

Superfudge

by Judy Blume

Classroom Favorites

Teacher's Guide by Elanna Grover



A Perma-Bound Production

Note to the Teacher: This guide is not intended to be followed exactly. Feel free to pick and choose among the suggested activities based on the needs and interests of your particular group. You may want to adapt a few of the activities to your class, or create some new ones of your own. Page references are followed by a T, M, or B, indicating the top, middle, or bottom of the page.

Objectives

1. Students will have opportunities to recall details, make interpretations, read critically, and respond creatively to the novel.
2. Students will expand their vocabulary through the use of context clues, class discussion, and word games.
3. Students will practice dividing words into syllables.
4. Students will have opportunities for a wide variety of writing experiences (letters, descriptions, poetry, conversation, and writing from a different point of view).
5. Students will gain experience in using reference materials to find answers to specific questions.

Introductory Activities

1. Explain that this book is a sequel to *Tales of a Fourth Grade Nothing*. If anyone in the group has read that book, ask them to describe the Hatcher family.
2. Pass out the ballots marked Activity #1. Have the students fill out their ballots and tabulate the results on the chalkboard or a chart. Make another chart listing the advantages and disadvantages of being the oldest, youngest, middle, or only child. Ask if anyone has changed their mind about how they would vote as a result of the discussion.

Chapter 1 Guess What, Peter?

Synopsis: Peter Hatcher packs his bags to leave home when he finds out his mother is pregnant. He's been through all the trials and tribulations a baby can bring with his four-year old brother, Fudge, and he's not ready to cope with another baby. However, Peter decides to wait and see how the baby turns out before leaving home for good.

Word Study: Ask for volunteers to act out the following

sentences:

1. (Mom) reached over and tried to **tousle** my hair. (p. 2T)
2. I turned and **stormed** down the hall. (p. 2B)
3. (Fudge) stood on his stool, **lathering** his hands with three inches of suds. (p. 4B)
4. (Fudge) **howled**. "I want to see the baby. I want to see the baby now!" (p. 7B)

Discussion Questions:

1. INTERPRETIVE What kind of baby was Fudge? Look back through the chapter and find one or two examples to support your point of view.
2. CRITICAL Do you think Peter would have been as upset about the baby if he didn't have Fudge for a brother?
3. CRITICAL/CREATIVE Do you think Mr. and Mrs. Hatcher did the right thing when Peter got so upset? What, if anything, should they have done differently?

Activity: Divide the class into small groups to write a few paragraphs showing what Mr. and Mrs. Hatcher talked about after Peter and Fudge were in bed that night.

Chapter 2 Cutchie — Cutchie — Coo

Synopsis: Fudge finds out how babies are made and imparts his new information to everyone he meets, from the checker at the supermarket to his nursery school class. Baby Tootsie is born and Fudge puts her in the hall closet for a game of hide and seek, creating a brief period of havoc. Jealous of the new baby, Fudge tries, unsuccessfully, to either sell her or give her away.

Word Study: Discuss the word privilege (p. 20B) and what it means. Have each student list at least three privileges that he or she has.

Discussion Questions:

1. CRITICAL Why do you think Peter didn't want his mother to come to his class to talk about how babies are born?
2. LITERAL What are some of the naughty things that Fudge did to Tootsie?
3. INTERPRETIVE What did Peter do to try to get Fudge to stop acting like a baby?
4. INTERPRETIVE On pages 12, 13, 14, and 18 you will see a row of four small circles. Why do you think these circles are there?

Activity: Let small groups of students act out the following incidents: Fudge hides Tootsie in the closet (p. 14M-18T); Sheila Tubman's visit to the baby (p. 18B-19B); Peter's talk with Fudge (p. 19B-21T). Give each group some time to plan and practice their skit. Allow them to use their books if they want to do so.

Chapter 3 Another Something Wonderful

Synopsis: Just as Peter has begun to get used to the baby and life seems to be settling down, his parents announce that they're moving from New York City to Princeton, New Jersey. Mr. Hatcher is taking a year's leave of absence from his job to write a book. The final blow is that Fudge will be starting kindergarten in the same school as Peter — a strange school where Peter doesn't know anyone.

Word Study: Mom tells Peter that "running away doesn't solve anything." (p. 31B) What do you think this means? Do you agree with this statement?

Other Words to discuss: addicted (p. 24T); chamber pots (p. 25M); sublet (p. 29T); leave of absence (p. 32B); advance (p. 33B).

Discussion Questions:

1. INTERPRETIVE Look back through the book so far and see if you can find clues to figure out how much time has passed since the story began. [In Chapter 1 Mrs. Hatcher is almost 4 months pregnant (p. 2T). The baby is born in February (p. 12B), and it is now May (p. 23M) making a total of about 9 months.]
2. INTERPRETIVE Do you think Peter's feelings about the new baby have changed since the beginning of the story? Find a sentence or two in the chapter since the beginning of the story to prove your opinion. ["... I feel good all over" p. 26M or "Getting used to her." p. 30M]
3. CRITICAL Do you think it was fair of Peter's parents to decide to move without talking it over with Peter and Fudge?

Activity: Write a letter to Peter, giving him reassurance and/or advice on how to get along in his new school.

Chapter 4 Off the Wall

Synopsis: Peter and his best friend, Jimmy Fargo, have a fight when Peter confides that he's moving. They soon make up, and Peter pledges not to use the Kreskin's crystal Jimmy gave him for his birthday. In turn, Jimmy promises not to use Peter's rock in the park until Peter returns the following year. Sheila Tubman, a classmate who lives in Peter's apartment building, makes fun of Peter's dog, Turtle, and gets hysterical when she thinks Turtle is trying to attack her. Fudge pastes trading stamps all over Tootsie so he can trade her in for a two-wheeler.

Word Study: This book has a lot of conversation. When writing conversation it is very boring to keep repeating he said and she said. Look back through this chapter to find some of the other words that Judy Blume uses instead of said. Make a chart listing these words. (asked p. 35T; called p. 37T; muttered p. 38B; yelled p. 40M; sniffed p. 42T; sang p. 44B; suggested p. 45B; repeated p. 45B) Judy Blume also uses the technique of simply writing the conversation without any explanation of who is speaking. The reader can tell when there is a new speaker by looking for the start

of a new paragraph (p. 36T.) Have the class think of 10 or 15 more words to add to this list.

Discussion Questions:

1. INTERPRETIVE Why did Peter decide that he didn't want to stay with Jimmy Fargo while his family went to Princeton?
2. LITERAL/CREATIVE While he was walking Turtle, Peter thought of one advantage of moving to Princeton. What was it? Try to think of some advantages of moving.
3. CRITICAL Some people consider Judy Blume to be a controversial author. Do you think there has been anything so far in this book that some people might object to? Is there anything that you think should have been left out of this book?

Activities:

1. Do some research to find out about the local laws concerning pets in your area.
2. Fudge pastes trading stamps on Tootsie so he can trade her in for a two wheeler. Talk to your parents to find out something funny that you did when you were small.

Chapter 5 Small Ones Are Sweeter

Synopsis: The Hatchers move into their house in Princeton, and Peter makes friends with Alex Santo, who lives across the street. They go into the worm business, selling their worms for five cents each to a lady in the neighborhood, Mrs. Muldour, whom they suspect is cooking and eating them.

Word Study: Peter's parents called their new home fantastic, fabulous, and unbelievable (p. 48M). What words do you think Peter would have used to describe the house? Other words to discuss: organically (p. 53T); regenerate (p. 54T); in their prime (p. 55B)

Discussion Questions:

1. LITERAL/CREATIVE There were three suggestions in the story of what Mrs. Muldour did with the worms she bought (p. 51B). What were they? Think of at least three more things that Mrs. Muldour might have done with the worms.
2. CRITICAL Do you think it was dishonest for the boys to cut the worms in half? Why or why not?
3. INTERPRETIVE Do you think Mrs. Muldour knew the boys had cut the worms in half? Find a sentence or two in the story to support your opinion.

Activity: Draw a picture of the Hatchers' new home. First, reread the description on p. 47-48 so you can include as many details as possible. On the back of the paper, draw a picture of what you think Peter's old home in New York looked like.

Chapter 6 Farley Drexel Meets Rat Face

Synopsis: On the first day in his new school, Peter is called down to the office because Fudge is causing problems in kindergarten. He is lying on top of a cabinet and refuses to come down because his teacher won't call him Fudge. (His real name is Farley Drexel.) Fudge is transferred to the other kindergarten class, calling, "Good-bye, Rat Face," to his teacher on the way out.

Word Study: Do the following activity as a game. If you wish, the students can be divided into teams and earn points for being first to find the correct answer.

1. On p. 58B, find a word that means hunched up in fright. (cowered)
2. On p. 63B, find a word that means breathing in gasps (panting)
3. On p. 66T, find a word that means a speaker that allows people to talk to each other from another room. (intercom)
4. On p. 66B, find a word that means signing up to do something. (registration) For bonus points, see if students can think of several other kinds of registration besides school registration.
5. On p. 69T, find a word that means on purpose. (consciously or intentionally)
6. On p. 70T find 4 words that mean I understand what you're talking about. (I get the picture)
7. On p. 70T find 2 words that tell what people have when they don't like each other. (personality conflict)
8. On p. 70T find a word that means to make a change. (transfer)

Discussion Questions:

1. **CRITICAL/INTERPRETIVE** Why do you think Peter felt guilty about using his Kreskin's crystal to get to sleep? Why was Peter having trouble sleeping in the first place?
2. **LITERAL/CRITICAL** Peter does not seem very sympathetic to Fudge's problems. Think back through the events of this chapter, and list times when Peter refused to help Fudge, and times when he did something to help. Do you think Peter should have behaved differently?
3. **INTERPRETIVE/CRITICAL** Compare the three teachers (Mr. Bogner, Mrs. Hildebrandt, and Ms. Ziff) who appear in this chapter. Give examples from the book to show why you think each is a good or a bad teacher. Which one would you choose to be your teacher?

Activity: Bring in a few letters to Dear Abby to share with the class, to familiarize them with the style of this column. Then explain that Fudge's parents wrote the following letter to Dear Abby:

Dear Abby:

Since we moved to a new house, our four-year-old son, Fudge, has suddenly become afraid to be alone in his room at night. He wants to sleep with our older son, Peter, but Peter refuses to allow Fudge in his room. We also thought about having the dog sleep with Fudge, but it is Peter's dog and Peter says the dog is sleeping with him. We can't think of any other way to solve this problem. Please help us.

Panicked in Princeton

Chapter 7 A Very Cultured Bird

Synopsis: Because he is doing so well in school, Fudge gets a pet myna bird, which he names Uncle Feather. Peter catches Grandma dancing with Tootsie and singing, "Toot, Toot, Tootsie! Good-bye." Fudge gets jealous of the attention Grandma gives Tootsie. When Fudge takes Uncle Feather to school for Show and Tell, the bird says, "Bonjour, stupid," to Mrs. (Rat Face) Hildebrandt.

Word Study: Duplicate and use Activity #2 — Mystery Word Puzzle to provide students with practice in dividing words into syllables.

Discussion Questions:

1. **INTERPRETIVE** Look back at some of the Dear Abby letters written in Chapter 6. Compare Dear Abby's advice with the solution to Fudge's problem given in this chapter. (p. 83B)
2. **INTERPRETIVE/CRITICAL** What were some of the ways that Fudge showed he was jealous of Tootsie? Do you think Fudge should have been scolded or punished for acting jealous?

Activities:

1. Write new words to a song you already know describing some character or event in the story. If you wish, you may work with a partner to compose your song. The class can sing some of these songs once they are completed.
2. Peter's mother shows him some of his baby pictures in this chapter. Have students (and teacher) bring in one of their baby pictures for a bulletin board. The class will have fun guessing who's who.

Chapter 8 Naturally Fortified

Synopsis: Peter and Alex see a picture, painted by Jimmy Fargo's father, in an art gallery and go in to it. Peter telephones Jimmy and tells him about seeing the painting, which is called *Anita's Anger*. Each of the boys confesses to breaking his pledge about using the rock and the crystal, and they end up arguing. Alex dresses up as *Anita's Anger* for Halloween, when he and Peter take Fudge out trick or treating. At Mrs. Muldour's house they meet Bev, the lady from the art gallery, and discover she is Mrs. Muldour's daughter. Fudge asks Mrs. Muldour if she really eats worms and the boys are offered worm cookies for their treat.

Word Study: In this chapter Fudge becomes very confused about words. The more Peter and his father try to explain, the more confused he gets. Have the students define these words in terms that a five-year-old would understand. They should also give an example that would be relevant to a kindergartener, for each word. Do the words privilege (p. 20B) and suspense (p. 27T) together as a class, before letting the students do the following words on their own; unite (p. 91T); contagious (p. 91B); exaggerate (p. 92T); embellish (p. 92T)

Discussion Questions:

1. **INTERPRETIVE** What made Peter change his mind about wearing a costume for Halloween?
2. **CREATIVE** If Peter had told Bev about the Fargos' divorce, what difference might it have made in the story, if any?
3. **INTERPRETIVE** Do you think the cookies Mrs. Muldour gave the boys really had worms in them?

Activity: Discuss the fact that this story is told in first person from Peter's point of view. Help students to realize that this writing style limits the information the reader receives, since we are only told the thoughts and feelings of one person. Then have students rewrite the episode of the worm cookies (p. 103B — p. 106T) from Mrs. Muldour's point of view.

Chapter 9 Superfudge

Synopsis: Fudge's new friend, Daniel Manheim, is a rather obnoxious bird expert. Jimmy Fargo comes to visit. He and Alex are rather hostile at first, but later become friendly. The three boys take Fudge and Daniel to the movies, stopping at the art gallery to introduce Jimmy and Bev. At the movie, they meet three girls from Peter's class. Peter holds hands with Joanne in the movies, and Fudge drops ice down his neck.

Word Study: Draw a picture to illustrate the meaning of each of the following words: pudgy (p. 107T); pouted (p. 109M); unimpressed (p. 111T); underfoot (p. 112T); conference (p. 114M); slither (p. 119M).

Discussion Questions:

1. **CRITICAL** Alex calls Daniel "a nerd" (p. 114M) and Peter calls him "a little creep" (p. 117B). Do you agree with the boys' opinion of Daniel? Give examples from the chapter to support your opinion. Why do you think Fudge likes Daniel?
2. **INTERPRETIVE** Peter describes the meeting between Jimmy and Alex as "downhill all the way" and goes on to say that he is "caught in the middle" (p. 113B). What do you think he means by these expressions?
3. **CRITICAL** When Alex and Jimmy weren't getting along, Peter was miserable (p. 115T). Later, when they became friendly, he still wasn't happy (p. 121T). Why do you think Peter felt this way?

Activity: Read aloud Chapter 8, "The TV Star," from *Tales of a Fourth Grade Nothing* by Judy Blume.

Chapter 10 Santa Who?

Synopsis: With Peter's help, Fudge writes a letter to Santa Claus asking for a bike. Then he insists that everyone else in the family write a letter to Santa as well. Peter has to write letters for Tootsie and Turtle too. After Christmas is over, Fudge confesses to Peter that he has never believed in Santa Claus, but just pretends to please his parents.

Word Study: Discuss the meaning of the following words and phrases from this chapter: unanimous (p. 124M); original (p. 127T); The early bird catches the worm (p. 130T). Be ready to tell how the context helped you to figure out the meaning of each word or phrase.

Discussion Activities:

1. **INTERPRETIVE** Why was Peter so relieved to find that Fudge's letter to Santa was mostly scribbling?
2. **CRITICAL** How did you feel when you first learned that Santa Claus wasn't a real person? Do you think it's right for parents to tell their kids that Santa Claus brings their Christmas presents? Why or why not?
3. **PERSONAL EXPERIENCE/RESEARCH** Discuss Hanukkah and how it is celebrated. (see p. 132B - 133T) Do some research in the library if necessary.

Activity: Review the rules of punctuation and capitalization for writing conversation. Then write a conversation between Fudge and his parents when they tell him the truth about Santa Claus. Use the list of said words from Chapter 4 to make your writing more interesting.

Chapter 11 Catastrophe

Synopsis: Jimmy comes for another visit and Peter's father takes the boys to a hockey game. Tootsie has her first birthday and learns to walk. Fudge rides his bike to school and crashes into the bike rack. Brian Tumkin, Fudge's favorite author, visits the school and Fudge is called up on stage and asked to describe a person for Brian Tumkin to draw. In rather derogatory terms, he describes the school principal, Mr. Green.

Word Study: Review with the students the word game from Chapter 6. Each student should choose three vocabulary words from this chapter and write clues for them. Do several examples together to be sure the students understand what to do. Then play the game using the student's clues. Other words to discuss: aggressive energy (p. 138M); catastrophe (p. 138B).

Discussion Questions:

1. **LITERAL** Catastrophe is Fudge's newest word. List all the catastrophes that occurred in this chapter.
2. **INTERPRETIVE/CRITICAL** Do you think Mr. Green was a good sport when Fudge described him to Brian Tumkin? If Fudge had described Mrs. Hildebrand, Ms. Ziff, or your school principal, how do you think they would have reacted?

Activities:

1. Fudge described Mr. Green in this chapter. Write a description of someone in your class. Include physical characteristics, personality, hobbies and interests, etc. in your description. See if the rest of the class can guess who you are describing.
2. Find out if Brian Tumkin is a real person, and if there really is a picture book called *Arthur the Anteater* (see p. 20T & p. 71B). [There is a book called *An Anteater Named Arthur* by Bernard Waber in which Arthur doesn't like to eat red ants.]

Chapter 12 Tootsie Speaks Out

Synopsis: Fudge tricks Peter into getting up early on Saturday by telling him he's late for school. Peter and Alex decide to ride their bikes to the lake for a picnic. Fudge is furious that he is not allowed to go along. He and Daniel sneak off on their bikes to Sandy's Bakery, causing the rest of the family a lot of anxiety. The family decides to move back to New York.

Word Study: Words to discuss: inconsiderate (p. 160M); appropriate (p. 160B); commuting (p. 163B); Big Apple (p. 165B).

Find a synonym for appropriate on p. 160B.

Discussion Questions:

1. **LITERAL/INTERPRETIVE** What was Tootsie's first word? How did the family misunderstand her meaning?
2. **CRITICAL** The family decided to move back to New York. Do you think this shows that it was a mistake for them to move in the first place? Why or why not?

Activity: Review the last half of the book by having small groups of students act out the following scenes: Selling worms (p. 50B - p. 54T); Fudge's first day in kindergarten (p. 66T - p. 71M); Trick or treating at Mrs. Muldour's house (p. 102T - p. 106B); Daniel and Fudge on their way to the movies (p. 115T - p. 118B); Fudge's bicycle crash (p. 140B - p. 143T); Fudge fooling Peter

into thinking it's a school day (p. 148T - p. 151M). Let students use their books during the performance if they wish.

Culminating Activities

1. Look at the dedication at the beginning of the book. Who do you think Larry might be? What do you think Judy Blume means when she says that there would be no Fudge without him?
2. Play a character guessing game in which a student draws the name of the one of the characters from a paper bag. The rest of the class must try to guess which character this student represents by asking him/her questions that can be answered with a yes or no. (Use the following characters: Peter, Fudge, Tootsie, Mr. Hatcher, Mrs. Hatcher, Grandma, Sheila Tubman, Jimmy Fargo, Alex Santo, Joanne McFadden, Daniel Manheim, Uncle Feather, Turtle, Mrs. Muldour, Beverly, Mrs. Hildebrandt, Ms. Ziff, Mr. Green, Brian Tumkin.)
3. Look again at the Student Ballot (Activity #1). If Fudge and Peter were filling out this ballot, what do you think their choices would be? Be ready to give examples from the book to support your answer.
4. Act out some of the skits that have been prepared. For another class, act out some of the skits that have been prepared.

Judy Blume

Dear Friends,

Most of my readers want to know where I get my ideas. That's a scary question because I'm really not sure. Ideas seem to come from everywhere. The idea for TALES OF A FOURTH GRADE NOTHING came from a news article about a real toddler who actually swallowed a pet turtle. I based the character of Fudge on my son, Larry, when he was that age.

For years I was asked by my readers to write a sequel to TALES OF A FOURTH GRADE NOTHING. I thought it would be a good idea to do it too - but I didn't know how. Then, one morning when I was in the shower, covered with soap, it came to me: suppose I gave the Hatcher family a new baby. How would Fudgie react to that? And then, to make it more interesting, what if I moved the whole family? I sat down at my typewriter, and I didn't stop writing until I was finished. Of course the book is dedicated to Larry because without him there would be no Fudge. Larry is twenty-three now, out of college, and hoping to produce and direct movies. He's over six feet tall, but when a young reader asks him if he was really Fudgie, he smiles and says - sure.

I hope you have as much fun reading the book as I had writing it.

Love,



(1989)

Superfudge Test

PART I TRUE OR FALSE: Mark each sentence with a T if it is true or F if it is false. (2 points each)

- ___ 1. Sheila Tubman is a very polite girl.
- ___ 2. Peter is glad to be moving to Princeton, New Jersey.
- ___ 3. Fudge pastes trading stamps all over Tootsie.
- ___ 4. Fudge calls a kindergarten teacher Rat Face.
- ___ 5. Fudge feeds Tootsie three worms.
- ___ 6. Fudge wants to be a bird when he grows up.
- ___ 7. Fudge gets a pet rabbit.
- ___ 8. Peter goes back to New York to visit Jimmy Fargo.
- ___ 9. Fudge describes the school principal to a visiting author.
- ___ 10. The Hatcher family decides to move back to New York.

PART II MATCHING: Read each description in column I. Find the character who matches the description in column II. Write the letter of the character in front of the correct description. (2 points each)

Column I

- ___ 1. the person in the book who is telling the story
- ___ 2. gave Peter, Alex, and Fudge worm cookies for trick-or-treat
- ___ 3. a friend of Peter's whose father is a painter
- ___ 4. she is afraid of worms and wants to study art history
- ___ 5. Fudge's friend, who is a very picky eater
- ___ 6. he took a year off from work to write a book
- ___ 7. a myna bird whose favorite expression is, "Bonjour, stupid."
- ___ 8. she held hands with Peter in the movies
- ___ 9. Fudge's first kindergarten teacher
- ___ 10. he and Daniel rode their bikes to Sandy's Bakery without permission

Column II

- | | |
|-----------------|--------------------|
| A. Mrs. Hatcher | F. Joanne McFadden |
| B. Mr. Hatcher | G. Daniel |
| C. Peter | H. Uncle Feather |
| D. Fudge | I. Rat Face |
| E. Jimmy Fargo | J. Mrs. Muldour |

PART III MULTIPLE CHOICE: Choose the best ending for each sentence. Write the letter of the correct answer in the blank. (2 points each)

- _____ 1. Fudge had Peter write a letter to
(a) his teacher
(b) his grandmother
(c) Dear Abby
(d) Santa Claus.
- _____ 2. For show and tell, Fudge took
(a) Tootsie
(b) a stuffed animal
(c) his pet bird
(d) Peter's model airplane.
- _____ 3. *Anita's Anger* was
(a) a painting
(b) a book
(c) a movie
(d) a song.
- _____ 4. Fudge's friend Daniel,
(a) is a bird expert
(b) doesn't eat onions, lima beans, or peas
(c) learned to ride his bicycle on grass
(d) all of the above.
- _____ 5. In the movies, Fudge
(a) threw popcorn at the screen
(b) put ice down Peter's neck
(c) went in the ladies room by mistake
(d) lost his shoes.
- _____ 6. The person who sang and danced with Tootsie was
(a) Grandma
(b) a babysitter
(c) Fudge
(d) Mrs. Muldour.
- _____ 7. Fudge's punishment for going off on his bike without permission was
(a) getting a spanking
(b) not using his bike for a month
(c) no TV for two weeks
(d) all of the above.
- _____ 8. For Peter, one of the disadvantages of living in New York was
(a) he didn't have any friends there
(b) school was too hard
(c) he had to use a pooper scooper
(d) he had to share his room with the new baby.
- _____ 9. Fudge went to Sandy's Bakery because
(a) his mother sent him for brownies
(b) he was hungry
(c) he wanted some rolls for Uncle Feather
(d) he was angry because he couldn't go on a picnic with Peter.
- _____ 10. Fudge
(a) crashed his bike when he rode it to school
(b) wanted to learn to fly
(c) was often jealous of Tootsie
(d) all of the above.

PART IV VOCABULARY: Find the correct definition below for each boldface word. Write the letter of the correct definition in each blank. (2 points each)

- _____ 1. Peter had more **privileges** than Fudge did.
- _____ 2. Mr. Hatcher took a **leave of absence** from his job.
- _____ 3. Worms can **regenerate** if they are cut in half.
- _____ 4. Peter thought there was a problem with Fudge's **registration**.
- _____ 5. Fudge had a **personality conflict** with a kindergarten teacher.
- _____ 6. Laughter can be **contagious**.
- _____ 7. The family was **unanimous** in wanting to return to New York.
- _____ 8. Fudge was not very **original** in choosing a Christmas present.
- _____ 9. Fudge's first bike ride to school was a **catastrophe**.
- _____ 10. Mr. Hatcher hated the thought of **commuting** from Princeton to New York.

- | | |
|--------------------------|------------------------------------|
| A. grow back | F. time off work |
| B. special rights | G. spreading from person to person |
| C. disaster | H. different |
| D. in total agreement | I. not able to get along |
| E. signing up for school | J. driving a long distance to work |

PART V ESSAY: Choose two to answer. Write one or two paragraphs for each.
(10 points each)

- 1. Peter was the oldest child in the family. Fudge was the middle child, and Tootsie was the youngest. Choose one of the three Hatcher children and tell some of the advantages and disadvantages of their position in the family. Be sure to use examples from the book.
- 2. Peter's feelings about Tootsie seemed to change from the beginning of the book to the end of book. Use examples from the book to show how Peter's feelings about Tootsie changed.
- 3. Which character in this book is most like you? Tell how you are like this character, using examples from the book.
- 4. This book was written as if Peter was telling the story. How would the book be different if it were written from Fudge's or Mrs. Hatcher's point of view?

Activity #1 — Student Ballot

Are you the

Would you like to be the

- ___ oldest
- ___ youngest
- ___ middle
- ___ only child in family?

- ___ oldest
- ___ youngest
- ___ middle
- ___ only child in family?

Activity #2 — Mystery Word Puzzle

Directions: In order to solve this puzzle you must first divide the vocabulary word into syllables. Then you need to decide which syllable is accented. The accented syllable forms the beginning of the mystery word. The clue should help you to figure out the rest of the word. Look at the example below before you try to figure out the first mystery word.

EXAMPLE:

PRIV/I/LEGE

P	R	I	V	A	T	E
---	---	---	---	---	---	---

something you don't want others to know

1. TOUSLE

--	--	--	--	--	--	--	--	--	--

a score in football

2. ADDICTED

--	--	--	--	--	--	--	--	--	--	--	--

a book of words and definitions

3. SUBLET

--	--	--	--	--	--	--	--	--	--

part of a sentence containing a noun or pronoun

4. ORGANICALLY

--	--	--	--	--	--

a group of people

5. REGENERATE

--	--	--	--	--	--	--	--

a very smart person

6. COWER

--	--	--	--	--	--	--	--

he wears spurs and rides a horse

7. INTERCOM

--	--	--	--	--	--	--	--

a bug

8. REGISTRATION

--	--	--	--	--	--	--	--

where horses race

9. INTENTION

--	--	--	--	--	--	--	--

game using racquets and a net

10. TRANSFER

--	--	--	--	--	--	--	--	--	--	--	--

a radio that runs on a battery

ANSWER KEY

Activity #2

- | | |
|-----------------------------|-----------------------------|
| 1. tou/sle
touchdown | 6. cow/er
cowboy |
| 2. ad/dict/ed
dictionary | 7. in/ter/com
insect |
| 3. sub/let
subject | 8. reg/is/tra/tion
track |
| 4. or/gan/i/cal/ly
gang | 9. in/ten/tion
tennis |
| 5. re/gen/er/ate
genius | 10. trans/fer
transistor |

Superfudge Test

Part I	Part II	Part III	Part IV
1. F	1. C	1. D	1. B
2. F	2. J	2. C	2. F
3. T	3. E	3. A	3. A
4. T	4. A	4. D	4. E
5. F	5. G	5. B	5. I
6. T	6. B	6. A	6. G
7. F	7. H	7. B	7. D
8. F	8. F	8. C	8. H
9. T	9. I	9. D	9. C
10. T	10. D	10. D	10. J

Part V — Answers will vary.



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