Someone has taken Junie B. Jones's new black furry mittens, so when she finds a wonderful pen, she thinks she should be allowed to keep it. Fair's fair. Right? Well, not exactly, as she soon finds out.

**THEMES**
- stealing
- honesty
- problem-solving
- family
- friendship

**I. PRE-TEACHING**

A. Have students define and discuss these terms:
- adventure
- gorgeous
- glee
- kindergarten
- attractive
- beautiful
- strangers
- create
- glum
- annoying
- tickling
- possession
- recess
- concentrate
- grouch
- nervous
- problem
- apparently
- embarrassed
- mumbling
- galloped
- perspiration
- hearth
- principal
- grouchy
- purpose
- backpack
- probably
- disappointed
- gargling
- scribbling
- spout
- dribbled
- solution
- support
- confused
- terrible
- development
- ruffled
- mailbox
- picture
- secret
- mattress
- depressed
- heartache
- serious
- issue
- snuggled

B. Before beginning the story, discuss the following questions with the class:
1. Have you ever lost anything? How did you feel when you lost it? Did you ever find it?
2. Have you ever found something you really wanted? Did you keep it? How did that make you feel? Did you put it in lost and found? How did that make you feel?
3. What if you found something in lost and found at school that you wanted? Would it be right to take it? Why or why not?

**II. PRESENTATION**

A. Understanding the Story:
2. Advance to Chapters 4 - 5: How does Junie B. react to losing her mittens? Why does Mrs. take her to the office? What does she think when Mrs. tells her she might find her mittens there? How is finding a nickel different from finding mittens? What does the poem on the Lost and Found box say? Why does Junie B. feel this doesn’t fit what happened to her mittens? What does she want to take instead of her mittens? Why won’t the principal let her have it? What argument does she use for trying to get it? What does she find on the floor by the water fountain? How does she convince herself not to take it to Lost and Found? What “rule” about it does she say to herself?
3. Complete the story with Chapters 6 - 8: Why does Junie B. hide the pen she found? What does she decide will solve her problem about the missing mittens? Why can’t Grampa Frank Miller buy her new mittens? What story does her grampa tell her? What would he have lost if his wallet hadn’t been returned? What does Grampa’s story make Junie B. think about? How does she imagine the mitten crook would look? What does she spend recess the next day doing? What does she see on her way to Room Nine? What does the pink fluffy girl say about the mittens? What does Mrs. tell her? What does this make Junie B. decide to do? What makes her decide not to take the teddy backpack?

B. For Discussion:
1. What does Junie B. learn about the difference between finding something and stealing it? Are they the same thing? If not, in what ways are they different? How does taking something to Lost and Found make both the finder and the loser happy?
2. Why does the jingle “Finders Keepers” make Junie B. happy at first? Why does she think it must be a rule? What does Grampa Miller say about it? What makes her decide it’s not a rule?
3. What does Junie B. have to think about as she tries to decide whether or not to keep the pen? What doesn’t seem to make sense to her?
4. Why does Junie B. decide to return the pen and not take the teddy backpack? How does she feel after she makes this decision?

**III. EXTENDING THE LESSON**

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

A. Language Arts:
1. Have students write a story beginning “Once upon a time” about something that really happened to them. Have them read their stories aloud.
2. Have students write about losing something that was important to them.
3. Have students listen to what is in the Lost and Found box when Junie B. looks for her mittens and try to remember as many items as they can. How would they feel if they saw all these wonderful things? Would they want to take them?
4. Have students listen for the skillful use of verbs in the story, like when Junie B. and her friends are playing horse: galloped, trotted, snorted, snuffled. They might pretend to be horses and come up with other sounds.
5. Have students look up “glee” in the dictionary and learn its definition. Then have them look in a thesaurus for other words that mean the same thing. Discuss the differences between the meanings of these words.

B. Art and Music:
1. Have students select music to serve as background to some of the scenes. They might use music from a movie or TV mystery, like Columbo.
2. Have students make a bulletin board about the story. The class might have fun showing Junie B. as if she were on the “America’s Most Wanted” list. They might add a pair of furry mittens, a teddy backpack, a pen that writes in four colors, then cut a box in half, write “Lost and Found” on it, and tack it to the board. They could put other things spilling out of the box, like sweaters, scarves, and baseball caps.
3. Have students draw a picture of the “mitten crook” as Junie B. imagines him.

C. Social Studies:
1. Have students find out about why animal rights advocates don’t like fur coats. Hold a discussion about it.
2. Have students learn about the penalties for stealing. Why is this a serious problem in schools?
3. When Junie B. loses her mittens, she tells everyone to call 911. What happens when someone calls 911? Why is it good to have a simple number to call when help is needed? When might calling 911 not be appropriate? In what types of situations would it be necessary?
4. Have students visit the Lost and Found box or department in their school. What items do they find there? What are the rules for the items? At what point can someone take an item that hasn’t been claimed? What suggestions might they have for making sure lost items get back to their owners?

D. Science and Math:
1. Junie B. is pleased that her new mittens aren’t made of real fur, but of fake fur. Have students find out what fake fur is made of.
2. Junie B. loses her new mittens because she gets too hot running around. Have students find out why we get hotter when we exercise. Why do we perspire?
3. Junie B. thinks the mitten crook would have a tattoo. Have students learn about tattoos. How are they done? How are they removed?

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• Junie B. Jones Has a Peep in Her Pocket, #15
• Junie B., First Grader (At Last!), #18
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Junie B. Jones Is a Party Animal
by Barbara Park

Because Junie B. Jones wants to see the expensive things in Lucille's nanna's house, she talks Lucille into inviting her and Grace over for a slumber party. That night she learns what it means to be a "bull in a china shop" and that being wealthy can have drawbacks.

I. PRE-TEACHING

A. Have the class define and discuss these terms:
   - richest, velvety, interior, shocked, excellent, sequins, surround, poodle, regular, positively, interruptions, insurance, whispering, plastic, supposed, energy, saluted, hilarious, face, buckled, allergic, glistening, patio, library, Jacuzzi, canopy, giraffe, expensive, material, silk, spoiled, professional, famous, performing, shiny, crystal, reddish, Ireland, beauituous, gorgeous, model, polite, feathers, exploded, shivers, jiggle, stomach, bottomless pit, delicious

B. Before beginning the story, discuss the following questions with the class:
   1. Have you ever read or listened to any of the books in the Junie B. Jones series? What do you like about them?
   2. Do you have grandparents? How often do you spend time with them? What do you like about your grandparents?
   3. Do you ever wish your family was wealthier? What are some of the things you'd get to do if your family had more money? Are there things you can do now that you wouldn't be able to do if you were rich?

II. PRESENTATION

A. Understanding the Story:
   1. Begin with Chapters 1 - 2: Why doesn't Lucille ride with Junie B. and Grace on the bus? What do Grace and Junie B. call their nannas? How does Junie B. get Lucille to invite her and Grace to her nanna's house?
   3. Complete the story with Chapters 6 - 8: What happens at dinner? How does Lucille's nanna react? How does Junie B. try to keep from spilling? What does Lucille's nanna say about Junie B.'s and Grace's pajamas? Where does Lucille take them? What happens? What is Junie B.'s definition of "overly tired"? Why does Junie B. ask for a plastic cereal bowl? Why can't Lucille's nanna give her one? What does Junie B. say to her mother when she smells the flowers? Where do they go for breakfast?

B. For Discussion:
   1. How does Lucille's nanna handle her young guests? What evidence can you find that tells you she's not used to having children around?
   2. How do you think Lucille really feels about her nanna? Why does she like having a rich nanna? What doesn't she like?
   3. Why does Junie B. say, "This is going to be a long evening"?
   4. How does Junie B. feel about her own nanna now?

III. EXTENDING THE LESSON

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

INTERDISCIPLINARY CONNECTIONS:
A. Language Arts:
   1. Have students write a story about a visit to a friend's or a relative's house.
   2. Have students listen to what Junie B. packs and see how many items they can remember.
   3. Have students write the scene in the bedroom or at dinner from Lucille's point of view. How would she feel about what happens?
   4. Lucille's nanna calls Junie B. a "bull in a china shop." Have students find out what this means. Then have them come up with other colorful ways to describe someone who is clumsy. What is wrong when Junie B. says she's "at the end of my string"? What is the correct expression? What does it mean? How about "ball park figure"? Where might this expression have come from? What does it mean?

B. Art and Music:
   1. Have students select background music that is appropriate to some of the scenes. They might find the song about money from "Cabaret" or the song about the rich getting richer. They could use songs
from Annie for when Junie B. sings during the Cinderella scene.

2. Have students make a bulletin board about the story. They might draw the floor plan of a mansion, show all the rooms, and cut out pictures from magazines of furnishings that might be in Lucille's nanna's house.

3. Have students bring dress up clothes to school and put on a play.

4. Have students list their favorite games. Which ones are the most fun? Which ones aren’t expensive? Which ones are? What games can they make up that would cost nothing?

5. Have students draw a cartoon of Lucille's nanna's "Cattle Act." Have them come up with other funny names for cars and draw them.

C. Social Studies:

1. Have students listen to the scene in Ramona's World by Beverly Cleary where Ramona and her friend Daisy play dress-up. Compare with the Cinderella scene.

2. Talk with students about different economic classes. How are the economic structures in our country changing? How can we help those less fortunate than ourselves? What can the government do? Are there disadvantages to being wealthy in our society?

3. Have students listen to the rules Junie B.'s father gives her. What one word occurs in all the rules? What's wrong with using this word so often? Have students rewrite the rules so the word "no" doesn't appear. For example, instead of "No running," maybe they could say, "Always walk when inside." Instead of "no shouting," they might say, "Speak in a normal voice."

4. Have students talk about riding the school bus. Is it fun to ride the bus? What are some things that happen on the bus? Would they rather have someone drive them to school? Why or why not?

5. Grace says her grandparents live in a condo in Florida. Why do some people move to Florida after they retire? Have students find Florida on a map. What's special about the shape of Florida?

6. Junie B. and Grace are often giving each other "high fives." What are high fives? Where did this greeting come from? How is it different from shaking hands?

D. Science and Math:

1. Have students find out about different types of dogs. What kind of dog would they like?

2. Junie B. mixes up the words "conversation" and "conservation." Have students find out what "conservation" means. What is being done to conserve the resources of the world? Why is this important?

3. Nanna won’t let Lucille have a poodle because she’s allergic. Have students find out what causes allergies, especially to pets. What could be done for someone who is allergic so they could have a pet?

4. Plastic plays an important part in the story. Junie B. knows that plastic bags might suffocate a small child. Have students learn more about why that might happen and what they should do to be sure it doesn’t. At the end, Junie B. praises plastic because it doesn’t break. Have students learn about plastic. What is it made of? What kinds of things are made of plastic?

5. Lucille’s bedspread is made of silk. Have students learn how silk is produced.

6. Junie B. misses breakfast because she’s afraid she’ll break something again. Have students talk about why it’s important to eat breakfast. Have them discuss what they eat for breakfast and find out if they eat a healthy breakfast.

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- Arthur and the Lost Diary by Marc Brown
- Encyclopedia Brown, Boy Detective by Donald J. Sobol
- The Mystery of the Stolen Bicycle by Marc Brown
Junie B. Jones Is a Beauty Shop Guy
by Barbara Park

Junie B. Jones goes with her daddy when he gets his hair cut and decides to be a beauty shop guy when she grows up. But first she needs a little practice, so she starts with her bunny slippers, then her dog, and finally herself.

THEMES

careers, mistakes, problem-solving, family

I. PRE-TEACHING

A. Have the class define and discuss these terms:
loveliest, mumbling, appointment, haircut, clunking, damage, enjoyable, recommended, behavior, career, adorable, plumbing, experience, contagious, appliance, apparently, gel, scissors, suspicious, practice, volunteers, accidentally, positive, glum, shampoo, client, nurse, message, privacy, language, tangly, matty, professional, favorite, progress, tamer, sprigs, attractive, errands, miracle, relieved, protection, tissues, fountain, sharpener, alphabet, situation, delighted

B. Before beginning the story, discuss the following questions with the class:
1. Have you ever been to a beauty parlor? What are some of the things you saw there? What do you like about going to a beauty parlor? What don't you like? How is it different from a barber shop?
2. Do you think you'd like to cut hair? What would you need to learn? Why do we need our hair cut?
3. Have you ever ever made a mess when you tried to do something? What did you learn from your mistakes?

II. PRESENTATION

A. Understanding the Story:
1. Begin with Chapters 1 - 3: How does Junie B. come up with her new name? What does her daddy say is wrong with her new name? How will she help people remember? How does she feel about getting to go with her daddy when he gets a haircut? What does she tell the lady behind the counter about her father's name? What excites her when she meets Maxine? What does she do to help Maxine? What's the next job Maxine gives her? What does she tell her daddy on the way home? What does she tell her daddy about being a beauty shop guy?
2. Advance to Chapters 4 - 6: How do her bunny slippers become baldies? Why is she upset on Monday at school? What does Grace tell her? What does Lucille say about her own hair? What does Grace suggest she and Junie B. do together? What happens when Junie B. shampoos Teddy? How does she feel after that? What does she notice about her dog Tickle? What does she do to him? How does it turn out? What do her parents holler at her? How is she punished?
3. Complete the story with Chapters 7 - 9: What does she decide she did wrong with Tickle? Whose hair does she cut next? What mistake does she make? Why does she feel she can't go to school? What does she do to hide her hair? What fib does she tell her grandpa? What does the meanie boy Jim say she looks like? What fib does Mrs. tell the class? What does her daddy say when he sees her hair? How does he get it fixed? What does she think when she sees her new haircut? What is she glad she can find?

B. For Discussion:
1. Do you think Junie B. learned from making mistakes? Why or why not?
2. If you were Junie B.'s mother or father, what could you do to help her learn from her mistakes?
3. Whose hair do you think Junie B. will cut next? What do you think will happen?

III. EXTENDING THE LESSON

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

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:
1. Have students talk about their names. What do they like about their names? What don't they like? Do they have a nickname? What name would they rather have if they could choose their own names?
2. Have students write their names on name tags and wear them all day. Then have them write about how it felt to wear a name tag. How did they feel when strangers called them by name? Did anyone laugh at them? Do they think we should wear name tags all the time? What would be the advantages? What would be the disadvantages?
3. Have students listen to the verbs in the story like zoomed, danced, twirled, and skipped. How do these verbs capture the way Junie B. moves? Why are these better than walked or ran? Have students move the way
these verbs describe. What other words for movement can they think of? Have students make up a dance using verbs from the story.

B. Art and Music:
1. Have students select background music that is appropriate to some of the scenes. Have them look for lively tunes that capture Junie B.’s exuberance.
2. Have students make a bulletin board about the story. They might cover the board in pink construction paper to show Junie B.’s favorite color, add curlers, scissors, and snips of hair to indicate a beauty shop. They might cut out pictures from magazines of various hair styles. They could include stuffed animals, possibly a picture of a dog, and name tags.
3. Have students design hats at home to wear in class and hold a “Crazy Hat Day” at school, including a parade around the school and a party with “hats” as the theme.
4. Have students draw cartoons showing crazy hair styles. What does a wild hair style say about the person who has it?
5. Have students look through magazines and find hair styles they like, some for girls, some for boys, some for children, and some for adults, male and female, and put together a scrapbook.

C. Social Studies:
1. Have students find out how hairdressers learn to cut hair and do other jobs. Why do they need licenses? What do they need to learn? You might invite a professional in to talk to the class. Have students prepare questions to ask.
2. Have students think about how people dress and wear their hair. You might show them pictures or films showing hair styles for men and women in earlier times. Follow up with a discussion about how our clothes and hair styles reflect our personalities and culture.
3. Have students come up with some suggestions for remembering people’s names. Why is it important to remember someone’s name?
4. Have students talk about the differences between beauty shops and barber shops. Can anyone go to either? Why are there two different places to get your hair cut?

D. Science and Math:
1. Have students find out what kinds of chemicals hairdressers use in their work, such as for curling hair, dyeing hair, or for other purposes. How do these chemicals work?
2. Have students find out why our hair grows. Why doesn’t it hurt to have it cut?
3. Have students look at a pair of scissors and figure out how they work. Have them try cutting with their left hand using scissors. Why is it harder? What do left-handed people do about this?
4. Have students learn about how to take care of their hair. What do the different kinds of shampoo do? Why not just wash with soap? Why is it important to brush your hair often?
5. Have students figure out how barbers and hairdressers cut hair so it’s even. Why do they often cut it wet?

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Listen to audiobooks in the classroom and help build a lifelong love of reading!
A Listening Library Study Guide

Junie B.
Jones Smells
Something Fishy

by Barbara Park

The only pet Junie B. Jones has is her dog Tinkle, but dogs aren’t allowed at school on Pet Day. So Junie B. begins to look around for another pet, like maybe a raccoon, or a wiggly worm, or how about a fish named Sparkle?

THEMES
pets, problem-solving, family, competition

I. PRE-TEACHING
A. These terms should be defined and discussed:
celebrate, bulletin, disappointed, attitude, justice, minutes, raccoon, genius, miracle, grouchly, jiffy, seriously, mayonnaise, wiggled, patient, exploring, lonely, problem, gnat, cooperate, thrilled, depressed, lash, slippery, eyebrows, silent, sagging, gentle, vegetables, rooster, rub, pleasant, rawhide, handsome, bullfrog, parrot, pirate, pictures, shrinking, dictionary, tame, companion, congratulations, according, definitely, croaking, adventure, proudest, honor, imagined

B. Consider the following questions:
1. Do you have a pet? What are some things you like to do with your pet?
2. Would you like to have an unusual pet? What would you like for a pet?
3. Why do you think people have pets?

II. PRESENTATION
A. Understanding the Story:
1. Begin with Chapters 1 - 3: What does Mrs. announce? What pets can’t they bring? How will Mrs. let them show their dogs or cats? Why doesn’t Junie B. think a picture of her dog is a good idea? What are Grace and Lucille going to bring? Why won’t Junie B. speak to Grace on the bus? Why can’t Junie B. get another pet by Pet Day? Why does Junie B. refuse to take Twitter, her grandma’s canary? What does Grandma’s joke make Junie B. decide to do? What does Mother tell her about raccoons? How does Junie B. feel when her grandma says she was kidding about the raccoon?
2. Advance to Chapters 4 - 6: What animal does Grandma put in Junie B.’s hand? How does Junie B. react? Why can’t worms be pets? What does Grandma do with the worm? How does Mother treat it? What do worms eat? Why doesn’t Junie B. think the worm is fun? What does she name him? Why does Mother think he won’t come out? How does Junie B. try to find friends for her worm? What happens? What kind of fish has Grandma caught? What does Junie B. name him? How does she think she can get the fish to school? Why does mother tell her she can’t take the fish?
3. Complete the story with Chapters 7 - 8: Why won’t Junie B. speak to Grampa Frank Miller? Why does she shake out her pet jar? How does Grampa Miller try to help her find a pet? What does Meanie Jim call her? Why does William get to show his pet first? What has he brought? What other pets have been brought for Pet Day? Why does Pirate Pete have to go to the office? What has Junie B. brought? What does the dictionary say about pets? Why does Junie B. call Pet Day, “the excitingest adventure Room Nine ever had”? What prize does Mrs. give Junie B.’s pet? What other prizes does she give?

B. For Discussion:
1. How do you feel about the rule about not bringing dogs or cats to Pet Day? Why do you think the teacher made this rule? What would you say to get her to change this rule?
2. How does Junie B. feel about worms? How does Mother treat the worm? How does Junie B. feel about it after that? Why do we like some animals better than others?
3. In what ways does Fish Stick fit the definition of a pet? According to this definition, what else could be a pet?

III. EXTENDING THE LESSON
Give students the opportunity to work with partners, groups, the whole class, or alone.

INTERDISCIPLINARY CONNECTIONS:
A. Language Arts:
1. Have students put together a character list featuring the different traits of the main characters. Have students come up with four adjectives to describe Junie B. Have them notice how others react to her as well as what she says and does.
2. Have students write a story about an unusual pet and all the funny things that might happen.
3. Junie B. comes up with “jiffy” for “speedy quick.” Have students think up other words that mean “fast.” Then have them write sentences using these speedy words.
4. Have students listen to what pets Junie B. has asked for in the past, what pets Grandma names that don’t have fur, and later what pets come for Pet Day. How many can they recall?

5. Have the class listen to another animal story, like *Rascal* by Sterling North, *A Dog Called Kitty* by Bill Wallace, or *Shiloh* by Phyllis Reynolds Naylor and compare with this story.

6. Have students look up “pet” in a dictionary and talk about the different meanings. They could talk about how these descriptions fit a pet they have.

B. Art and Music:
1. Have students make a bulletin board about the story. Have them cut out or draw pictures of all the pets that come to Pet Day and all the pets Junie B. thought about bringing.

2. Have students bring pictures of their pets and make a collage for the bulletin board.

3. As students listen to the tape, have them notice how the voice and diction of the narrator change to resemble the different characters. How does she capture Junie B.’s excitement? Mrs.’s calm acceptance? Grandma’s sense of humor?

4. Assign a group to select records, tapes, or CDs from the library that serve as appropriate background music to some of the scenes. Have them look for lively music like “Walking the Dog” by Percy Grainger.

5. Have students organize a pet day at their own school. They could then make up brochures and posters to advertise it, make rules for it, and be sure it all runs smoothly.

C. Social Studies:
1. Have students find out how pets are used to help people, like seeing-eye dogs for the blind, how chimpanzees help quadriplegics, or pets in nursing homes.

2. Have students find out how and when cats, dogs, and other animals were first tamed. Why did people begin to have dogs? Cats? Other pets?

3. Mrs. turns pet day into a competition. How can a competition be organized so nobody feels left out?

D. Science and Math:
1. Have students find out about worms. What do they eat? How can they move so quickly? Why are they good for the soil? The class might make a “worm farm” in an old fish tank.

2. Have students find out about parrots. Where do they come from? How are they able to talk? Why are they associated with pirates?

3. Some people can’t have pets because they are allergic to them. Have students find out about allergies. What are the symptoms? What can be done about them?

4. Have students find out about raccoons. Do they make good pets? Why or why not? In what ways might they be a nuisance?

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