

Fudge-a- Mania

by **Judy Blume**

Peter can't wait to go to his family's cabin in Maine, until he finds out that his sworn enemy Sheila Tubman's family is going to be there too.

THEMES

humor, sharing, family, friendship

Young Listener Unabridged Audio

I. PRE-TEACHING

A. Have the class define and discuss these terms:

seriously, clutched, stomach, dessert, clomped, myna bird, soggy, squirmed, toddling, lured, gymnastic, chanted, destination, quaint, hiccups, weathered, disgusting, dinosaurs, rustling, nauseating, disaster, philosophy, cartwheels, phase, description, confusion, untangled, somersaults, guaranteed, groom, salary, breeds, tycoon, buzz, brilliant, bacteria, glared, maniacs, chaos, scrunched, bile, definite, pedaled, braked, emergency, hypothermia, neutral, potential, confidence

B. Before beginning the story, discuss with the class the following questions:

1. Is there someone in school or your neighborhood whom you don't like? How would you feel if you had to spend three weeks with this person?
2. Does your family go somewhere special for vacation during the summers? What do you like about this?
3. Do you have a little brother or sister? Do you enjoy your sibling's company? Do you sometimes fight?

II. PRESENTATION

A. Understanding the Story:

1. Begin with Chapters 1-5: Who does Fudge say he's going to marry? What news does Mom have? How does Peter feel about it? Who can he invite to Maine? Describe the trip to Southwest Harbor. What happens when they first get there? What does Peter discover? What happens to Turtle? What else does Peter learn about the house? What does Sheila say when she hears Jimmy is coming? What does Fudge do before he eats his cereal? What has Fudge done for Uncle Feather? What does Fudge tell Mrs. A? How does Fudge react when he realizes he may not find Uncle Feather? Where does Uncle Feather turn up?
2. Advance to Chapters 6-10: What arrangement does Sheila make with Mom? How does Peter feel about it? Why does Peter go with Sheila and Fudge to visit Mrs. A? Describe Mitzy. Who is her grandfather? What does she invite Peter to do? What do Fudge and Sheila do with their rocks? Where is Jimmy going to sleep?

What does Fudge suggest Buzzy and Grandma do? Why does Mr. Fargo make everyone tense? How does Jimmy react to seeing Sheila? What does Jimmy say about his father? How does Jimmy react to Peter's story? Why won't Fudge sleep in the rollaway?

3. Complete the story with Chapters 11-14: How does Jimmy act toward Sheila? What happens while Peter is riding his bike? What does Bicycle Bob say about it? How does Fudge get all blue? What does Peter call Sheila? Describe the sailing trip. What happens on the return voyage? Why does Dad sulk? What has Tootsie done to Mr. Fargo's painting? How does he react? What does Jimmy say about Isobel? What does Peter hope for at the game? What makes him mad? What has Big told Jimmy? What good news does Mr. Fargo have? What news do Grandma and Buzzy have? How do their families react? What worries Peter about it? What does Sheila promise Peter?

B. For Discussion:

1. Why does Peter get angry when no one seems to want to be with him? When he says, "Who cares?...I can have plenty of fun on my own," do you think he means it? Why or why not?
2. When Peter gets jealous because Tootsie seems to have such an easy life as a baby, Grandma says, "It's not easy being the firstborn, is it?" What makes being the firstborn difficult for Peter?
3. What does the woman at the game mean when she tells Peter, "When in Rome, do as the Romans do"?
4. How do you think Peter and Sheila's relationship might change as they get older?

III. EXTENDING THE LESSON

Give students the opportunity to work with partners, groups, the whole class, or alone.

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:

1. One of Peter's favorite authors is Gary Paulsen. Have students talk about books by Paulsen they have enjoyed. What's fun about his books?

- Peter is bored when he's alone. Have students work in groups and come up with activities someone can do by himself or herself. Why is it good to do things alone sometimes?
- Have students listen to the chapter titles. What about them makes the reader want to read the chapter?
- Have students write Fudge's book, *Tell Me a Fudge*. Then they might write a similar book about themselves.

B. Art and Music:

- Have students select background music that might be appropriate to some of the scenes. The song "Some Enchanted Evening" from *South Pacific* would fit many of the scenes, as well as "Take Me Out To the Ballgame" for the baseball game.
- Have students make a bulletin board about the story. They could trace the outline of a map of Maine, add pictures of sailboats, lighthouses, and cabins and draw Peter, Sheila, Fudge, Uncle Feather, Turtle, Jimmy, and the parents and grandparents. They could add a baseball, a Red Sox cap, paintings Mr. Fargo might do for his *Baby Feet* series, his and her bike helmets for the bride and groom, and Fudge's book, *Tell Me a Fudge*.
- Have students learn about baseball cards. Why are they such popular collectors' items?
- Mr. Fargo's work might be compared to other abstract artists like Jackson Pollack, Giacomo Balla, Frank Auerbach, or Georgia O'Keeffe. Have students find out how these artists influenced art in the 20th Century.

C. Social Studies:

- Have students learn about Maine. What is it known for? Why do so many tourists go there in the summer?
- Have students develop a babysitting course like Sheila took. They might talk to parents and to skilled babysitters about what would be needed.
- Big played with the Boston Red Sox. Have students find out about this team. What did they believe caused them to lose so many games? How did they feel when they won the World Series in 2004?
- At the library Isobel asks Fudge if he looked up his book in the card catalog. Have students talk about what happened to the card catalog in most libraries. Why was it replaced?

- Have students learn about the Baseball Hall of Fame. What does a player need to do to be in it? Who are some famous players honored in this way?

D. Science and Math:

- Have students find out about myna birds. Where do they come from? How are they able to talk? Why do they make good pets?
- Have students find out the distance to Southwest Harbor, Maine from New York City, then, calculate: If it took the Hatchers ten hours to drive there, what was their average speed?
- Have students learn about the gears on a bike. How do they work? What's the advantage of having gears on a bike?
- Peter's mother pays Sheila seven dollars a day for six hours of babysitting. Have students compare this with the rates babysitters earn today.
- Have students find out about chicken pox. Is it ever life threatening? Why isn't the vaccine for it in wider use?
- Have students learn about safety rules for biking. Why is it important to wear a helmet? What other rules should be followed when biking on the roads?
- Have students learn about hypothermia caused by swimming in water that's too cold. Another group might learn about seasickness. What causes it? How can it be prevented? How is it treated?

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