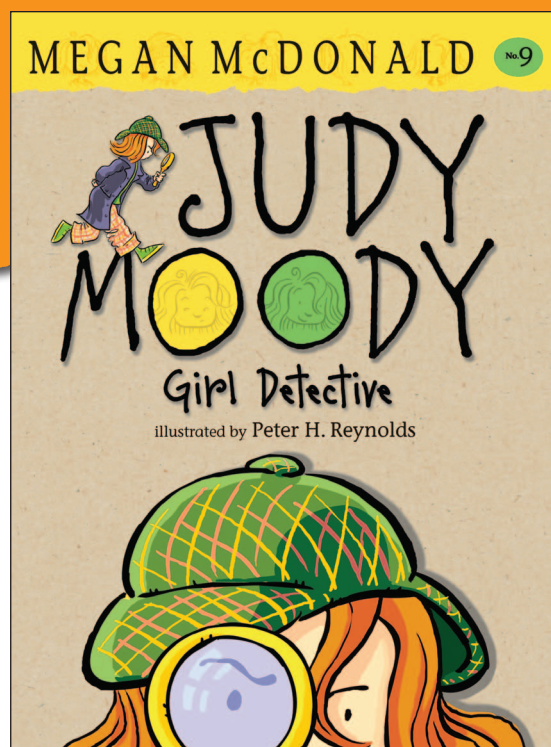


Judy Moody, Girl Detective

by Megan McDonald
illustrated by Peter H. Reynolds



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As Judy tries to read all fifty-six classic Nancy Drew books (in order, of course), she finds herself in the middle of an honest-to-jeepers mystery! When a canine cop-in-training vanishes into thin air, Agent Judy Drewdy sets out to solve the case of the missing puppy. Capitalize on your students' enthusiasm for series and mysteries with these classroom activities.

Special Agents and Their Bag of Tricks

Judy creates her own Nancy Drew detective kit, which includes items such as:

- a flashlight
- notebook
- Grouchy pencil
- and most important, red lipstick for writing SOS messages (pages 13–14)

Have students think about what they might include in their own detective kit. Ask them to collect these items and place them in a backpack. Hold a Detective Share in which they take turn pulling items from their bag of tricks. One condition, though: students must be able to explain why each item is a necessary component of a detective kit. As an added challenge, have students come up with a special undercover super-agent name for themselves. When sharing the kit, invite them to introduce themselves using their agent name.



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Number-One Rule

In the course of the story, Judy recites various number-one rules for being a successful detective. When students have finished reading the book, have them write a list of all Judy's number-one rules—such as “Never solve a mystery on an empty stomach,” “Never leave home without a bobby pin,” and “Don't be afraid to ask for help” (pages 15, 20, and 80). Then challenge the class to add to Judy's list by coming up with some snappy rules of their own.

After reviewing the lists, have students use them in a two-part expository writing exercise. First ask students to write a job description for a detective. Invite them to brainstorm various attributes needed to be a detective, as well as the types of duties performed by someone in that position. After students write the job description, have them create rules for the job, using the list they generated at the beginning of this exercise. Take the project one step further by having students create job applications and perform mock interviews for the job as well.



Judy Moody, aka Nan Drewdy

Discuss why the Nancy Drew series is still so popular and what makes a book a classic. Have students engage in a mini research exercise by going to the library and looking up all fifty-six titles. While the Internet could be used, some old-fashioned detective work might better fit the bill for this activity. Using the list of book titles as clues, hold a discussion based on the Nancy Drew references made throughout *Judy Moody, Girl Detective*. For example, why does Stink say, “Nancy Drew must have more jewels than the queen of England” (page 94)?



A Case of Creative Grammar

Read aloud the first page of *Judy Moody, Girl Detective* and have students listen for adjectives, a simile, and an onomatopoeia. You might want to copy the text to use on an overhead projector or reproduce it so that each student can have a sheet to work from. Circle the adjectives and highlight the simile and the onomatopoeia in different-colored highlighters. After conducting a mini lesson on these parts of speech, have students practice identifying and using them. Then challenge the class to write a short paragraph that uses lots of adjectives, similes, and onomatopoeias. Invite students to use one of the fifty-six Nancy Drew titles as the topic of their paragraph.

For more ideas, please visit www.judymoody.com or www.candlewick.com



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