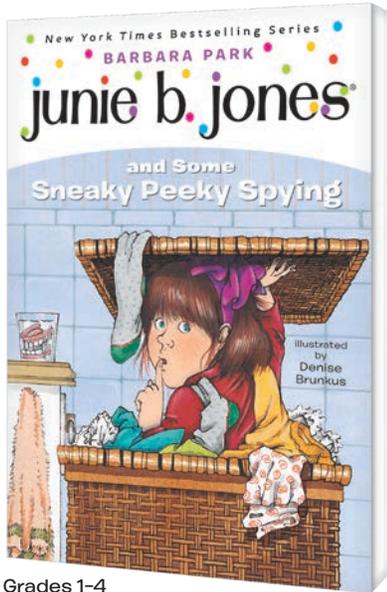


junie b. jones®

and Some Sneaky Peeky Spying



Grades 1-4
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Pre-Reading Activities

Before reading, facilitate a brainstorming session to familiarize your students with the concept of spying. Draw a concept web on a whiteboard, chalkboard, or chart paper, and write "Spying" in the center. Next, call on students to share anything that comes to mind when they think of the concept of spying. Record all student responses in lines connecting to the center of the word web. If needed, prompt students with the 5 w's (who, what, when, where, why) to focus the brainstorm. After brainstorming, ask students to tap into their background knowledge about Junie B.'s character and consider if they think it is a good idea for Junie B. to be spying.

Read the title of the book aloud: *Junie B. Jones and Some Sneaky Peeky Spying*. Have students write down a one-sentence prediction about what might happen in the story. For a fun closing activity after reading, have students share their predictions aloud to see how they compare to the actual story.

Junie B. is the bestest spier in the whole world. That's 'cause she has sneaky feet. And her nose doesn't whistle when she breathes. But guess what? Junie B. might be real sneaky. And real peeky. But when she spies on Mrs., she could get into real trouble!

In this guide, students will prepare to engage with the book by accessing prior knowledge and brainstorming about spying. Is it wise for Junie B. to spy on others? After reading, students will practice writing complete sentences in a fun getting-to-know-you activity, where they will share a personal detail about themselves with the class. Teachers can opt to join in on the sharing fun as well! Finally, students will practice the important skill of summarizing a story by completing a dynamic group activity.

Teachers Are Real People, Too!

Junie B. gets into a whole lot of trouble for spying on Mrs. In the story, Junie B.'s curiosity about Mrs.'s personal life outside of school gets the best of her. She asks Mrs. all sorts of personal questions, such as where she lives, what kind of house she has, who she lives with, and when her bedtime is. When Junie B. doesn't get her answers, she resorts to spying instead. As a getting-to-know-you activity for the whole class, have students write one personal fact about themselves that their classmates may not know. For an engaging writing model, the teacher may choose to demonstrate the proper formatting and sentence structure by writing a personal fact about him or herself and sharing it with the class.

Somebody/Wanted/But/So

This is a dynamic teacher-led group activity that allows students to practice summary by focusing on conflicts and results that occur throughout a story. On an overhead, whiteboard, or chart paper, draw a large four-column chart with Somebody/Wanted/But/So as the column headers. Model your thinking aloud for students as you work through the first example. Start by choosing a character from the story. Write the character's name in the "somebody" column. Next, think about something that the character wanted to happen in the story, and write that in the "wanted" column. Next, think about what happened to prevent the character from getting what he or she wanted. Record that in the "but" column. Finally, think about what happened as a result and write that in the "so" column. Try to start at the beginning of the story and work your way through it chronologically. After the first round, call on students to supply answers. After a few rounds, you will have a basic plot summary on the board.

Example:

SOMEBODY	WANTED	BUT	SO
Junie B.	Wanted to practice her sneaky spying skills.	But the only person she could find to practice on was her grandpa.	So she hid in the hamper and snuck up on him and got in trouble with her mom.

