Unit 4/Week 1

Title: A Mr. Rubbish Mood

Suggested Time: 4 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7; W.3.1, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.4, L.3.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Convincing your family to be “green” will be a shift in the family culture.

Synopsis

Judy Moody is on a mission to save the rain forest. Not only has she chosen to make this her mission, she is also determined to make it the mission of her unknowing family. She first decides to save the rain forest by asking them to do all kinds of unrealistic things which makes them upset. When that plan fails, she decides that it is time for Plan B, recycling. This plan was just as unsuccessful as the first one but that does not deter Judy Moody. She follows her mission by digging her old metal lunch box out of the trash and riding her bike to school instead of taking the bus.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| What does the author mean when she writes, “She, Judy Moody, was in a Mr. Rubbish mood”? | The author means that Judy Moody was in the mood to be like Mr. Rubbish, who recycled everything and never used anything that is a product from the rain forest. |
| What can you infer about the reason why Judy Moody was tiptoeing around in the dark, trying to save the world? | She wanted to get rid of all of the things that her family had that were products of the rain forest before her parents woke up. |
| How does Stink feel about Judy’s saving the rain forest? | Stink seems to be very angry about Judy saving the rainforest because the top of Stink’s head is exploding and he has a very angry look on his face. |
| Describe how Stink, Mom, and Dad respond to Judy’s plan to save the rain forest. | Stink yells, “I need gum!” “Give me back my gum!” Dad asks for his coffee and puts the brownie mix back in the cupboard. Mom puts the melting ice cream in the sink and puts the plunger back in the bathroom. |
| How does Judy respond to her parents’ resistance to her plan to save the rain forest? | Judy says that it is “Time for plan B”. Plan B is that Judy Moody is going to write down everything that her family is throwing away to make them aware of how much they are hurting the planet. |
| Judy Moody books are humorous. When something is humorous, it is funny. Give an example of how the author uses humor throughout the text. | He has Judy make the sound of a chain saw as a response to her parents not wanting to participate in her effort to save the rain forest. When Judy wants her family to watch what they throw away and recycle by getting to know their trash, Stink puts his old wet mushy apple core under her nose and tells her, “Get to know my apple core.” When Judy discovers her mom has thrown away a log cabin she had made of craft sticks, Stink said that they should recycle it by using it for kindling or break it down into toothpicks. |
| What does Judy mean when she says, “If you want to learn what to recycle, you have to get to know your garbage.” | Judy means that people have to think about all the things they throw away and how else the items could be used. She picks a plastic bag out of the trash and tells her family that it could be used as a purse or to carry a library book. |
| A simile is a comparison of one thing to another using the words like or as. Identify and explain the simile the author uses to compare a sloth.  Teacher Note: Students should understand that a sloth is a very slow moving animal that lives in the rain forest. | Judy is being compared to a sloth without a tree because she is feeling so alone because no one in her family was listening to her and what she was trying to say. |
| What do Judy’s mom and dad say that shows some support of her cause to save the rain forest? | Judy’s mom tells her that she will not wear lipstick that day if it would make her feel better and her dad told her he would only drink half a cup of coffee. |
| How do Judy’s actions show that she is in a “mad-at-your-whole-family mood”? | She clomped down the stairs, which means she stomped her feet as she came down the stairs. |
| Why did Judy object to her mom using a paper bag to pack her lunch? | Trees are cut down to make paper bags and trees help control global warming and give us oxygen. They also give us shade and help take the dust out of the air. Without them, we would die. |
| What word does the author use to let us know that it is not going to be an easy job for Judy to make the world a better place? Using clues from the text, what does this word mean? | Complicated, which means it involves many different and perhaps difficult and confusing parts |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | rubbish, recycle  take action | noise pollution, cupboard  trudged, sloth, hardly, grinding  ruin |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | clomped  complicated | leaky  kindling |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Judy’s mission to save the world is very complicated. Use specific details and examples from the text that proves this statement is true.* 
  + She has to do it quietly in the dark, so her parents would not wake up.
  + Stink yells at her when he discovers she has taken his gum.
  + Stink put a stinky apple core under her nose. They put back all of the things she collected that was a product of the rain forest.
  + Her brother suggests recycling her log cabin craft by using it for kindling.
  + Her mom packed her lunch in a paper bag, which is made of trees.
  + Her mom suggests she clean her room when she mentions that trees take dust out of the air.

Additional Tasks

* *The author describes Judy as trying to save the world. She knows the choices her family makes affect the rain forest, but she expects them to give up everything. Some of these expectations are unrealistic for her family to do. Complete the graphic organizer below using details from the text to support your answer.*

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| **Example of something Judy collected that her dad is not willing to give up.** | **Example of something Judy collected that her Mother is unwilling to give up.** | **Example of something Judy collected that her brother Stink is not willing to give up.** |
| *Judy collected her dad’s coffee beans which he grinds each morning to make his coffee. Her dad says he will only drink half a cup of coffee that day.* | *Judy collected her mom’s lipstick that she keeps in her purse and wears every day. Her mom says she will not wear lipstick for that day if it would make Judy happy.* | *Judy collected Stinks gumball machine and he says he really needs his gum. In the illustration it shows the top of his head exploding.* |

* Be a garbologist: Make a list of the things you throw away in one day. Next to each item, list whether you could have reduced or reused it.

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| ***Things I threw away today*** | ***What I could have done instead.*** |
| *1. Egg shells from breakfast* | *1. Put them in the compost pile in the back yard* |
| *2. Box the paper clips came in* | *2. Put it in the paper recycle container.* |
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* Write an email to Judy, as her friend, giving her advice about her plans to protect the environment. Do you think she’s doing a good job? What might she have done differently? What could she do in the future?

*Dear Judy,*

*I think you are totally right about making the world a better place to live, but I think you went a little overboard. You could have started with telling your family how you felt and giving them some information about things that come from the rain forest. Then you could have researched with them to see if there are products they can use that would not harm the rain forest. I know that my dad loves his coffee in the morning and would not give it up for anything. Is the rain forest the only place that we get coffee? Can you find coffee beans that are grown in a place where no one cut down trees to grow it? I think if you get them on board, they will be more likely to cooperate with you. Let me know what you think.*

*Sincerely,*

*[Your Name}*