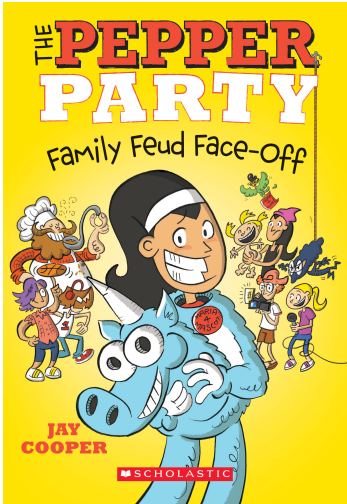


A Curriculum Guide for Educators & Readers



Discussion points, activities, and writing prompts to help educators use *The Pepper Party Family Feud Face-Off* as a classroom read-aloud or as a selection for independent reading. Great for book clubs, too!

About the Author, Jay Cooper

Jay Cooper is the author and illustrator of *The Spy Next Door* series from Scholastic and the illustrator of the *Bots* series from Little Simon. He lives in Maplewood, New Jersey. Visit him at www.jaycooperbooks.com.



Common Core Aligned for 2nd- 4th Grade

2nd: ELA.RL.2.1, 2, 3, 4, 5, 6, 7; W.2.1, 2, 3, 7; SL.2.1, 2, 3, 4

3rd: ELA.RL.3.1, 2, 3, 4, 5, 6, 7; W.3.1, 2, 3, 4, 7, 8; SL.3.1, 2, 3, 4

4th: ELA.RL.4.1, 2, 3, 4, 7; W.4.1, 2, 3, 7; SL.4.1, 2, 3, 4, 5

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Before You Read...

1. Take a close look at the cover of *The Pepper Party Family Feud Face-Off*. What do you see? Describe the characters. Can you guess what the story might be about? What clues can you find in the cover art to support your prediction?
2. Read the text on the back of the book. What do you learn about the story from this blurb? What questions does it raise about the story?
3. Using all this information, can you make any predictions about what might happen in the book?
4. List five questions you have, and hope to have answered, about the book.

Chapters 1-3

1. Using chapters one through three as evidence, who is Maria Pepper? Draw an outline of a human figure, which will represent Maria, on a large piece of paper.
 - a. Write any known details about Maria inside the outline. Outside of the outline, discuss and write any questions about Maria that you might have.
2. Maria shares a room with her sister Annie. How is Annie different from Maria?
 - a. How do their sides of the bedroom differ from one another?
3. Why does Maria want to win the San Pimento Grade School mascot contest?
4. Maria describes her family as “incredibly, annoyingly Peppery.” Using evidence from the text, explain what she means by this.
5. It seems Maria has some competition for mascot. Using chapters one through three as evidence, who is Darren Dill? Draw an outline of a human figure, which will represent Darren, on a large piece of paper.
 - a. Write any known details about Darren inside the outline. Outside of the outline, discuss and write any questions about Darren that you might have.

Making Connections:

Does your school have a mascot? If so, what is it? If not, what would you choose as your school mascot?

Using the internet, research "how to be a school mascot." Then, pretend you are going to try-out for the part. What would you do for your audition?

Make an audition video to share with the class. Everyone can vote on who they think is best for the role!

Chapters 4-6

1. How does Maria's plan to sing a jingle on the morning announcements to get votes backfire on her?
2. Sal is the school's new lunch person and he serves *Sal's Seriously Spicy Sriracha Chili*. Why does Maria think it ruins her chances of being the school mascot?
 - a. Describe in your own words what happens when the students eat Sal's chili.
3. What is froosbetball?
4. What does Darren Dill mean when he said, "Sometimes you have to give up the things that hold you back"?
5. What does Darren do for his try out?
 - a. Do you think he is telling the truth? Or is this all to further manipulate the students into voting for him? Explain your answer.

Chapters 7-9

1. What was Maria planning on doing for her try-out? Do you think this would have been a good try-out and would she have won?
2. Megs, Ricky, and Sal all have plans to help Maria win the competition. What do each of them do to "help"? If you were Maria, how would you feel about this?

3. Darren explains to the Peppers how he divorced his family. How does he plan to help Maria do the same?
4. Life with Darren and Crinklebottom is very different from life at the Pepper house. List five differences described in the text.
5. What does Maria start to miss about living with her family?
6. What secret about Darren Dill do Annie and Beta uncover?
 - a. Can you predict, given the information that Annie and Beta uncover, why Darren Dill wanted to be the Pimento Olive so badly?

Chapters 10-12

1. Use the chart below to record how the Peppers overcome each of the security obstacles at Darren’s apartment building.

Obstacle #	Describe obstacle	How do the Peppers overcome the obstacle?
1	Guards in the lobby.	
2		
3		
4		

2. What is in Darren’s TOP SECRET room?
3. Why hadn’t Darren shredded the Pimento Olive costume yet? What does he propose to Maria?
4. How does Scoochy save the day?
5. Using a shoebox, create a diorama of one of the following parade floats in Chapter 12:
 - a. The Dill Family float

- b. The Froosbetball team float
- c. The Rap and Break-dancing float
- d. The San Pimento Olive float

Making Connections:

Examine the quote from *How to Make Friends, Influence People, and Crush Your Enemies into Dust* on page 122.

“Vlad the Impaler taught his little brother how to ride a bike. Attila the Hun never missed his grammy’s birthday. You may be the most bloodthirsty, vicious warlord in the world, but it’s still nice to make time for family.”

Do you agree or disagree?

Write a 500-word essay discussing this quote in relation to both the Pepper Family and your own family. Use actual moments as evidence to support your opinion where possible.

After You Read...

Here are a few extension activities to further the learning and the fun!

1. Book Trailer

Have students work together to create a book trailer about the Pepper Party to get others to read the series.

2. SPN Newscast

Have students work together to create a newscast about the Pepper Family’s adventures to present to their classmates. Like Annie and Beta, students will write a script and take on the roles of anchors and on- site reporters. Students can choose which characters to interview. Videotape the final newscasts so that students can watch themselves on TV.

3. What Makes Us Alike/What Makes Us Different

The Peppers are alike in some ways. But they are different in other ways. That doesn't mean they can't get along.

Finding things you have in common with other people is a good way to start a meaningful relationship. Here is a way to learn what you have in common with your classmates, while also celebrating what makes each of you unique.

Finding Commonalities and Differences Materials: A pen and two pieces of paper.

This activity can be done as a class or in pairs.

On one sheet of paper, you will have twenty minutes to come up with a list of things in common. Completely obvious answers such as "we both have hair" or "we are both in _____ class" are not allowed!

After twenty minutes, switch to the other paper. You now have twenty minutes to come up with a list of things that are unique to only one person.

Share both lists with the class when finished.

4. We are Family

The Pepper Party is very much a series about families and siblings.

Who are the members of the Pepper Family? Create a family tree. Write whatever information about each family member that you can on the tree.

Do the members of the Pepper family get along?

Do the family members have a lot in common?

Find five sentences in the book that describe the members of the Pepper family.

Your own family:

Who are the members of your family?

Do you get along with them?

What are some family activities you like doing?

What don't you like doing with your family?

Can you relate to the Pepper family? How so?

5. A Close Look at Illustrations

Go back through the book and closely examine the illustrations. How do the illustrations help tell the story? Which illustration is your favorite? Why?