Judy Moody MD: The Doctor Is In!
Written By: Megan McDonald and Illustrated By: Peter Reynolds

BONES
By: Steve Jenkins

Adapted from Beth Frye (Appalachian State University)
Text Selection:

*Judy Moody, M.D. The Doctor Is In!* Megan McDonald (Author) Peter H. Reynolds (Illustrator)

Candlewick Press, Inc. (2004) [Reading level: 3.3]

*BONES* Steve Jenkins (Author and Illustrator) Scholastic Press (2010)

This book has many qualities that caught our attention quickly. One of the best qualities is that this book is on a solid third grade level, and correlates with the third grade North Carolina Standard Course of Study. We could easily connect this book to the Science and Language Arts objectives for third grade. The bones book was also a great match as an informational text.

*Judy Moody M.D. The Doctor Is In!* is a great book to help capture the students attention about the amazing human body. It is a non-fiction book that will entertain the learner as well teaching them knew knowledge. This is a great book for teachers who want to teach science and integrate literacy skills within the unit. We follow Judy Moody on an adventure in her third grade classroom; where we learn in room 3T about the Human body. We look at bones, internal organs, and doctors!

*BONES* by Steve Jenkins is a book that makes you feel like you are traveling through an actual bone exhibit. Students in this book have the opportunity to explore similarities and differences between the human skeletal system and animal skeletal system. This hits a direct goal in the North Carolina Standard Course of Study. This is a great informational text that helps support the Judy Moody Book and enhances learning for students.

We hope that from reading these books students will gain fluency in reading as well as content objectives in this grade level. As well as applying strategies and skills to help them read,

Adapted from Beth Frye (Appalachian State University)
write, and comprehend texts. Students will gain an understanding of different forms of genres. Students are expected to learn and to critically think about situations through discussions and through activities that require students to think beyond just the reading. Literacy skills are a main goal that we hope to reach with our students. After finishing these books students should be able to compare and contrast the bones and know important information about the human body.

When students are able to self-select their text they are able to open new doors to learning and expanding their knowledge in topic that are being explored in class. Freedom allows students to enhance their own learning experience and study topic they are passionate about. I feel as a reader myself; the more interested I am in the topic the more likely I will enjoy the book and continue to read. There is something about falling in love with a self-selected book rather than a book you are force to read in Social Studies class.
## North Carolina Standard Course of Study
### Objectives (3rd Grade Language Arts and Science)

<table>
<thead>
<tr>
<th>Unit Activity</th>
<th>Language Arts (NCSCOS)</th>
</tr>
</thead>
</table>
| Students will reach these objectives by completing the Word Wizards, Synonyms and Antonyms, Word Associations, Sentence Stems and Completion Ideas, Have You Ever, Making Choices, and Applause Applause | **Objective 1.05**  
Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words. |
| Students will reach these objectives by completing the KWL chart, Before reading activities, comprehension activities that students will complete while reading the book, and the culminating activities at the end of the book. | **Objective 2.02**  
Interact with the text before, during, and after reading, listening, or viewing by:  
- setting a purpose.  
- previewing the text.  
- making predictions.  
- asking questions.  
- locating information for specific purposes.  
- making connections.  
- using story structure and text organization to comprehend.  
**Objective 2.04**  
Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:  
- author's purpose.  
- plot.  
- conflict.  
- sequence.  
- resolution.  
- lesson and/or message.  
- main idea and supporting details.  
- cause and effect.  
- fact and opinion.  
- point of view (author and character).  
- author's use of figurative language (e.g., simile, metaphor, imagery). |
| Students will reach this | **Objective 3.06** |

Adapted from Beth Frye (Appalachian State University)
Students will be reaching these objectives when participating in group, whole, or partner discussions. Students will be participating in discussion director and reciprocal teaching.

<table>
<thead>
<tr>
<th>Objective 4.02</th>
<th>Use oral and written language to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>present information in a sequenced, logical manner.</td>
<td></td>
</tr>
<tr>
<td>discuss.</td>
<td></td>
</tr>
<tr>
<td>sustain conversation on a topic.</td>
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</tr>
<tr>
<td>share information and ideas.</td>
<td></td>
</tr>
<tr>
<td>recount or narrate.</td>
<td></td>
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<tr>
<td>answer open-ended questions.</td>
<td></td>
</tr>
<tr>
<td>report information on a topic.</td>
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<tr>
<td>explain own learning.</td>
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</tbody>
</table>

Objective 4.03
Share written and oral products in a variety of ways (e.g., author’s chair, book making, publications, discussions, presentations).

**Unit Activity**

Students will be obtaining this objective when they look at the *BONES* book by Steve Jenkins. This objective will also be reached in the reading of Judy Moody.

| Objective 4.01 | Identify the skeleton as a system of the human body. |

Students will learn the three functions of bones while reading Judy Moody.

<table>
<thead>
<tr>
<th>Objective 4.02</th>
<th>Describe several functions of bones:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support.</td>
<td></td>
</tr>
<tr>
<td>Protection.</td>
<td></td>
</tr>
<tr>
<td>Locomotion.</td>
<td></td>
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</tbody>
</table>
Multi-Text Outline

3rd Grade Language Arts/Literacy Block

Before Reading Activities

Day One: Launch the unit of the human body.

Students will walk in to find informational text on the human body. (These books can be found on the resource page.) The human body rap from ITunes will be playing to help engage students. Students will also create a KWL booklet on what they know, what they want to learn, and what they have learned about the human body. This KWL chart will be done individual and Whole Class. Students will then begin the before reading activities. Students will be assigned a letter for the Human Body ABC Books. As students read the book they will be asked to find important key words in relation to the human body unit that starts with the letter given. This will be their final assessment of culminating activity.

Day Two and Three: students will start the readings. Teacher will instruct how the next few days will work. Teacher will inform the students that they will read and work on vocabulary and comprehension for the next two days. On the third day they will have a group discussion. Teacher should inform the students that a discussion is a privilege. Students who do not complete their work will not be able to participate.

Section One: (Judy Moody M.D. The Doctor Is In! 1-54) students will complete a word wizard, a synonyms and antonyms, word association, and sentence stems and completion for their vocabulary activity. Students will complete a reciprocal teaching and story quilt for their comprehension activities. (Students will read individually.)

Day Four: Student will get into groups and discuss. Teacher will have to model the appropriate discussion techniques.

Section One Discussion: Students will use their vocabulary and comprehension activities to lead discussion in a mini-group.

Day Five and Six:

Section 2: Students will read section two in Judy Moody M.D. The Doctor Is In! (55-101). Here students will complete a word wizard, 2 vocabulary activities, and two comprehension activities. The vocabulary activities are Have you ever and antonyms and synonyms. The 2 comprehension activities are a

Adapted from Beth Frye (Appalachian State University)
character sketcher with Stink Moody and a Double Entry Diary. (Students will read and work individually)

Day Seven:

Section 2 Discussion: students will use their vocabulary and comprehension activities to help them in their group discussion.

Day Eight and Nine:

Section 3 Reading: (Judy Moody M.D. The Doctor Is In! 101-151) here students will complete a word wizard, 2 vocabulary activities, and 2 comprehension activities. The vocabulary activities for this section are a word wizard, making choices, and applause applause. The comprehension activities for this section are discussion director and Authors craft. (Students can partner read in this section; however the activities must be completed separately)

Day Ten:

Section 3 Discussion: students will use their vocabulary activities and comprehension activities to help guide them in their group discussions. (Students will start in small group but move into a whole group discussion)

Day Eleven:

Students will look at bones the book by Steve Jenkins. Teacher will have a discussion about how the human body and how it can be compared to other animals and plants. Students will be introduced to the internet workshop. Here Students will complete a Double Entry Diary. Students will also complete a Venn diagram to compare their understanding of bones and the human body.

Day Twelve and Thirteen:

Students will start and complete the internet workshop.

Day Fourteen:

Students will share their internet workshops

Day Fifteen

Students will complete their vocabulary and book tests.

Adapted from Beth Frye (Appalachian State University)
Judy Moody: Before Reading Activities
K-W-L Chart

Directions: You will be completing a K-W-L on the Human Body. First, think about what you know and what you want to know. Write that information in the “K” and “W” section of the chart. To help you come up with information for the “K” section and questions you would like answered for the “W” section, use the following words: WHO, WHAT, WHEN, WHERE, WHY, AND HOW. Finally, after you have read the book and explored other resources, think about what you have learned. Write that information in the “L” section of the chart.

K - What I Think I Know | W – What I Want to Know | L – What I Learned
---|---|---

After completing your research and gaining an understanding of your topic, go back to the “K” column and see if any of the ideas you thought you knew were inaccurate. Check any of them that are inaccurate, according to your research. On the back, rewrite any of your statements that were inaccurate so that they are correct. Then go to the “L” column and begin grouping or categorizing what you have learned.

Adapted from Beth Frye (Appalachian State University)
Making Inferences

What do you think the title of this book means?

Who Is Judy Moody?

What do you think the purpose of the book is?

Before You Read: Look carefully at the front and back covers of *Judy Moody M.D. The Doctor Is In!* Write down your predictions about the following:

Adapted from Beth Frye (Appalachian State University)
Setting (Time and Place): *When* and *where* do you think this book takes place?

________________________________________________

________________________________________________

Characters (The people, animals, or objects around which the action of the story is centered): Who do you believe the main characters in the book will be?

________________________________________________

________________________________________________

Problem(s) & Solution(s) (What goes wrong in the story and how is it solved?): What do you predict will be the most significant problems in this book? How do you believe the problems may be solved? ________________

________________________________________________

________________________________________________

Adapted from Beth Frye (Appalachian State University)
The Human Body ABC Book

As a class you are going to create a human body ABC book. You will different words you find in your text that start with your assigned letter. The word you choose must be related to the human body and what you have learned about that word. The object of this activity is that you must find words that start with the letter that you are assigned prior to this unit. In conclusion pick one word and illustrate the word. For example if you had the letter M, you would write words down as your read that start with M.

Example.

M
Mandible (p. 14) - another word for jaw
Microbes (p. 14) - a fancy word for germs
Medulla (p. 14) - a fancy word for brain stuff.
Medicine (p87) - helps cure sicknesses.

Adapted from Beth Frye (Appalachian State University)
The Human Body Book

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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<tr>
<td>G</td>
<td>H</td>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
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<td>M</td>
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<td>P</td>
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<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
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<tr>
<td>Y</td>
<td>Z</td>
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</tbody>
</table>

Adapted from Beth Frye (Appalachian State University)
Judy Moody: Section 1

Adapted from Beth Frye (Appalachian State University)
**Word Wizard**

**Section 1**

You are a Word Wizard. Now that you have read section 3 go back and look at the words. I want you to write your words in your Word Wizard Notebook.

Each word in your word wizard notebook should include the following:

- **a. the word and the page and paragraph** where it is located
- **b. a child-friendly definition** for the word (remember to use your context clues)
- **c. synonyms** you know (you can use the THESAURUS if you need help)
- **d. any associations/connections** you may have with that word
- **e. an illustration or sketch** of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

**Section 1: Words from Judy Moody**

<table>
<thead>
<tr>
<th>Word</th>
<th>Page and Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incredible</td>
<td>p. 11 par. 5</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>p. 21 par 3</td>
</tr>
<tr>
<td>Wrinkly</td>
<td>p. 21 par. 2</td>
</tr>
<tr>
<td>Delicate</td>
<td>p. 37 par. 2</td>
</tr>
<tr>
<td>Conduct</td>
<td>p. 49 par. 2</td>
</tr>
</tbody>
</table>

Adapted from Beth Frye (Appalachian State University)
### Synonyms and Antonyms

**Directions:** Look at the vocabulary word under the “word” column. Recall its definition (look back at your definition if needed). Think of other words associated with the vocabulary word and write them under the “synonym” column. Think of other words not associated with, or the opposite of, the vocabulary word and write them under the “antonym” column.

<table>
<thead>
<tr>
<th>Synonym</th>
<th>Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>angered; sore; outraged</td>
<td><strong>indignant</strong></td>
<td>agreeable, good tempered; content</td>
</tr>
<tr>
<td><strong>Incredible</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enthusiastic</strong></td>
<td></td>
<td></td>
</tr>
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<td></td>
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</tr>
<tr>
<td><strong>Conduct</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Beth Frye (Appalachian State University)
Word Associations

Directions: Consider each of the words listed below. Underneath each word write any words that you believe are connected or “associated” with the given word. Explain your choices. I have provided you with an example below.

Example:

Endearment:

nickname, kind words, a mother and father, couples, a family

An Endearment is an expression of love or affection. A nice nickname and kind words are both ways in which love can be expressed through words. A mother and father, a family, and couples are some of the people who might speak endearments to one another.

1. What words might go with incredible? Why?

2. What words might go with enthusiastic? Why?

3. What words might go with wrinkly? Why?

4. What words might go with delicate? Why?

5. What words might go with conduct? Why?

Adapted from Beth Frye (Appalachian State University)
Sentence Stems/Completion Ideas

Directions: Complete each sentence. Think about the meaning of each vocabulary word to help you create a completion that makes sense for the sentence.

1. The ___________________________ was incredible to watch and almost looked magical.

2. The little girl acted enthusiastic when she found out that ____________________________.

3. I look wrinkly when ________________________________.

4. __________________________ are very delicate and I have to be careful.

5. Students will conduct themselves in a positive manner during _________________________.

Adapted from Beth Frye (Appalachian State University)
As you engage in reciprocal teaching, each group member will complete a job: summarizer, questioner, clarifier, and predictor. While you read, you will have sticky notes to mark places that you would like to use for discussion. Below is a description of each job as well as a handout that will help you with questions about your job.

**Description of Jobs**

1) **Summarizer** - Highlight the key ideas up to this point in the reading.

2) **Questioner** - Pose questions about the selection:
   - 1. Unclear parts
   - 2. Puzzling information
   - 3. Connections to other concepts already learned

3) **Clarifier** - Address confusing parts and attempt to answer the questions that were just posed.

4) **Predictor** - Offer predictions about what the author will tell the group next or, if it’s a literary selection, the predictor might suggest what the next events in the story will be.
Ex. Judy Moody: The Doctor Is In! pg. 1-54

**Prediction:** After reading this chapter, make a prediction about what the next event(s) might be in the story.

<table>
<thead>
<tr>
<th>My Prediction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support:</td>
</tr>
</tbody>
</table>

**Question 1:**

**Question 2:**

**Question 3:**

**Summarize:** (Write a brief summary of what you read)

**Clarify:** Copy down words, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding.

**Words or Phrases:**
**Story Quilt**

**Directions:** While reading this section, many body parts have been discussed rather it is scientific explanation or in a humorous joke. You will write your selected body part (3-5 sentences) and how that body part was described in the particular section. Finally, you will add an artistic impression to your quilt square, and it will be added to the class quilt. The class quilt will be an variety of different body parts and how they were expressed in the story.

**Example (from the 1st section):**

*Word: Mandible: another word for jaw*

*Quote: Pg. 20*

“Judy Moody dropped her mandible! And her Grouchy pencil.”

Adapted from Beth Frye (Appalachian State University)
Judy Moody: Section 2

Adapted from Beth Frye (Appalachian State University)
**DOUBLE ENTRY DIARY: Section 2**

Directions: In your book I want you to find quotes, passages, pictures, or anything that stood out to you. Tell me what it is, where you found it, and what it means to you. Below are guidelines on creating your Double Entry Diary (DED).

<table>
<thead>
<tr>
<th>Significant passage copied from the text; include page and paragraph #.</th>
<th>Connections or reactions to recorded statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quote</td>
<td>Reaction (How you feel about the quote)</td>
</tr>
<tr>
<td>2. Quote</td>
<td>Connection (Self, Text, World)</td>
</tr>
<tr>
<td>3. Quote/Picture</td>
<td>Inference (What you think it means)</td>
</tr>
<tr>
<td>4. Quote</td>
<td>Question</td>
</tr>
<tr>
<td>5. Prediction</td>
<td>What Really Happened (You will complete this after you know)</td>
</tr>
<tr>
<td>6. Question you have or something you don’t understand</td>
<td>Answer or possible answer</td>
</tr>
<tr>
<td>7. Fact</td>
<td>Your Opinion</td>
</tr>
<tr>
<td>8. Effect (What happened?)</td>
<td>Cause (Why did it happen?)</td>
</tr>
<tr>
<td>9. Author’s Craft (Simile, metaphor, personification)</td>
<td>Explanation of what it means and how it adds importance to the passage</td>
</tr>
</tbody>
</table>

For section three you will be reading in Judy Moody, M.D. The Doctor Is In! Start on page 55 and read until you hit page 101. You only have to create three entries.

Here are some things to consider when reading these pages:
- Judy and Stinks relationship
- Figurative language (how does the author use simile and metaphors? How about personification? Onomatopoeia?)
- Being sick
- Going to the doctors
- Presenting reports (show-n-tell and Presentation/Biographies)

Adapted from Beth Frye (Appalachian State University)
**Double Entry Diary (DED) Judy Moody Section 2**

<table>
<thead>
<tr>
<th>From the book (words, quotes, passages). Please include the page and paragraph.</th>
<th>What it means to me...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Character Sketcher - Stink Moody

Your job as Character Sketcher is to identify a character’s actions (traits) and explain or prove these traits, identify the character’s goal (which is what the character wants to do or accomplish), identify the problem and solution in the reading, and complete an artistic impression of the character. You need to be aware that the character traits you will choose will be implied character traits. In other words, they are not directly stated in the passage. The traits are listed below.

When you begin artistically representing your character, try to use any physical descriptions from the text to help you. Your “artistic impression” of the character will probably be on a separate piece of paper. The next page gives you an example of how your paper may look with the character’s information.

Your job as Character Sketcher is to think carefully about Stink Moody as you read. As you are reading, think about the way he interacts with other characters and how his character is important to the story. Think about the following traits as you read Chapters 6-9. LOCATE 3 PASSAGES THAT REVEAL 3 OF THESE TRAITS IN STINK MOODY. Complete the Character Sketcher.

<table>
<thead>
<tr>
<th>Impolite</th>
<th>Harsh</th>
<th>Anxious</th>
<th>Worried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stingy</td>
<td>Vindictive</td>
<td>Ruthless</td>
<td>Can you think of your own trait?</td>
</tr>
</tbody>
</table>

1. (Trait) _____________ p.______ par._______
   (Explanation or proof of trait)

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Adapted from Beth Frye (Appalachian State University)
2. (Trait) _______________ p._____ par.______
(Explanation or proof of trait)

Character’s Goal: ___________’s goal is to

Problem: ___________’s problem is

Solution or Possible Solution: 
Word Wizard

Section 2

You are a Word Wizard. Now that you have read section 3 go back and look at the words. I want you to write your words in your Word Wizard Notebook.

Each word in your word wizard notebook should include the following:

a. the word and the page and paragraph where it is located
b. a child-friendly definition for the word (remember to use your context clues)
c. synonyms you know (you can use the THESAURUS if you need help)
d. any associations/connections you may have with that word
e. an illustration or sketch of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

Section 2 Words from Judy Moody

<table>
<thead>
<tr>
<th>Word</th>
<th>Page/Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crumpled</td>
<td>p.58 par. 1</td>
</tr>
<tr>
<td>Prescribed</td>
<td>p. 75 par. 2</td>
</tr>
<tr>
<td>Shriveled</td>
<td>p. 77 par. 3</td>
</tr>
<tr>
<td>Petrified</td>
<td>p. 78 par. 5</td>
</tr>
<tr>
<td>Fascinating</td>
<td>p. 87 par. 3</td>
</tr>
<tr>
<td>Mocked</td>
<td>p. 90 4th stanza</td>
</tr>
</tbody>
</table>

Adapted from Beth Frye (Appalachian State University)
Vocabulary Activities Section 2 Judy Moody

Have YOU Ever?

Directions: Read the following sentences and answer them accordingly.

1) Describe a time when you or someone you know was prescribed something.

2) Describe a time when you felt petrified.

3) What is something you find fascinating? Why?

4) Name a time when you felt mocked. Why were you mocked?

5) Have you ever felt shriveled? Can you name things that you have encountered that are shriveled?

Adapted from Beth Frye (Appalachian State University)
**Vocabulary Activities Section 2 Judy Moody**

**Synonyms and Antonyms**

*Directions:* Look at the vocabulary word under the “word” column. Recall its definition (look back at your definition if needed). Think of other words associated with the vocabulary word and write them under the “synonym” column. Think of other words not associated with, or the opposite of, the vocabulary word and write them under the “antonym” column. Examples have been provided!

<table>
<thead>
<tr>
<th>Synonym</th>
<th>Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made fun of, teased, and ridiculed</td>
<td>Mocked</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shriveled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Petrified</td>
</tr>
<tr>
<td></td>
<td>Fascinating</td>
<td>Dull, glooms, and boring</td>
</tr>
<tr>
<td></td>
<td>Prescribed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crumpled</td>
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</tbody>
</table>
Judy Moody: Section 3

Adapted from Beth Frye (Appalachian State University)
Discussion Director Section 3 (pp. 102-151)

**Directions:** Your job is to involve the students in your group by thinking and talking about the section of the book you have just read. You are going to ask questions that really help the students in your group think about the reading. Your questions should require students to discuss their interpretations of the text and connect background experience and knowledge with the text. You want all students involved in the discussion and talking about issues that come up during the reading.

Your job as the Discussion Director is to come up with **five (5) thinking questions.** You really want to make your group THINK about the readings. You are trying to make sure everyone in your group understands or comprehends the reading. It is very important that you ask your group critical thinking questions and **NOT** easy, right-there, in-the-book questions. You want the members of your group to stop, think, look back at the text, and synthesize and interpret what they have read. Remember you may wish to begin your questions with the following words/-phrases:

- **Who?**, **What?**, **Where?**, **When?**, **Why?**, **How?**,
- **If_____ then______?**

**You need to write down the following:**

1. the **questions**
2. your **answers** to your questions
3. the **page numbers** where the students can reference the text to justify their responses to your questions

Adapted from Beth Frye (Appalachian State University)
You may want to think about the following characters, places, and ideas when developing your questions:

- Judy’s friends
- Stink
- Judy’s Parents
- Judy’s Opinions on missing school
- Paws for healing
- The human body

Examples of a few good thinking questions:

1. Judy’s friends played a mean trick, how does that affect Judy? What will happen that makes the situation worse? Can they make it up to her?
2. Why is school important? Is it better to stay at home? What about the BRAT diet?

Your Turn! This is what your paper should look like:

Question:____________________________________________________
____________________________________________________________
____________________________________________________________

Answer:_____________________________________________________
____________________________________________________________
____________________________________________________________

Page and Par. #:__________________________________________

Adapted from Beth Frye (Appalachian State University)
## Author’s Craft: Figurative Language

**Similes, Metaphors, Personification, Hyperbole, Onomatopoeia, and Idioms.**

(Section 3)

Directions: In section 3 of Judy Moody the author, Megan McDonald, uses lots of figurative language. Find three examples in the book where the author is using figurative language.

<table>
<thead>
<tr>
<th>Page and quote</th>
<th>Figurative language and Why</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong></td>
<td></td>
</tr>
<tr>
<td>Pg. 124 “A pill the size of Nebraska”</td>
<td>Metaphor: Because it compares two things not using like or as.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word Wizard

Section 3

You are a Word Wizard. Now that you have read section 3 go back and look at the words. I want you to write your words in your Word Wizard Notebook.

Each word in your word wizard notebook should include the following:

f. the word and the page and paragraph where it is located
g. a child-friendly definition for the word (remember to use your context clues)
h. synonyms you know (you can use the THESAURUS if you need help)
i. any associations/connections you may have with that word
j. an illustration or sketch of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

Section 3 Words from Judy Moody

<table>
<thead>
<tr>
<th>Word</th>
<th>Page and Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extinct</td>
<td>p. 105 par. 1</td>
</tr>
<tr>
<td>Grouchy</td>
<td>p. 113 par. 3</td>
</tr>
<tr>
<td>Lousier</td>
<td>p. 125 par. 7</td>
</tr>
<tr>
<td>Quarantine</td>
<td>p. 131 par. 3</td>
</tr>
<tr>
<td>Squirmed</td>
<td>p. 147 par. 2</td>
</tr>
</tbody>
</table>

Adapted from Beth Frye (Appalachian State University)
**Vocabulary Activities Section 3 Judy Moody**

**Making Choices**

**Directions:** Tell whether each item or scenario is a description of the vocabulary word given. If so, say the word. If not, don’t say anything.

1) If any of the situations I describe might be extinct, say “that/they is/are extinct.” If not, don’t say anything.
   - There is a Mammoth in your backyard
   - There is no more candy
   - Dinosaurs are roaming around
   - Doing chores

2) If any of the situations I say exhibit a grouchy behavior, say “Grouchy.” If not, don’t say anything.
   - A child gives a sarcastic answer to every question asked of him
   - Your brother barges into your room without knocking
   - A friend offers you candy
   - You overhear a conversation and you boldly offer your opinion even when the people weren’t talking to you

3) If any of the things I say could be Lousy, say “Lousier.” If not, don’t say anything.
   - No school
   - Going to the dentist
   - A scary storm
   - Watching your favorite movie

4) If any of the things I say might get you quarantined, then say “quarantined.” If not, don’t say anything.
   - Being sick and contagious
   - Passing out candy
   - Failing a test
   - Doing something bad

5) If any of the situations I describe may cause you to squirm, say “Squirmed.” If not, don’t say anything.

Adapted from Beth Frye (Appalachian State University)
• you are chosen as the student of the week
• Failing a class
• Taking a nap
• Going shopping
Applause! Applause!

Directions: Applause a lot if you feel like the statement applies to you. Applause a little if you think the statement somewhat applies to you. And don’t applause at all if the statement does not relate to you.

Clap to show how much you would like homework to be extinct.

Clap to show how much you would like dessert to be extinct.

Clap to show how much you like to be called grouchy

Adapted from Beth Frye (Appalachian State University)
Clap to show if you feel like losing spring break is lousy.

Clap to show if you someone said you are lusier than poo.

Clap to show that you are glad to be quarantined form school; because you faked being sick to get out of a test.

Clap to show if you like being called out because you squirmed in your seat.
BONES: Section 4

Adapted from Beth Frye (Appalachian State University)
**DOUBLE ENTRY DIARY: Section 4**

Directions: In your book I want you to find quotes, passages, pictures, or anything that stood out to you. Tell me what it is, where you found it, and what it means to you. Below are guidelines on creating your Double Entry Diary (DED).

<table>
<thead>
<tr>
<th>Significant passage copied from the text; include page and paragraph #:</th>
<th>Connections or reactions to recorded statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Quote</td>
<td>Reaction (How you feel about the quote)</td>
</tr>
<tr>
<td>11. Quote</td>
<td>Connection (Self, Text, World)</td>
</tr>
<tr>
<td>12. Quote/Picture</td>
<td>Inference (What you think it means)</td>
</tr>
<tr>
<td>13. Quote</td>
<td>Question</td>
</tr>
<tr>
<td>14. Prediction</td>
<td>What Really Happened (You will complete this after you know)</td>
</tr>
<tr>
<td>15. Question you have or something you don’t understand</td>
<td>Answer or possible answer</td>
</tr>
<tr>
<td>16. Fact</td>
<td>Your Opinion</td>
</tr>
<tr>
<td>17. Effect (What happened?)</td>
<td>Cause (Why did it happen?)</td>
</tr>
<tr>
<td>18. Author’s Craft (Simile, metaphor, personification)</td>
<td>Explanation of what it means and how it adds importance to the passage</td>
</tr>
</tbody>
</table>

For section four you will be reading in Bones. You only have to create three entries.

Here are some things to consider when reading these pages:

- How are human bones different from other mammal bones?
- What cool facts did you learn about bones?
- What did you notice in the pictures?

Adapted from Beth Frye (Appalachian State University)
<table>
<thead>
<tr>
<th>From the book (words, quotes, passages). Please include the page and paragraph.</th>
<th>What it means to me...</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the book (words, quotes, passages). Please include the page and paragraph.</td>
<td>What it means to me...</td>
</tr>
<tr>
<td>From the book (words, quotes, passages). Please include the page and paragraph.</td>
<td>What it means to me...</td>
</tr>
</tbody>
</table>

Adapted from Beth Frye (Appalachian State University)
Venn Diagram

Directions: Compare what you learned about bones from the BONES book to what you learned in Judy Moody. What was similar and what was different.

BONES
Different

Similar

Judy Moody
Different

Adapted from Beth Frye (Appalachian State University)
Human Body Internet Workshop

Let’s Explore the Human Body! As you are researching the Polar Bear, please write down the answers to the questions below.

**Click here to watch the video on the human body!!!**


1. How many quarts do our lungs suck in each minute while we exercise?
   
   ___________________________________________
   ___________________________________________

2. About how many muscles keep us moving while we exercise?

   ___________________________________________
   ___________________________________________

3. How many cells are we made up of?

   ___________________________________________
   ___________________________________________

4. What do several organs working together create?

   ___________________________________________
   ___________________________________________

5. How many major organ systems do we have? List 5.
   
a.
   b.
   c.
   d.
   e.

Adapted from Beth Frye (Appalachian State University)
6. What systems supplies energy?

7. What is our strongest muscle in the body?

8. How long is our small intestine?

9. What make up the nervous system?

Now click here to EXPLORE these websites!


1. Your body is made up of what four types of bones?

2. How many bones does a new born baby have?

3. About how many bones do you have as an adult?

4. Where are nearly half the bones in your body found?
**Click next when you scroll to the bottom on the screen**

1. What is one important chemical that helps build strong bones?
   ___________________________________________________
   ___________________________________________________

**Now click here to EXPLORE these websites**

http://library.thinkquest.org/5777/tour.htm
** Choose Skeletal
** Click Spine and answer the questions below

1. What is another word for spine?
   ___________________________________________________
   ___________________________________________________

2. What are vertebrae made of?
   ___________________________________________________
   ___________________________________________________

3. What keeps the vertebrae’s from rubbing together?
   ___________________________________________________
   ___________________________________________________

4. How many vertebrae’s are in our spine?
   ___________________________________________________
   ___________________________________________________

**Click back to the Welcome Page**

**Click inside the bone

1. What is a fully bone made up of?
   ___________________________________________________
   ___________________________________________________

2. What are the two types of bone?
   ___________________________________________________
   ___________________________________________________

Adapted from Beth Frye (Appalachian State University)
3. How are those two types of bones different?

________________________________________________________________________

________________________________________________________________________

4. What is bone marrow?

________________________________________________________________________

________________________________________________________________________

Adapted from Beth Frye (Appalachian State University)
## Resources that will enhance Human Body Knowledge:

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Illustrator</th>
<th>Copyright</th>
<th>Publisher</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Magic School Bus: The Search of the Missing Bones</td>
<td>Eva Moore</td>
<td>Ted Enik</td>
<td>Copyright 1999</td>
<td>Scholastic Inc, The Magic School Bus</td>
<td>This is a scientific fiction, chapter book. Mrs. Frizzle takes her class on a field trip to search for the missing bones. Throughout the book you learn about the skeleton and how it works!</td>
</tr>
<tr>
<td>Skeletons! Skeletons!</td>
<td>Katy Hall</td>
<td>Paige Billin-Fry</td>
<td>Copyright 1991</td>
<td>Scholastic, Inc.</td>
<td>This is a short picture book. This book introduces different body parts and how our bones work. This book also compares human skeletons to animal skeletons.</td>
</tr>
<tr>
<td>The Skeleton Inside You</td>
<td>Philip Balestrino</td>
<td>True Kelly</td>
<td>Copyright 1971</td>
<td>Thomas Y. Crowell Junior Books</td>
<td>This is picture book that introduces the human skeletal system, explaining how the 206 bones of the skeleton join together, how they grow, how they help make blood, what happens when they break, and how they mend.</td>
</tr>
<tr>
<td>What’s Inside Me? My Bones and Muscles</td>
<td>Dana Meachen Rau</td>
<td>Dana Meachen Rau</td>
<td>Copyright 2005</td>
<td>Benchmark Books</td>
<td>This picture book is about how our bones and muscles work when we are active and introduces different bones throughout the body.</td>
</tr>
<tr>
<td>You Have Healthy Bones</td>
<td>Susan DerKazarian</td>
<td>Susan DerKazarian</td>
<td>Copyright 2005</td>
<td>Scholastic Inc.</td>
<td>This is a book of simple text and colorful photos. This story book helps young readers learn about how bones grow and protect internal Organs and how to take care of their bodies.</td>
</tr>
<tr>
<td>How Your Body Words: A Good Look Inside Your Insides</td>
<td>David Stewart</td>
<td>Carolyn Franklin</td>
<td>Copyright 2008</td>
<td>Scholastic Inc</td>
<td>This is a short story picture book where you can take your tour from head to toe of your body and how it works.</td>
</tr>
<tr>
<td>Muscles: Our Muscular System</td>
<td>Seymour Simon</td>
<td>Seymour Simon</td>
<td>Copyright 1998</td>
<td>Morrow Junior Books</td>
<td>This book describes the nature and work of our muscles, the different kinds, and the effects of exercise and other activities on them.</td>
</tr>
<tr>
<td>FIRST: Human Body Encyclopedia</td>
<td>Richard Walker</td>
<td>Alan Hancock, Guy Smith, Gina Suter</td>
<td>Copyright 1999</td>
<td>KINGFISHER</td>
<td>This is an illustrated introduction to the different parts of the human body and how they work.</td>
</tr>
</tbody>
</table>

Adapted from Beth Frye (Appalachian State University)
Rubric for *Judy Moody M.D. The Doctor Is In! And BONES*

<table>
<thead>
<tr>
<th>Activity / Criteria</th>
<th>Points earned/possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Reading Activities</strong></td>
<td></td>
</tr>
<tr>
<td>• KWL Chart is complete</td>
<td>__ / 15</td>
</tr>
<tr>
<td>• Making Inferences Worksheet is complete</td>
<td></td>
</tr>
<tr>
<td>o Setting</td>
<td></td>
</tr>
<tr>
<td>o Characters</td>
<td></td>
</tr>
<tr>
<td>o Problems</td>
<td></td>
</tr>
<tr>
<td>o Solutions</td>
<td></td>
</tr>
<tr>
<td><strong>The Human Body ABC Book</strong></td>
<td></td>
</tr>
<tr>
<td>• Human Body related words (That start with your letter)</td>
<td>__ / 25</td>
</tr>
<tr>
<td>• Consistently looked for words throughout the book</td>
<td></td>
</tr>
<tr>
<td>• Student’s illustration of word is accurate</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary for Section One</strong></td>
<td></td>
</tr>
<tr>
<td>• Word wizard is complete</td>
<td>__ / 10</td>
</tr>
<tr>
<td>• Synonyms and antonyms are accurate</td>
<td></td>
</tr>
<tr>
<td>• Word association are accurate</td>
<td></td>
</tr>
<tr>
<td>• Sentence stems and completion ideas are complete</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension Activities for Section One</strong></td>
<td></td>
</tr>
<tr>
<td>• Reciprocal Teaching is thorough and detailed. Shows details from the book.</td>
<td>__ / 10</td>
</tr>
<tr>
<td>• Story quilt is completed with significant examples of body parts.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary for Section Two</strong></td>
<td></td>
</tr>
<tr>
<td>• Word Wizard is complete</td>
<td>__ / 10</td>
</tr>
<tr>
<td>• Have you ever is creative with complete sentences</td>
<td></td>
</tr>
<tr>
<td>• Synonyms and antonyms are complete and accurate</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension Activities for Section Two</strong></td>
<td></td>
</tr>
<tr>
<td>• Double Entry Diary is complete</td>
<td>__ / 10</td>
</tr>
<tr>
<td>• Character Sketcher is relevant and shows understanding of the character.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary for Section Three</strong></td>
<td></td>
</tr>
<tr>
<td>• Word wizard is complete</td>
<td>__ / 10</td>
</tr>
<tr>
<td>• Participated in making choices activity</td>
<td></td>
</tr>
<tr>
<td>• Participates in Applause! Applause!</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension Activities for Section Three</strong></td>
<td></td>
</tr>
<tr>
<td>• Participates with thoughtful and knowledgeable conversation</td>
<td>__ / 10</td>
</tr>
</tbody>
</table>

Adapted from Beth Frye (Appalachian State University)
<table>
<thead>
<tr>
<th><strong>Activities for BONES Book</strong></th>
<th>__ / 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Author Craft is completed with accurate examples of figurative language</td>
<td></td>
</tr>
<tr>
<td>• Double Entry Diary is complete</td>
<td></td>
</tr>
<tr>
<td>• Venn Diagram is accurate and has detailed examples</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Human Body Internet Workshop</strong></th>
<th>__ / 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Answers question by exploring websites</td>
<td></td>
</tr>
<tr>
<td>• General concepts are understood</td>
<td></td>
</tr>
<tr>
<td>• Is complete</td>
<td></td>
</tr>
</tbody>
</table>

**Total = __ / 135**

Adapted from Beth Frye (Appalachian State University)