

Table of Contents

Introduction	3
Sample Lesson Plan	4
Before the Book (<i>Pre-reading Activities</i>)	5
About the Author	6
Book Summary: <i>The Pain and the Great One</i>	7
Book Summary: <i>The One in the Middle Is the Green Kangaroo</i>	8
Book Summary: <i>Freckle Juice</i>	9
Vocabulary Lists	10
Vocabulary Activity Ideas	11
SECTION 1 (<i>The Pain and the Great One</i>)	12
◆ Quiz	
◆ Hands-On Project— <i>Point of View</i>	
◆ Cooperative Learning Activity— <i>Baseball Roles</i>	
◆ Curriculum Connection— <i>Language Arts: Dear Judy . . .</i>	
◆ Into Your Life— <i>Now I Can Do It!</i>	
SECTION 2 (<i>The One in the Middle Is the Green Kangaroo, Part 1</i>)	17
◆ Quiz	
◆ Hands-On Project— <i>In the Middle</i>	
◆ Cooperative Learning Activity— <i>Practice Makes Perfect</i>	
◆ Curriculum Connection— <i>Science: Jumping Experiment</i>	
◆ Into Your Life— <i>My Family</i>	
SECTION 3 (<i>The One in the Middle Is the Green Kangaroo, Part 2</i>)	23
◆ Quiz	
◆ Hands-On Project— <i>Kangaroo Research</i>	
◆ Cooperative Learning Activity— <i>Let's Play!</i>	
◆ Curriculum Connection— <i>English: Green Kangaroo Word Search</i>	
◆ Into Your Life— <i>A Star Is Born</i>	
SECTION 4 (<i>Freckle Juice: Chapters 1 and 2</i>)	28
◆ Quiz	
◆ Hands-On Project— <i>Fact or Opinion?</i>	
◆ Cooperative Learning Activity— <i>I Like Your . . .</i>	
◆ Curriculum Connection— <i>Maths: Allowance</i>	
◆ Into Your Life— <i>Daydreaming</i>	
SECTION 5 (<i>Freckle Juice: Chapters 3–5</i>)	33
◆ Quiz	
◆ Hands-On Project— <i>No-Cook Recipe Fun</i>	
◆ Cooperative Learning Activity— <i>Make a Recipe</i>	
◆ Curriculum Connection— <i>Science: Chemistry Experiments</i>	
◆ Into Your Life— <i>I Like My</i>	
After the Book (<i>Post-reading Activities</i>)	38
Book Report Ideas	
Crossword Puzzle	
Culminating Activity	40
Unit Test Options	43
Bibliography	46
Answer Key	47

Introduction

A good book can touch our lives like a good friend. Within its pages are words and characters that can inspire us to achieve our highest ideals. We can turn to it for companionship, recreation, comfort, knowledge, and guidance. It can make us laugh out aloud or cry at its tenderness. It can also give us a cherished story to hold in our hearts forever.

In Literature Units, great care has been taken to select books that are sure to become good friends!

Teachers who use this literature unit will discover the following features to supplement their own valuable ideas.

- Sample Lesson Plans
- Pre-reading Activities
- A Biographical Sketch of the Author
- Book Summaries
- Vocabulary Lists and Suggested Vocabulary Ideas
- Chapters grouped for study with each section including the following:
 - a quiz
 - a hands-on project
 - a cooperative learning activity
 - cross curricular connections
 - an extension into the reader's life
- Post-reading Activities
- Book Report Ideas
- A Culminating Activity
- Three Options for Unit Tests
- A Bibliography
- An Answer Key

We are confident that this unit will be a valuable addition to your planning, and we hope that as you use our ideas, your students will increase the circle of friends they have in books!

The Pain and the Great One

by *Judy Blume, illustrated by Irene Trivas*

Dell Publishing, 1974

Summary

The first half of this two-part book is told from the point of view of an older sister. The Pain is a younger brother, in first grade, who acts like a baby and gets treated like one. His older sister thinks he is spoiled, gets special privileges, and makes a mess of the house. He can't get to breakfast on time or dress himself for school. Mum makes a big deal over his first grade schoolwork. He gets dessert even if he doesn't eat all his dinner. He doesn't even know how to take a bath without making a mess. One night, big sister's request to stay up later than The Pain is granted, and she discovers it's not so much fun to be able to stay up without him. But he is still a pain. He interrupts her phone calls and wrecks her cities made of blocks. And the cat sleeps on his bed, even though big sister feeds her. Worst of all, Mum and Daddy love him more than her.

The second half of the book is told from the point of view of a younger brother. The Great One is an older sister, in third grade, who has convinced Mom and Daddy that she's smart because she's older. Her younger brother believes she thinks she's great just because she can do things he can't. She plays the piano, and you can tell the songs are real. She gets to feed the cat just because she knows how to work the can opener. So of course the cat likes her better. She is allowed to hold their aunt's baby, even though the baby sleeps and gets changed in his room. She gets to call her friends on the phone. She invites her friends over and builds cities of blocks with them. One day, little brother's request to play with the blocks by himself is granted, and he discovers it's not so much fun to play alone. But he still thinks she is great. She can even swim, while he is afraid to put his face in the water. Worst of all, Mum and Daddy love her more than him.

Vocabulary Activity Ideas

You can help your students to learn and retain the vocabulary in the three books by providing them with interesting vocabulary activities. Here are a few ideas to try.

- ◆ Challenge your students to a **vocabulary bee**. This is similar to a spelling bee, but in addition to spelling the word correctly, the game participants must also correctly define each word.
- ◆ Ask your students to make their own **crossword** or **word search puzzles**, using the vocabulary words from the books.
- ◆ Play **20 clues** with the entire class. In this game, one student selects a vocabulary word and gives clues about the word, one by one, until someone in the class can guess and spell the word.
- ◆ Play **vocabulary charades**. In this game, vocabulary words are acted out by one student while others guess the word.
- ◆ Play **vocabulary concentration**. The goal of this game is to match vocabulary words with their definitions. Divide the class into groups of two to five students. Have the students make two sets of cards the same size and colour. On one set, have them write the vocabulary words. On the second set, have them write the definitions. All cards are mixed together and placed facedown on a table. A player picks two cards. If the pair matches the word with its definition, the player keeps the cards and takes another turn. If the cards do not match, they are returned to their places facedown, and another player takes a turn. Players must concentrate to remember the locations of words and definitions. The game continues until all matches have been made. The winner is the player with the most cards at the end of the game.
- ◆ Have the students work together to create an **illustrated dictionary** of vocabulary words.
- ◆ Ask your students to write a **sentence** or **paragraph** that includes as many vocabulary words as possible.
- ◆ Encourage students to keep a **vocabulary journal** where they can write words they are not familiar with and which did not appear on the vocabulary list.
- ◆ Challenge the students to find **synonyms** or **antonyms** for the vocabulary words.
- ◆ Have the students use these words as their weekly **spelling list**.

You probably have many more ideas to add to this list. Try them! Practising selected words through these types of activities increases student interest in, and retention of, vocabulary.

Point of View

The Pain and the Great One is one story written from two different points of view. The first half is written from the older sister's point of view. The second half is written from the younger brother's point of view. Things can look very different, depending on your point of view!

Let's see if you can identify a point of view. Pretend that each of the following statements was made by one of the characters in the book. Circle the character you think said each statement.

1. <i>I'm lucky because I have two children to pet me.</i>	Pain	Mum	Cat
2. <i>The cat doesn't like me because I don't feed it.</i>	Pain	Dad	Great One
3. <i>I think the Great One is smart and pretty.</i>	Pain	Mum	Great One
4. <i>The Great One thinks she's better than me.</i>	Cat	Pain	Dad
5. <i>The Pain acts like a baby.</i>	Mum	Great One	Pain
6. <i>Every child is special and loved.</i>	Great One	Pain	Mum or Dad
7. <i>I wish I didn't have a little brother.</i>	Dad	Pain	Great One
8. <i>I love both of our children very much.</i>	Pain	Cat	Mum
9. <i>I wish I got to do special things because I was older.</i>	Pain	Great One	Dad
10. <i>It's no fun being the youngest.</i>	Great One	Pain	Dad
11. <i>Older children should get to do more things.</i>	Mum	Great One	Pain

Make up a statement you think shows each of these character's point of view:

Pain _____

Great One _____

Mum or Dad _____

Dear Judy . . .

Many children write letters to Judy Blume after they read her books. She has even published a book of some of the letters she has received. Your teacher has an address to which you can send a letter to Judy Blume. Write her a letter telling her about your feelings after reading *The Pain and the Great One*.

On a separate sheet of paper, write your letter to Judy Blume. Use the following letter-writing format or one your teacher gives you.

Here are some things you could write about:

- Did you like the book? Why or why not?
- Did anyone in the book remind you of someone in your family? Who? How?
- Did you like the way the book used different points of view? Did one of the points of view sound like you?
- Do you have a brother or sister? How do you get along with him or her?
- Did you learn anything from the book?
- How did reading the book make you feel?
- Would you like to read other books by Judy Blume?

Date

Dear Judy Blume,
(*Skip a line.*)

Body of Letter
(*Indent the first paragraph.*)
(*Indent the beginning of each paragraph.*)

(*skip a line before closing*)
Sincerely,

Your signature