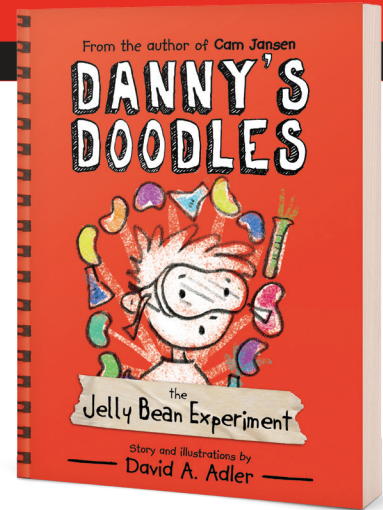


Danny's Doodles: The Jelly Bean Experiment

By David A. Adler

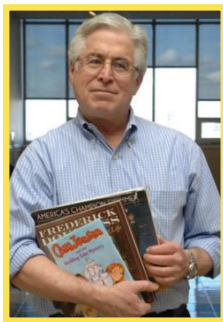
A Common Core State Standards-aligned Activity
and Discussion Guide for **Grades 2-4**



A Calvin
Waffle

About the Book

Danny Cohen's new friend is 100% weird. New to Danny's fourth grade class, Calvin Waffle has a knack for following his classmates around to collect data for his science experiments. He carries jelly beans everywhere, and claims his father is a spy. Danny isn't quite sure just what to make of this quirky newcomer until Calvin reluctantly agrees to help the baseball team. His ability to correctly predict each pitch before it is thrown leads his team to victory and makes him a hero to his new friends.



About the Author

David A. Adler, a former math teacher and editor, is the author of more than two hundred books for young readers including the Cam Jansen Mysteries, the entire Picture Book Biography series, and *Don't Talk to Me About the War*. He lives in New York. His website can be found at www.davidaadler.com.

"The first-person narration, realistic characters, and occasional line-drawing 'doodles' will keep pages turning. Young readers will easily see themselves in Danny and his compatriots."

—Kirkus

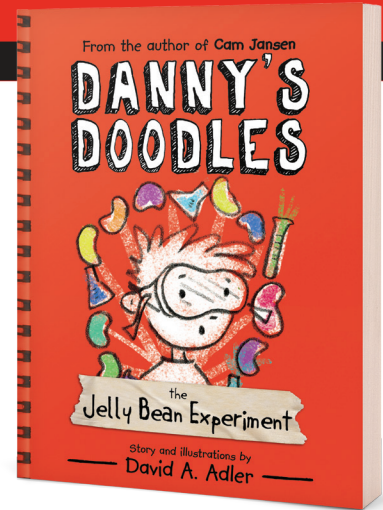
"The novel delivers laughs as well as a clear message about friendship and acceptance, even when one's friend is '100% weird.'"

—Publishers Weekly

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Pre-Reading Activities

- Ask students to examine the front and back covers of the book, looking at both the words and pictures. Now ask them to flip through the book, looking at various pages. What have they learned about the story from this examination? How would they describe the drawing style? Do the pictures give clues about the story?
- Look at the Table of Contents. Why does each chapter mention a day of the week?
- Ask students if they like to do experiments and to describe some experiments they've done. What are some possible experiments using jelly beans?

Post-Reading Activities

Vocabulary: What's That Word?

As they read the book, ask students to note any unfamiliar words or phrases and to try and uncover the meaning through context and/or by consulting a dictionary. Ask them to keep a notebook of words that are hard for them to remember and to use each in a sentence to reinforce the meaning and usage.

L 2.2e, 2.4, 2.4a, 2.4e, 3.2g, 3.4, 3.4a, 4.4, 4.4a; RL 3.4, 4.4; RF 2.4c, 3.4c, 4.4c

Some examples:

skew
lurking
data
statistics
behaviorial



crisscrosses
braille
antiques
inadequate
tally

limber
conditioner
embarrasses
chemical engineer

Discussion Questions

RL 2.1, 2.7, 3.1, 4.1; RF 2.4, 2.4a, 3.4, 3.4a, 4.4, 4.4a; SL 2.1, 2.1a, 2.1b, 2.1c, 3.1;
L 2.1, 2.3, 3, 3.3, 4.1, 4.3, 4.3a



A Couple of Characters

Help students understand that they can develop ideas about a character by looking at his or her thoughts, actions, and words. Lead a discussion where students compare Danny's character with Calvin's. How are they different? How are they alike? Do students think it's likely that the two boys would become friends? What things do Calvin and Danny learn about each other by the end of the story? Danny is the narrator; how would the story be different if Calvin told the story from his point of view?

RL 2.3, 2.6, 3.3, 3.6, 4.3, 4.6

Doodle Dandy

Have students draw their own doodles of Calvin, Danny, Annie, Mrs. Waffle, Mrs. Cakel, Karen, and Mrs. Cohen and share them with the class. Choose and post one drawing of each character and have the class compile a list of words and phrases describing each. Do the words chosen reflect the theme of the story? Do students think the story is funny, or can they suggest another theme? Ask them to describe the funny parts.

Look at the words describing Calvin and his mom. Do they share any characteristics? Different, weird, and original may be some of the words describing Calvin and his mom; talk about the use of positive and negative words used to describe the same trait. Do students think Calvin is strange because his mother is? Does Calvin's mom seem "real" or is she just too silly?

RL 2.3, 3.3, 4.2, 4.3

Getting to Know Calvin

Lead a discussion about Calvin, the new kid in town:

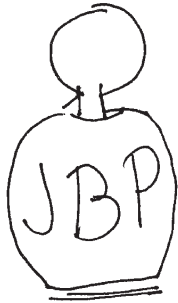
RL 2.3, 3.3, 3.6, 4.3

- Ask students why they think Calvin tells Danny that his father is a spy. Does Danny believe him? Do the other students? Does it matter to Danny if Calvin's dad is a spy?
- Would students have liked attending Calvin's party? Who was there? How do they decide what to do at the party? Why is Danny embarrassed at the end of the party? How does he feel about Annie?

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Mrs. Waffle



Jelly Bean
Perfume

- Why does Calvin believe that JBP (Jelly Bean Perfume) will change people's lives?
- Why does Calvin swallow his gum before giving his report? How does this decision affect students' opinion of Calvin?
- How do his friends find out about Calvin's ability to "read" people? Ask students to describe this ability. Do they know anyone who can read people? Is this a teachable ability, or is it innate? What other gifts are innate like this?

Activities

Turning Points

Break the class into 8 small groups and have each write a 1-2 sentence summary of one of the book's chapters. Have one student read their summary to the entire class and then, as a class, construct a chart of the book. Which chapters contain the most important turning points of the story?

RL 2.1, 2.5, 3.1, 4.1; SL 2.1, 2.3, 3.1; W 2.8, 3.8, 4.8

Reader's Theater

Have each of the same small groups write a script based on "their" chapter and then perform it for the class. Does hearing the dialogue performed influence students' opinions of the characters? Does it enhance the humor?

RL 2.6; RF 2.4a, 2.4b, 3.4, 3.4a, 3.4b, 4.4, 4.4a, 4.4b; W 2.7; SL 3.4, 4.4; L 2.1, 2.3, 3, 3.2, 3.3, 4.1, 4.3, 4.3a

Great Brains

Science and scientists are a central theme in the book. Have students do independent research and write a report on one of the scientists and inventors mentioned: George Washington Carver, Benjamin Franklin, Thomas Edison, Alexander Graham Bell, Louis Braille, and Chester Greenwood.

W 3.7, 3.8, 4.7, 4.8; L 2.1, 2.2, 2.3, 2.2e, 3, 3.2, 3.2g, 4.1, 4.2, 4.2a, 4.2b, 4.2c, 4.2d

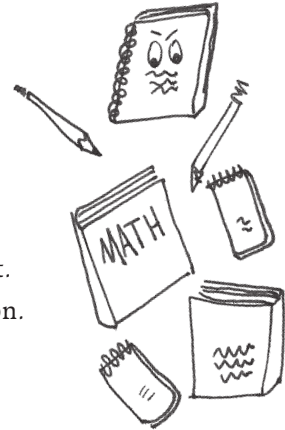
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Boy Scientist

After students have written their report on a scientist, have them write an essay comparing and contrasting their scientist with Calvin. Do they share some of the same characteristics? Do students think Calvin will grow up to become a successful scientist? Why or why not?

RL 2.7, 4.1; RF 2.4, 3.4, 4.4; W 2.1, 3.1, 3.1a, 3.1b, 3.1c, 3.1d, 3.3, 4.1, 4.1a, 4.1b, 4.1c, 4.1d, 4.3, 4.3a, 4.3b;
L 2.1, 2.2, 2.2e, 2.3, 3, 3.2, 3.2g, 3.3, 4.1, 4.2, 4.2a, 4.2b, 4.2c, 4.2d, 4.3, 4.3a, 4.3b



What Do YOU Think?

On page 64, Danny asks the question “But is that right?” referring to Calvin's talent. Ask students to write their own opinion with supporting statements and a conclusion.

RL 3.6; W 2.1, 3.1, 3.1a, 3.1b, 3.1c, 3.1d, 4.1, 4.1a, 4.1b, 4.1c, 4.1d
L 2.1, 2.2, 2.3, 2.2e, 3, 3.2, 3.2g, 3.3, 4.1, 4.2, 4.2a, 4.2b, 4.2c, 4.2d, 4.3, 4.3a, 4.3b

Family Study

Have students choose someone in their family to observe for a week, making notes each day about their behavior, and then analyze their notes at the end of the week. Have they noticed any pattern of behavior that leads to reading people? How would they verify this? Have them write a report sharing their findings, and then share it orally with the class.

W 2.1, 3.1, 3.1a, 3.1b, 3.1c, 3.1d, 4.1, 4.1a, 4.1b, 4.1c, 4.1d; SL 3.4, 4.4; L 2.1, 2.2, 2.3, 3, 3.2, 3.3, 4.1, 4.2, 4.2a, 4.2b, 4.2c, 4.2d, 4.3, 4.3a, 4.3b



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