



TeachersFirst READING TREKS

Tales of a Fourth Grade Nothing

Teacher Guide

Grade Level & Content Areas

Access Reading
Trek Map

Ages: 8–12

Grades: 3–5 (read-aloud or independent)

Reading Level: 4th grade

Lexile Measure: 470L

Guided Reading Level: Q

Developmental Reading

Assessment (DRA): 40

Content Areas: English/language arts, social studies, and social development.

Synopsis of Book

Judy Blume offers a glimpse into the life of fourth grader Peter Hatcher. Ten hilarious tales set in 1950s New York City introduce readers to Peter's family, friends, pets, and two of his father's clients. Trouble-causing little brother, Fudge, brings humor to Peter's tales on multiple levels.

Standards

Common Core State Standards for K–5

Reading: Literature

- Key Ideas and Details
- Craft and Structure

Writing

- Text Types and Purposes
- Research to Build and Present Knowledge

National Curriculum Standards for Social Studies

- Theme 1: CULTURE
- Theme 3: PEOPLE, PLACES, AND ENVIRONMENTS

National Core Arts Standards for Visual Arts

- CREATING
- RESPONDING

Using a TeachersFirst® Reading Trek to Explore This Book

TeachersFirst Reading Treks create a virtual field trip of resources about a piece of literature or a text using the My Maps feature of Google Maps. To motivate and enrich student reading, teachers and students can reference this visual collection of web resources and images as they relate to the contents of a book.

TeachersFirst has done the hard work for you! Use the activities in this teacher guide and the accompanying [Reading Trek map](#) as you and your students explore this book. And, if you feel inspired, you (or your students) can create your own Reading Trek about this or another book!

Using This Reading Trek in Class

Below is a list of ideas for how to use this Reading Trek in your educational setting.

Working with the Map:

1. Introduce the book to the whole class by displaying the [Reading Trek map](#) on an interactive whiteboard. Highlight the Author Information layer and Peter Hatcher's Important Places layer, noting that many places named in the text still exist today. Some locations, such as Peter's school, are not named.
2. Use [OldNYC: Mapping Historical Photos from NYPL](#) to take a virtual field trip of New York City and see older photos of the eastern side of Central Park.
3. Calculate the distance that Peter may have walked if he visited the Central Park Zoo, walked around his block, or traveled to other locations of your choice.
4. Take a virtual tour of [Central Park](#). As the tour progresses, identify and count the different types of bridges, statues, bodies of water, and other features, then plot them on a graph or pictogram using Pictogram Graph ([TeachersFirst review](#)).
5. Visit [Judy Blume's website](#) to read about her life and her other books, then read more about Elizabeth, New Jersey, New York City, and Key West in the Author Information layer of the map. Students could choose another one of her books to read.
6. Choose one location discussed in the book and have students write another chapter or story set in that location. (For example, another adventure in Central Park, other antics in the Hatchers' apartment, etc.).
7. Have students make a shoebox diorama of a location in the book. If this is not possible, have them draw a location in the book with as much detail as they can imagine or use Google Drawings ([TeachersFirst review](#)).
8. Draw a floor plan of how you imagine the Hatchers' apartment might have looked. Older or more advanced students may take a photo of their floor plan and upload it to Math-Kitecture ([TeachersFirst review](#)) to insert comments and hotspots.

Extension Activities:

1. Use the story to stimulate discussion, ask questions, or inspire writing prompts about living in a large city.
2. Create a Google My Map ([TeachersFirst review](#)) depicting your home, school, and other places that you visit regularly.
3. Create a booktrailer for the story using Sway ([TeachersFirst review](#)) or Google Vids ([TeachersFirst review](#)).
4. Create a set of directions to guide someone from your classroom to the playground.
5. Organize students into groups to write and act out a commercial for Juicy-O. Record it to share with the class using Adobe Express Video Maker ([TeachersFirst review](#)).
6. Create a cause-and-effect chart for Fudge's actions. Discuss the chaos Fudge's actions caused. Use a tool such as Lucidchart ([TeachersFirst review](#)).
7. Have students (or groups of students) complete a Venn Diagram comparing Peter and Fudge. For a digital option, try the Venn Diagram Creator ([TeachersFirst review](#)).
8. Have students act out funny scenes, such as the Yarby family's visit or Fudge's visit to the dentist.
9. Students can draw a picture of their imaginary pet turtle. Write a paragraph describing it, including its care and feeding. Use a digital storytelling tool, such as WriteReader ([TeachersFirst review](#)), that allows students to add images and text to their stories.

Helpful Resources

From TeachersFirst:

- [TeachersFirst CurriConnects Book List - Maps](#)
- [TeachersFirst Review of Google My Maps](#)
- [OK2Ask: Building Background Knowledge with Reading Treks](#)
- [OK2Ask: No Passport Required: Cross-Curricular Learning Journeys with Google My Maps](#)

Other Resources:

- [Judy Blume on the Web](#)
- [Schmoop Study Guide: Tales of a Fourth Grade Nothing](#)
- [Kid Lit TV's Book Trailer Archives](#)
- [Slime Kids Book Trailer Examples](#)