

**A Teaching Unit
for
*Freckle Juice***



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

A Teaching Unit for Freckle Juice

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Freckle Juice

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Freckle Juice
Chapter Analysis

Name: _____

This novel does not have titles for the chapters. As you read each chapter, you will complete the following chart by giving each chapter a title and then explaining why this is an effective title.

Chapter #	Chapter title	Why is this title effective for this chapter?
1		
2		
3		
4		
5		

Freckle Juice

Chapter 1

Name: _____ Date: _____

Point of View

The point of view of a story makes all the difference in the world. If a character is telling the story, the first person point of view is used. If none of the characters are telling the story, and an unseen narrator is telling it, the third person point of view is being used.

- **Answer only one easy question to decide if this story is told in the first person point of view. If the answer is yes, it is first person!**

Is one of the characters telling this story? _____

Answer this question to decide if the point of view is third person. If the answer is yes, it is third person!

Is there an unseen narrator telling the story? _____

What point of view is used in this novel?

- a. first person
- b. third person

Hyperbole

Hyperbole is a type of figurative language where exaggeration is used. Look at the root words in this word: **hyper** means *over* **bole** means *to throw*

So, hyperbole means *to throw over* – think of this to help you remember that hyperbole **OVER**states a point – **THROW**ing something too far.

Examples:

I ate a million pieces of candy!

I would move a mountain for you.

Practice

- A. Write a sentence about freckles that uses **hyperbole**.
-

- B. Read the following sentences from the first chapter. Place a check in front of the sentence containing hyperbole.

- _____ Nicky Lane had freckles.
- _____ He had about a million of them.
- _____ They covered his ears and the back of his neck.
- _____ Andrew didn't have any freckles.

Discussion

Sharon tells Andrew that you can get freckles by drinking freckle juice. Andrew does not believe her. Do you believe her? Explain why or why not.

Freckle Juice

Chapter 1

Name: _____ Date: _____

Directions: Sharon says that you can get freckles by drinking freckle juice. Read this Internet article and decide if she is correct. Then, answer the questions that follow.

What Are Freckles?

Freckles are not harmful or the sign of a health problem. They're just pigment cells (cells that contain color) that are contained within the skin in small batches. Freckles are usually tan or light brown, flat, and very small (smaller than the head of a pin). Sometimes they overlap and run together so they may look larger.

Freckles and the Sun

Being outside in the sun may help cause freckles or make them darker. Who is most likely to have freckles? People, especially kids, who have fair complexions (that means their skin and eyes are light in color).

People with light complexions have less **melanin** (meh-luh-nun) in their skin. Melanin is a chemical produced by certain skin cells (called melanocytes); it helps protect the skin from sun damage by reflecting and absorbing ultraviolet (UV) rays.

The more melanin you have in your skin, the tanner you look. People with fair skin have less melanin in their skin to begin with, but some of their melanocytes make more melanin when exposed to the sun. So instead of easily getting an even suntan, they sometimes get freckles.

Freckles May Fade

Some people have freckles that fade away almost completely in the winter and return in the summer. Other people's freckles don't change much with or without the sun and can be seen year-round. Freckles also tend to fade as people get older. Whether you're freckled or not, be sure to wear sunscreen and follow other sun-safety guidelines.

Freckles Are Cute

Many people think freckles are cute! Some say that each place you have a freckle is an angel kiss! So, if you are lucky enough to have freckles, be proud!

"What Are Freckles?." Kid's Health. 1995. The Nemours Foundation. 18 Sept 2006
<<http://www.kidshealth.org/kid/talk/qa/freckles.html>>.

1. What section would **most likely** include information about what causes freckles?
 - a. What Are Freckles?
 - b. Freckles and the Sun
 - c. Freckles May Fade
 - d. Freckles Are Cute
2. Which words would be the **best** to use when looking for more information on freckles?
 - a. sunbathing tips
 - b. best-selling freckle treatments
 - c. causes of freckles
 - d. pictures of freckles
3. Which section heading is an opinion?
 - a. What Are Freckles?
 - b. Freckles and the Sun
 - c. Freckles May Fade
 - d. Freckles Are Cute
4. Which reference source will tell you how to pronounce melanin?
 - a. a dictionary
 - b. an encyclopedia
 - c. an atlas
 - d. a thesaurus
5. What is the name of the chemical produced by skin cells that help protect the skin from sun damage?
 - a. ultraviolet
 - b. freckles
 - c. melanin
 - d. batches
6. Which of the following people are most likely to have freckles?
 - a. an adult with fair skin
 - b. a child with fair skin
 - c. an adult with dark skin
 - d. a child with dark skin
7. Sometimes freckles fade when a person ages.
 - a. true
 - b. false
8. Freckles are a sign of skin damage.
 - a. true
 - b. false
9. People with light complexions have less melanin in their skin.
 - a. true
 - b. false
10. Freckles mean you do not need sunscreen.
 - a. true
 - b. false

Freckle Juice

Chapter 2

Name: _____ Date: _____

Characters in a story are the people or animals involved in the plot. Complete the following chart by jotting down your own explanation of who each character is. The first one has been done for you.

Character	Who this is
Andrew	The main character. He does not have freckles, but he wants them.
Nicky Lane	
Miss Kelly	
Sharon	
Mrs. Marcus	
Mrs. Burrows	

The setting of a story is the time and place. The reader often has to look for clues when reading to figure out the setting. Complete the following chart by reading the passages on the left side and answering the questions on the right.

Clues for the setting	What this tells the reader
<i>...paying Sharon for anything. And fifty cents was a lot of money. It was five whole weeks of allowance!</i>	Does this story take place in the present, future, or past?
<i>"Andrew Marcus!" Miss Kelly said. "Will you please sit down? The second bell just rang. This morning we'll begin with arithmetic."</i>	In this passage, where is Andrew?

The **plot** of a story is what happens.

1. What is the problem in this story?

2. What is happening right now in the story to try and solve that problem?

Freckle Juice

Chapter 3

Name: _____ Date: _____

Strong verbs are words that describe the action in a sentence. Some verbs are said to be stronger than others, and these are the ones that tend to make your writing more effective. Here's how it works: take a verb like *fall* and another verb with a similar meaning like *plunge*. Now, compare these two sentences: 1) I watched the rock **fall** into the water. 2) I watched the rock **plunge** into the water. In the first sentence, you learn that the rock fell, but in the second sentence you also learn how the rock fell. The word *plunge* means "to enter quickly and forcibly into something". So, with the word *plunge*, the reader gets all the meaning of the verb *fall*, plus the additional meaning that explains how the rock fell as well. That is what makes it stronger! **Strong verbs SHOW, not just TELL!**

In chapter three, the author uses many different strong verbs to describe how excited Andrew is about the freckle juice. Read the following passages. Circle each strong verb, and then complete the chart.

- A. "I ran all the way," Andrew panted.
- B. Andrew dashed to his house, unlocked the front door and took off his shoe as soon as he was inside.
- C. Andrew held his nose, tilted his head back and gulped down Sharon's secret recipe for freckle juice.
- D. Andrew crept into his mother's bedroom.

Strong Verb Used	Explain why this is an effective verb choice.
A.	
B.	
C.	
C.	
D.	

Dictionary Skills

Look at the following entry for the word *speck*.

¹speck: (spek) noun

1 : a small discoloration or spot especially from stain or decay

2 : a very small amount : bit

3 : something marked or marred with specks

Now, read the following sentence from the novel.

Now all he needed was a speck of onion and he was all set.

Which is the best definition for the word *speck* as it is used in this sentence?

- a. definition 1
- b. definition 2
- c. definition 3
- d. none of these

Readers' Theater

Students build fluency through reading out loud, and what better way to allow this than with readers' theater! Chapter four of *Freckle Juice* is perfect for this activity!

If you want to get your students' attention, read the beginning of this chapter with a monotone voice until they stop you and ask you why you are doing this. Explain that when reading aloud, you should always read with expression. Next, reread the section changing your voice to match each character.

There are a couple of ways to do readers' theater.

Option one is to have a whole class reading. This way, particular parts are not assigned. Whoever is in desk one reads the first line, the student in desk two reads the second line, and so on until all parts are read. There are many lines to be read, so you will have to have students read more than one part. **Before starting, allow the students to find the part that they will read and read it to themselves silently.** Tell them that there are a few hard words and that they should **raise their hands if they need help pronouncing one before you begin.** That way, you can discreetly go to a child's desk to help him/her with the word. Also, **this makes all students feel comfortable with reading out loud.**

Option two is to divide your class into groups. There are four speaking parts, so groups of four would be ideal. After assigning parts in each group, **allow some quiet time before beginning so that students can read over their parts and ask for help with words they may not know how to pronounce.** Encourage them to read with expression! Have the groups read through the script. If a group finishes early, have them read it again. Once each group has read through the script once, stop the class. If you want, you could randomly pick one group to perform for the class.

Most students greatly enjoy readers' theater. The key is making sure they feel comfortable with the part that they will be reading. If you have struggling readers, you may want to give them the script the day before the reading and let them practice reading it at home. Have fun!

Freckle Juice

Chapter 4

Name: _____ **Date:** _____

Narrator 1: Pretty soon something happened, all right. Andrew turned greenish and felt very sick.

Narrator 2: His stomach hurt.

Narrator 3: At four o'clock Mrs. Marcus came home.

Mrs. Marcus: (calling out) Yoo hoo.....Andrew. Where are you?

Narrator 1: Andrew heard her but he could not answer.

Narrator 2: He was too weak.

Narrator 3: He made a small noise.

Mrs. Marcus: Andrew Marcus! Is that you?

Narrator 1: His mother stood in the doorway of her bedroom.

Mrs. Marcus: What are you doing in here? I told you to play outside! And why didn't you change your clothes? Didn't I say to change your clothes?

Narrator 2: Andrew made another noise.

Narrator 3: Mrs. Marcus looked at his face.

Mrs. Marcus: Andrew, you're green. Absolutely green! Are you sick?

Narrator 1: Andrew nodded.

Narrator 2: He was afraid if he opened his mouth he'd lose the freckle juice.

Mrs. Marcus: (feeling Andrew's forehead) What hurts?

Narrator 3: Andrew moaned and held his stomach.

Mrs. Marcus: Oh my! Appendicitis! You must have appendicitis. I'm going to call the doctor. No, I'd better just drive straight to the hospital. No, I'll call the ambulance!

Narrator 1: Andrew shook his head but his mother didn't notice.

Mrs. Marcus: Don't move. I'm going into the kitchen to phone. I'll be right back.

Narrator 2: Andrew rolled around, moaning.

Narrator 3: Mrs. Marcus came back to her bedroom in a hurry.

Mrs. Marcus: Andrew Marcus! I've just seen that mess in the kitchen. Did you or did you not make something and eat it?

Narrator 1: Oh-oh! He'd forgot to clean up.

Narrator 2: Now she knew. Well, he didn't care.

Narrator 3: His stomach was killing him.

Mrs. Marcus: Well, young man! I'm surprised at you. Surprised! Mrs. Burrows offered you milk and cookies and you refused. Then you came home and made yourself an ... an I-don't-know-

what and scared me half to death thinking you had appendicitis. I always thought you were more sensible, Andrew! I just can't believe it.

Narrator 1: Andrew closed his eyes.

Mrs. Marcus: Now, young man . . . you are going to bed!

Narrator 2: Andrew thought that was the best idea he's heard in a long time.

Narrator 3: Mrs. Marcus gave him two spoonfuls of pink stuff that tasted like peppermint.

Narrator 1: Then she tucked him into bed.

Narrator 2: Maybe the freckles would come out while he was sleeping.

Narrator 3: Right now he didn't care much if they ever came out! He hated Sharon.

Narrator 1: She'd done it on purpose. Just to get his fifty cents.

Narrator 2: He'd show her. She'd be sorry someday.

Narrator 3: He drifted off to sleep. He had terrible dreams.

Narrator 1: A big green monster made him drink two quarts of freckle juice, three times a day.

Narrator 2: Every time he drank it, the monster got freckles but Andrew didn't.

Narrator 3: Andrew woke up sweaty. His stomach still felt funny.

Narrator 1: His mother gave him two more spoonfuls of that pink stuff and he fell asleep again.

Narrator 2: The next day Andrew stayed home from school.

Narrator 3: He only looked in the mirror once – no freckles! He wasn't surprised.

Narrator 1: At noon he drank some hot tea. He wasn't ever going back to school.

Narrator 2: Sharon wasn't going to see him without freckles.

Narrator 3: She thought she was so great.

Narrator 1: Well, she wasn't going to get the chance to laugh at him. No sir!

Narrator 2: But the following day his mother woke him up.

Mrs. Marcus: (singing) Time for school. Rise and shine! Don't forget to wash your neck and behind your ears.

Narrator 3: She pulled the covers off him.

Andrew: I'm not going to school today. I am never going to school again.

Narrator 1: He hid his head under his pillow.

Mrs. Marcus: So! I've got a school dropout in second grade! We'll have to do something about that! Here are your clothes. I want to see you up and dressed before I count to fifteen or you're going to take three baths a day every day for the next ten years!

Narrator 2: Andrew got dressed. He ate a breakfast bun and drank some milk.

Narrator 3: But he couldn't let Sharon get away with it. He had to do something!

Students Create Readers' Theater

Directions

You will create a readers' theater script for chapter _____.

Your script should have _____ parts including two narrators.

1. Silently, each member of the group must read the chapter taking notice and counting how many characters have dialogue.
2. After the silent read, make sure that everyone in the group came up with the same number of "speaking parts".
3. You will add two narrators to your script to read everything that is not dialogue of a character.
4. Whenever possible, turn indirect speech into direct speech. The following is indirect speech: *Sheka asked her mom if she could go, but her mom said no.* To turn this into direct speech, you would write it this way:
Sheka: Can I go?
Mom: No.
5. You may eliminate words that are not needed, such as *she said, however,* do not eliminate other parts unless they are totally unnecessary. You will not need quotation marks around what a character says since you are turning this into a skit.
6. Write the character's name on the left-hand side of the page. Underline the character's name. Put a colon (:) after the character's name, and then write what that character will say.
7. Call the narrators *Narrator 1* and *Narrator 2*.
8. Go back and forth between narrator 1 and 2 giving each equal amounts of narration.
9. Underline or use all CAPS for words that need to be stressed.
10. Use parenthesis to provide directions for how something should be said.

Look at the example on the following page. Pay close attention to how lines are divided between the narrators, how quotation marks are no longer needed, and how directions are given in parenthesis for how something should be said or to tell who it should be said to.

"Let's go to Seashell Island!" Meg begged her mother. Meg had been saving her money for the trip for some time, and wanted more than anything to take the ferry boat to the island well known for its beautiful hidden shells and sand dollars.

"I think today is a perfect day to go," her mother said.

"I'm going too!" shouted Dayne from upstairs. Dayne and Meg threw on their baiting suits, and grabbed their sand buckets. The trip to the island would take about thirty minutes.

"Welcome aboard," announced the captain of the boat. "The waves are a little rough today, so I'm going to ask that all passengers wear a life jacket for precautionary reasons." Meg and Dayne thought nothing of danger as they strapped on the orange jackets, but their mother immediately began to worry.

"Excuse me, sir" she said talking to the captain. "Is it perhaps too rough to make the trip today?"

Meg: (begging voice) Let's go to Seashell Island!

Narrator 1: Meg had been saving her money for the trip for some time and wanted more than anything to take the ferry boat to the island well known for its beautiful hidden shells and sand dollars.

Mother: I think today is a perfect day to go.

Dayne: (shouting) I'm going too!

Narrator 2: Dayne and Meg threw on their baiting suits, and grabbed their sand buckets. The trip to the island would take about thirty minutes.

Captain: Welcome aboard. The waves are a little rough today, so I'm going to ask that all passengers wear a life jacket for precautionary reasons.

Narrator 1: Meg and Dayne thought nothing of danger as they strapped on the orange jackets, but their mother immediately began to worry.

Mother: (to the captain) Excuse me, sir. Is it perhaps too rough to make the trip today?

Freckle Juice

Chapter 5

Name: _____ Date: _____

Cause and Effect

A **cause** is WHAT makes something happen. To help yourself figure out the **cause**, ask, "What happened first?" The **effect** is what happens because of the **cause**. Ask yourself, "What happened next?"

Let's look at this example.

A deer runs out in front of your mom's car and she slammed on the brakes.

What happened first? _____ This is the **CAUSE**.

What happened next? _____ This is the **EFFECT**.

Sometimes, you can look for **signal words** to help you identify **cause** and **effect**.

because	if	when	so	then
---------	----	------	----	------

Now, let's look at some **cause** and **effect** relationships in chapter five. Complete the chart. It has been started for you.

CAUSE	EFFECT
Andrew could not find a brown marker. (What happened first?)	He could only find a blue marker and that one would have to do. (What happened next?)
	Everyone laughed at Andrew.
Miss Kelly gives Andrew a secret formula for removing freckles.	
	Sharon tells Nicky she has a secret recipe for removing freckles.

Theme

Theme is the lesson that is learned after reading a fiction (made-up) story or book. The theme should not talk about characters, plot, setting, or anything from the story/book.

To help decide on a theme, ask yourself this question: "What did the hero or main characters do to show changes or love for another person?"

Now, think about Andrew in the end of *Freckle Juice*. What did he learn? _____

Now, place a check beside the statement below that explains a theme (lesson) of *Freckle Juice*.

- _____ Andrew decides he does not want freckles.
- _____ Teachers have secret formulas for everything.
- _____ You should be happy with yourself just the way you are.
- _____ Never trust a girl named Sharon.

Freckle Juice

Test

Name: _____ Date: _____

1. Which of the following characters is the **main character** in *Freckle Juice*?
 - a. Andrew Marcus
 - b. Nicky Lane
 - c. Miss Kelly
 - d. Sharon

2. Andrew likes Sharon as a friend.
 - a. true
 - b. false

3. Who sold Andrew a recipe for freckle juice?
 - a. Nicky Lane
 - b. Miss Kelly
 - c. Mrs. Burrows
 - d. Sharon

4. How much did Andrew pay for the freckle juice recipe?
 - a. 25 cents
 - b. 50 cents
 - c. 75 cents
 - d. one dollar

5. What type of fiction is this book?
 - a. science fiction
 - b. realistic fiction
 - c. historical fiction
 - d. nonfiction

6. Which of the following would **not** be a theme for this novel?
 - a. Be careful who you trust.
 - b. Don't try to change yourself.
 - c. Everyone wants freckles.
 - d. You should be happy with yourself just as you are.

7. What color were Andrew's new freckles?
 - a. red
 - b. brown
 - c. green
 - d. blue

8. Which of these was NOT an ingredient in the freckle juice?
 - a. ketchup
 - b. cake batter
 - c. grape juice
 - d. vinegar

9. Which search words would be **best** to use when looking for information on treating an upset stomach?
- home treatment tips
 - the stomach
 - treating yourself at home
 - how to feel better with an upset stomach
10. Which sentence from the book is the **best** example of an opinion?
- Mrs. Marcus stepped away from Andrew.
 - But tomorrow, I'm looking again.
 - And, Andrew, zip up your pants.
 - Zippers were a pain!

11. Look at the following entry for the word pit.

¹pit: /pit/ noun

1 : a hole in the ground

2 : an area set off and lower than the areas around it

3 : the space an orchestra sits in

4 : the stone of a fruit

Now, read the following sentences from the novel.

*A seed dropped in by mistake. He picked it out with his spoon. He hated **pits** in his juice.*

Which is the best definition for the word pits as it is used in this sentence?

- definition 1
- definition 2
- definition 3
- definition 4

12. Read the following sentences from the book. Which one has the **strongest** verb?

- Andrew nodded.
- He was afraid if he opened his mouth he'd lose the freckle juice.
- Andrew moaned and held his stomach.
- Andrew shook his head but his mother didn't notice.

13. Why does Mrs. Marcus give Andrew pink medicine?

- He had a nightmare.
- He has an upset stomach.
- He did not mind her.
- He lied about school.

14. How many freckles did Andrew grow after drinking the freckle juice he made?

- 0
- 10
- 15
- 20

Read the following passage from the book. Then answer the cause and effect question that follows.

Maybe the freckles would come out while he was sleeping. Right now he didn't care much if they ever came out! ...He'd show her. She'd be sorry one day. He drifted off to sleep. He had terrible dreams. A big green monster made him drink two quarts of freckle juice, three times a day. Every time he drank it, the monster got freckles, but Andrew didn't.

Andrew woke up sweaty. His stomach still felt funny. His mother gave him two more spoonfuls of that pink stuff and he fell asleep again.

15. Andrew woke up sweaty because _____.
 - a. he had no freckles still
 - b. he did not want more of the pink medicine
 - c. the monster got freckles and he didn't
 - d. he was still sick

16. Who gave Andrew the secret formula for removing the new freckles?
 - a. Sharon
 - b. Nicky Lane
 - c. Miss Kelly
 - d. the school nurse

17. What is the **main setting** in the book?
 - a. Andrew's neighbor's house
 - b. Andrew's bedroom
 - c. Andrew's school
 - d. Andrew's yard

18. Which sentence below contains hyperbole?
 - a. Andrew's mom has told him a billion times to bath every day.
 - b. Andrew's mom told him he would take three baths each day if he did not get dressed for school.
 - c. Andrew hates bathing very badly.
 - d. Andrew feels bathing is as bad as having to talk to a girl.

19. What point of view is used in the book *Freckle Juice*?
 - a. first person
 - b. second person
 - c. third person
 - d. none of these

20. Imagine that Andrew stopped Nicky Lane at the end of the book to talk to him about the freckle removing recipe he has just been told he can buy. What would Andrew tell him? Use details from the book to support your answer.

ABCs of Freckle Juice

Name: _____ Date: _____

Directions: Think of words and phrases that describe *Freckle Juice*. Then, place the word in the appropriate box. Make sure you are able to explain why each word relates to the novel.

a-b

c-d

e-f

g-h

i-j

k-l

m-n

o-p

q-r

s-t

u-v

w-x-y-z

Freckle Juice

Book Review

Name: _____ Date: _____

My overall opinion of the book was...

- This was an excellent book.
- This book was pretty interesting.
- This was just an OK book.
- This book was not great.

Explain your opinion. Why do you feel this way about the book? Make sure you use specific details to support your opinion.

I think _____ would enjoy this book because

Freckle Juice

Answer Keys

ARA = Accept Reasonable Responses

Chapter 1

Point of View

Is one of the characters telling this story? **no**

- **Answer this question to decide if the point of view is third person:**

Is there an unseen narrator telling the story? **yes**

If the answer is yes, it is third person!

What point of view is used in this novel?

- first person
- third person**

Hyperbole

Practice

Write a sentence about **freckles** that uses **hyperbole**.

ARA

Read the following sentences from the first chapter. Place a check in front of the sentence containing hyperbole.

- _____ Nicky Lane had freckles.
- _____ **He had about a million of them.**
- _____ They covered his ears and the back of his neck.
- _____ Andrew didn't have any freckles.

Discussion

Sharon tells Andrew that you can get freckles by drinking freckle juice. Andrew does not believe her. Do you believe her? Explain why or why not.

ARA

Chapter 1

1. What section would **most likely** include information about what causes freckles?
 - What Are Freckles?
 - Freckles and the Sun**
 - Freckles May Fade
 - Freckles Are Cute
2. Which words would be the **best** to use when looking for more information on freckles?
 - sunbathing tips
 - best-selling freckle treatments
 - causes of freckles**
 - pictures of freckles
3. Which section heading is an opinion?
 - What Are Freckles?
 - Freckles and the Sun
 - Freckles May Fade
 - Freckles Are Cute**
4. Which reference source will tell you how to pronounce melanin?
 - a dictionary**
 - an encyclopedia
 - an atlas
 - a thesaurus

5. What is the name of the chemical produced by skin cells that help protect the skin from sun damage?
 - a. ultraviolet
 - b. freckles
 - c. melanin
 - d. batches
6. Which of the following people are most likely to have freckles?
 - a. an adult with fair skin
 - b. a child with fair skin
 - c. an adult with dark skin
 - d. a child with dark skin
7. Sometimes freckles fade when a person ages.
 - a. true
 - b. false
8. Freckles are a sign of skin damage.
 - a. true
 - b. false
9. People with light complexions have less melanin in their skin.
 - a. true
 - b. false
10. Freckles mean you do not need sunscreen.
 - a. true
 - b. false

Chapter 2

Characters in a story are the people or animals involved in the plot. Complete the following chart by jotting down your own explanation of who each character is. The first one has been done for you.

Character	Who this is
Andrew	The main character. He does not have freckles, but he wants them.
Nicky Lane	a boy in class with Andrew – He has freckles.
Miss Kelly	Andrew's teacher
Sharon	the girl in Andrew's class he dislikes She sells him the freckle juice recipe.
Mrs. Marcus	Andrew's mother
Mrs. Burrows	the lady that lives near Andrew – his mother

The setting of a story is the time and place. The reader often has to look for clues when reading to figure out the setting. Complete the following chart by reading the passages on the left side and answering the questions on the right.

Clues for the setting	What this tells the reader
<i>...paying Sharon for anything. And fifty cents was a lot of money. It was five whole weeks of allowance!</i>	Does this story take place in the present, future, or past? past
<i>"Andrew Marcus!" Miss Kelly said. "Will you please sit down? The second bell just rang. This morning we'll begin with arithmetic.</i>	In this passage, where is Andrew? In school – math class

The **plot** of a story is what happens.

1. What is the problem in this story?

Andrew wants freckles.

2. What is happening right now in the story to try and solve that problem?

Andrew bought a recipe from Sharon for freckle juice.

Chapter 3

In chapter three, the author uses many different strong verbs to describe how excited Andrew is about the freckle juice. Read the following passages. Circle each strong verb, and then complete the chart.

- A. "I ran all the way," Andrew **panted**.
- B. Andrew **dashed** to his house, unlocked the front door and took off his shoe as soon as he was inside.
- C. Andrew held his nose, **tilted** his head back and **gulped** down Sharon's secret recipe for freckle juice.
- D. Andrew **crept** into his mother's bedroom.

Strong Verb Used	Explain why this is an effective verb choice.
A. panted	It lets the reader know that Andrew is out of breath after running.
B. dashed	It shows that Andrew ran fast.
C. tilted	It lets us know just how he moved his head.
C. gulped	Andrew drank it fast.
D. crept	This verb lets the reader know Andrew was moving slow to his mom's room.

Dictionary Skills

Look at the following entry for the word **speck**.

¹speck: (spek) noun

1 : a small discoloration or spot especially from stain or decay

2 : a very small amount : bit

3 : something marked or marred with specks

Now, read the following sentence from the novel.

Now all he needed was a speck of onion and he was all set.

Which is the best definition for the word **speck** as it is used in this sentence?

- a. definition 1
- b. **definition 2**
- c. definition 3
- d. none of these

Chapter 5
Cause and Effect

A deer runs out in front of your mom's car and she slammed on the brakes.

What happened first? A deer ran out in front of the car. This is the **CAUSE**.

What happened next? Mom slammed on brakes. This is the **EFFECT**.

Now, let's look at some **cause** and **effect** relationships in chapter five. Complete the chart. It has been started for you.

CAUSE	EFFECT
Andrew could not find a brown marker. (What happened first?)	He could only find a blue marker and that one would have to do. (What happened next?)
Andrew walked into class with blue freckles.	Everyone laughed at Andrew.
Miss Kelly gives Andrew a secret formula for removing freckles.	Andrew removes the blue freckles.
Nicky tells the class he does not like his freckles.	Sharon tells Nicky she has a secret recipe for removing freckles.

Theme

Theme is the lesson that is learned after reading a fiction (made-up) story or book. The theme should not talk about characters, plot, setting, or anything from the story/book.

To help decide on a theme, ask yourself this question: "What did the hero or main characters do to show changes or love for another person?"

Now, think about Andrew in the end of *Freckle Juice*. What did he learn? Andrew learns to be happy with himself as he is.

Now, place a check beside the statement below that explains a theme (lesson) of *Freckle Juice*.

- Andrew decides he does not want freckles.
- Teachers have secret formulas for everything.
- You should be happy with yourself just the way you are.
- Never trust a girl named Sharon.

Chapter 5

Directions: At the end of the chapter, Andrew hears Sharon telling Nicky that she has a recipe that is a secret. She tells him it will remove his unwanted freckles. Write a friendly letter to Nicky from Andrew.

Be sure your letter tells him about the recipe "you" bought from Sharon and how it did NOT work for you.

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Test

1. Which of the following characters is the **main character** in *Freckle Juice*?

- a. Andrew Marcus
- b. Nicky Lane
- c. Miss Kelly
- d. Sharon

2. Andrew likes Sharon as a friend.

- c. true
- d. false

3. Who sold Andrew a recipe for freckle juice?

- a. Nicky Lane
- b. Miss Kelly
- c. Mrs. Burrows
- d. Sharon

4. How much did Andrew pay for the freckle juice recipe?
 - a. 25 cents
 - b. 50 cents
 - c. 75 cents
 - d. one dollar

3. What type of fiction is this book?
 - a. science fiction
 - b. realistic fiction
 - c. historical fiction
 - d. nonfiction

4. Which of the following would **not** be a theme for this novel?
 - a. Be careful who you trust.
 - b. Don't try to change yourself.
 - c. Everyone wants freckles.
 - d. You should be happy with yourself just as you are.

5. What color were Andrew's new freckles?
 - a. red
 - b. brown
 - c. green
 - d. blue

6. Which of these was NOT an ingredient in the freckle juice?
 - a. ketchup
 - b. cake batter
 - c. grape juice
 - d. vinegar

7. Which search words would be **best** to use when looking for information on treating an upset stomach?
 - a. home treatment tips
 - b. the stomach
 - c. treating yourself at home
 - d. how to feel better with an upset stomach

8. Which sentence from the book is the **best** example of an opinion?
 - a. Mrs. Marcus stepped away from Andrew.
 - b. But tomorrow, I'm looking again.
 - c. And, Andrew, zip up your pants.
 - d. Zippers were a pain!

9. Look at the following entry for the word pit.

¹pit: /pit/ noun

1 : a hole in the ground

2 : an area set off and lower than the areas around it

3 : the space an orchestra sits in

4 : the stone of a fruit

Now, read the following sentences from the novel.

*A seed dropped in by mistake. He picked it out with his spoon. He hated **pits** in his juice,*

Which is the best definition for the word pits as it is used in this sentence?

- a. definition 1
- b. definition 2
- c. definition 3
- d. definition 4

10. Read the following sentences from the book. Which one has the **strongest** verb?
- Andrew nodded.
 - He was afraid if he opened his mouth he'd lose the freckle juice.
 - Andrew **moaned and held his stomach**.
 - Andrew shook his head but his mother didn't notice.
11. Why does Mrs. Marcus give Andrew pink medicine?
- He had a nightmare.
 - He has an upset stomach.**
 - He did not mind her.
 - He lied about school.
12. How many freckles did Andrew grow after drinking the freckle juice he made?
- 0**
 - 10
 - 15
 - 20

Read the following passage from the book. Then answer the cause and effect question that follows.

Maybe the freckles would come out while he was sleeping. Right now he didn't care much if they ever came out! ...He'd show her. She'd be sorry one day. He drifted off to sleep. He had terrible dreams. A big green monster made him drink two quarts of freckle juice, three times a day. Every time he drank it, the monster got freckles, but Andrew didn't. Andrew woke up sweaty. His stomach still felt funny. His mother gave him two more spoonfuls of that pink stuff and he fell asleep again.

13. Andrew woke up sweaty because _____.
- he had no freckles still
 - he did not want more of the pink medicine
 - the monster got freckles and he didn't
 - he was still sick**
14. Who gave Andrew the secret formula for removing the new freckles?
- Sharon
 - Nicky Lane
 - Miss Kelly**
 - the school nurse
15. What is the **main setting** in the book?
- Andrew's neighbor's house
 - Andrew's bedroom
 - Andrew's school**
 - Andrew's yard
16. Which sentence below contains hyperbole?
- Andrew's mom has told him a billion times to bath every day.**
 - Andrew's mom told him he would take three baths each day if he did not get dressed for school.
 - Andrew hates bathing very badly.
 - Andrew feels bathing is as bad as having to talk to a girl.
17. What point of view is used in the book *Freckle Juice*?
- first person
 - second person
 - third person**
 - none of these
18. Imagine that Andrew stopped Nicky Lane at the end of the book to talk to him about the freckle removing recipe he has just been told he can buy. What would Andrew tell him? Use details from the book to support your answer.

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