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# Freak the Mighty: A Quest Through Friendship

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## Freak the Mighty- A Quest Through Friendship (5th Grade)

### Stage 1 – Desired Results

<p>2 (B) use context (eg in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words</p> <p>2 (E) use a dictionary (printed and electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words</p> <p>7th grade- 3 (b) describe conventions in myths and epic tales (King Arthur- extended simile, the quest, the hero's task, circle stories)</p> <p>6(A) describe incidents that advance the story or novel, explaining how each incident given rise to or foreshadows future events + summarize the elements of plot development ( rising action, turning point, climax, falling action, denouement =)</p> <p>6 (B) explain the roles and functions of characters in various plots, including their relationships and conflicts</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Apply qualities exhibited by fictional characters to their own lives</li> <li>2. Analyze how point of view helps the reader understand the story and critically assess how the narrator affects the reader's understanding of the story</li> <li>3. Determine the meaning of an unknown word in their own independent reading by using context, word parts, or dictionary (electronic or printed)</li> <li>4. Evaluate how fictional characters are developed through major plot events and their responses to conflict</li> </ol>	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. The elements and components of a fiction work affect the development of the characters in a work of fiction.</li> <li>2. Like the characters in works of fiction, our lives are shaped by significant events that occur in our lives.</li> <li>3. The relationships that we have with others helps define the person that we think we are.</li> <li>4. The plot of a work of fiction is affected by characters' response to conflicts and their motivation</li> </ol>	<p><b>Essential Questions</b></p> <p><b>Thematic:</b></p> <ol style="list-style-type: none"> <li>1. How do the relationships that you have with others shape the person that you are?</li> <li>2. What does it mean to be a friend?</li> </ol> <p><b>Academic:</b></p> <ol style="list-style-type: none"> <li>1. How do conflicts and major plot events help develop characters throughout a story?</li> </ol>
	<b>Acquisition</b>	
	<p><b>Knowledge</b> <i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. how to analyze the point of view in a work of fiction: first-person, third-person omniscient, third person limited, third person objective</li> <li>2. the conventions of epic tales: extended simile and the quest (King Arthur)</li> <li>3. -how to find the meaning of an unknown word (dictionary, printed or electronic- or context clues)</li> <li>4. which plot events in a story advance the story</li> </ol>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. analyze how plot development is influenced by the internal and external conflicts of characters in a work of fiction.</li> <li>2. use context to determine or clarify the meaning of unfamiliar or multiple meaning words</li> <li>3. use a dictionary (printed and electronic) to determine the meanings, syllabication, pronunciations, alternate word choices and parts of speech of words.</li> <li>4. analyze how the point of view affects the reader's understanding of the story</li> </ol>

5th/6th/7th grade- 6 (c) analyze different points of view including first person, second person, third person omniscient, third person limited and third person objective		
<p align="center"><b>Stage 2 – Evidence</b></p>		
<b>CODE</b> (M or T)	<b>Evaluative Criteria</b> (for rubric)	
T	<p>Killer Kane Trial Rubric</p> <p>Killer Kane Trial Self Reflections</p>	<p>Performance Task(s)  <i>Students will demonstrate meaning-making and transfer by...</i>  <b>Killer Kane on Trial</b>            The class will stage a trial for Killer Kane, Max’s dad. The class will be split up into groups of eight: Killer Kane (defendant), defense attorney, Max (plaintiff), prosecutor, Freak, Grim/Gram, Loretta/Iggy and Gwen (Freak, Grim/Gram, Loretta/Iggy and Gwen being witnesses) Each member of the group will be required to complete their part of the case. This will require the students to complete their “Trial Document” worksheet to prepare for the trial. After their research on the case is done the class, and their worksheets have been completed, the class will split up into expert groups, working with the other members of the class who have the same role as they do in the trial. These expert groups will work together to strengthen their cases, and with the teacher’s help the group will eventually chose a person who they think should represent their expert group in the final trial that will happen on the last day of the unit. The students who do not get selected from their expert groups will be part of the jury during the final trial. The class will then stage a trail during the last class meeting of the unit. The jury and the judge (teacher) will determine the verdict based on the cases presented by all sides.</p> <p>-----</p> <p>Other Evidence (e.g., formative)            Exit, entrance slips, and comprehension questions will be provided after some days of reading to check for understanding and ensure that students are following along with the reading.</p> <p>Exit and entrance slips will be given to review and check for understand in regards to literary skills covered during unit</p>
A,M	Answers to questions	<p>Throughout the unit, students will be asked to write journal responses in response to their reading</p> <p>Quizzes about the text’s literary elements and readings will be provided</p>
A	Answers to questions	<p>Students will be provided with character graphic organizers and an Arthur reference organizer at the start of the book. The character organizers will be used throughout the reading of the book tracking the character’s internal/external conflicts, motivations, actions, personality and physical traits. The teacher will explain that while the class reads the book, they will be using these sheets to record important details about the main characters in the book.</p>
A,M,T	Answers to questions	<p>Students will take notes on literary elements introduced through direct teach</p>
A	Answers to questions	

A,M	Evaluation of characters	The students will complete a dictionary. Like the dictionary that Freak made for Max students will be required to complete a dictionary of their own using their unit vocabulary words from the Vocabulary Workshop book, literary terms covered throughout the book, thematic words, and prefixes. Students will be required to come up with their own definitions for all words in their dictionaries
A	Summary in Cornell Notes	Directions to Friendship Poem- throughout the unit, students will be keeping track of all of the qualities they think are important to friendship. In the end of the book, after Kevin passes away, students will write a direction poem- the audience being an imagined reader with the purpose of explaining elements/qualities that make a good friend
T	Application of words/terms learned during unit	Students will be keeping double-entry journals in their reader's notebook while they read in class and for homework
T	Evaluation of the important qualities of friendship	
M	Double-entry journal guidelines	

### Stage 3 – Learning Plan

[illegible]



A,M	<p><b>Tea Party</b></p> <p>The teacher will distribute a slip of paper to each student that has a phrase from <u>Freak the Mighty</u> typed on it. The teacher will explain that she has chosen these phrases from the book because they reveal important details that will help the students make inferences/predictions about the text we are about to read. The teacher will demonstrate how to setup <b>Cornell notes in their reader's notebook to use as a space for reflection during the Tea-Party activity</b>. The students will be given time to read their phrase independently, and then the teacher will ask students to write what they think their phrase reveals about the story- what hints it gives about the novel. Once the students have completed a short reflection, the teacher will ask students to stand up and form two concentric circles (like a carousel) -making sure that each student has a partner. Students will read their phrase to their partner, and then wait in silence until the teacher gives the command to move. Teacher will give a code word to move to jazz it up for engagement- teacher will not tell the direction or which circle is moving until every student has gone silent after the code word. Students will then move and read their phrase to their next partner. Teacher will command, students will move and read... etc- this will continue until the students are matched up with their first partner. The teacher will then ask the students to discuss with their partner about what they heard when they were traveling around the circle. Students will be given time to talk with their partner about what they think <u>Freak the Mighty</u> will be about and what questions they were thinking when they were hearing phrases from the book. The students will then return to their reflection Cornell notes to write down 1. What they think the book will be about (prediction) and 2. Any questions that they have about the book. The teacher will then give the students an opportunity to share out to the whole class about their predictions and their questions.</p>	Reflections generated in reader's notebook during Tea Party
A,M,T	<p><b>Day Two:</b></p> <p><b>King Arthur Introduction.</b> The teacher will show the students a clip from "The Sword in the Stone" (<a href="https://www.youtube.com/watch?v=6NcXKOY5veg">https://www.youtube.com/watch?v=6NcXKOY5veg</a> or <a href="https://www.youtube.com/watch?v=tv6pwzliRKc">https://www.youtube.com/watch?v=tv6pwzliRKc</a>) and ask the students if they know what these movies are about. The teacher will make sure students start to activate schema about King Arthur. The teacher will hand out the <b>Arthur K-W-L Handout</b>. The teacher will have an open discussion with the students about what they already know about King Arthur. The students will follow as the teacher models filling in the K(know) cell on their K-W-L handout. The teacher will then ask the students to consider what they might want to know about King Arthur, and have the students record/follow the teacher as she fills in the W(what you want to know) cell on their K-W-L handout. Students will use the <b>given sites on Google Classroom</b> to complete their L (learn) cell of their K-W-L. Site to be posted on Google Classroom: <a href="http://www.earlybritishkingdoms.com/kids/arthur_life.html">http://www.earlybritishkingdoms.com/kids/arthur_life.html</a>, <a href="http://www.projectbritain.com/calendar/May/arthur.html">http://www.projectbritain.com/calendar/May/arthur.html</a>.</p> <p>The teacher will ask students to share out what they learned about King Arthur while reading the given websites from Google Classroom. Class discussion about King Arthur, Excalibur, Guinevere, Knights of the Round Table.</p> <p>The teacher will tell the students that in <u>Freak The Mighty</u> there is an extended simile for King Arthur. The teacher will handout the <b>Excalibur</b> note page for students to use throughout the unit. The teacher will define the concept of extended simile- students will write down the definition in their reader's notebook on their <b>Excalibur</b> note page. The teacher will have the students paste this organizer in their reading spirals, and tell them that they will be using this organizer to track the Arthur references that they read through <u>Freak the Mighty</u>.</p> <p><b>** If time permits, reflection on Pictures of King Arthur.</b> What do you think makes him so powerful. What qualities do you admire about King Arthur?</p> <p><b>Exit Ticket: 3-2-1 Learning Reflection</b></p> <p><b>Day Three:</b></p> <p><b>(Before this lesson, teacher will prepare a balloon head student for introduction of realistic fiction)</b></p> <p><b>Launching Realistic Fiction + Chapter 1, "The Unvanquished Truth" (1-4)</b></p> <p>To introduce the genre of realistic fiction, the teacher will use an idea adapted from Tanny McGregor's <u>Genre Connection</u>. (McGregor, Tanny. <i>Genre Connections: Lessons to Launch Literary and Nonfiction Texts</i>. Portsmouth, NH: Heinemann, 2013. Print) The teacher will think aloud and observe the room around her. " I see desks, Chromebooks, chairs, students, whiteboards,</p>	<p>KWL Chart</p> <p>3-2-1 Learning Reflection</p>

A,M	<p>clocks..." letting students chime in with their own observations about what they see around the room. After observations have been shared, the teacher will then reveal Timmy. "Now, pretend Timmy was a student here at St. George. Is he in a real setting? Would he be in realistic situations? But, is Timmy a real person- or did we imagine him? This is what realistic fiction is made of! Realistic fiction is a story that takes place in a realistic setting with realistic characters. The plot events are believable, and like something we might experience in real life. The theme is usually something that reader can learn about their own life. Students will write down this definition on a sticky note and add it to their genre Pinterest board in their reader's notebook. (blank page in Author's craft section that collects all the definition of the genres written on sticky notes throughout the year)</p> <p>Read chapter one as a class. Discussion check-in: What inference can you make about Max's dad based on the quote on page 3: "Grim never says my father's name, just <i>Him</i>, like his name is too scary to say." Who makes up Freak the Mighty?</p> <p><b>**Explain and share _____'s Dictionary Assignment</b> on Google Classroom. Have students add King Arthur, and realistic fiction to their dictionary. OR this can be done on Day 18 of the unit as a review.</p> <p><b>Exit Ticket: Chapter 1 Exit Ticket- 3-2-1 Reflection</b></p>	<p>Notes on realistic fiction dictionary definition</p> <p>Exit Ticket</p>
A	<p><b>Day Four: Chapter 2, "Up From the Down Under" (pages 5-9) and Chapter 3, "American Flyer" (pages 9-14)</b></p> <p>The teacher will pull out the class mascot, pretending that the mascot had not been an active reader during chapter 1 of the book. The teacher will pass the mascot to students around the room, completing an interrupted summary of chapter 1. The teacher will then guide the class as they read chapter two popcorn style (teacher drawing from class popsicle sticks). Class discussion: "What did you notice about Kevin in chapter 2?"</p> <p>Teacher will model how to say ornithopter. Teacher will then have students read chapter 3 in pre-assigned partner groups setting the purpose of having students find the moment when Max's feelings about how Kevin feels about him changes.</p> <p>Teacher will handout <b>three character analysis sheets</b>, one for Max, one for Freak, and one for Freak the Mighty. These analysis sheets are adapted from <u>Deeper Reading</u> by Kelly Gallagher- an amazing resource for facilitating reading. (Gallagher, Kelly. <i>Deeper Reading: Comprehending Challenging Texts</i>, 4-12. Portland, Me.: Stenhouse, 2004. Print.)The students will paste these handouts in their reading spirals. The character analysis will be used throughout the reading of the book tracking the character's internal/external conflicts, motivations, actions, personality and physical traits. The teacher will explain that while the class reads the book, they will be using these sheets to record important details about the main characters of the book.</p> <p>Teacher will quickly review internal and external- telling students that we are just going to be focusing on external for now. Teacher will model how to fill these graphic organizers out under the document camera using the class for answers. "What do we know about how Max looks? What do we know about how Kevin looks? Are there some actions/speech that Kevin uses that we would want to include that might help the reader understand him better as a character?"</p> <p>The teacher will stop on pages eight and thirteen to have students add details to their character analysis organizers.</p>	<p>Discussion</p> <p>Character Analysis Organizers</p>
A	<p><b>Day Five:</b></p> <p><b>Chapter 4, "What Frightened the Fair Gwen" (15-20)</b></p> <p><b>Mini-Lesson: Context Clues- What do I do when I see a word that I do not know?</b></p> <p>The teacher will show <b>Context Clue Passage</b> on the document camera and handout the passage to students. The teacher will ask students to work in small groups to try to figure out what the bolded words mean. After groups seems to be running out of steam, and have crafted as many definitions as they can, the teacher will ask students to return to their seats. Class discussion- "How did you and your group go about figuring out what these words meant? Do anyone use any strategies? Would anyone like to share what strategies they used?"</p> <p>Direct teach: Cornell Notes- What can I do when I don't know what a word means?</p> <p>Context clues are one way to figure out what a word means. Teacher will show a Google Slides showing four types of context clues:</p> <p><b>Synonym</b> -A synonym, or word with the same meaning, is used in the sentence. <i>Mrs. Gerald's speech was <b>monotonous</b> and uninteresting because she made us take notes for four hours while</i></p>	<p>Context Clue Notes</p>

M	<p><i>talking like a sick goat.</i></p> <p><b>Antonym-</b> A word or group of words that has the opposite meaning of the meaning of the unknown word. <i>Antonio liked to <b>sprawl</b> his work out across the table while Sofia liked to keep her work in organized piles.</i></p> <p><b>Explanation/Definition:</b> The unknown word is explained within the sentence or in a sentence later on in the text.  <i>The crew on the ship was going to commit <b>mutiny</b> by causing an open rebellion, capturing the captain so they could take over the ship.</i>  <i>Sometimes the barista can be super <b>frank</b>- telling me his honest thoughts and feelings-when he talks about the spelling of my name.</i></p> <p><b>Examples:</b> Specific examples are used to define the unknown word. <i><b>Flimsy</b> things, such as construction paper, tissues and straws, are not good when you are building a fort to keep out unicorns.</i></p> <p>The whole class will practice with <b>Context Clues Practice #1</b>- the teacher will think aloud about the first few context clue sentences, the teacher will then have students work in partners on the remaining context clue sentences. For early finishing partner groups- teacher will have those students create sentences using vocabulary words from the unit for the week from their Vocabulary Workshop books that give context to the words. (So, sort of the reverse of finding the definition of the word and instead, building context to show the meaning of the word) Teacher will check-in with whole class on answers once all partner groups have finished to make sure all students have accurate educated about the meaning of the words.</p> <p>The teacher will have students read chapter 4, “What Frightened the Fair Gwen” (15-20) with their pre-assigned reading partner. Students will work with their partner to use context clues to predict/make an educated guess about the meaning of sobriquet (pg 15), demeanor (pg 15), postulate (pg 16), misinformed (pg 18). Students will also be required to fill in The Excalibur King Arthur Extended simile sheet in their reader’s notebook for the reference on pages 16-17 to Guinevere, and the Round Table.</p> <p>The teacher will model how to use an electronic dictionary to check the definitions that students came up while they read chapter 4.</p> <p><b>Exit Ticket: Context Clue Practice #2</b>  <b>**Have students add dictionary to their dictionary or this can be done on Day 18 of the unit as a review</b></p> <p><b>Day Six: Chapter 5, “Spitting Image” (pg 21-27) &amp; Chapter 6, “Close Encounter of the Turd Kind” (pg 28-33)</b></p> <p><b>Entrance Ticket:</b> Think about the end of chapter 4, “What Frightened the Fair Gwen”- “..the fair Gwen grabs Freak and puts him in the wagon and I swear, she almost <i>runs</i> home, like is she doesn’t get away quick something really bad is going to happen.” Have you ever been afraid of someone you’ve never met? What’s your opinion of Gwen’s reaction to Max?</p> <p>Review context clues from yesterday with whole class. (There is a moment for a super quick mini-lesson in which the teacher could quickly have students go back to the word misinformed on page 18. Teacher could discuss how to use word parts to determine the meaning of unknown words. What would do you recognize in the word misinform? What other words do you know that share the prefix mis? What do those words usually have to do with? How can you figure out what misinform means?**)Have students add the prefix mis- to their dictionary or this can be done on Day 18 of the unit as a review)</p> <p>The class will popcorn read chapter 5, “Spitting Image” together. The teacher will pause for small discussion questions/personal connections moments. Page 21- Do you have a place that you like to calm down or have a time out from the world that is like Max’s downunder?</p> <p>Page 24- “Is Freak a “poor boy” like Grim/Gram say? Does the outside of someone really matter?</p> <p>Page 24-25- “Why does Philbrick choose to push all of Gwen’s words together when she is talking to Max?”</p> <p>At the end of the chapter, ask students a silly would you rather question like, “Would you rather have hands for feet or feet for hands?” Have students pair up with a student that have the opposite opinion from them. In their would you rather partner groups, have students discuss the</p>	<p>Context Clues Practice #1</p> <p>Context Clue Practice #2</p> <p>Class discussion</p>
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A,M	<p>ending of this chapter. Prompts for discussion- “How are you feeling? How is Max feeling? Why do you think Max is crying? Is this an appropriate time to cry?”</p> <p>Teacher will have students think about a prediction based on the title of chapter 6, “Close Encounter of the Turd Kind.”</p> <p>Students will then read chapter 6, “Close Encounter of the Turd Kind” independently with the purpose of seeing what the close encounter is.</p> <p><b>Exit Ticket: Context Clue Check-In 2 + Journal Reflection:</b> “Max says that “fireworks explode like hot pink flowers in the sky”- what type of figurative language is this? (This is a review from the poetry unit taught before this unit) How would you describe these fireworks using the same sentence structure? Fireworks explode like... +How do friends help shape who we are?</p> <p>Give students time to work on updating their Character Analysis Sheets</p> <p><b>Homework:</b> Read chapter 7, “Walking high Above the World” annotating in a double-entry journal in their reader’s notebook (Skill learned in a previous unit)</p>	Exit Ticket
A,M	<p><b>Day Seven: Mini-Lesson Conflict Chapter 8, “Dinosaur Brain” + Mini-lesson: Dictionary Skills- What do I do when I see a word that I do not know?</b></p> <p><b>Quick Quiz for reading homework:</b> The teacher will write the word “mud” on the board. Students will have to explain why “mud” important to chapter 7.</p> <p>Ask students to think about the date of their birthday- is it odd or even? Teacher will then ask students to form triads that have the same type of date as they do- odd or even. Teacher will put discussion questions on the board. Why was “mud” important to chapter 7? Share your sticky notes with your group- what did you notice? What did you take to heart? How have Max and Kevin changed since the beginning of the book? <b>Quick review on conflict:</b> The teacher will quickly review types of conflict learned in 4th grade. Internal V external.</p> <p>Show short clip from Disney’s <i>Trolls</i>. <a href="https://www.youtube.com/watch?v=9WhG7ijpBCg">https://www.youtube.com/watch?v=9WhG7ijpBCg</a></p> <p>What types of conflict did we see in this clip? What would happen if those conflict wasn’t part of the plot? Would the characters be the same?</p> <p>What type of conflict did Freak the Mighty encounter in chapter 7? How did it help shape them?</p> <p><b>**Have students add conflict to their dictionary or this can be done on Day 18 of the unit as a review</b></p> <p>The class will popcorn read chapter 8, “Dinosaur Brain” (41-47). (There is a moment for a super quick mini-lesson in which the teacher could quickly have students consider the word microsurgery on page 46. Teacher could discuss how to use word parts to determine the meaning of unknown words. What would do you recognize in the word microsurgery? What other words do you know that share the prefix micro? What do those words usually have to do with? How can you figure out what microsurgery means?)</p>	Chapter 7”mud” quiz
M  A	<p>The teacher will then explain, “At the end of chapter 8, Kevin shows Max how to use the dictionary. What directions does he give him to help him find a word? We are going to learn how to find a word in the dictionary with Freak-ish speed.”</p> <p>(These is also an opportunity to discuss symbols in chapter 8 with Freak’s discussion of the dragon.”Like how a dragon isn’t really just a big slimy fire-breathing monster, it’s a symbol of nature or something. ‘A dragon is fear of the natural world’...’An archetype of the unknown.’” (page 45) “‘A universal symbol or idea in the psyche expressed in dreams or dreamlike images.’” (page 47) <b>**Have students add archetype to their dictionary or this can be done on Day 18 of the unit as a review )</b></p> <p>The teacher will then handout <b>Dictionary Notes</b> to be put into reader’s notebook in the word work section. The teacher will ask students what features they notice on the <b>Dictionary Notes</b>. (guide words, part of speech, syllabication, definition, pronunciation, alternate word choices). Teacher will label each of these features as students offer them under the document camera, or teacher will guide students until all features have been labeled. Students will copy down the names/definitions of these features as the teacher writes them down.</p> <p>Teacher will then put a real dictionary underneath the document camera and will model looking up a word in the dictionary while thinking out loud. “Okay, so if I needed to find the word colossal, I would need to start with “c”- can sing ABC song to connect to students. Okay, so here are the “c”s, now I need to find the “co”s etc... Okay, so here is the word colossal. This shows me how it is pronounced. I know this means that it is an adjective. The definition is extremely large. Alternate words or synonyms are huge, massive, mammoth. Teacher will continue to model this under the camera until students are able to give her clear, consistent directions on how to find a word.</p> <p>Teacher will then break students up into partner groups. Each partner group will get a dictionary</p>	Dictionary notes



M	<p>what their partner wrote in response to the journal prompt that was given for homework: “What information did Kevin and Max find out from Iggy and Loretta about their parents?” and share their reactions/reflections on the double-entry journals.</p> <p>After reading their partner’s response, students will be asked to silently respond to what their partner wrote by writing a response anywhere in the margin of their journal entry.</p> <p>Students will then get their reader’s notebook back and read the responses from their partner. Students will be given an opportunity to share out their responses to the whole class.</p> <p>The teacher will then give students time to fill in their graphic organizers for Kevin, Max and Freak the Mighty.</p> <p>The class will then popcorn read chapter 12, “Killer Kane, Killer Kane, Had a Kid Who Got No Brain.”</p> <p>Students will then read chapter 13, “American Chop Suey” with their reading partner thinking about what makes Max a good friend. After they finish the chapter, the partner groups will work together to respond to the following questions about Max: How would you support the statement, Max is a good friend? What qualities does he have or actions make you feel confident that he would be a good friend? Students will write their reflection down in their reader’s notebook answering these questions independently.</p>	Event Dominoes
M,T	<p><b>Exit Ticket: Event Dominoes</b></p> <p><b>Homework:</b> Students will choose an article from Newsela from the best nonfiction resource out there! Newsela! Students will read the article and annotate- coming ready for class discussion about connect with friendship.</p> <p><a href="https://newsela.com/articles/vampire-bats-cooperation/id/31240/">https://newsela.com/articles/vampire-bats-cooperation/id/31240/</a></p> <p><a href="https://newsela.com/articles/lunchseat-shuffle/id/7580/">https://newsela.com/articles/lunchseat-shuffle/id/7580/</a></p> <p><a href="https://newsela.com/articles/pelicans-rehab/id/8788/">https://newsela.com/articles/pelicans-rehab/id/8788/</a></p>	Discussion/connections between articles and Freak The Mighty
A	<p><b>Day 12:</b></p> <p><b>Discussion of Articles read for homework.</b> “What did we learn about friendship/relationships from the articles we read for homework last night. How can conflict develop relationships? What does it mean to be a friend in the context of the article that you read for homework? What qualities did you see exhibited in your article that you would like to borrow if you had to create the definition of a perfect friend?”</p>	
M	<p><b>Plot Mini-Lesson</b></p> <p>The teacher will activate prior knowledge of plot structure. Teacher will ask students to consider a roller coaster. How can we connect the structure of a story to a roller coaster? The teacher will play the “Roller Coaster song on gonoodle.com. Go Noodle is the most amazing brain break website ever. My kids love it!</p> <p><a href="https://app.gonoodle.com/channels/koo-koo-kanga-roo/roller-coaster?s=Channel&amp;t=Koo%20Koo%20Kanga%20Roo">https://app.gonoodle.com/channels/koo-koo-kanga-roo/roller-coaster?s=Channel&amp;t=Koo%20Koo%20Kanga%20Roo</a></p> <p>Teacher will ask students to consider what each part of the roller coaster represents on the plot structure diagram. The teacher will draw the plot mountain structure on the board using this narrative adapted from Jennifer Serravallo, “The plot of a story usually goes like this. <i>Uh-oh!</i> (the introduction of the conflict), <i>UH-OH!</i> (the conflict gets worse), and then the conflict usually gets solved (<i>Phew!</i>). If I were going to retell the plot of <i>Finding Nemo</i>, I would start by describing the problem. In <i>Finding Nemo</i>, the problem is that a barracuda killed Nemo’s family so Nemo’s dad becomes very protective of Nemo. (<i>Uh-oh!</i>) The problem gets worse when Nemo decides to swim off of the ledge of the reef to touch the boat and gets captured by the divers. (<i>UH-OH!</i>) Nemo’s dad and Dory have to search the oceans and run into a LOT of <i>Uh-OHs</i> along the way. But then Nemo’s dad gets word of Nemo being in the fish tank and the dentist’s office. (<i>Phew!</i>) and then Nemo’s dad and Nemo are reunited in the end (adapted from Serravallo, Jennifer. <i>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</i>. Portsmouth, NH: Heinemann, 2015. Print.)</p> <p>Teacher will ask students to set up Cornell notes in their Author’s Craft section of their reader’s notebook. The teacher will guide the students through plot notes using a Google Slides presentation. The students will follow along and take notes for each element of plot structure. Students will work in partners to <b>sort important events</b> into the correct sequence for plot structure.</p> <p><b>**Have students add plot to their dictionary or you can have students add this on day 18 as a review.</b></p> <p>Students will then read a short story of King Arthur in a group and students will create a <b>Plot</b></p>	<p>Plot events sort</p> <p>Plot Selfie Graphic Organizer</p>

<p>A</p> <p>A,M</p> <p>M</p> <p>M</p> <p>A</p>	<p><b>Selfie Graphic Organizer</b> for their story. Students will present their Proof Sheet to the class.</p> <p><b>Homework: Morquio Syndrome Research</b></p> <p><b>Link to be posted on Google Classroom:</b> <a href="https://uichildrens.org/morquio-syndrome">https://uichildrens.org/morquio-syndrome</a>,  <a href="http://www.childrenshospital.org/conditions-and-treatments/conditions/morquio-syndrome">http://www.childrenshospital.org/conditions-and-treatments/conditions/morquio-syndrome</a></p> <p><b>Day 13: Chapter 14, “Cross My Heart and Hope to Die” (88-92), Chapter 15, “What Came Down the Chimney” (93-99) and Chapter 16, “A Chip off the Old Block”</b></p> <p><b>Entrance Ticket: Plot Check In</b></p> <p>The teacher will ask students to consider the research that they completed for homework about Morquio Syndrome. The teacher will instruct students to write down what they learned last night in just one sentence. After students have completed this, the teacher will then ask students to think about the following questions- (they can write down the answers if they would like because they are going to be sharing their thinking/reflection with a partner) What surprised you about this syndrome? What did you take to heart? What connection do you think this might have to <u>Freak the Mighty</u>. The teacher will put all these reflection questions on the board.</p> <p>The teacher will have the students consider the following would you rather question: Would you rather sweat melted cheese or smell like a skunk? Have students find a partner that has the same opinion as they do, traveling to find that partner with their Morquio Syndrome Research. Students will be given five minutes to talk to their partners about their reflections/findings from the homework.</p> <p>Class discussion about what they discussed with their partners.</p> <p>Class will popcorn read chapter 14, “Cross my Heart and Hope to Die” stopping on page 89 to discuss “I’m growing on the inside and not the outside.” What does this mean for Freak? Guide students to making connection with Morquio Syndrome.</p> <p>(May need to clarify parole and concept of restraining order on page 91)</p> <p>Students will answer the first prompt on the <b>Uh oh! Rising Actions!</b> sheet. What do you think Max is feeling at the end of this chapter?</p> <p>Students will read chapter 15 with their partner, and at the end of the chapter students will fill out the Stop! Drop! Draw! prompt on the <b>Uh oh! Rising Actions!</b> sheet.</p> <p>Students will then read chapter 16 independently while completing the double-entry diary on the <b>Uh oh! Rising Actions!</b> sheet. Students may complete this for <b>homework</b>.</p> <p>(Opportunity for student reflection: On page 103, when describing his father, Max says, “<i>He doesn’t need a suit of armor.</i>” What does this mean? Why doesn’t Killer Kane fit into the extended simile of King Arthur’s world?)</p> <p><b>Day 14: Point of View Mini-Lesson</b></p> <p>The teacher will handout point of view notes page.</p> <p>The teacher will define the key terms: point of view (the position from which the story is told), narration (the main bulk of the story, not including dialogue), narrator (like the speaker in a poem, this is the voice telling the story), dialogue (when a character is speaking, usually in quotations)</p> <p>The teacher will divide students up into five small groups. The teacher will give each group a <b>slip of paper containing a short description of an event</b>. Each description will be written in a different point of view. Students will work with their group to act out the description- one person will be the narrator, one person will say the dialogue and the other students will act out the description. The teacher will review expectations for being active audience members. “By the end of all these beautiful acting pieces we will be ranking the most descriptive version of the event. So while you are being an active audience member, or acting out our scene, pay close attention to the amount of detail each scene gives the audience. After all groups have had a chance to act out their version of the description, the teacher will ask the class to rank the scenes (1-4) from most detailed to least detailed. Class discussion about what things about the most detailed scene made it so descriptive and what things about the least detailed made it so un-descriptive. Make sure to guide students to activating schema/making connection to point of view.</p> <p>Explain the <b>Point of View Notes Page</b> that will be glued into the reader’s notebook after students finish taking notes. “Soggy pages don’t make good surfaces for effective note taking.”</p> <p>The teacher will guide students through the Point of View Notes Page using the Point of View Google Slides presentation.</p> <p>After the introduction of each type of point of view, the teacher will have students stand up and consider a non-verbal movement that could demonstrate the meaning of the type of point of view that was just covered. Once a effective movement has been decided upon, the class will say the</p>	<p>Plot Check In</p> <p>Morquio Syndrome Research + discussion</p> <p>Uh! Oh! Rising Actions Sheet</p> <p>Point of View Notes</p>
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<p>A,M</p> <p>M</p> <p>M</p> <p>A,M</p> <p>M,T</p>	<p>type of point of view and do the movement. Teacher can use these movements after each type of point of view is introduced, continually adding a movement until the class has five movements, one for each type of point of view.</p> <p>Once students have completed notes and activities on the Google Slides presentation, the teacher can play the Flocabulary Point of View Song to help students remember key pronoun hints.  <a href="https://www.flocabulary.com/unit/point-of-view/">https://www.flocabulary.com/unit/point-of-view/</a></p> <p>Class discussion- what point of view is <u>Freak the Mighty</u> told from?</p> <p>Why is this important? How would this story be different if it was told in third person omniscient? How would the story be different if it was told in first person point of view from the perspective of Kevin? Of Killer Kane?</p> <p>Students will then do a gallery walk of the room - teacher will post eight passages up around the room before class - and determine the point of view and identify the keywords that helped them determine the point of view.</p> <p><b>Day 15: Chapters 17, “By all That’s Holy”, Chapter 18, “Never Trust a Cripple”, Chapter 19, “Into the Black Down Under”</b></p> <p><b>Warm-Up: Point of View Check In</b></p> <p>Review point of view movements and terms as a class.</p> <p>The class will popcorn read chapter 17, “By all That’s Holy” as a class. (There is a moment for a super quick mini-lesson in which the teacher could quickly have students go back to the word injustice on page 112. Teacher could discuss how to use word parts to determine the meaning of unknown words. What would do you recognize in the word injustice? What other words do you know that share the prefix in? What do those words usually have to do with? How can you figure out what injustice means? **Have students add prefix in to their dictionary or you can have them add it on day 18 for a review)</p> <p>Class discussion: Why do you think that Max is doing what his father tells him to do?</p> <p>Students will read chapter 18, “Never Trust a Cripple” with their reading partner. Students will be tasked with determining the meaning of the word temporary (pg 117), illiterate (pg 118) and ignorant (pg 118)- and then checking their prediction/educated guess of the definition in a printed dictionary. At the end of the chapter, students will work with their partner to respond to the following prompt. On page 118, Killer Kane uses a simile to describe the way that Grim/Gram kept Max in the Down Under. “Kept you down in that cellar like an animal.” As the reader, you know this is not true based on the narration of Max. What simile do you think Max would use to describe his Down Under?</p> <p><b>Exit Ticket: Are you surprised by Loretta’s actions in this chapter? Why/why not?</b></p> <p><b>Homework:</b> Chapter 20, “Freak the Mighty Strikes Again” and Chapter 21, “The Accident of Nature” - double-entry diary in reader’s notebook</p> <p><b>Day 16: Chapter 22, “Remembering is Just an Invention of the Mind”, Chapter 23, “The Empty Book”, Chapter 24, “The Return of Kicker”</b></p> <p><b>Quick Quiz:</b> The teacher will write “chemistry set” on the board. For the quiz, students will need explain how the words “chemistry set” are important to chapters 22-23.</p> <p>Class discussion/reflection: At the end of chapter 21, Max says, “Because it’s the growing up that worries me.” Do you think that Max will turn out like his dad? How do our relationships with other affect/shape you as a person?</p> <p>The teacher will review the importance of point of view and why it is important who the narrator of the story is. “Think about this section of the book from Kevin’s perspective. From Grim or Grams perspective. From Gwen’s perspective. We know a little bit about the events that were happening outside of the struggle between Loretta, Killer Kane and Max. What do we know?” Direct students to thinking about Gwen’s quote when speaking to Kevin on page 134, “I told you to stay in the car, didn’t I?” So we know that Freak came with Gwen, Grim, and Gram to find Max. Switch the point of view here and make a chapter 19.5. You can be Gwen, Kevin, Grim or Gram. You can completely change the point of view to third person if you want to.”</p> <p>The teacher will give students time to complete the <b>Point of View Switch</b> creative writing piece. Teacher will give the students an opportunity to share their paragraphs with the whole class.</p> <p>Class discussion: What changes about the story when the point of view is changed?</p> <p>The class will read chapter 22, “Remembering is Just an Invention of the Mind” popcorn style.</p> <p>Discussion/reflection- Choose a character- Max, Freak or Gwen- How are they feeling in this</p>	<p>Point of View Gallery walk</p> <p>Point of View Check-In #1</p> <p>Exit Ticket Double-entry journal</p> <p>Chapter 20 + 21 “chemistry set” quiz</p> <p>Point of view switch creative writing</p> <p>Double-entry</p>
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M	<p>moment?</p> <p>Students will read chapter 23, “The Empty Book” independently. Before students start to read, clarify tracheotomy which will appear on page 149.</p> <p><b>Homework:</b> finish book while keeping a double-entry diary in the reader’s notebook</p>	journal
M	<p><b>Day 17: End of Book Discussion + Directions to Friendship Poem</b></p> <p>The teacher will have the students write down what they are feeling after finishing the book for homework in their reader’s reflection section of their reader’s notebook. Have students look at their socks, and traveling with their reader’s notebook find a partner that has socks that are similar to theirs. Have students share their reflections with their sock partner. The teacher can display these talking prompts on the board to help students who aren’t comfortable sharing thoughts or need a push to get them talking. “What was surprising? What did you take to heart? Any questions you had that you want the answer to?”</p> <p>After the partners have shared, the teacher will start a whole class discussion having students share out their thinking about the ending.</p> <p>The teacher will ask the students to then shift gears. The teacher will ask students to take out their character analysis organizers to complete. Teacher will give students time to work on these independently or with a group.</p> <p>Class discussion: What things to Max and Kevin do that make them good friends? What qualities do they have that make them a good friend? Are there things that they do or qualities they have that are bad?</p> <p>Do you think that Kevin dying was a conflict? How does this conflict affect Max? Do you think that this changes Max as a person? Strengthens him?</p> <p>What is Freak the Mighty (the person) built on?</p> <p>Free write: Teacher will have students complete a free write under reader’s reflection from above about what they think it means to be a friend- keeping in mind Max and Kevin. How could you explain the relationships they had without using their names?</p> <p>Explain the <b>Directions to Friendship</b> assignment. The teacher will read the mentor poems aloud with the class to give them an idea of what the directions poems can look like. The teacher will then give students time to write.</p> <p>After completing a first draft, students will start to type their poem on Google Docs using their classroom Chromebook. Students will share their poems with the teacher.</p> <p><b>**If time permits, students can complete peer editing but sometimes poetry can make students feel very sensitive, so I don’t always have students peer edit poetry. You can have eager students read their poems to the class.</b></p> <p><b>**You can have students add friendship to their dictionary or you can wait until tomorrow to add it as a review.</b></p> <p><b>Homework:</b> If not done in class, students will need to complete their <b>Directions to Friendship</b> poem at home.</p>	<p>Reader’s Reflection</p> <p>Discussion</p>
T	<p>Explain the <b>Directions to Friendship</b> assignment. The teacher will read the mentor poems aloud with the class to give them an idea of what the directions poems can look like. The teacher will then give students time to write.</p> <p>After completing a first draft, students will start to type their poem on Google Docs using their classroom Chromebook. Students will share their poems with the teacher.</p> <p><b>**If time permits, students can complete peer editing but sometimes poetry can make students feel very sensitive, so I don’t always have students peer edit poetry. You can have eager students read their poems to the class.</b></p> <p><b>**You can have students add friendship to their dictionary or you can wait until tomorrow to add it as a review.</b></p> <p><b>Homework:</b> If not done in class, students will need to complete their <b>Directions to Friendship</b> poem at home.</p>	Directions to Friendship Poem
M	<p><b>Day 18:</b></p> <p><b>Novel Wrap-up</b></p> <p>The teacher will ask students to reflect on the most important plot events and conflicts from the story. Using a think aloud adapted from Kelly Gallagher’s <u>Deeper Reading</u> as reference on the Character Analysis sheets, the teacher will help students reflect on these events/conflicts. “On a trip to Six Flags, you might blow up Snapchat in an effort to chronicle your entire trip, to show all your friends and family what you are up to. Pretend that Max and Kevin had Snapchat during their journey together in this book.” The teacher will then have students help her draw a plot diagram on the board, piece by piece. The teacher will then hand out two sticky notes to each student. The teacher will assign a piece of the plot diagram to each section of the room- beginning/exposition (oh, hello), rising actions (uh-oh, UH-OH, UH-OHs), climax, falling actions (phew) and end/resolution. “What would the characters be snapping during your assigned part of the plot?” Give students time to reflect and make their “snaps” for their assigned section. If you would like, you can have students create hashtags that summarize the event/conflict that they drew. Once students have created their snaps, the teacher will then ask students to get together with their group that had the same assigned section of the plot. Give students time to discuss their snaps and evaluate their importance to the over plot of the story and the characters in the story. If needed in some groups, have students create more snaps if needed- teacher will need to monitor student groups. Once students are ready, have groups come up to add their snaps to the place</p>	Sticky notes

M,A	<p>they think they should go on the plot diagram that is the same as the sequence of the story. Have class discussion about the Snapchat plot diagram. How do you think Freak the Mighty changed over time? How did Freak the Mighty affect Max? How did it affect Kevin? What conflicts did they encounter? How did these conflicts affect the characters?</p> <p>The teacher will take one of the rising actions off the plot diagram- what if this event didn't happen? Lead students to considering the importance that each of these plot events has to the story.</p> <p>Give students time to work on their dictionary and complete their character analysis sheets for Max, Freak and Freak the Mighty.</p> <p>Ask students to consider their answer to the pre-assessment. How have your answers changed?</p> <p><b>Exit Ticket: King Arthur or King Freak the Mighty?</b></p> <p><b>Homework: Review Sheet for Freak the Mighty Test on Day 21</b></p>	Exit ticket: King Arthur or King Freak the Mighty
M	<p><b>Day 19: Trial Preparation</b></p> <p>The teacher will handout the <b>Killer Kane Trial Assignment Sheet</b> and <b>Killer Kane Trial Assignment Sheet Rubric</b>. The teacher will go through the assignment and the rubric with the students to make sure that the students understand the assignment.</p> <p>Teacher will then give time for the students to consider which role they would like to take on during the trial. The teacher will then handout the different role sheet to the students. Students will prepare for the remainder of this block.</p> <p><b>Homework: Review Sheet for Freak the Mighty Test on Day 21</b></p>	Killer Kane Trial Assignment Sheet
M	<p><b>Day 20: Trial Preparation</b></p> <p>The teacher will monitor as students continue to prepare for the trial. Midway through the block, the teacher will have students break up into expert groups based on the role they have chosen. The teacher will handout the <b>Killer Kane Trial Agenda</b> and <b>This is Your Duty Sheet</b> to each student depending on their role to help students prepare. Students who have chosen to be on the defense team will need to elect two defense lawyers. Students who have chosen to be on the prosecution will need to elect two prosecution lawyers. Students who have chosen to take on the role of a witness (Max, Freak, Loretta, Gwen, Grim, Gram, Iggy) need to elect one student to act as a witness. The teacher will explain that expert groups need to work very hard to make the strongest case possible, the teacher will explain that if the prosecution or defense would like to call an expert witness to the case, they must let the teacher (judge) know by the end of the class period today. The teacher will explain that students that are not elected as the person that will serve a role in court will serve the most important role of being a part of the jury. The teacher will elect jury clerk to be the leader of the jury. The teacher will explain the importance of the jury and how they are the ultimate voice of the people and the court.</p> <p>The teacher will give expert groups time to strengthen their case and prepare of the trial. The teacher will handout the <b>Killer Kane Trial Agenda</b> and <b>This is Your Duty Sheet</b> to each student depending on their role to help students prepare.</p> <p><b>Homework: Review Sheet for Freak the Mighty Test on Day 21</b></p>	Killer Kane Trial Assignment Sheet
M,T	<p><b>Day 21: Killer Kane Trial</b></p> <p>The teacher will act as judge of the courtroom and guide students through the trial in accordance to the <b>Trial Agenda</b>. The jury will be given time to deliberate and determine the verdict. After the trial, the students will complete the Killer-Kane Trial Self Reflection using the rubric to self grade.</p> <p><b>Homework: Review Sheet for Freak the Mighty Test tomorrow</b></p>	Self-Reflection
A,M,T	<p><b>Day 22: Freak the Mighty Test</b></p> <p>Students will take the Freak the Mighty test. This test will require students to demonstrate knowledge of all the literary skills learned while reading the novel.</p>	Freak the Mighty Test

## Freak the Mighty

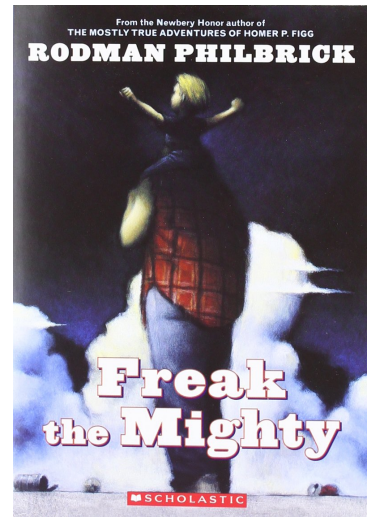
**Pre-Assessment:** Answer the following short answer responses to the best of your ability. This will not be taken as a grade. This is just a check-in to see what you think at this moment in time about these topics. This is what we will be learning about for the next few weeks, and at the end of our unit, you can use this as a measurement of your growth as a learner.

1 How do the relationships that you have with others (friends/family) shape the person that you are?

2 What does it mean to be a friend?

3 What is a conflict?

4 What makes a character change?



## Freak the Mighty Anticipation Guide

Respond to the following statements by marking with an "x" if you strongly agree, agree, disagree or strongly disagree.

	Strongly Agree	Agree	Disagree	Strongly Disagree
My family helps shape the person that I become.				
My friends help shape the person that I become.				
Conflicts that I encounter in life help shape the person that I become.				
My response to others and reactions to conflict have an affect on future events in my life.				
Fictional characters can change throughout a story.				
The point of view can change the reader's understanding of a story.				

## Tea Party Quotes from Freak the Mighty

If you try hard enough you can remember anything, whether it really happened or not.

Mad Max they were calling me.

Maxwell was getting to look like *him*.

His beautiful brown-haired mom, the Fair Gwen of Air.

Because I like it in the down-under, got the place all to myself.

This crippled-up yellow-haired midgt kid strutting around the sidewalk.

He wants me to die.

All I'm really sure of is he never hit me with that crutch.

Robotics, the science of designing and building functional robots, is a *huge* industry.

Of course Freak has probably already guessed I'm a learning disabled

Gram is my grandmother, she doesn't look like a granny, she looks more like my mother.

The bigger I grow and the more I look like my old man, the worse it gets.

How we got to be Freak the Mighty, slaying dragons and fools and walking high about the world.

It was Freak who rescued me- or his genius brain and my big dumb body.

I will enter that lab and become the first bionically improved human.

I'm lying awake...and I'm thinking, *Treasure in the sewer?*

I can't really remember what Freak said, except that he used so many big words

Someone who rises up darker than night...and puts a giant hand on my face and presses down.


You can't really get what it means to be Freak the Mighty unless you *are* Freak the Mighty.

Not that he's letting on he doesn't feel good, he's acting just as wise and smart-mouthed as ever.

That night I put the empty book in the pyramid box for safekeeping

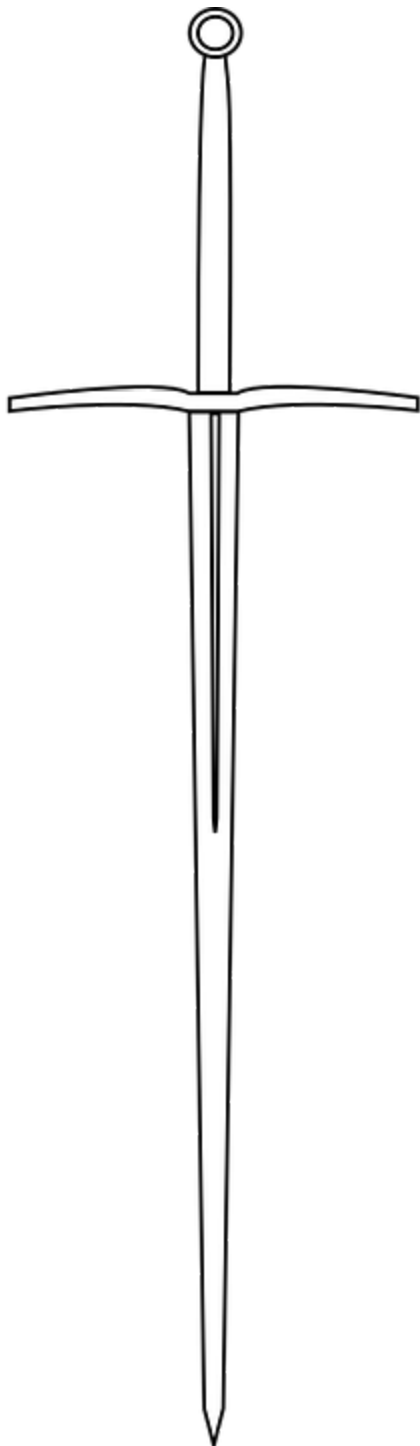
*Arthur K-W-L Chart*

*Fill in the KWL chart below with all your Arthur knowledge you can gather during this lesson.*

<div><i>K</i></div> <div>What I already know about King Arthur! (declarative)</div>	<div><i>W</i></div> <div>What I want to know about King Arthur! (interrogative)</div>	<div><i>L</i></div> <div>What I learned about King Arthur after doing research! (declarative)</div>
		

### *Excalibur Note Page*

Use this page to take notes on any King Arthur References you come upon in Freak the Mighty





*King Arthur Images for Extension*





*King Arthur Introduction: Exit Ticket*

*3-2-1 Reflection: Answer the following questions in complete sentences.*

*List three things that you learned about King Arthur*

- 1.
- 2.
- 3.

*List two questions you still have about King Arthur*

- 1.
- 2.

*Provide one prediction of how you think King Arthur could play a role in Freak the Mighty*

- 1.



*King Arthur Introduction: Exit Ticket*

*3-2-1 Reflection: Answer the following questions in complete sentences.*

*List three things that you learned about King Arthur*

- 1.
- 2.
- 3.

*List two questions you still have about King Arthur*

- 1.
- 2.

*Provide one prediction of how you think King Arthur could play a role in Freak the Mighty*

- 1.



## Chapter 1 Exit Ticket

Answer the following questions in complete sentences.

1. How did Max get his nickname?

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2. How did Freak get his nickname?

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3. Read this quote from Max on page 3, "just, *Him*, like his name is too scary to say." Based on this quote, what inference can you make about Max's father?

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4. Who makes up Freak the Mighty?

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These organizers are adapted from Kelly Gallagher 's Deeper Reading. Gallagher, Kelly. Deeper Reading: Comprehending Challenging Texts, 4-12. Portland, Me.: Stenhouse, 2004. Print.

**MAX'S HIGHEST AND LOWEST POINTS**

Using this chart, mark and describe the high and low points for Max throughout the plot of Freak the Mighty.

+10	
+8	
+6	
+4	
+2	
-2	
-4	
-6	
-8	
-10	

**USE THE SPACE BELOW TO DRAW AND LABEL MAX.**

Include physical traits, character traits, and conflicts.

These organizers are adapted from Kelly Gallagher's Deeper Reading. Gallagher, Kelly. Deeper Reading: Comprehending Challenging Texts, 4-12. Portland, Me.: Stenhouse, 2004. Print.

## Kevin's Backpack

Fill Kevin's backpack with all the items you think he would keep in his backpack. Include a short explanation of each item and why Kevin would pack it in his backpack.



Use the space below to draw and label Kevin.

Include physical traits, character traits, and conflicts.

These organizers are adapted from Kelly Gallagher's Deeper Reading. Gallagher, Kelly. Deeper Reading: Comprehending Challenging Texts, 4-12. Portland, Me.: Stenhouse, 2004. Print.

### **Ingredients List**

**What makes Freak the Mighty, Freak the Mighty? List all the qualities that make Freak the Mighty such strong friends. Consider all the qualities that both Kevin and Max have that make them ideal friends.**

**Use the space below to draw and label Freak the Mighty.**

**Include physical traits, character traits, and conflicts.**

Context Clue Passage, Context Clue Practice 1 and Context Clue Practice 2 will be teacher created using vocabulary words from unit in Vocabulary Workshop book. These can be created using any words that are important to your classroom.

*Entrance Ticket*

*Reflection:* Answer the following open-ended question using complete sentences. Make sure you create a muscular answer that fully describes your thinking

*Think about the end of chapter 4, “...the fair Gwen grabs Freak and puts him in the wagon and I swear, she almost runs home, like if she doesn’t get away quick, something really bad is going to happen.” Have you ever been afraid of someone you’ve never met? What’s your opinion of Gwen’s reaction to Max?*

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*Entrance Ticket*

*Reflection:* Answer the following open-ended question using complete sentences. Make sure you create a muscular answer that fully describes your thinking

*Think about the end of chapter 4, “...the fair Gwen grabs Freak and puts him in the wagon and I swear, she almost runs home, like if she doesn’t get away quick, something really bad is going to happen.” Have you ever been afraid of someone you’ve never met? What’s your opinion of Gwen’s reaction to Max?*

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## Exit Ticket

Answer the following questions in complete sentences.

1. Max says that “fireworks explode like hot pink flowers in the sky”—what type of figurative language is this?

2. How would YOU describe these fireworks using the same sentence structure?

Firework explode like...

3. How do our friends help shape who we are?

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## Exit Ticket

Answer the following questions in complete sentences.

1. Max says that “fireworks explode like hot pink flowers in the sky”—what type of figurative language is this?

2. How would YOU describe these fireworks using the same sentence structure?

Firework explode like...

3. How do our friends help shape who we are?

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gouge – grandchild	
A	<b>gouge</b> gouges gouging gouged Said "gowj" <b>VERB 1</b> to make a hole in something with a pointed object.
B	<b>2</b> If you gouge something out, you force it out of position with your fingers or a sharp tool.
C	<b>govern</b> governs governing governed
D	<b>VERB 1</b> To govern a country means to control it officially.
E	<b>2</b> to influence or control. <i>Our lives are governed by habit.</i>
F	<b>government</b> governments
G	<b>NOUN</b> the group of people who govern a country. ✓ Note that there is an <i>n</i> in the middle of <i>government</i> .
	<b>graduate</b> graduates graduating graduated Said "grad-yoo-ut" <b>NOUN 1</b> a person who has completed a first degree at a university. Said "grad-you-ate" <b>VERB 2</b> to graduate from one thing to another means to progress gradually towards the second thing. <i>The rider graduated from learning to trot to learning to canter.</i> <b>3</b> to complete a first degree at a university.
	<b>graffiti</b> Said "graf-fee-tee" <b>NOUN</b> slogans or drawings scribbled, sprayed or painted on walls. [from Italian <i>graffiare</i> meaning to scratch a surface] ✓ Although <i>graffiti</i> is a plural in Italian, the language it comes from, in English it can be used as a singular noun or a plural noun.

## Exit Ticket

Pretend you are Max and write a postcard to Grim or Gram giving them instructions on how to find a word in the dictionary.



## Dictionary Tic-Tac-Toe Slip Template

Find the word \_\_\_\_\_ in the dictionary.

What part of speech is this word?

Find the word \_\_\_\_\_ in the dictionary.

What guide words are on that page?

Find the word \_\_\_\_\_ in the dictionary.

What is the definition of this word?

Find the word \_\_\_\_\_ in the dictionary.

What is alternate word choice (synonym) for this word?

Find the word \_\_\_\_\_ in the dictionary.

How do you pronounce this word? Use the syllabication guide.

## Chapter 10 Questions

1. Read this quote from page 57, "My fake Walkman had built-in alarm and I set it for two in the morning can wear headphones to bed, but before you can wake up you have to fall asleep, and I never *do* fall asleep because I keep waiting for the alarm to go off. Which is, I know typical butthead behavior."

Have you ever felt like this? So nervous or excited that you can't sleep? Describe the situation to your reader.

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2. If you read the claim, "Kevin is superstitious", how could you support it with evidence from this chapter?

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3. How is the end of chapter 10 foreshadowing future events? Why is it important that Freak the Mighty found the purse?

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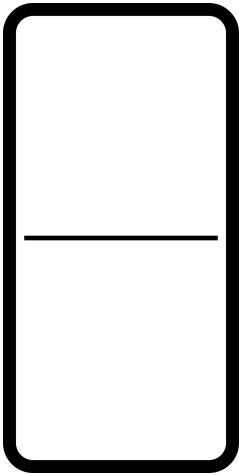
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## Domino Exit Ticket

Think about the Chain of Love Domino Drop that we participate in every April. How do the dominos start to fall? What has to happen in order for all the dominos to fall. Think of a story like a Chain of Love, except it is a chain of plot events. Some dominos can cause conflict (like the dominos that don't fall in the Chain of Love) and then there is a new domino path created. This also happens in a story.

Pretend that each domino represents a major plot event from Freak the Mighty or a conflict from Freak the Mighty that might create a new domino path. What events would you include in your chain?



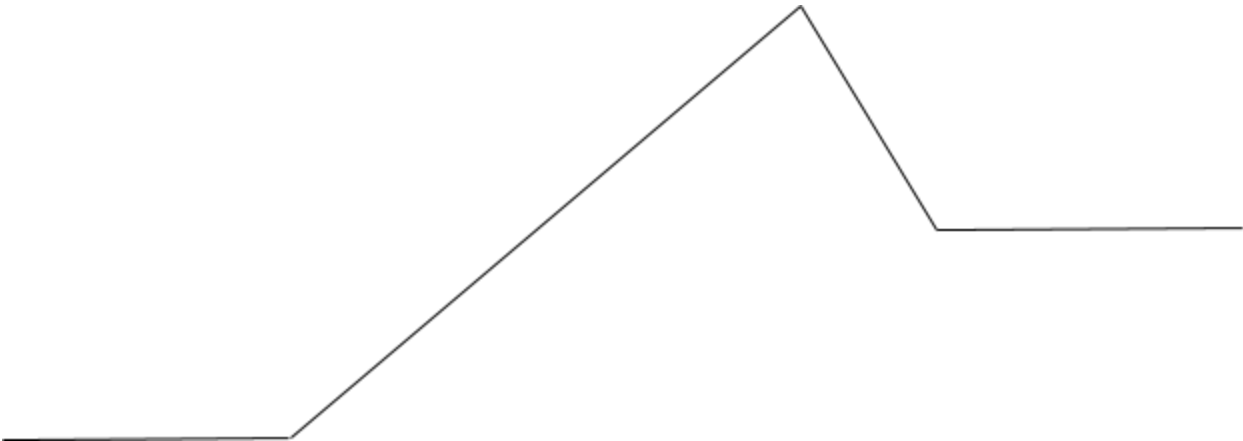
## Plot Sort

Beginning	Rising Actions	Climax	Falling Actions	End/Resolution
Three little Dragons lived on St. George Street in Antonioland.	Dragon # 1 builds a house of corn husks.	The big, bad, dragon eating giant gets so annoyed and he is SO hungry he makes the choice to jump down the chimney to get Dragon # 3.	Sadly for the big, bad dragon eating giant, Dragon # 3 had just started a fire and as the giant is coming down the chimney, he falls in the fire.	The big, bad dragon eating giant felt so overwhelmed by Dragon # 3's kindness that he tweeted out that he was no longer a dragon eating giant, he was a vegetarian giant from here on out. #happilyeverafter
The decided to leave their house and build houses of their own.	The big,bad dragon eating giant comes along and blows down the house of Dragon # 1. Dragon # 1 narrowly escapes and runs home to his parent Dragons.		The big, bad dragon eating giant is in so much pain from burning his rump that he starts to cry.	
A big, bad dragon eating giant was on the loose in the outskirts of Antonioland. He was HUNGRY.	Dragons # 2 builds a house of firewood.		Dragon # 3 was such a nice Dragon that he helped the giant with his.. situation using his Dragon First-Aid Kit.	
	The big,bad dragon eating giant comes along and blows down the house of Dragon # 2. Dragon # 2 narrowly escapes and runs away to seek refuge at a local ice cream shop.			
	Dragons # 3 builds a house of brick.			
	The big,bad dragon eating giant comes along and tries to blow down the house of Dragon # 3 but he			

	can't.			
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**Selfie-Sheet**

Use the organizer below to create and describe the major plot events of your story in....selfies!



### Uh-Oh Rising Actions Sheet

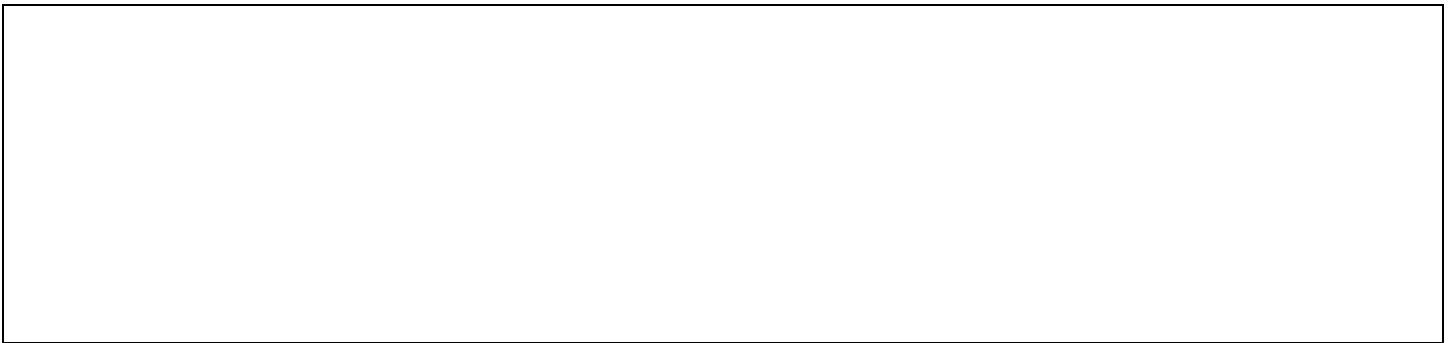
1. How do you think Max is feeling at the end of chapter 14? Describe what you think he is feeling and why.

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2. Stop! Drop! Draw! Draw the scene at the end of chapter 15.



3. Fill in this double-entry journal while you read chapter 16.

Quote or Event	My reaction/thinking

<b>Quote or Event</b>	<b>My reaction/thinking</b>

**Plot definition match: Match the following plot elements to the correct definition.**

\_\_\_\_ **4. Rising Actions**

**A. The high point of the story, where a choice is made to solve the conflict**

\_\_\_\_ **5. Climax**

**B. All the loose ends are tied up and the character usually learns something or changes in some way.**

\_\_\_\_ **6. Beginning/Exposition**

**C. The characters work on solving the conflict.**

\_\_\_\_ **7. Falling Actions**

**D. The characters, setting and conflict are introduced.**

\_\_\_\_ **8. End/Resolution**

**E. The major conflict has been resolved and these are the events that bring the story to the resolution.**

## Short Descriptions for Acting Hook for Point of View Lesson

Mrs. Gerald walked into school. "Hey Mrs. G!" said Mrs. Alysworth, "There is a funky sound coming from your room." Mrs. Alysworth went back into her room.

Mrs. Gerald unlocked her door, turned the knob, pushed the door open and there standing in front of her was a giant, hairy gorilla.

Mrs. Gerald walked into school. She was thinking about how excited she was to teach a lesson about point of view today. "Hey Mrs. G!" said Mrs. Alysworth, "There is a funky sound coming from your room." Great, she thought. She had forgotten to unplug the pencil sharpener again and it was freaking out. Mrs. Alysworth went back into her room.

Mrs. Gerald unlocked her door, turned the knob, pushed the door open and there standing in front of her was a giant, hairy gorilla. Oh dear! This was going to be a long day.

Mrs. Gerald walked into school. She was thinking about how excited she was to teach a lesson about point of view today. "Hey Mrs. G!" said Mrs. Alysworth, "There is a funky sound coming from your room." Mrs. Alysworth had been a little annoyed because she was trying to get her room ready for her science lesson. Great, through Mrs. G. She knew she had forgotten to unplug the pencil sharpener again and it was freaking out. Mrs. Alysworth went back into her room and was hoping to get her peace and quiet. Mrs. Gerald unlocked her door, turned the knob, pushed the door open and there standing in front of her was a giant, hairy gorilla. Oh dear! This was going to be a long day.

I walked into school. I am so excited she was to teach a lesson about point of view today. I love the smell of crayons in the morning! "Hey Mrs. G!" said Mrs. Alysworth, "There is a funky sound coming from your room." Great I forgot to unplug the pencil sharpener again and it was freaking out. I watched Mrs. Alysworth walk back into her room, I love Mrs. Alysworth. I unlocked her door, turned the knob, pushed the door open and there standing in front of me was a giant, hairy gorilla. Oh dear! This was going to be a long day for me.

You walk into school. You are thinking about how excited you are to teach a lesson about point of view today. You love the smell of crayons in the morning. "Hey Mrs. G!" said Mrs. Alysworth, "There is a funky sound coming from your room." Great, you thought. You had forgotten to unplug the pencil sharpener again and it was probably freaking out. You watch Mrs. Alysworth go back into her room.

You unlocked your door, turned the knob, pushed the door open and there standing in front of her was a giant, hairy gorilla. Oh dear! This was going to be a long day.





## Point of View Notes

Point of view	Narration
Narrator	Dialogue

	Narrator	Characters	Pronouns	Reveals
First Person				
Second Person				
Third Person Omniscient				
Third Person Limited				

Third Person Objective				
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### Passage Number Six: Holes by Louis Sachar

The next morning Mr. Sir marched the boys to another section of the lake, and each boy dug his own hole, five feet deep and five feet wide. Stanley was glad to be away from the big hole. At least now he knew just how much he had to dig for the day. And it was a relief not to have other shovels swinging past his face, or the Warden hanging around.

Passage Number Four: The Wizard of Oz by L Frank  
Baum

The Scarecrow found a tree full of nuts and filled Dorothy's basket with them, so that she would not be hungry for a long time. She thought this was very kind and thoughtful of the Scarecrow, but she laughed heartily at the awkward way in which the poor creature picked up the nuts. His padded hands were so clumsy that he dropped almost as many as he put in the basket. But the Scarecrow did not mind how long it took him to fill the basket, for it enabled him to keep away from the fire, as he feared a spark might get into his straw and burn him up.

## Passage Two: Harry Houdini: A Photographic Story of a Life by Vicki Cobb

Harry called their grand finale “Metamorphosis,” which means “change in appearance.” Harry would tie Theo’s hands behind his back with a rope, then put him in a sack and tie the top. The tied and bagged Theo was then placed into the trunk which was locked and tied with ropes. A curtain was drawn so that no one could see the trunk, although they could hear Theo banging around inside. With great drama, Houdini told the audience, “When I clap my hands three times—behold a miracle!” He moved behind the curtain, clapped three times, and out stepped Theo, arms raised triumphantly.”

## Passage Seven: The True Confessions of Charlotte Doyle by Avi

Just before dusk in the late afternoon of June 16, 1832, I found myself walking along the crowded docks of Liverpool, England, following a man by the name of Grummage. Though a business associate of my father, Mr. Grummage was, like my father, a gentleman. It was he my father delegated to make the final arrangements for my passage to America. He was also to meet me when I came down from school on the coach, then see me safely stowed aboard the ship that my father had previously selected. Mr. Grummage was dressed in a black frock coat with a stove pipe hat that added to his considerable height. His somber, sallow face registered no emotion. His eyes might have been those of a dead fish.

"Miss Doyle?" he said as I stepped from the Liverpool coach.

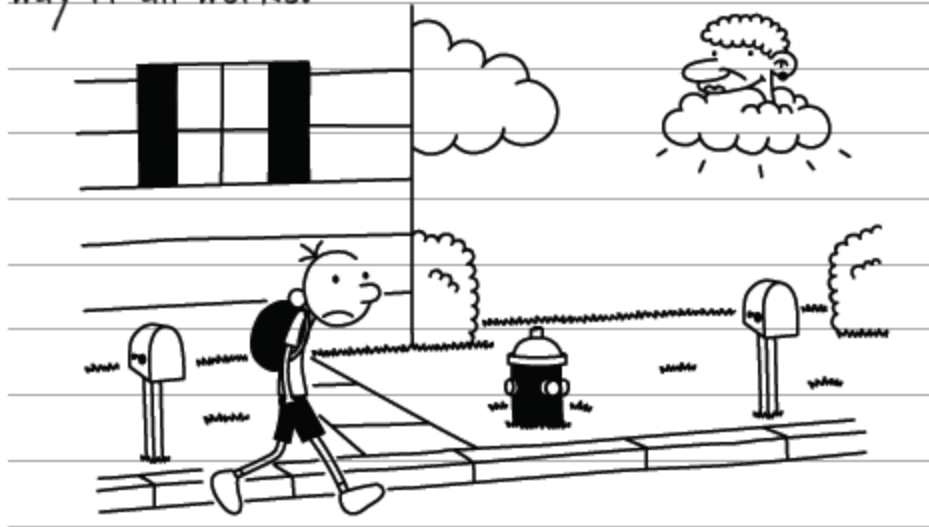
"Yes, sit. Are you Mr. Grummage?"

"I am."

"Pleased to meet you," I said, dipping a curtsy.

## Passage Five: Diary of a Wimpy Kid: Double Down by Jeff Kinney

Mom's always saying I'm lucky because I've got my grandmother, Nana, watching over me from heaven. I guess that's supposed to make me feel good, but I have a lot of questions about the way it all works.



### Passage Three: The Book Thief by Markus Zusak

Where are my manners?

I could introduce myself properly, but it's not really necessary. You will know me well enough and soon enough, depending on a diverse range of variables. It suffices to say that at some point in time, I will be standing over you, as genially as possible. Your soul will be in my arms. A color will be perched on my shoulder. I will carry you gently away. At that moment, you will be lying there (I rarely find people standing up). There might be a discovery; a scream will dribble down the air. The only sound I'll hear after that will be my own breathing, and the sound of the smell, of my footsteps. The question is, what color will everything be at that moment when I come for you? What will the sky be saying?



## Passage One: Book by Kwame Alexander

“it’s like a bombshell  
drops  
right in the center  
of your heart  
and it splatters  
all across your life.”

## Passage Eight: Chocolate Chip Cookies by Allrecipes.com

Evenly position 2 racks in the middle of the oven and preheat to 375 degrees F. (on convection setting if you have it.) You will then need to put the butter in a microwave safe bowl, cover and microwave on medium power until melted. Cool slightly. Whisk the sugars, eggs, butter and vanilla in a large bowl until smooth. Whisk the flour, baking soda and salt in another bowl. Stir the dry ingredients into the wet ingredients with a wooden spoon; you will need to take care not to over mix. Stir in the chocolate chips. Wet hands slightly and roll the dough into balls. Space the cookies about 2-inches apart on the pans. Bake, until golden, but still soft in the center, 12 to 16 minutes, depending on how chewy or crunchy you like your cookies. Transfer hot cookies with a spatula to a rack to cool. Serve. Store cookies in a tightly sealed container for up to 5 days.

# Point of View Practice: Partner

Read the eight passages to complete the chart below with a partner.

Passage	POV	Clues
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		

## Point of View Practice: I Do Entrance Ticket

Read the following passages, identify the point of view and underline clues.

### Passage One: Fahrenheit 451 by Ray Bradbury

The girl stopped and looked as if she might pull back in surprise, but instead stood regarding Montag with eyes so dark and shining that he felt he had said something quite wonderful. But he knew his mouth had only moved to say hello. "Do you mind if I ask? How long've you worked at being a fireman?" the girl asked. "Since I was twenty, ten years ago," said Montag. They walked farther and the girl said, "Is it true that long ago firemen put fires out instead of going to start them?" "No," Montag replied, "houses have always been fireproof, take my word for it," but the girl knew this was not.

**Point of view:** \_\_\_\_\_

### Passage Two: A Sleepy Story by Elisabeth Burrowes

Once there was a little girl. It was time to go to sleep. She hopped into bed and covered herself up to her chin with her big red blanket. She said to her mother, "Tell me a story." So her mother said: "Once upon a time there was a giraffe, a little giraffe with a long, long neck. It was time to go to sleep. He said to his mother 'Tell me a story.' So his mother said, "Once upon a time there was fox, a little red fox with a big, bushy tail. It was time to go to sleep. He said to his mother, "Tell me a story."

**Point of view:** \_\_\_\_\_

### Passage Three: The Crossover by Kwame Alexander

Josh Bell is my name. But Filthy McNasty is my claim to fame.  
Folks call me that 'cause my game's acclaimed, so downright dirty, it'll put you to shame. My hair is long, my height's tall. See, I'm the next Kevin Durant, LeBron, and Chris Paul.

**Point of view:** \_\_\_\_\_

### Passage Four: No Way Out by Peggy Kern Harold

Davis took a deep breath and slowly started to peel the gauze from the wound on his grandmother's leg. "Hold on, Grandma. I'm almost done," He said quietly. "Don't worry, baby. It doesn't hurt too much," she replied, wincing slightly. "Just take your time." Harold glanced up at his grandmother lying on the couch. He could tell she was in pain from the way she gripped the cushions, but still she managed to smile back at him.

**Point of view:** \_\_\_\_\_

## Exit Ticket Chapter 15

**1. Are you surprised by Loretta's actions in this chapter? Why or why not?**

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**2. Why is it important for a reader to know the point of view of a story**

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## Exit Ticket Chapter 15

**2. Are you surprised by Loretta's actions in this chapter? Why or why not?**

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**2. Why is it important for a reader to know the point of view of a story**

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## Point of View Switch

**What happens between chapters 18 and 19 for the other characters that we don't get to see because we are stuck in Max's perspective?**

### Choose a character:

## Freak

## Gwen

## Grim/Gram

**Write a chapter 19.5 from the perspective of the character that you chose. What was your character doing, thinking, feeling while Max was being held hostage by Killer Kane? What was your character doing, thinking, feeling leading up to Freak breaking in to save Max?**

**What point of view would be most effective for you to write in?** \_\_\_\_\_

**Alright! Get after it!**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Adapted from the "Lost and Found" poetry exchange curriculum by poet laureate Jenny Browne and the City of San Antonio Department of Arts and Culture**

## **Directions to Friendship Poem**

### **Mentor Texts**

#### **Five Directions to My House**

**Juan Felipe Herrera**

1. Go back to the grain yellow hills where the broken speak of elegance
2. Walk up to the canvas door, the short bed stretched against the clouds
3. Beneath the earth, an ant writes with the grace of a governor
4. Blow, blow Red Tail Hawk, your hidden sleeve-your deepest secrets
5. You are there, almost, without a name, without a body, go now
6. I said five, said five like a guitar says six

#### **Five Directions to Kindness**

**Mrs. Gerald**

1. Open the dark green doors and let your light shine through
2. Hold the doors open for a teacher that has her hands full of grading and books
3. Turn around when someone spreads the negative, turn back around and make it positive
4. Leave everyone and everything better than you found them
5. Knock twice and leave a secret gift...without a name or note

**Write a poem that gives five directions to developing, maintaining, creating, ruining a friendship. Like our mentor poems, try to make your directions imaginative. Your writing to a reader who has no clue about the type of friendship that Kevin and Max have, so make sure to include the most important qualities that you have learned from Kevin and Max.**

**If you have trouble getting started, make a list of five images that you see when you think about friendship. List those to get started.**

**If you are super, duper stuck, make a list of ten really amazing sounding words/qualities that come to mind when you think about friendship.**



**Exit Ticket: King Arthur or King Freak the Mighty**

Think about all the references that Kevin makes to the world of King Arthur. Think about why Kevin finds comfort in King Arthur. Think about Freak the Mighty's development as friends and their quest through friendship. Think about how Killer Kane did not fit into the King Arthur extended simile.

Why did Kevin use all the references to King Arthur? Why is King Arthur important to the story?

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Why did Kevin use all the references to King Arthur? Why is King Arthur important to the story?

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**Killer Kane Trial Assignment:**

[https://docs.google.com/document/d/1kYBe5NXP6-uMGqrQ8Hr1FjD\\_-3n8X-tPkno8gK\\_kLWpo/view](https://docs.google.com/document/d/1kYBe5NXP6-uMGqrQ8Hr1FjD_-3n8X-tPkno8gK_kLWpo/view)

**Killer Kane Trial Assignment Sheet Rubric**

	<b>Below the Mark</b>	<b>Right on Target</b>	<b>Above and Beyond</b>
<b>Use of Persuasion (30 points)</b>	The writer doesn't not keep a clear position on Killer Kane's guilt throughout the argument. The other side of the argument is not considered. (0-19 points)	The writer keeps a clear position on Killer Kane's guilt throughout the argument. The other side of the argument is considered. (20-26 points)	The writer keeps a clear position on Killer Kane's guilt throughout the argument. The other side of the argument is clearly considered and used to strengthen the writer's position. (27-30 points)
<b>Supporting Evidence (30 points)</b>	The writer uses evidence from <i>Freak the Mighty</i> but the evidence does not clearly support their position. The writer uses examples from the text that do not strengthen their position on Killer Kane's guilt. (0-18 points)	The writer uses strong evidence from <i>Freak the Mighty</i> to support their position. The writer uses examples from the text that strengthen their position on Killer Kane's guilt. (19-22 points)	The writer uses strong evidence from <i>Freak the Mighty</i> to support their position. The writer uses examples from the text that strengthen their position on Killer Kane's guilt. The writer uses evidence from outside related crimes/characters to strengthen their argument. (23-25 points)
<b>Organization (25 points)</b>	The topic sentence does not clearly introduce the writer's position on Killer Kane's guilt. The body of the paragraph contains some argument with text evidence that does not clearly support their position. The concluding sentence does not summarize the writer's position on Killer Kane. (0-18 points)	The topic sentence introduces the writer's position on Killer Kane's guilt. The body of the paragraph contains a clear argument with text evidence that supports their position. The concluding sentence summarize the writer's position on Killer Kane. (19-22 points)	The topic sentence introduces the writer's position on Killer Kane's guilt. The body of the paragraph contains a clear argument with text evidence that strongly supports their position. The concluding sentence summarize the writer's position on Killer Kane in a way that compels the jury to take their side. (23-25 points)
<b>Spelling, Grammar, Composition (15 points)</b>	The writer does not use a variety of sentence structure and length. The writer does not use muscular, descriptive sentences. There are more than 2 spelling errors. (0-8 points)	The writer uses a variety of sentence structure and length. The writer uses muscular, descriptive sentences. There are 0 to 2 spelling errors. (9-13 points)	The writer uses a variety of sentence structure and length. The writer uses muscular, descriptive sentences. There are 0 to 1 spelling errors. (14-15 points)

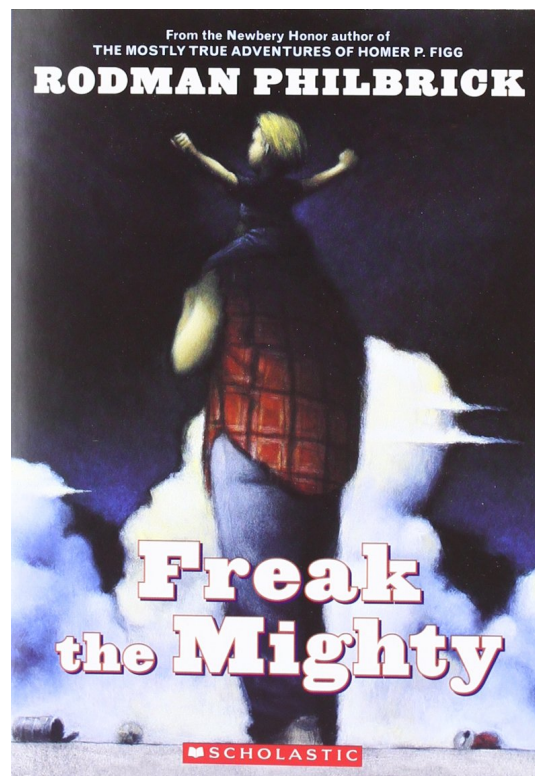
## Review Sheet for Freak the Mighty Test

Be familiar with the following reading strategies terms:

1. Context clues
2. Using the dictionary

Be familiar with the following literary terms:

1. Extended simile
2. Foreshadowing
3. Elements of plot
4. Conflict
5. Conflict and plot events affecting characters
6. Point of view



**You can use the following resource to create a trial agenda and role sheet that works for your classroom from the amazing Read Write Think website:**

[http://www.readwritethink.org/files/resources/less\\_on\\_images/lesson799/Agenda.pdf](http://www.readwritethink.org/files/resources/less_on_images/lesson799/Agenda.pdf)

[http://www.readwritethink.org/files/resources/less\\_on\\_images/lesson799/Roles.pdf](http://www.readwritethink.org/files/resources/less_on_images/lesson799/Roles.pdf)