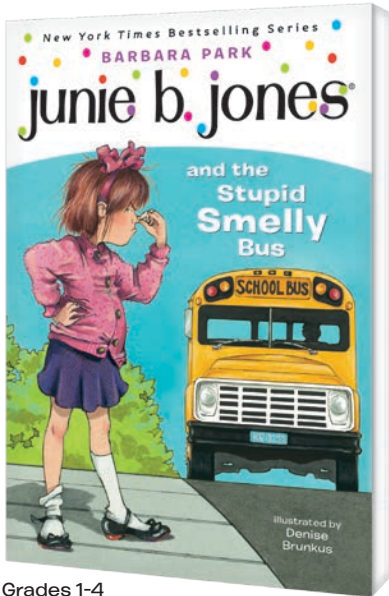


# junie b. jones<sup>®</sup>

## and the Stupid Smelly Bus



Grades 1-4  
 PB: 978-0-679-82642-2  
 HC: 978-0-679-92642-9  
 EL: 978-0-307-75484-4  
 CD: 978-0-807-21167-0

### Pre-Reading Activities

In *Junie B. Jones and the Stupid Smelly Bus*, Junie B. meets new friends on her school bus and in her kindergarten class. Have your students turn to the classmate sitting next to them and describe and or say one nice thing they know about their neighbor.

It is important for children to know what to do in case they find themselves lost. Discuss with your students what they should do if they are in different situations and find themselves separated from an adult. Make a list of what kind of information they should know about themselves ie. their phone number, address etc. and/or who they should call for help.

Remember when it was scary to go to school? 'Cause it was your first day and you didn't know anything? Meet Junie B. Jones, kindergartner. She's so scared of the school bus and the meanies on it that when it's time to go home, she doesn't.

In this guide, you can help your class get to know each other and their school by taking part in the **"Getting to Know You"** and **"You Are Here"** classroom exercises just as Junie B. and Mrs. do in *Junie B. Jones and the Stupid Smelly Bus*. Map-making and drawing are two skills explored in these activities.

### Getting to Know You

Junie B. begins to settle in during those first few days in her kindergarten class after she gets to know a few of her classmates. With roll paper and crayons/markers, you can help students in your class find out more about each other as well. Have your students lie down on roll paper, and trace the outline of each one. (Students may assist by tracing each other)

After writing their names at the top, students may design themselves, drawing in facial features, hair, clothing, etc. Then, along the perimeter of the tracings, assist students in writing in a number of their favorite things, including color, food, toy, holiday, etc. Hang completed tracings around the classroom, using them to acquaint students with each other by highlighting unique qualities as well as things they have in common.

### You Are Here

After a walking tour of her school, Junie B. is more familiar with her school surroundings and the important places to know. Take your students on a walking tour of your school, pointing out such places as: the library/media center, the cafeteria, the nurse's office, the boys'/girls' rooms, the gym, etc. After returning to the classroom, assist students in listing on the blackboard, each location visited along with what each one is for. Then, using their own classroom as a reference point marked You Are Here, assist students in drawing school maps, locating and labeling each place accordingly.

This activity may be tailored for younger students by preparing a map outline for them to fill in. Students may then color in their maps for classroom display. As a follow-up activity, students may write a paragraph describing their walking tour and what they learned along the way.

# Build character with junie b. jones®

Welcome Junie B. into your classroom to create a warm and positive environment while sharing laughter and developing a lasting love of reading. The following activities promote the community building blocks of:

- Tolerance and Acceptance
- Conflict Resolution
- Problem Solving
- Character Education

And they teach the classic themes of friendship, family, honesty, sharing, and growing up.

## Junie B. and Character Education

Character education promotes moral values, the fundamental key to having a safe, inviting classroom where learning can take place. Whether the topic is cheating or resolving conflicts, the Junie B. Jones series addresses issues that can be used to assist in teaching moral principles to the class.

Let your class laugh themselves silly with Junie B.—even the most reluctant readers will be engaged and excited while being encouraged to be respectful to everyone in their classroom and in their community. So invite Junie B. into your classroom and see how she charms students and parents alike, while conveying the important messages of respect, dignity, perseverance, honesty, kindness, and all the other traits of a good citizen!

This Educators' Guide includes Common Core Standards correlations.



### Join the Junie B. Jones Teacher Club!

Visit [JunieBJones.com/teachers](http://JunieBJones.com/teachers) to sign up today and access *free* Educators' Guides and activity sheets for every Junie B. Jones book.

**“Park convinces  
beginning readers  
that Junie B.—and  
reading—are  
lots of fun.”**

—Publishers Weekly

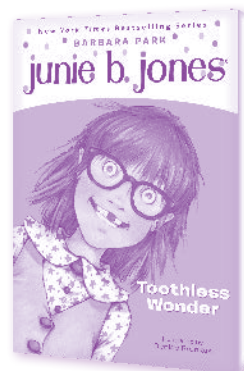
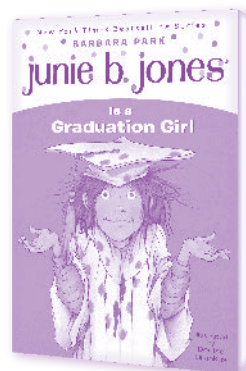
# Build character with junie b. jones®

## Building Character

Create a classroom environment that promotes respect and kindness. Junie B. is always learning valuable life lessons. Let her evolving insights help your students understand the importance of building good character.

- Use our lesson ideas to help introduce character traits to the class and to emphasize why having such traits promotes a healthy and safe environment where optimal learning and fun can take place.
- Reproduce the included journal cover and journal pages, and use them to help foster good character traits in the classroom throughout the year.
- Have students read all the books in the series and identify and record passages where Junie B. exhibits good character. Conversely, Junie B. often behaves badly at first. Have students record these instances along with suggestions for better ways to handle the situations.
- Students can also keep track of their own good behavior by writing down examples of actions they have taken that promote **respect, dignity, perseverance, honesty, kindness, tolerance, responsibility, caring, self-discipline, citizenship, courage, or fairness.**
- As each child records something they do that represents good behavior pertaining to a certain character trait, award him or her with a sticker corresponding to that trait so they can add it to their “Build Character with Junie B. Jones” journal entry.

Once the entire class has completed a good deed pertaining to a character trait, display the corresponding journal pages outside the classroom to show the whole school that you are a character-building class!



# Classroom Lesson Ideas Based on Character Traits

## RESPECT

Define the term *respect* and discuss with your class how it is important to be respectful to **yourself**, meaning that one should be proud of one's actions and behaviors; be respectful to **others**, meaning that one should be thoughtful and caring to others; and be respectful to **resources**, meaning that one should take care of one's own and others' belongings. Reproduce the Respect activity and have students write down actions that demonstrate the three areas of respect.

In **BOO . . . and I MEAN It!**, Junie B. is not appreciative of the Halloween treats her neighbors hand out to her. Discuss why her mom was not pleased with her behavior. Ask students to define *respect* and talk about how it is related to how people treat one another. Is it important to be respectful to others, to others' property, and even to oneself? Discuss if Junie B.'s reaction to the neighbors is respectful. What would have been the more respectful way to handle that situation?

Correlates to Common Core Standard CCSS.RL.2.3: Describe how characters in a story respond to major events and challenges.

On page 63 of **One-Man Band**, Junie B. states in reference to her friend Sheldon, "I like that odd boy. I really, really do." Ask students how this demonstrates respect. Discuss how Sheldon sometimes sees things differently than most. Ask students to share with the class a time when they have been respectful of others' ideas or behaviors, even if they thought they were different or odd. Is it good to be a little different?

Correlates to Common Core Standard CCSS.RL.2.3: Describe how characters in a story respond to major events and challenges.

## PERSEVERANCE

In **One-Man Band**, Junie B. learns the importance of perseverance. Define the term for the class and ask them to think how Junie B.'s dad's statement that "when life hands you lemons, you have to learn to make lemonade" relates to the definition of *perseverance*. Ask students to explain how Junie B. perseveres in this story. Reproduce the Perseverance activity sheet included and have students tell how they have demonstrated perseverance in their lives.

Correlates to Common Core Standard CCSS.RL.2.3: Describe how characters in a story respond to major events and challenges.

## DIGNITY

In **Cheater Pants**, Mr. Scary is disappointed in Junie B. after she makes the decision to copy May's homework paper. Junie B. then cheats on her spelling test and decides to come clean with Mr. Scary. Define the term *dignity* and how it relates to the decision that Junie B. makes to tell Mr. Scary the truth. Ask students why it is important that Mr. Scary writes Junie B. a cinquain to let her know that he can trust her again. How do they think this makes Junie B. feel? Reproduce the activity on Dignity and have students write a cinquain

in response to Mr. Scary's to let him know that Junie B. understands the importance of dignity.

Correlates to Common Core Standard CCSS.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

In **Toothless Wonder**, Junie B. is excited about being the first person in her class to have a loose top tooth, but her excitement dwindles when classmates mention that she might look strange, like Uncle Lou. Discuss with the class how dignity starts with liking yourself and how you look and not caring what others think. How does Junie B.'s grandpa help her cope with not liking how she looks without her tooth?

Correlates to Common Core Standard CCSS.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

## HONESTY

In **Cheater Pants**, Junie B. learns that doing your own work is not "a suggestion." Define the term *cheating* and discuss how it relates to honesty and one's dignity. Also define the term *cause and effect*. Ask students to think about the consequences that occur because of Junie B.'s poor choices.

Correlates to Common Core Standard CCSS.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

## KINDNESS

Discuss how kindness can sometimes defuse a problem. In **Junie B. Jones and That Meanie Jim's Birthday**, Jim's mean comment and the comments Junie B. makes in retaliation lead Jim to not invite Junie B. to his birthday party. Have students reread pages 10-15 and ask them to pinpoint behaviors that are not kind. Ask students to think of ways Junie B. could have reacted that might have made the situation better, and have students role-play these as a class.

Correlates to Common Core Standard CCSS.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

## TOLERANCE

Throughout the series, Junie B. is sometimes annoyed about the attention her little brother, Ollie, receives. Ollie cries a lot and he needs to be fed, and it sometimes seems to Junie B. that his needs are considered more important than her own. Discuss with the class how, even though we may not be comfortable with someone or a situation, there are times when we need to be tolerant and understanding. Junie B.'s recurring conflicts with May also illustrate a lack of tolerance and understanding. For example, in **Turkeys We Have Loved and Eaten (and Other Thankful Stuff)**, Junie B.'s reaction to May's behavior makes the situation even worse. Ask students how Junie B. could behave differently to show she is more tolerant of others and understands others' points of view.

Correlates to Common Core Standard CCSS.RL.2.3: Describe how characters in a story respond to major events and challenges.

# Classroom Lesson Ideas

## Based on Character Traits (continued)

### RESPONSIBILITY

In **Boss of Lunch**, Junie B. takes on a job in the school cafeteria. As her dad points out, “A helper makes things easier.” Discuss with the class Junie B.’s responsibilities in helping Mrs. Gutzman. Does she do a good job? Ask students to share jobs they take on that show they are responsible.

● Correlates to Common Core Standard CCSS.RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

In **Junie B. Jones Is a Graduation Girl**, Junie B. does not listen to her teacher’s or her mother’s directions and ends up doing something irresponsible. Ask students to think of ways Junie B. could have been more responsible with her graduation gown.

● Correlates to Common Core Standard CCSS.RL.2.3: Describe how characters in a story respond to major events and challenges.

### CARING

In **Junie B. Jones Has a Peep in Her Pocket**, Junie B. is afraid of going to the farm. How do Farmer Flores and Mrs. show they care about Junie B. and understand her fears? What do they do to help Junie B. conquer her fears of roosters and the farm? Ask students to share some things they do to let friends or family know they care.

● Correlates to Common Core Standard CCSS.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

In **Junie B. Jones and That Meanie Jim’s Birthday**, Junie B.’s feelings are hurt when Jim doesn’t invite her to his birthday party. How does her family show that they care about her hurt feelings? Ask students to identify things her friends and family do to show that they care.

● Correlates to Common Core Standard CCSS.RL.2.3: Describe how characters in a story respond to major events and challenges.

### SELF-DISCIPLINE

As a class, read **Junie B. Jones Is Not a Crook** and discuss the importance of self-discipline. Someone took Junie B.’s mittens, and when she goes to the Lost and Found, she finds a backpack she really wants but controls herself and doesn’t take it. She also finds a pen under the water fountain and thinks, “Finders Keepers.” Discuss with the class if this thinking is correct. Ask students how Junie B. exhibits self-discipline when she turns the pen in to the Lost and Found box.

● Correlates to Common Core Standard CCSS.RL.2.3: Describe how characters in a story respond to major events and challenges.

In **Junie B. Jones and Her Big Fat Mouth**, Junie B. gets in trouble for shooting off her mouth. Mrs. asks Junie B. to control herself better in class. Ask students to give her some advice on how she can practice self-discipline, which will help keep her out of trouble. Reproduce the Self-Discipline activity sheet and have students write down their tips on how to help Junie B. control herself.

● Correlates to Common Core Standard CCSS.RL.2.3: Describe how characters in a story respond to major events and challenges.

### CITIZENSHIP

In **Toothless Wonder**, Miss Chris came in to talk about recycling and how it is important not to litter. Define *citizenship* and discuss the kinds of behavior that demonstrate being a good citizen. Ask the class to explain how recycling and not littering translate into being a good citizen. As a class, make a list of behaviors that exhibit good citizenship, and post it in the classroom.

### COURAGE

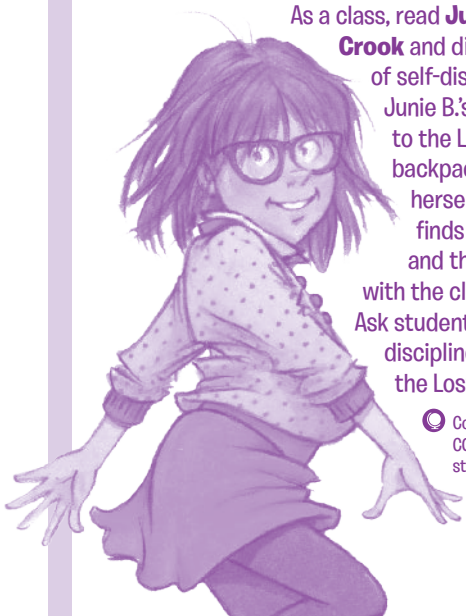
In **Junie B. Jones and That Meanie Jim’s Birthday**, Junie B. decides that it’s okay to be the only one not to go to Jim’s birthday party. Discuss the term *courage* and how Junie B. exhibits courage when she makes this decision. Ask students to share a time when they did something courageous. Ask them how Junie B.’s decision not to go to the party of a boy she doesn’t really care for also displays dignity. How are courage and dignity related? Ask students to think of an example where both courage and dignity played into a decision they have made in their own lives.

● Correlates to Common Core Standard CCSS.RL.2.3: Describe how characters in a story respond to major events and challenges.

### FAIRNESS

In **Shipwrecked**, Mr. Scary wants to put on a play and lets Junie B. and José pick their roles first because they gathered the most facts about Christopher Columbus. Ask students why they think Mr. Scary does this. Discuss if the students think this is fair. What do they think would happen if he just let everyone pick at once? Ask students to take on the role of Mr. Scary, and ask them how they would have handled the same situation to make sure everyone had a fair chance to pick their characters for the play.

● Correlates to Common Core Standard CCSS.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

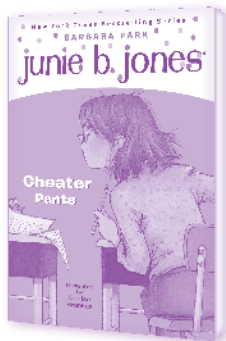


Name: \_\_\_\_\_

# Build character with junie b. jones®

## DIGNITY

At the end of **Cheater Pants**, Mr. Scary writes Junie B. a cinquain letting her know that he trusts her. Help Junie B. write a cinquain about what she has learned about honesty and dignity. Remember to follow the rules in writing a cinquain.



1st line: One word (title)

2nd line: Two words that describe the title

3rd line: Three action words about the title

4th line: Four words that express a thought or feeling  
about the title

5th line: One word that means the same thing as the title

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Name: \_\_\_\_\_

# Build character with junie b. jones®



## PERSEVERANCE

Share a time when you had to persevere even if it was tough.  
Write down the task you wanted to accomplish, and then write  
down the actions you had to do to actually accomplish your goal.

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(Task)



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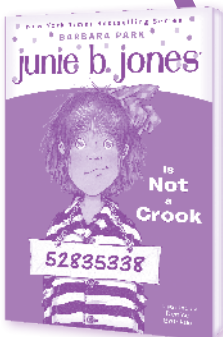
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# Build character with junie b. jones®

## RESPECT

Being respectful is one of the most important building blocks of good character. Respect is like a shield that protects you, others, and resources from poor behavior. Below are some examples of how Junie B. is respectful. Underneath them, write down some examples of how you are respectful.

RESPECT		
You	Others	Resources
Don't cheat on my spelling test.	Listen to Mr. Scary and don't interrupt during his lessons.	Don't kick my mom's watering can.



Teachers: Reproduce this activity sheet to use with students.

JunieBJones.com

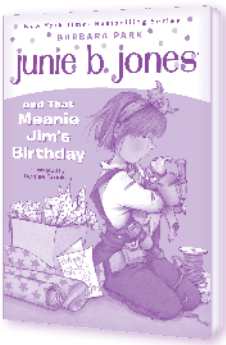


Name: \_\_\_\_\_

# Build character with junie b. jones®

## SELF-DISCIPLINE

Junie B. is always getting herself in trouble, and all she needs to do to avoid this is to display a little self-discipline. Give Junie B. some tips on how she can control herself better.



Ignore Jim when he makes mean comments.

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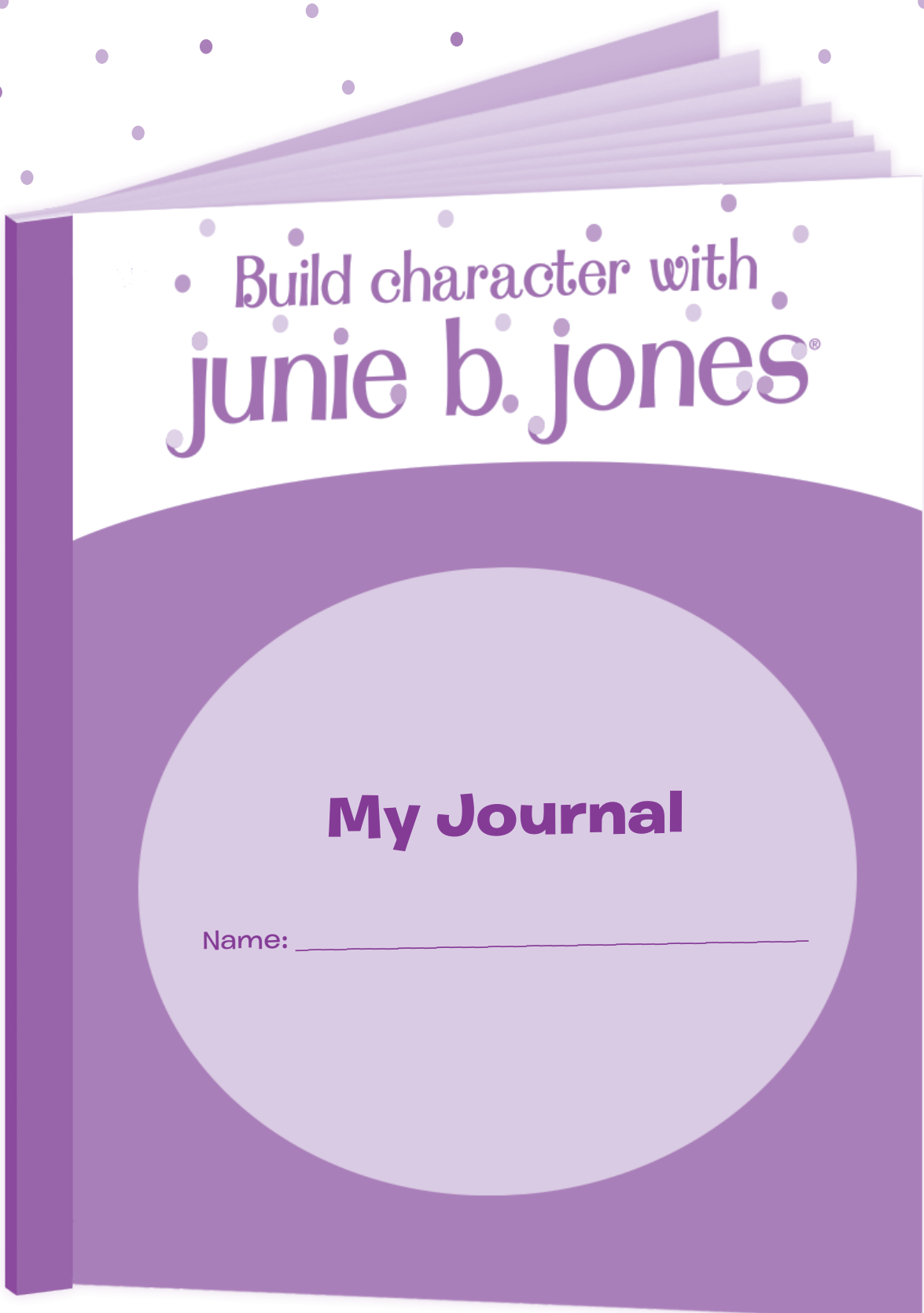
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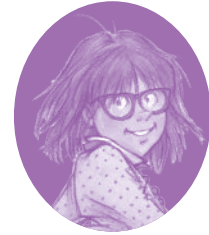
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**junie b. jones®**

**My Journal**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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**junie b. jones®**



**Book Title:**

\_\_\_\_\_

**Character Trait:**

\_\_\_\_\_

**Example in Book:**

\_\_\_\_\_

\_\_\_\_\_

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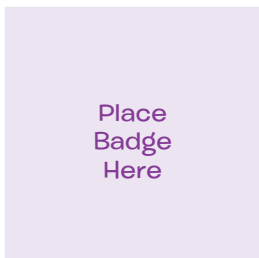
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**Teachers: Reproduce this journal page to use with students.**

© Correlates to Common Core Standard CCSS.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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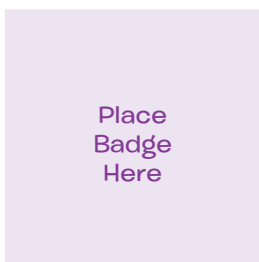
Build character with  
**junie b. jones**<sup>®</sup>



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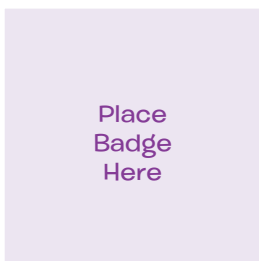
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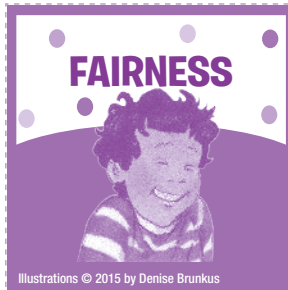
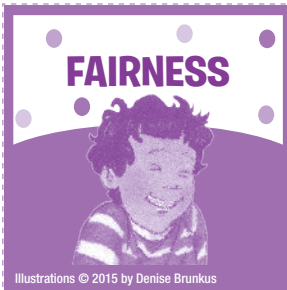
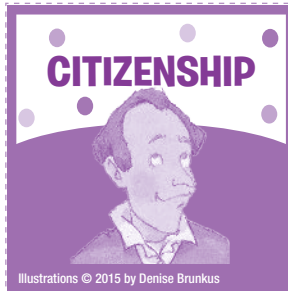
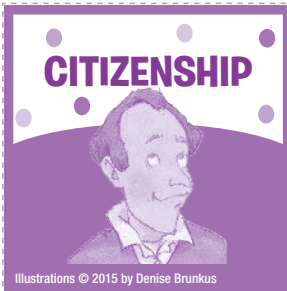
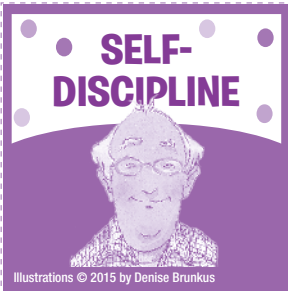
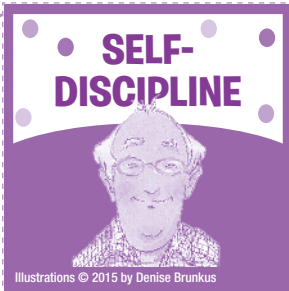
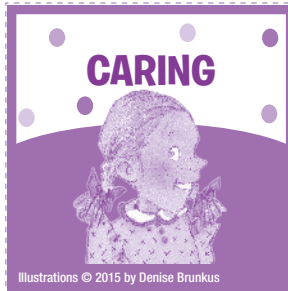
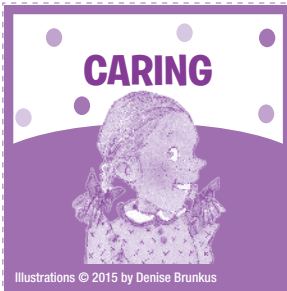
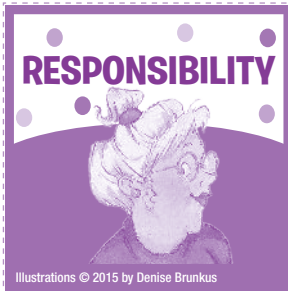
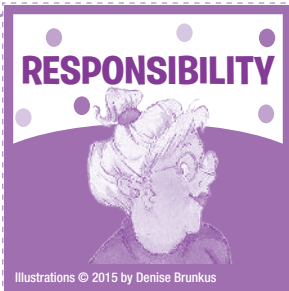
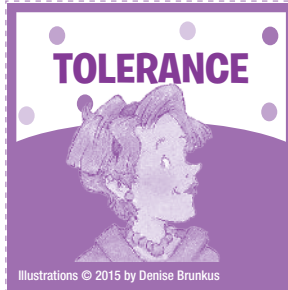
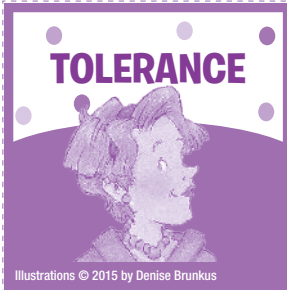
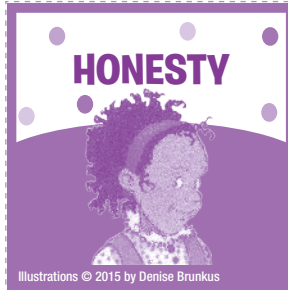
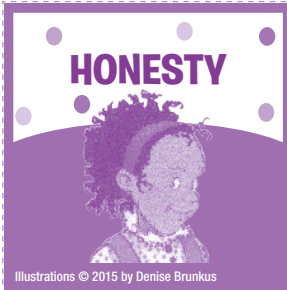
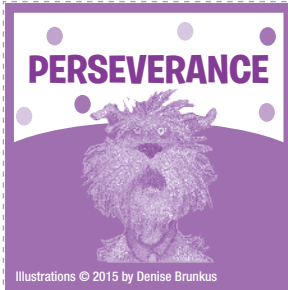
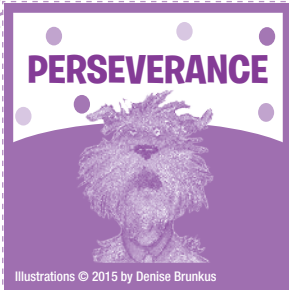
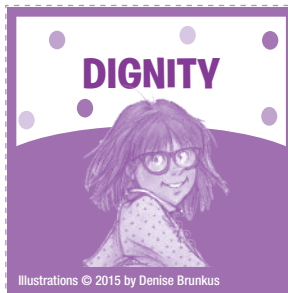
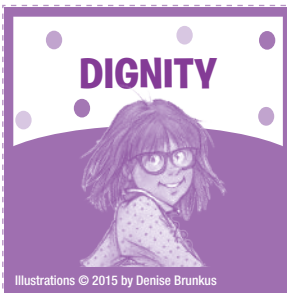


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by \_\_\_\_\_

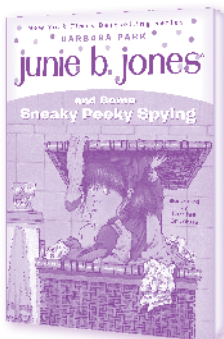
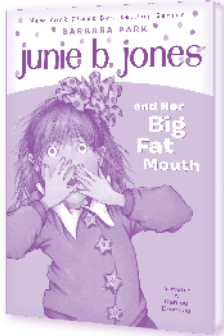
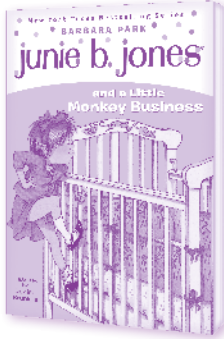
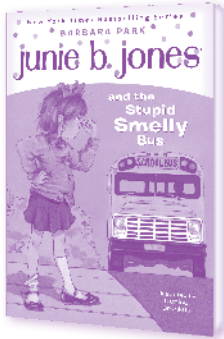
# Character Trait Badges



Teachers: Reproduce and cut out these badges for students to use in their "Build Character with Junie B. Jones" journals.

Name: \_\_\_\_\_

## How many Junie B. Jones books have you read?



- #1: Junie B. Jones and the Stupid Smelly Bus
- #2: Junie B. Jones and a Little Monkey Business
- #3: Junie B. Jones and Her Big Fat Mouth
- #4: Junie B. Jones and Some Sneaky Peeky Spying
- #5: Junie B. Jones and the Yucky Blucky Fruitcake
- #6: Junie B. Jones and That Meanie Jim's Birthday
- #7: Junie B. Jones Loves Handsome Warren
- #8: Junie B. Jones Has a Monster Under Her Bed
- #9: Junie B. Jones Is Not a Crook
- #10: Junie B. Jones Is a Party Animal
- #11: Junie B. Jones Is a Beauty Shop Guy
- #12: Junie B. Jones Smells Something Fishy
- #13: Junie B. Jones Is (almost) a Flower Girl
- #14: Junie B. Jones and the Mushy Gushy Valentime
- #15: Junie B. Jones Has a Peep in Her Pocket
- #16: Junie B. Jones Is Captain Field Day
- #17: Junie B. Jones Is a Graduation Girl
- #18: Junie B. Jones: First Grader (at last!)
- #19: Junie B. Jones: Boss of Lunch
- #20: Junie B. Jones: Toothless Wonder
- #21: Junie B. Jones: Cheater Pants
- #22: Junie B. Jones: One-Man Band
- #23: Junie B. Jones: Shipwrecked
- #24: Junie B. Jones: BOO . . . and I MEAN It!
- #25: Junie B. Jones: Jingle Bells, Batman Smells! (P.S. So Does May.)
- #26: Junie B. Jones: Aloha-ha-ha!
- #27: Junie B. Jones: Dumb Bunny
- #28: Junie B. Jones: Turkeys We Have Loved and Eaten  
(and Other Thankful Stuff)
- Junie B. Jones: Top-Secret Personal Beeswax: A Journal by  
Junie B. (and me!)
- Junie B's Essential Survival Guide to School
- Junie B. Jones: These Puzzles Hurt My Brain! Book
- Junie B. Jones: Junie B. My Valentime

Teachers: Reproduce this checklist to use with students.

JunieBJones.com



Visit  
**JunieBJones.com**

for Games, Character Profiles, Printables,  
and Information on the Junie B. Kids Club



Sneak a peek into the "Top-Secret Personal Beeswax Journal"  
of the outspoken and lovable Junie B. Jones . . .  
now the star of her own brand-new musical!

Perform the show at your school or find a production  
playing near you: [mtishows.com/junie](http://mtishows.com/junie)