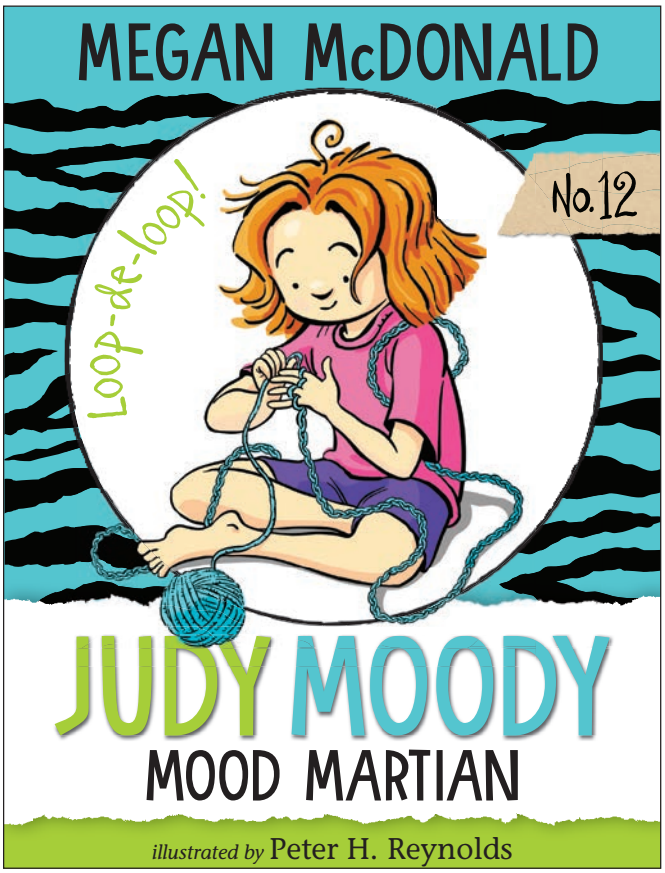
JUDY MOODY
MOOD MARTIAN

by Megan McDonald
illustrated by Peter H. Reynolds



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ABOUT THE BOOK

In honor of Backwards Day, Judy Moody decides to turn her frown upside down, make lemonade out of lemons, and be nice to stinky little brothers. In fact, Judy becomes a NOT moody, cool-as-a-cucumber neat freak for one whole entire day. But when her combed hair, matching outfits, and good moods hang around for days afterward, her friends begin to worry. Could this smiley Judy be an impostor?

Look Inside for Activities That Meet Common Core State Standards

Greetings, friend,

Yippee skippy! Judy Moody is here to help put educators and students alike in a S-U-P-E-R G-R-E-A-T mood!

In this guide filled with book-specific activities aligned to the Common Core State Standards, you'll find out-of-this-world fun and learning rolled into one. These activities based on *Judy Moody, Mood Martian* are sure to turn your classroom into a learning-palooza!

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Picture This

COMMON CORE CONNECTION

Speaking and Listening

Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Judy Moody has never taken a nice school picture. In kindergarten she looked like a clown, in first grade she looked like a boy, in second grade she looked like a pirate, and in third grade she looked like Sasquatch. Have your students bring in their old school pictures and give each one a caption. The captions can be funny like Judy's or serious. Then ask students to draw a super-silly selfie re-creating one of Judy's school-picture poses. Invite students to share their creations with the class.

The A Word

COMMON CORE CONNECTIONS

Speaking and Listening

Engage effectively in a range of collaborative discussions.

Writing Standards

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

When Judy or any of the other students in Class 3T break a rule, they are sent to Antarctica (a desk in the back of the room where they can chill out). Ask your class to recall and discuss the rules in your classroom and the consequences of breaking them. Then have your students write a narrative about a time they broke a rule. Prompt them to write about what they did, why they did it, how it made them feel, and what, if anything, they learned from the experience.

Bring Your Dreams to Life

COMMON CORE CONNECTIONS

Writing Standards

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Speaking and Listening

Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Engage effectively in a range of collaborative discussions.

One of Judy's favorite things to do is daydream. In her closet, she dreams that she and Mouse sail across the ocean. Let your class sit and daydream for ten minutes. Spark their creativity by telling them to let their minds wander and think about things that make them happy. After the students are finished daydreaming, have them write and illustrate a comic depicting their daydreams. Be sure to invite students to share their finished creations with the class, then publish their work in a classroom comic book.

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Yad Sdrawkcab

COMMON CORE CONNECTIONS

Writing Standards

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Inspired by Virginia Dare Elementary, hold a Backwards Day (either in your school or classroom). Try to incorporate as many of Mr. Todd's antics and lessons into your day as possible. You might encourage your students to come to school dressed backward, rename and rearrange your classroom and bulletin boards, write backward, hold a palindrome spelling bee, or give students the answers and let them come up with the questions. For homework, have students write essays explaining how Backwards Day was different from the rest of the school year.

Way-Good-Not-Bad Mood-Busters

COMMON CORE CONNECTIONS

Research to Build and Present Knowledge

Participate in shared research and writing projects.

Speaking and Listening

Engage effectively in a range of collaborative discussions.

As Judy finds out in *Judy Moody, Mood Martian,* sometimes it's hard to control your moods. Give your students a piece of yarn to tie around their wrists. Instruct them to switch the yarn from one wrist to the other every time they switch moods. Be sure to tell them to keep track of how many times they switch the yarn. At the end of the week, tally how many mood switches your class has had. As a class, discuss how this mood tracking affected them.

Reading Colors

COMMON CORE CONNECTIONS

Research to Build and Present Knowledge

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Writing Standards

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Speaking and Listening

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

While picking out yarn colors, Amy Namey informs Judy and company that she knows how to read colors, then goes on to tell them what some of their favorite colors represent. Reread this section (pages 89–91) aloud to your class and ask the students to research the meaning of their favorite color. Have them write an informative essay about the color, its meaning, and whether they agree with their research findings. Have students share their work with the class.

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The Great Martian Quiz

Judy's experiment being Queen of the Good Mood has her friends and Stink thinking that an alien has taken over her body. As a class, discuss some ways a person might act if an alien took over his or her body. Then come up with a ten-question quiz that could determine whether someone in the class has been invaded by an extraterrestrial being.

COMMON CORE CONNECTIONS

Speaking and Listening

Engage effectively in a range of collaborative discussions.

The Name Game

In order to find the RAREST color to paint her room, Judy looks at paint samples with funny names like Lav Out Loud, Saltwater Taffy, Frog Prince, and Snow Day. Get some paint samples from a hardware or home-improvement store, cross out the names of the colors, and hand the samples out to your students to rename. Have students share the names they invent with the class, then vote on students' favorites.

COMMON CORE CONNECTIONS

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Ten Things You May Not Know About . . .

On the Judy Moody website, www.judymoody.com, are lists of ten things that readers may not know about author Megan McDonald and illustrator Peter H. Reynolds. Read these lists to your class, then ask students to create a list of ten things their classmates may not know about them. Invite students to share their lists with the rest of the class.

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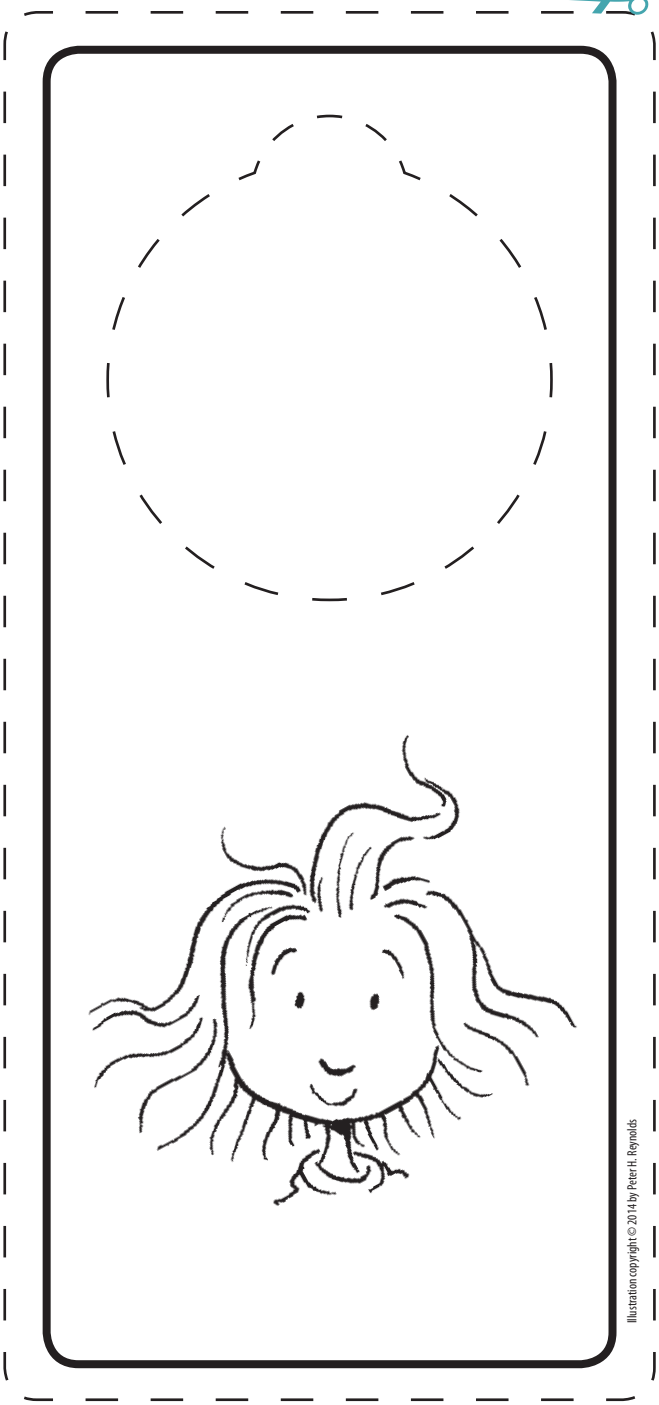
JUDY MOODY

DESIGNER DOORKNOB DOOHICKEYS

When Judy Moody is in a mood, she hangs a doorknob hanger on her door to try to keep Stink out of her room. Design your own Judy Moody–inspired door hangers to show (or warn) your family how you are feeling before someone knocks on your door.



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Name Date

JUDY MOODY
MOOD-A-PALOOZA

As Judy finds out in *Judy Moody, Mood Martian,* it's hard to be in a good mood all the time. Think about what puts you in a good mood and what puts you in a bad mood. Then finish the following statements:

I can always turn to _____ to help put me in a good mood because _____ _____.

The time I was in the worst mood was when _____ _____ _____.

When I am in a good mood, I _____ _____ _____.

When I am in a bad mood, I _____ _____ _____.

During school I am mostly in a _____ mood because _____ _____ _____.

One thing that puts me in a good mood is _____ because _____ _____ _____.

One thing that puts me in a bad mood is _____ because _____ _____ _____.

If Judy Moody were my friend in real life, I would help her get in a good mood by _____ _____ _____.

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Name Date

JUDY MOODY

MEASURE UP!

Using Judy's method of measuring objects with yarn, find out the length of the following objects:

A car _____

Your bed _____

A STOP sign _____

Your favorite room _____

A window in your house _____

A doorway _____

A shower curtain _____

Your teacher's desk _____

A family member _____

Yourself _____

Bonus measurement: The perimeter of your house or apartment building

_____

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