

Junie B., First Grader: Cheater Pants

by Barbara Park

Junie B. Jones knows that cheating is wrong, but when May leaves her homework paper on her desk while she goes to the office and Junie B. hasn't done her own homework, well, is taking a look at it really cheating?

THEMES

honesty, problem-solving, friendship

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I. PRE-TEACHING

A. Have the class define and discuss these terms:

zoomed, smoothed, shrug, gel, aisle, directions, tattletale, attendance, punctual, roamed, assignment, swallowed, surprise, secretary, fluffed, expensive, manicures, pedicures, facial, herbal, anchovy, supportive, gazelle, frozen, breaths, serious, decided, information, suggestion, wince, elephant, scrunch, experience, ceiling, automatically, compliment, weird, puzzle, huff, gherkin, irritated, hollered, stomach, knotball, miracle, squirmed, gesture, bubbly, bouncy, awesome

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

1. Have you ever gone to school without your homework? Why hadn't you done it? What did it feel like when the teacher asked for it?
2. Have you ever been tempted to copy someone's paper in a test? Why is this wrong?
3. How would you define cheating?

II. PRESENTATION

A. Understanding the Story:

1. Begin with Chapters 1 - 3: What does Junie B. write in her journal? Why is she mad at her father? What does May say to Junie B. as she gets out her homework? What does Junie B. do about her homework? What was the homework assignment? What has Lucille written about? Camille? José and Lenny? May? What happens when it's Junie B's turn to read her homework? What does Mr. Scary ask her?
2. Advance to Chapters 4 - 6: Who does Junie B. blame for getting her in trouble? Why doesn't she think she cheated? How does she deliver the note to her parents? What does she ask her father? Why can't she tell Herb her problem? What does he tell her? What's different about Room One that day? What are the rules for a cinquain? Why doesn't May work with her team? What ideas do the rest of the team come up with? What idea do they finally agree on?
3. Complete the story with Chapters 7 - 9: What happens in Lucille's group? What does Mr. Scary mean when he

tells Lucille, "That poem says it all, doesn't it?" What is May's poem about? What's wrong with it? What is Junie B's team's poem about? What grade do they get? What word on the spelling test does Junie B. have trouble with? How does she feel when Herb gives her the word? Why can't she sleep that night? What do she and Herb decide to do? What does Mr. Scary do about it?

B. For Discussion:

1. What is especially annoying about May? Why do you think she acts the way she does?
2. Why is Junie B. able to look at May's homework paper? Why doesn't she think it's cheating? Why does she feel Herb's helping her isn't cheating? Why do she and Herb have trouble sleeping that night? Who are they cheating?
3. What troubles do the teams have when they have to work together? How does May act on her team? What goes wrong on Lucille's team? How were Junie B. and the boys able to come up with their poem?
4. Do you think Mr. Scary handles each of the cheating incidents fairly? Why or why not?

III. EXTENDING THE LESSON

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

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:

1. If students don't already keep a journal, have them start one. Ask for suggestions about what they might write in their journals. Give them time in class for a few weeks until the habit is established. Discuss the value of keeping a journal.
2. Junie B. writes that "the weekend" is the nickname for Saturday and Sunday. Have students write about nicknames. Why do we have nicknames? What are their nicknames?
3. Have students notice the words Junie B. misspells in her journal. Ask them why they think these words give her trouble? One of the words is "light." Do we ever see it spelled "lite"? Why is it sometimes spelled this way?

What makes words in the English language hard to spell?

4. Have students do Junie B.'s homework and write about what they did for fun last weekend.
5. Have students work in groups and create a cinquain or a haiku. Share the poems with the class. Why do the rules for these poems make them difficult to write?
6. Have students listen to the words in Mr. Scary's poem about the pickle. Which words rhyme? Which words sound like what they are?

B. Art and Music:

1. Have students make a bulletin board about the story. They could hang up their own homework on the board and show Junie B. leaning over to look at the papers.
2. Lenny uses gel on his hair to make it spike. Have students learn about hairstyles in the past and the present. What do hairstyles say about the people who wear them?
3. Have students make puppets and put on a puppet show for the class or for a kindergarten or preschool class.
4. Show students the segment from Walt Disney's *Fantasia* where the hippos and other animals dance to "The Dance of the Hours." Discuss what makes that segment funny.
5. Have students illustrate cinquain or haiku poems to hang on the bulletin board.

C. Social Studies:

1. Junie B. calls Mr. Scary a tattletale because he sends a note home about her cheating on her homework. Have students discuss what being a tattletale means. Are there times when we should tell what we know? What are these times? How can we tell the difference between being a tattletale and telling things others need to know?
2. One of the reasons Junie B. is tempted to cheat is that tests and homework bring about competition for the best grades or for attention. Yet, when Junie B. and her team create the poem, they are learning to cooperate. Have students compare cooperative learning with competitive learning. Which way do the students feel they learn better?

3. For the group writing assignment, Mr. Scary arranges the desks differently. Have students talk about the way desks are arranged in their classrooms. Why are desks usually put in rows? What might be wrong with arranging them in rows? What other ways might they be arranged? What might be wrong with having them in a circle the way Mr. Scary does that day?
4. When Junie B. and her team are getting ideas, lots of ideas come out before they choose one. Talk with students about brainstorming. Why is it good to have lots of ideas rather than zeroing in on one right away the way May does? Why is it good not to judge ideas until they are all out? Lead the class in a brainstorming exercise.

D. Science and Math:

1. May says her ballet teacher told her she was as graceful as a gazelle. Have students learn about gazelles and other graceful animals. What makes them graceful? What animals do students think might not be so graceful?
2. When Junie B. has cheated on the test, she has trouble sleeping. Have students learn more about things that interrupt our sleep. Why is it important to get a good night's sleep? How many hours should children sleep? Why do we dream? What is good about sleep that includes dreams?

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Junie B., First Grader: One-Man Band

by Barbara Park

Junie B. Jones can hardly wait for the first-grade kickball tournament, but when she hurts her big toe practicing and can't play, Mr. Scary comes up with a great idea—she can join Sheldon for a half-time show. All eyes will be on her. What could possibly go wrong?

THEMES

family, school, stage fright, problem-solving

I. PRE-TEACHING

A. Have the class define and discuss these terms:

journal, tournament, thought, accidentally, target, glanced, suspicious, impressed, sigh, sarcastic, sandals, confetti, soggy, nudge, speechless, mumbled, bashed, aisle, terrible, bruise, attractive, scissors, holey, knock, blabbering, aspirin, flounced, professional, disappointments, glum, refrigerator, talent, practice, frustration, ceiling, stress, serious, woodblock, cymbals, microphone, audience, delighted, Hanukkah, performance, somersault, invisible, whimper, panic, apparently

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

1. Have you ever had to perform in front of the whole school? How did you feel before your performance? How did it go?
2. Does your school hold a sports tournament of some kind? What sports are offered? Do you enjoy entering tournaments like this? Why or why not?
3. Has anyone ever laughed at you? How does it feel to be laughed at?

II. PRESENTATION

A. Understanding the Story:

1. Begin with chapters 1 - 3: What news does her teacher have for them? How does Junie B. feel about it? What happens when she kicks the watering can? What does she dream about in class? How does Mr. Scary wake her up? What does Junie B. say happened to her toe? What happens to Sheldon? Why does Junie B. toss and turn that night? What does she discover the next morning? What does Mr. Scary remind Junie B. about the kickball tournament? How does that make her feel?
2. Advance to chapters 4 - 6: Why isn't recess fun? What have Camille and Chenille come to tell Mr. Scary? What jobs do other kids think up? What is Mr. Scary's best offer? What does Sheldon plan to do? How does Junie B. feel about joining him? What does her daddy suggest?

- What does he do? What does Junie B. decide to do? What happens when she practices her juggling? Why can't she say what she's going to do? What does she say? What does May say about her plan?
3. Complete the story with chapters 7 - 9: What does Mr. Scary give her to help her march? What's wrong with Sheldon's song? What song does he decide to sing? What has Daddy brought her? How does she feel in school the next day? What happens when it's time for Sheldon and Junie B. to march? What does Sheldon do? How does Junie B. stop the kids from laughing? What idea does she get? How is the audience acting? What does she finally do? How does she feel? What does she write in her journal that afternoon?

B. For Discussion:

1. When Junie B. hurts her toe, the other kids try to come up with things much worse that happened to them. What are some of these things? How many do you think really happened? Why do the other kids want to talk about their injuries?
2. When Sheldon tells about being hit in the head, points to his head and says, "I'm still not totally right up here," what does Mr. Scary say? What might he mean?
3. When Junie B.'s father tells her that when life hands you lemons, make lemonade what does he mean?
4. Junie B. discovers that "pretend juggling" is easier than real juggling. Why? What makes juggling hard to do?

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 listen to the sounds Junie B. makes as she prepares to kick the watering can and after she kicks it. How does the narrator capture these sounds in words? What's fun about words like "Va-room" and "Ka-boom"? Have students make us other words to make sounds.

2. Have students write about a time when they had an injury. What happened? How did the pain go away? How long was it before they were totally healed?
3. Have students get in the habit of keeping a journal or a diary. Discuss what they might write about and give them time in class to work on it until it has become a daily habit. Have them share their writings if they want to.
4. Have students write about a time when they were disappointed. How do we feel when something happens to disappoint us?
5. Have students make up a cheer for a school sports activity.

B. Art and Music:

1. Have students select background music that is appropriate to some of the scenes. They could find band music, sports music, such as from the Olympics, or circus music to illustrate the events on the field.
2. Have students make a bulletin board about the story. They could show the watering can with the picture of a cow on it, the kickball tournament, Junie B. with her wood block, and Junie B. juggling.
3. Have students learn to juggle. A good way to start is with scarves which float down more slowly than balls. Join in so they can see how silly it looks as they learn. Play some fun music while they are learning.
4. Have students learn to keep the beat in music. They might use wood blocks, drums, or any other percussion instrument.

C. Social Studies:

1. Junie B. notices that her mother sometimes uses sarcasm. So does Mr. Scary, though often the kids don't notice. Discuss sarcasm. What kind of humor is it? Is it good to use sarcasm? Why or why not?
2. When it's time to go on, Sheldon suffers so severely from stage fright, he gives up. Junie B. suffers from it too, but she goes on. Have students talk about how they feel when they have to get up in front of people and come up with some ideas about how to deal with stage fright. Have them talk to actors or other performers about stage fright. Do they suffer from it? What do they do?

3. The kickball tournament is designed to bring the students together for friendly competition. Have students talk about why there is so much emphasis on competition in schools. Discuss how competition can also include cooperation. How do teams learn to work together?
4. When Sheldon says he can't play kickball, Mr. Scary suggests he might be a cheerleader. He scoffs at this and says "Boys can't be cheerleaders." Is this true? Have students find out if their local high school or college teams use only female cheerleaders. If so, have them find out why.

D. Science and Math:

1. When Junie B. hurts her toe, her mother puts ice on it. Have students find out why we put ice on injuries. How does it help the pain go away?
2. When Junie B. and Sheldon get in her mother's car, the first thing they do is buckle their seatbelts. Have students find out why we have seatbelts in cars.
3. Junie B.'s toenail turns black. Have students find out why our toenails turn black when they are injured. How does the black go away?
4. Have students learn about the physical symptoms and causes of stage fright.

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Junie B., First Grader: Shipwrecked

by Barbara Park

When Room One puts on a play about Columbus, Junie B. thinks she's going to be the star, but sailing the ocean blue is not as easy as it looks, especially when her rival May tries to be the fastest of the three ships.

THEMES

dramatics, problem-solving, history, rivalry, family, friendship, responsibility

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I. PRE-TEACHING

A. Have the class define and discuss these terms:

attendance, apparently, situation, concentrate, delightful, straight, embarrassed, equipment, miracle, lemony, absorbent, breathes, nostrils, cringe, information, frustration, hollered, stomach, muscle, humor, thousands, announcement, invade, opinion, grumpy, production, glum, eighteen, participate, probably, supposed, explorers, costumes, patterns, encyclopedia, excitement, auditorium, separate, gleeful, snooping, bulletin, tension, curtsied, swallowed, accidentally, nudged, shoulders, mention, rammed, iceberg

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

1. Have you gotten the flu or been sick? What causes us to be sick? How can we prevent getting sick?
2. Does your school have a Parents' Night? Why do parents come to school?
3. Have you ever been in a play? What's fun about being in a play?
4. Have you ever done something you've had to apologize for? Why is it hard to apologize? How did you feel after you'd said you were sorry?

II. PRESENTATION

A. Understanding the Story:

1. Begin with Chapters 1 - 3: What problem does Junie B. find when she tries to count the kids who are out sick? Why does Sheldon put his lunch sack over his head? Why does the class have trouble enjoying their food? How does Mr. Scary convince them to stop holding their noses? What does Mrs. Weller tell them about viruses? What mistake does Lucille make? What four rules does Mrs. Weller print on the board? What does Mr. Scary announce? What do Lenny and José say about Parents' Night? What will the theme of the class play be?
2. Advance to Chapters 4 - 6: What assignment has Mr. Scary given them for the weekend? How does Junie B. feel about the play? How does Mother get her to

change her mind? How do she and Junie B. look up the facts? How many facts does Junie B. find? What facts has José found? What other facts has the class found? What "fact" has May found? What was Columbus called in Spain? Who has the most facts? What part does Junie B. choose? Why? What role does May get? How does Mr. Scary help her feel good about this role?

3. Complete the story with Chapters 7 - 10: What worries Junie B. on Friday? Why is Sheldon happy to be the *Ninã*? Why does Lucille say she doesn't have to work on her costume? How does she react when Mr. Scary shows her the picture of Queen Isabella? How does he cheer her up? How do Junie B. and May get in trouble with Mr. Scary? What are some problems Junie B. writes about in her journal? How does everyone feel when the parents arrive? What happens when the ships sail? How does Junie B. feel about what happens? How does José save the day? What does Junie B. say in her apology letter?

B. For Discussion:

1. In what ways do the kids in Room One react to the idea of germs? Why does it take some longer than others to accept the idea of germs?
2. What would you say about what Lucille's nana is teaching her? What might be some hard lessons she'll have to learn?
3. Why do May and Junie B. seem to have troubles with each other? How might they begin to get along better?
4. What would it be like to have someone like Junie B. in your class? What would it be like to teach a class like Junie B.'s?

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 keep a journal and give them time to write in it for a few minutes every morning. Invite them to share their thoughts.

2. Have students talk about the humor in the story, such as how Junie B. tries to count the students who are absent and realizes she can't, or how she changes the word from "difficult" to "harder" in her journal because she can't spell "difficult." What makes these funny? Have students look for other humor in the story.
3. Have students listen to the verbs, like *zoomed*, *hurried*, *rushed*. How are each of these words different from the others. What's the difference between "zoomed" and "hurried" and "rushed." Have students find other words for running.
4. Junie B. realizes that "land" can be both the place the ships are heading and what they do when they get there. Have students think up other words that can be used as different parts of speech and write them in a sentence like, "We land on the land."

B. Art and Music:

1. Have students select background music that is appropriate to some of the scenes. They might find the music from Gilbert and Sullivan's *HMS Pinafore* for when the ships set sail.
2. Have students make a bulletin board about the story. They might cover the board with blue for the ocean, make small boats out of cardboard, add a crown with glitter, pictures of Columbus and the sailors, and make waves with blue tissue paper.
3. Have students design a poster for the school hallway about how to stay healthy.
4. Have students design costumes for a play based on history or on a fairy tale.

C. Social Studies:

1. Have students find out more about why schools have "Parents' Night." Do parents really come to "spy" the way some of the boys think? They might talk to their own parents and to their teachers about the reasons for "Parents' Night" and what goes on there.
2. Have students learn about Christopher Columbus and his voyage to the New World.
3. Columbus was seeking a trade route to China. Have students learn more about trade during this time and why China was important.
4. One lesson the class learns is that you can't change history. Talk to students about history. Who writes it?

How do they get the information? Why might some ideas about history not be right?

D. Science and Math:

1. Have students find out more about germs and viruses. What are they? How do they cause us to get sick?
2. When they are trying to eat lunch while holding their noses, Room One students discover they can't taste their food. Have students find out why our sense of smell affects our sense of taste. Why can't we taste our food when we have a cold?
3. Before the play starts, Junie B. gets "flutterflies" in her stomach. Have students find out why we get nervous before we have to perform or do something risky. Why does it feel like butterflies in our stomach?

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Junie B., First Grader: Boo... and I Mean It!

by Barbara Park

Junie B. Jones is afraid to go trick-or-treating because Paulie Allen Puffer has told her that witches and monsters are real, that pumpkins have sharp teeth that can eat your feet, and worst of all, candy corn isn't really corn. What kind of costume can Junie B. wear that will scare even the monsters away?

THEMES

Halloween, self-esteem, problem-solving, family, friendship, responsibility, courage

Young Listener Unabridged Audio

I. PRE-TEACHING

A. Have the class define and discuss these terms:

business, interviews, shiver, situation, frustrated, costumes, tattletale, blabbing, shaky, punishment, shocking, private, wince, appreciated, lightning, ignore, curious, swallowed, wrinkled, professional, salute, supportive, accident, whiny, panicked, ceiling, seltzer, frantic, miracle, joyful, bleachers, skeletons, aisle, nervous, impression, determined, slumped, similar, grouchy, decorations, accidentally, attitude, apparently, resist, glum, lunatic, embarrassed, relieved, calm, compliment

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

1. Do you like to go trick-or-treating on Halloween? What do you like about it? Were you ever scared about going out? Why?
2. What are some of the things you were afraid of when you were younger? What are some things you're afraid of now? What can we do to get over our fears?
3. Is someone at school always tattling? Do you think tattling is right or wrong? Why?
4. If someone tells you a secret, what should you do about it? When should we tell a secret?

II. PRESENTATION

A. Understanding the Story:

1. Begin with Chapters 1 - 3: Why does Junie B. wish her father wasn't away? Why is she afraid of Halloween? What are the five scary stories Paulie Allen Puffer told her? What does May tattle on Junie B. about? What does Mr. Scary do? What does May do when she hears Junie B.'s secret? Why can't she tell Grandma about the five scary things? What do she and Philip decide about the candy corn? What does Philip tell her? How does Philip suggest she tell Mother? What else is Junie B. afraid of? What does she suddenly realize she can be?
2. Advance to Chapters 4 - 6: What makes her change her mind when they get to the mall? What's wrong with the clown costumes? What does Mother threaten if she

won't pick a clown costume? What has Mother told her about squirting people? How does she look in her costume? How does she scare Grandma? What does she realize she can be? What happens at Mrs. Morty's house?

3. Complete the tape with Chapters 7 - 9: What do the two girls say when Junie B. tries to scare them? How does this make Junie B. feel? What does she do when the witch and skeleton come by? What does she tell Philip about Halloween? What does she dream? What happens that night? What secret does Daddy tell her?

B. For Discussion:

1. Why do you think Junie B. believes the tales Paulie Allen Puffer tells her? How could she have found out what he said wasn't true? Why do you think Paulie Allen Puffer tells these tales?
2. Why do you think May tells on Junie B. all the time? Why does Junie B. keep having trouble with her? What might Junie B. do about it?
3. Why does Mother say Junie B. needs to say thank you for a gift even if she doesn't like it? Is this really fibbing? Why or why not?
4. Why do you think Mother insists Junie B. go out trick-or-treating? What would have happened if she'd let her stay home?

III. EXTENDING THE LESSON

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

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:

1. Talk with students about the reasons for keeping a journal. How can a journal help us deal with our problems? Why is keeping a journal and writing in it regularly a good idea? What do you do if you think you don't have anything to write about?
2. Have students talk about keeping secrets. They might write a poem or a story about a secret.
3. Junie B. has trouble with her spelling. Have students come up with good advice that might help others learn

to spell. Ask students to create a spelling test they think is very hard. Invite students to test one another.

4. Because Ollie is learning to walk, Junie B. says he “teeters and totters and weevils and wobbles.” Have students try walking like these words. Then have them use a thesaurus and come up with other words for different ways of walking and try doing those. They might write a poem about different ways of walking.
5. Junie B. says Ollie is “not the sharpest tool in the barn.” Have students come up with other metaphors like this.
6. Junie B. is fond of her stuffed animals, especially Philip the elephant. Have students bring their favorite stuffed animal to school and talk about why they like it.
7. Junie B. realizes that “similar” doesn’t mean “exactly.” Have students talk about words that mean nearly the same thing, but not quite. What other words can they think of like this?

B. Art and Music:

1. Have students select background music that is appropriate to some of the scenes. They could use scary Halloween music, like *Night on Bare Mountain* by Moussorgsky or *Dance Macabre* by Saint-Sans for when Junie B. goes out trick-or-treating.
2. Have students make a bulletin board about the story. They could cover the board with black, cut out a full moon, add Halloween costumes cut from a catalog, and show Junie B. in her clown costume.
3. Have students design Halloween costumes.
4. Have students learn more about clowns. Why do circuses have clowns? Where else can we find clowns? Why can clowns sometimes be scary? Hold a clown day in class where students dress up and tell jokes.

C. Social Studies:

1. Have students learn about Halloween. Why do we celebrate it? Why do we dress up and go trick-or-treating?
2. Have students learn more about witches and black cats. Are there such things as witches? Are black cats really bad luck? Where do these ideas come from?
3. Have students talk about fears they had when they were younger and fears they still have. Have them come up with ways to overcome fears. Why do we have fears? Do grownups have fears? What might they be?

D. Science and Math:

1. Paulie Allen Puffer has told Junie B. that bats get in your hair—a common belief about bats. Have students learn more about bats. What kind of animals are they? How can they fly? What do they eat? How does this help us? Why are there so many misconceptions about bats?
2. Junie B. get sugarless gum for Halloween. Have students talk about why sugarless gum is better than regular gum. What harm can gum with sugar do to us?

USING AUDIOBOOKS IN THE CLASSROOM

When it comes to teaching today’s students, sometimes books are just not enough. In an increasingly technological and information-savvy world, the ability to read will be critical to every child’s success. The value of audiobooks as a learning tool in the education of children is widely recognized by experts. Audiobooks bring written text to life, adding an interactive quality that can ignite a child’s imagination. They encourage reading by broadening vocabularies, stretching attention spans, and fostering critical-thinking skills. Listening to audiobooks in the classroom can effectively enrich the reading experience and aid your students in understanding and appreciating literature, history, theatre arts, and more!

Theme-Related Reading and Listening:

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- *Junie B., First Grader: Boss of Lunch, #19* by Barbara Park
- *Junie B., First Grader: Toothless Wonder, #20* by Barbara Park
- *Junie B., First Grader: Cheater Pants, #21* by Barbara Park
- *Junie B., First Grader: One Man Band, #22* by Barbara Park
- *Junie B., First Grader: Shipwrecked, #23* by Barbara Park

Other titles you may enjoy:

- *Arthur and the Scare-Your-Pants-Off Club* by Marc Brown
- *Curse of The Cheese Pyramid* by Geronimo Stilton
- *Katie Kazoo, Switcheroo: Anyone But Me* by Nancy Krulik
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