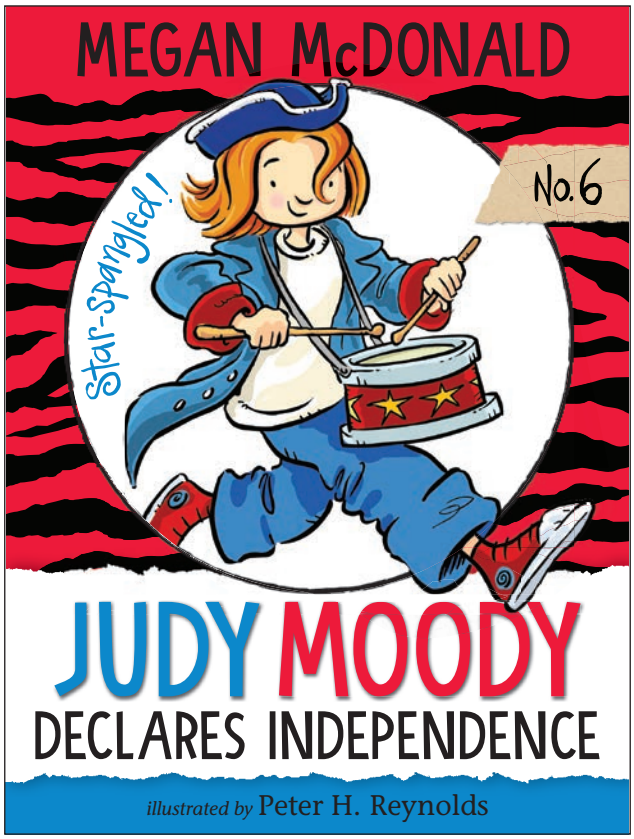
JUDY MOODY DECLARES INDEPENDENCE

by Megan McDonald illustrated by Peter H. Reynolds

ABOUT THE BOOK

Hear ye! Hear ye! Everyone knows that Judy Moody has a mood for every occasion, and now a visit to Boston has put our famous third-grader in a revolutionary mood. When Judy meets an English girl named Tori at the Tea Party ship, she is gobsmacked to learn how many liberties her British friend enjoys—her very own phone, a private loo, and pounds of allowance. When a day of cheerfully doing her chores doesn't earn Judy more rights and staging a revolt in the form of a tea-throwing Boston Tub Party has her dad reading her the riot act, Judy is forced into temporary retreat. Who would guess that a real-life crisis involving her brother, Stink, would finally give Judy a chance to show her courageous quick thinking—and prove her independence, once and for all?



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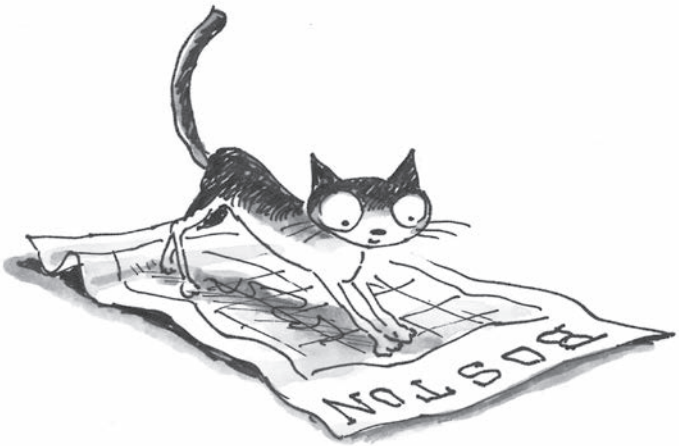
Common Core Connections

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 Declares Independence* are sure to turn your classroom into a learning-palooza!



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Pen Pal Friends

In *Judy Moody Declares Independence*, Judy becomes pen pals with her new friend Tori, who lives "across the pond" in England. Ask students if they have ever had a pen pal and if they'd like to connect with students from another country or city. Obtain pen pals for your students by joining a pen pal exchange program. Some good websites to check out are The Teacher's Corner (**www.theteacherscorner.net/penpals**) and ePALS Classroom Exchange (**www.epals.com**). Make sure to review basic letter-writing concepts prior to this activity. Ensure that students answer any questions their pen pal has asked, ask their pen pal new questions, tell the pen pal something new about themselves, and share recent experiences that have happened at home or at school.

COMMON CORE CONNECTIONS

Research to Build and Present Knowledge

Participate in shared research and writing projects.

COMMON CORE CONNECTIONS

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.

Research to Build and Present Knowledge

Participate in shared research and writing projects.

Historical Trading Cards

Judy travels to Boston in *Judy Moody Declares Independence*, and this spurs a rash of historical references. Have students research historical figures from the American Revolution on the Internet and create trading cards of three figures they find interesting. Each student should create three cards measuring 2½ inches by 3½ inches (the size of traditional trading cards) with the historical figure's picture on one side and facts on the other. The cards should convey the reasons these revolutionaries were important to the founding of America.

A Responsible Ride

In *Judy Moody Declares Independence*, Judy wants to be just like Sybil Ludington—responsible and independent. Discuss what it means to be responsible. What things does Judy do to prove to her parents that she is responsible? What kinds of things can and should students do to act responsibly? Make a list together and keep it in the classroom as a reminder about responsible behavior. Then ask students to write a short story starring a time-traveling Judy Moody who goes back in time and meets Sybil Ludington.

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.

Research to Build and Present Knowledge

Participate in shared research and writing projects.

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COMMON CORE CONNECTIONS

Speaking and Listening

Engage effectively in a range of collaborative discussions.

Research to Build and Present Knowledge

Participate in shared research and writing projects.

Historical Figures on Parade

There are many people from the American Revolution mentioned in *Judy Moody Declares Independence*. Ask students to research historical figures from the American Revolution and choose one that resonates with them. Then ask them to impersonate the historical figure while presenting facts about the person's life and reciting a famous quote attributed to the figure. Finally, parade your American revolutionaries to other classes in your school to show off their presentations.

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.

Research to Build and Present Knowledge

Participate in shared research and writing projects.

Vocabulary Acquisition and Use

Demonstrate understanding of word relationships and nuances in word meanings.

Barmy British Sayings

In *Judy Moody Declares Independence*, Judy learns from her pen pal Tori that people in England sometimes use different words and phrases than we do in the United States. Search online for popular British words and phrases and quiz your class to see if they can guess their meanings. After the big group discussion, divide your class into small groups of four to five students. Give each group a handout with the British sayings and their American equivalents. Then have each group write *brilliant* (that's a British word for *RARE*) one-act plays featuring their favorite British sayings. Hold a Ye Olde British Faire where each group performs their play with live actors, puppets, figurines, or clay figures.

COMMON CORE CONNECTIONS

Speaking and Listening

Engage effectively in a range of collaborative discussions.

Research to Build and Present Knowledge

Participate in shared research and writing projects.

Vocabulary Acquisition and Use

Demonstrate understanding of word relationships and nuances in word meanings.

RARE

Judy Moody blurts out many unique phrases, but her favorite word for showing enthusiasm is *RARE,* and you will find it in every one of her books. Have students write acrostic poems using the word *RARE,* with each letter beginning a word or phrase that describes Judy Moody. Some children may wish to use *ROAR* (Judy's favorite way to express displeasure) instead. Display the poems on a bulletin board entitled "The Many Moods of Judy Moody." For example:

Rambunctious
Awesome
Really great
Excitable
Rebellious
Out to get Stink
A member of the Toad Pee Club
Restless

For homework, have students write RARE acrostics about things they love and ROAR acrostics about things that make them angry.

COMMON CORE CONNECTIONS

Speaking and Listening

Engage effectively in a range of collaborative discussions.

Research to Build and Present Knowledge

Participate in shared research and writing projects.

Key Ideas and Details

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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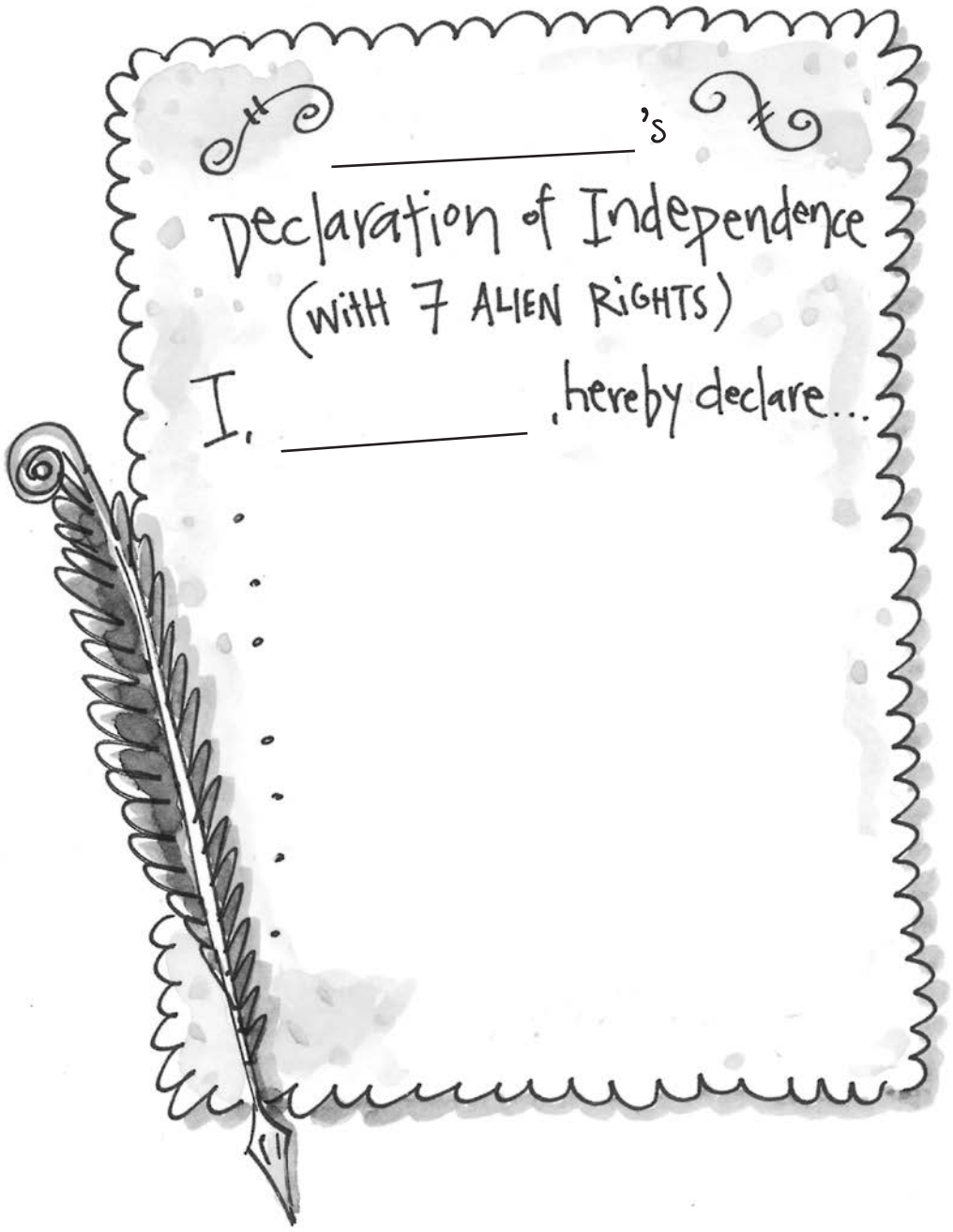
Name Date

LIFE, LIBERTY, AND THE PURSE OF HAPPINESS

Use the space below to create your own Declaration of Independence to declare your freedom from the things that make you ROAR. Don't forget to sign your declaration just like John Hancock!



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Name Date

BEN FRANKLIN SAYING

In *Judy Moody Declares Independence*, Judy finds out that Ben Franklin penned some brilliant sayings. Read the following sayings, think about them, and then write a sentence that explains what each means.

A penny saved is a penny earned.

_____

_____

Don't cry over spilled milk.

_____

_____

Fish and visitors stink after three days.

_____

_____

If your head is made of wax, don't stand out in the sun.

_____

_____

Now take a turn at penning your own brilliant sayings.

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Photo by Michele McDonald

About the Author

Megan McDonald is the creator of the popular and award-winning Judy Moody and Stink series. She is also the author of three Sisters Club stories, two books about Ant and Honey Bee, and many other books for children. She lives in Sebastopol, California, where she is a member of the Ice-Cream-for-Life Club at Screamin' Mimi's.

Photo by Gretje Ferguson

About the Illustrator

Peter H. Reynolds is the illustrator of the Judy Moody and Stink books and the author-illustrator of *The Dot*, *Playing from the Heart*, and many other titles. Born in Canada, he now lives in Dedham, Massachusetts, where he is part owner of a children's book and toy shop called the Blue Bunny.

Visit www.judymoody.com for more teachers' guides, downloadable reading logs, sample chapters, and more!

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