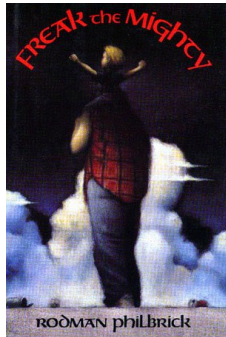


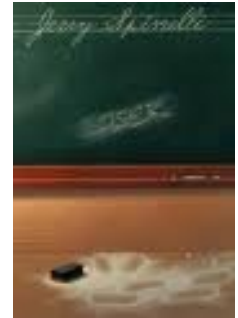
WASHINGTON TOWNSHIP PUBLIC SCHOOLS

FIFTH GRADE

GENRE UNIT: REALISTIC FICTION



TEACHER RESOURCE GUIDE



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Genre Overview/ Title Selections

GENRE UNIT / TITLE SELECTIONS

Realistic Fiction: Realistic fiction, although untrue, could actually happen. Some events, people, and places may even be real. Realistic Fiction seems like real life with characters dealing with real life problems. The situations are true or could be true, but the characters are made up. Realistic Fiction may include "real people" characters who have actually lived.

Title # 1	<p>Advanced Level</p> <p><u>Freak the Mighty</u> by Rodman Philbrick</p> <p>Kevin is brilliant, but his body is so crippled by birth defects that he has to wear braces on his legs. Max is huge and powerful, but he has been so scarred by life that he feels dumb and worthless. Independently, each boy seems like half a person, but when they meet the summer before eighth grade starts, they join together, becoming inseparable friends as Freak the Mighty.</p>
Title # 2	<p>Average Level</p> <p><u>Loser</u> by Jerry Spinelli</p> <p>Just like other kids, Zinkoff rides his bike, hopes for snow days, and wants to be like his dad when he grows up. But Zinkoff also raises his hand with all the wrong answers, trips over his own feet, and falls down with laughter over a word like "Jabip." Other kids have their own word to describe him, but Zinkoff is too busy to hear it. He doesn't know he's not like everyone else. And one winter night, Zinkoff's differences show that any name can someday become "hero."</p>

GENRE UNIT / TITLE SELECTIONS

Title # 3	<p>Basic Level</p> <p><u>How to Steal a Dog</u> by Barbara O'Connor</p> <p>Georgina Hayes is desperate. Ever since her father left and they were evicted from their apartment, her family has been living in their car. With her mama juggling two jobs and trying to make enough money to find a place to live, Georgina is stuck looking after her younger brother, Toby. And she has her heart set on improving their situation. When Georgina spots a missing-dog poster with a reward of five hundred dollars, the solution to all her problems suddenly seems within reach. All she has to do is “borrow” the right dog and its owners are sure to offer a reward. What happens next is the last thing she expected.</p>
Title # 4	<p>Special Education Option</p> <p><u>Donavan’s Word Jar</u> by Monalisa DeGross</p> <p>This story is about a young boy who has an unusual collection. He collects words and keeps them into a word jar. As time goes on, he realizes he needs to do something with his collection because it is too big. And his problem is he wants to keep all of his words. He finds out that sharing his words with other people makes himself and others feel better. What will Donovan do?</p>

Common Core Content Standards Unit Focus

COMMON CORE STANDARDS

READING STANDARDS FOR LITERATURE K-5

- RL 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- RL 2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL 4 Determine the meaning of words or phrases as they are used in a text, including figurative languages such as metaphors and similes.
- RL 5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RL 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
- RF 3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF 4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - c. Used context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W9 Draw evidence from literacy or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text {e.g. “how characters interact”}”).

SL 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- c. Pose and response to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).

Reading Calendar/ Weekly Pacing Guide

REALISTIC FICTION UNIT READING CALENDAR



Week/ Section 1	Whole Class Lesson 1 Introduce the genre: Realistic Fiction Assign the books	<u>Independent/ Teacher Circulates</u> <i>Relate to genre</i>	<u>Independent/ Teacher Circulates</u> <i>Relate to genre</i>	Whole Class Lesson 2 Lesson: Vocabulary Infer word meanings using roots, prefixes, suffixes, and context. RL 5.4	<u>Independent/ Teacher Circulates</u> <i>Relate to vocabulary</i>
Week/ Section 2	<u>Independent/ Teacher Circulates</u>	<u>Independent/ Teacher Circulates</u>	Whole Class Lesson 3: Figurative Language RL 5.4	<u>Independent/ Teacher meets with Small Groups</u>	<u>Independent/ Teacher meets with Small Groups</u>
Week/ Section 3	<u>Independent/ Small Group</u>	Whole Class Lesson 4: Summarizing Text RL 5.2	<u>Independent/ Small Group</u>	<u>Independent/ Small Group</u>	Whole Class Lesson 5: Identifying Theme of Text RL 5.2
Week/ Section 4	<u>Independent/ Small Group</u>	<u>Independent/ Small Group</u>	<u>Independent/ Small Group</u>	Whole Class Closing Activity and/or Assessment	Whole Class Closing Activity and/or Assessment

REALISTIC FICTION UNIT READING CALENDAR PACING GUIDE



Week/ Section 1	Whole Class Introduce the genre: Realistic Fiction Assign the books	<u>Independent/Teacher Circulates</u> Book 1- Read pp. 3-46 Book 2 – Read pp. 1-59 Book 3- Read pp. 1-40 Book 4 – Read pp. 3-14	<u>Independent/Teacher Circulates</u> Book 1- Read pp. 3-46 Book 2 – Read pp. 1-59 Book 3- Read pp. 1-40 Book 4 – Read pp. 3-14	Whole Class Lesson 2 Lesson: Vocabulary Infer word meanings using roots, prefixes, suffixes, and context. RL 5.4	<u>Independent/Teacher Circulates</u> Book 1- Read pp. 3-46 Book 2 – Read pp. 1-59 Book 3- Read pp. 1-40 Book 4 – Read pp. 3-14
Week/ Section 2	<u>Independent/Teacher Circulates</u> Book 1- Read pp. 3-46 Book 2 – Read pp. 1-59 Book 3- Read pp. 1-40 Book 4 – Read pp. 3-14	<u>Independent/Teacher Circulates</u> Book 1- Read pp. 47-89 Book 2 – Read pp. 60-118 Book 3- Read pp. 41-79 Book 4 – Read pp. 15-38	Whole Class Lesson 3: Figurative Language RL 5.4	<u>Independent/Teacher meets with Small Groups</u> Book 1- Read pp. 47-89 Book 2 – Read pp. 60-118 Book 3- Read pp. 41-79 Book 4 – Read pp. 15-38	<u>Independent/Teacher meets with Small Groups</u> Book 1- Read pp. 47-89 Book 2 – Read pp. 60-118 Book 3- Read pp. 41-79 Book 4 – Read pp. 15-38 Meet in small group



Week/ Section 3	<u>Independent/ Small Group</u> Book 1- Read pp. 90-129 Book 2 – Read pp. 119-169 Book 3- Read pp. 80-121 Book 4 – Read pp. 39-54	Whole Class Lesson 4: Summarizing Text RL 5.2	<u>Independent/ Small Group</u> Book 1- Read pp. 90-129 Book 2 – Read pp. 119-169 Book 3- Read pp. 80-121 Book 4 – Read pp. 39-54	<u>Independent/ Small Group</u> Book 1- Read pp. 90-129 Book 2 – Read pp. 119-169 Book 3- Read pp. 80-121 Book 4 – Read pp. 39-54	Whole Class Lesson 5: Identifying Theme of Text RL 5.2
Week/ Section 4	<u>Independent/ Small Group</u> Book 1- Read pp. 130-170 Book 2 – Read pp. 170-218 Book 3- Read pp. 122-160 Book 4 – Read pp. 55-71	<u>Independent/ Small Group</u> Book 1- Read pp. 130-170 Book 2 – Read pp. 170-218 Book 3- Read pp. 122-160 Book 4 – Read pp. 55-71	<u>Independent/ Small Group</u> Book 1- Read pp. 130-170 Book 2 – Read pp. 170-218 Book 3- Read pp. 122-160 Book 4 – Read pp. 55-71	Whole Class Closing Activity and/or Assessment	Whole Class Closing Activity and/or Assessment

Whole Class Lesson

Plans

Whole Group Lessons

Lesson #1	What is Realistic Fiction? Exploring and Identifying Realistic Fiction Elements
Lesson #2	Vocabulary – Infer Word Meanings using Roots, Prefixes, Suffixes, and Context Clues
Lesson #3	Figurative Language
Lesson #4	Summarizing Text
Lesson #5	Determining Theme

Whole Class Lesson #1

What's in Realistic Fiction? Exploring and Identifying Realistic Fiction Elements

Overview:

This lesson teaches students about plot structure, character, and setting. Students identify the characteristics of realistic fiction through class discussions.

Classroom Resources:

Realistic Fiction Elements List

Chart paper

Overhead projector/document camera

Instructional Plan:

Obtain and familiarize yourself with a realistic fiction story like *The Gardener* by Sarah Stewart or another realistic fiction story you select. (*The Gardener* can be found in Theme 1 of the Harcourt text). Prepare to use a think-aloud strategy when you read this book to students. This will give you the opportunity to point out the key characteristics of a realistic fiction story and will also let you model integrating prior knowledge, relating personal experiences, distinguishing between major/minor details, and making inferences.

When selecting places to stop, be sure not to interrupt the flow of the story too much. Suggestions for think-alouds include:

- Describe important characters and their relation to realistic fiction elements
- Model integrating prior knowledge
- Connect personal experiences to the story
- Make a distinction between major/minor details
- Give examples of making inferences while reading

You might want to use sticky notes to mark the book where you integrate prior knowledge, connect personal experiences, distinguish between major/minor details, and infer.

Instruction and Activities

1. Ask students if they have ever read any realistic fiction stories, and if so, what are their favorites? Ask them to think about the different parts of a realistic fiction story while recording their responses on chart paper.

2. Show students the Realistic Fiction Elements list and review any aspects you have not already discussed. Leave the sheet up where students can see it.
3. Explain that the story you are about to read is realistic fiction. Ask students to listen for the elements that were previously discussed. Read aloud a section of *The Gardener* or another realistic fiction story you have selected. During the reading, stop and use the think-aloud strategies you have prepared.
4. Talk with students about the different characteristics in the story that fit with the Realistic Fiction Elements list. On a blank sheet of chart paper, record the specific elements of the story including characters, setting, plot details, and conclusion. You might want to encourage discussion by asking specific questions for each element, such as:
 - What are the characters doing?
 - How is this different from other types of fiction?
 - What might the characters do that show you this is realistic fiction?

Student Assessment/Reflections:

Informally assess students' comprehension of the characteristics of realistic fiction during group discussions. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

Realistic Fiction Elements List

- Form of fiction (not true)
- Accurately reflects life as it could be lived today
- Everything in the story could happen to real people living in our natural physical world
- Characters have normal human powers
- Story may be set in real places, but the story is NOT based on history, nor does it contain elements of science fiction

Whole Class Lesson #2

Vocabulary-Infer Word Meanings using Roots, Prefixes, & Suffixes and Context Clues

Common Core Standards RF 5.3 and RL 5.4

Overview:

This lesson will lead students to use word structure and context clues to determine and clarify meanings of words

Classroom Resources:

Overhead projector/document camera

Prefixes, Suffixes, and Roots handout

Parts of a word graphic organizer

Novels

Instructional Plan:

Familiarize yourself with the Prefixes, Suffixes, and Roots handout. This will give you the opportunity to discuss using word structure to determine meaning. Familiarize yourself with vocabulary in each section to determine meaning based on the context.

Instruction and Activities

1. Discuss with students the familiar prefix un- and the familiar suffix -ly. Tell them that knowing the meanings of prefixes, suffixes, and roots can help clarify meaning.
2. Explain to students that readers look at the structure of unfamiliar words to assist them understand such words. Display the Prefixes, Suffixes, and Roots handout to discuss elements of word structure.
3. Read aloud the first bulleted item. Ask students to name other familiar roots of both types. (stand alone & cannot stand alone)
4. Read aloud the second and third bulleted items. Discuss the common prefixes and suffixes in the chart. Ask students to suggest additional ones with which they are familiar.
5. Discuss the examples in the fourth bulleted item and ask students to provide others.
6. Display the Parts of a word graphic organizer to record words with prefixes, suffixes, and roots. Model filling out the graphic organizer. Give students time to find and chart words with prefixes, suffixes, and roots from their novels.
7. After recording some words, have students share with the class.
8. Using vocabulary in section 1, locate words and determine meaning based on context. (Find synonyms, antonyms, conjunctions, etc. to help students use clues to determine meaning.)

Student Assessment/Reflections:

Informally assess students' comprehension of inferring word meaning as they share some examples with the class. While students are sharing, reflect on their responses, giving feedback to help them expand and develop ideas. Looking at a passage have students underline possible vocabulary and determine if they can use word parts to determine meaning, context clues, or if they think it is necessary to use a dictionary.

Whole Class Lesson # 5

Figurative Language

Overview:

In this lesson, students will review, identify, and create examples of the following types of figurative language: Alliteration, onomatopoeia, simile, metaphor, personification, exaggeration / hyperbole.

Classroom Resources:

Chart paper

Note cards with labels

Note cards with figurative language definitions

Note cards with sentences from text

Overhead projector/document camera

Instructional Plan:

Prior to reading the book, the teacher will review the types of figurative language.

Teacher can name simile, onomatopoeia, hyperbole, personification, metaphor, and alliteration and have students match these to the prepared definitions. (These are all taught in writing in previous grades.) Students can share examples of each type of figurative language. Obtain and familiarize yourself with a book like *The Harmonica* that contains a lot of figurative language. This book works well because there are multiple examples of different types of figurative language and one example that could be used to review alliteration. This book should be read aloud without stopping.

Instruction and Activities:

1. Mix-up and put figurative language note cards labels and definitions. (Use just simile, metaphor, alliteration). Ask students if they can match these with definitions. Discuss these terms and ask students for any examples.

2. Add last three labels. Show examples of hyperbole, personification, and onomatopoeia, and have students identify definition of these terms.
3. Read aloud the book *The Harmonica* without interruption.
4. Put up labels of types of figurative language and give examples of sentences from the story to partners. (Harmonica Examples List) Have partners decide where examples go. Discuss why each fits into categories. Use Fig Lang Chart 1 and complete whole group.

5 Students will use the new chart to identify figurative language examples and to respond to identified examples. (figurative language chart 1)

Student Assessment/Reflections:

Informally assess students' comprehension of the figurative language during group matching activity. While students are participating, if clear examples are not provided by the students, the teacher should further review and help provide concrete examples.

Figurative Language Cards

I cannot remember my father's face, or my mother's, but I remember their love, warm and enfolding as a song. (p.2)	I was sent to a concentration camp, swallowed, dreams and all, down the dark Nazi throat. (p.17)	For a time the only music in our house was our own voices—my father's, my mother's, and mine – so off-key we could crack crockery. (p.4)	Inside I trembled like a hare crouched in a bush. (p.20)	I wheezed. And blew. Until somewhere in the heart of the harmonica, my mouth found Schubert. (p.11)	But like the composer, we were poor as pigeons. (p.7)
"Gently," said my father, a smile in his voice. "Or you will simply blast it apart." (p.9)	I felt sick, black inside, playing music for the commandant, who wore ugliness and death upon his shoulders like epaulets. (p. 23)	For a time the only music in our house was our own voices – my father's, my mother's, and mine – so off-key we could crack crockery. (p.4)	Singing was like breathing to us. (p.4)	In our dream we believed the world to be good. Until there in the heart of Poland, Nazi soldiers found us. (p.14)	Somewhere outside, a war was raging. But it was far away – a bad dream – leaving us untouched. (p.11)
My lips love the harmonica, cool as water. (p.9)	Then the melodies of Schubert soared into our home, freed from the neighbors' gramophone. (p.5)	Like a length of kindling, in one stroke, they split our family. (p.14)	Barefoot, I labored alongside others, all of us dull-eyed bags of bones, digging a road through snow. (p.17)	Bang went the soldiers' knuckles on the door.	At first my breath panted in and out of its niched sides like a bellows, I was so eager. (p.9)

Harmonica Examples List – Teacher Resource

Simile

I cannot remember my father's face, or my mother's, but I remember their love, warm and enfolding as a song. (p.2)

Singing was like breathing to us. (p.4)

But like the composer, we were poor as pigeons. (p.7)

My lips love the harmonica, cool as water. (p.9)

At first my breath panted in and out of its nighed sides like a bellows, I was so eager. (p.9)

Like a length of kindling, in one stroke, they split our family. (p.14)

Inside I trembled like a hare crouched in a bush. (p.20)

I felt sick, black inside, playing music for the commandant, who wore ugliness and death upon his shoulders like epaulets. (p. 23)

Hyperbole

For a time the only music in our house was our own voices – my father's, my mother's, and mine – so off-key we could crack crockery. (p.4)

"Gently," said my father, a smile in his voice. "Or you will simply blast it apart." (p.9)

Alliteration

For a time the only music in our house was our own voices – my father's, my mother's, and mine – so off-key we could crack crockery. (p.4)

Metaphor

Somewhere outside, a war was raging. But it was far away – a bad dream – leaving us untouched. (p.11)

Barefoot, I labored alongside others, all of us dull-eyed bags of bones, digging a road through snow. (p.17)

Personification

Then the melodies of Schubert soared into our home, freed from the neighbors' gramophone. (p.5)

I wheezed. And blew. Until somewhere in the heart of the harmonica, my mouth found Schubert. (p.11)

In our dream we believed the world to be good. Until there in the heart of Poland, Nazi soldiers found us. (p.14)

I was sent to a concentration camp, swallowed, dreams and all, down the dark Nazi throat. (p.17)

Onomatopoeia

Bang went the soldiers knuckles on the door.

These may be copied onto cardstock to be used for the review of figurative language terms and definitions

Alliteration	Simile	Onomatopoeia
Repetition of an initial consonant sound.	A comparison (usually formed with “like” or “as”) between two very different things that have certain qualities in common.	The use of words that imitate the sounds associated with the objects or actions they refer to.

These may be copied onto cardstock to be used for the review of figurative language terms and definitions

Metaphor	Hyperbole	Personification
An implied comparison that does not use “like or as” between two unlike things that actually have something important in common.	An extravagant statement; the use of exaggerated terms for the purpose of emphasis or heightened effect.	A figure of speech in which an inanimate object is given human qualities or abilities.

Whole Class Lesson # 4

Common Core Standard RL 5.2

""(Summarize Text)

Overview:

This lesson teaches students to summarize text events. They will do a retelling of the text as well as provide a written summary that includes the major parts of the story.

Classroom Resources:

Graphic organizer for summary
Genre Text

Instructional Plan:

Introduce graphic organizer for summary using “Somebody, Wanted, But, So, Then.” Students will partner with someone in their genre group to fill out graphic organizer. Then, they will use their graphic organizer to do an oral retelling and written final summary.

Instruction and Activities:

1. Distribute graphic organizer to group members. (Choose a book that all students are familiar with that has been shared in whole group. Number the Stars is a suggestion.) You will model a think-aloud using the graphic organizer “Somebody, Wanted, But, So, Then.” Example from Chapter 15: Annemarie wanted to get the package to Uncle Henrick. But, the soldiers stopped her on the way so she had to trick the soldiers into thinking she was an innocent little girl. Then, the soldiers allowed her to continue on her way. She made it to the boat with her package in time.
2. Have students work with partners to fill out graphic organizer using their genre book. Teacher can select a specific chapter for the group members to summarize or the teacher can decide to use beginning of text to current stop point.
3. Students share completed graphic organizers.
4. Students write a completed summary using graphic organizer.

Student Assessment/Reflections:

Informally assess students' comprehension of the story elements, understanding of major and minor events and information critical to story. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas. Use final written summary to assess student progress.

*** This lesson can be repeated as you see fit throughout the text.

Whole Class Lesson # 5

Common Core Standard RL 5.2

""(Determine Theme)

Overview:

This lesson teaches students to identify theme of a text.

Classroom Resources:

<http://www.ereadingworksheets.com/free-reading-worksheets/theme-worksheets/>

Genre Text

4-5 samples of fiction text from classroom library.

Instructional Plan:

Introduce theme to whole group using <http://www.ereadingworksheets.com/free-reading-worksheets/theme-worksheets/>. Generate discussion on what theme is and questions a reader can think about to determine theme.

Instruction and Activities:

1. Teacher introduces theme in fiction using Powerpoint above to give definition.
2. Discuss ideas about theme in shared texts within the powerpoint.
3. Discuss and record possible themes for Number the Stars. Students should be able to support each possible theme with text evidence.
4. Practice identifying theme in classroom library teacher-selected texts.
5. Students will complete the sentence frame "I know the theme is _____ because _____." Facilitate discussion using their sentence frames, expanding on their ideas and citing text evidence.
6. Discuss theme in small group as they read each section. Students should be able to discuss theme of an entire text or theme of each section of the text.

Student Assessment/Reflections:

This can be informally assessed through discussion and student work. This should be assessed formally and more in depth in small genre groups with their specific texts. Students can create a paragraph about theme, explaining the theme and providing text evidence.

Theme

The Search for Meaning

What is a Theme?

Theme: Life lesson, meaning, **moral**, or message about life or human nature that is communicated by a literary work.

In other words...

Theme is what the story teaches readers.

Themes

A **theme** is not a word, it is a **sentence**.

You don't have to agree with the theme to identify it.

Examples

Money can't buy happiness.

Don't judge people based on the surface.

It is better to die free than live under tyranny.

What is the theme?

Jenny Puchovier was so excited. She had a pack of Starburst in her lunch and she had been looking forward to eating them all morning. Lunch finally came and Jenny sat down to eat her Starbursts when her *friend* Yudy sat next to her. "Let me get the pink ones," asked Yudy. Jenny liked the pink ones best, but she thought Yudy was funny and Jenny wanted Yudy to like her, so Jenny gave Yudy all of her pink Starbursts. Before Jenny was done giving Yudy the pink ones, Carrie sat on the other side of Jenny. "Let me get the red and the orange ones, Jenny. Remember when I gave you that Snickers?" Jenny didn't remember that, though she did remember when Carrie ate a whole Snickers in front of her, but Jenny thought Carrie was cool, so she gave her the red and the orange Starbursts. Now that she only had the yellow ones, Jenny wasn't so excited about eating starbursts anymore.

Example Answers

You can't buy friends.

You have to take care of yourself.

Not everybody is your friend.

Identifying Themes

Themes are not explicit (clearly stated).

Themes are implied.

Themes are bigger than the story.



Themes are about the big picture.

Not "Yellow Starbursts taste bad"

Not "Yudy and Carrie are bad friends."

Think BIGGER.

Find "Real" World advice.



Review

1. Theme is what we can learn from a story.
2. Themes must be inferred.
3. Themes are about the BIG world.

Practice

1. We'll read each story.
2. Write what you think the theme is.
3. Write another sentence explaining what happens in the story that leads you to believe this.

How does the small world of the story connect to the big world theme?

Once there was a mean little boy who lived in a small village. This mean little boy loved to mess with people, so one day he ran up to a sheep herder and shouted, "WOLF! WOLF! A wolf is attacking the town!" The sheep herder grabbed his staff and ran to defend the town, but realized he had been fooled when the boy started pointing and laughing at him. "Ha ha! I made you jump," said the boy. Then the boy ran up to a farmer and shouted, "WOLF! WOLF! A wolf is attacking the town!" The farmer grabbed his pitchfork and ran to defend the town, but when the boy started pointing and laughing at him, he realized he had been tricked. As the boy went back to his family's farm laughing about the funny trick he played, he saw a real wolf in his father's chicken coop. As the wolf ate all of his father's chickens, the boy screamed over and over again, "WOLF! WOLF! Please help us!" But nobody came to help him.

Example Answers

Don't ask for help unless you really need it.
Don't play tricks on the people around you.

Angie loved to draw. She made colorful designs of people's names with bright hearts & flowers, but she lost own markers, so she borrowed her teacher's. The school day was ending, but Angie wanted to keep coloring, so she took the teacher's markers home and lost them in her messy room. She came back to school the next day and wanted to color again, so she asked the teacher for more markers. The teacher replied, "Sure, Angie, but this is my last pack." Angie said she would be careful, but by the end of the day the markers were scattered all over the floor and the custodian swept them up and disposed of them. When Angie came in the next day, she asked the teacher for more markers, but she was disappointed to find that there weren't any more. "I don't know where all of my markers went," said the teacher, "but I don't have them." Angie had to draw her pictures with drab pencils.

Example Answers

Take care of shared resources.

Some things will not replenish after they are exhausted.

Jenny hated reading class. She didn't understand point of view or figurative language, and not knowing how to do the work frustrated her. She asked the teacher for help, but he spoke so fast and used such big words that she still couldn't understand. The teacher asked if she understood, and she nodded her head, but she didn't. Jenny's friend Katie knew that Jenny was having trouble, and, rather than just giving Jenny all of the answers, Katie explained to Jenny how to solve the problems. Katie spoke clearly and at Jenny's level, and Jenny was happy that she finally learned how to do the work. Later in the week, Katie was having trouble in math class. She didn't understand coordinates and was really frustrated. Seeing that Katie was having problems, Jenny, who understood math very well, taught Katie coordinates. Both girls made honor roll that quarter.

Example Answers

Cooperation is the key to success.

We can all do better when we work together.

Closing Activity/Assessment

Overview:

By this point, each group should have completed their book. There are several options for assessment. They are either a quiz for Sections 1-2 and 3-4 for each book, a generic skills assessment for all books, or an open-ended question that reflects the CCCS in this unit. *It is important to note that at least one open-ended must be completed for each book.*

Classroom Resources:

Open-ended questions
Skills assessment
Quiz Sections 1-2 and/or 3-4

Instructional Plan:

If you are choosing to give the open-ended questions:
Review the components of open-ended questions and explain their purpose.

Instruction and Activities

1. Review the rubric and requirements for open-ended questions.
2. Distribute open-ended questions related to each book.
3. Collect and review open-ended questions.

Student Assessment/Reflections:

Assess students' progress of their open-ended question responses during independent work.

Assess students' progress of their skills test and /or quizzes then conference with students.

Section/ Weekly Materials

Section 1

FREAK THE MIGHTY WEEKLY OVERVIEW

Title: Freak the Mighty
Week/ Section: # 1

Pages: 1-40

Summary of Important Events

In the first chapter, we meet the cast of characters: learning disabled and very large Max, severely handicapped and incredibly intelligent Kevin, Max's grandmother Gram and his grandfather Grim. We also learn there is a "Him" in Max's life, someone his grandparents fear and someone Max resembles. Max and Kevin had known each other in day care, but do not meet again until the summer before eighth grade. Kevin and his mother Gwen move into the duplex down the way from Max's grandparents' home the first of July. Max, who is growing so fast and exploding out of his clothes, remembers Kevin, whose body is too small for his growing organs, eventually join forces to become "Freak the Mighty." Later that day, Kevin's ornithopter gets stuck in his backyard tree. Max notices Kevin is struggling to dislodge the mechanical bird with his crutch then he goes over to get the bird out of the tree for Kevin. While in the "down under", Kevin tells Max about King Arthur and the Knights of the Round Tables. Gwen searches for Kevin and quickly takes him home after seeing Max. Gwen later invites Max over for supper and they all have a great time. After the firework display, Kevin is still on Max's shoulders when they notice Tony D. and his punks approaching them. Kevin directs Max to the millpond and alerts the roving police car. When asked to identify themselves, Kevin states they are "Freak the Mighty".

Instructional Strategies / Objectives

- Read and discuss characteristics of a Realistic Fiction story
- Integrate prior knowledge with text by completing a K-W-L graphic organizer

Vocabulary

unvanquished p. 1	evidence p. 2	phony p. 2	mastodons p. 6
prehistoric p. 6	bulkhead p. 11	ornithopter p. 13	demeanor p. 15
sobriquet p. 15	perspective p. 34	alternative p. 36	megaphone p. 39

NAME _____
DATE _____

Freak the Mighty
Vocabulary Section 1
Pgs. 1-40

Review each vocabulary word listed below. Reread the word on the page it is listed on. Using a dictionary and thesaurus, give definition along with a synonym and an antonym for each word.

Word- unvanquished p. 1	
Definition	
Synonym	Antonym

Word- evidence p. 2	
Definition	
Synonym	Antonym

Word- phony p. 2	
Definition	
Synonym	Antonym

Word- mastodons p. 6	
Definition	
Synonym	Antonym

Word- prehistoric p. 6	
Definition	
Synonym	Antonym

Word- bulkhead p. 11	
Definition	
Synonym	Antonym

Word- ornithopter p. 13	
Definition	
Synonym	Antonym

Word- demeanor p. 15	
Definition	
Synonym	Antonym

Word- sobriquet p. 15	
Definition	
Synonym	Antonym

Word- perspective p. 34	
Definition	
Synonym	Antonym

Word- alternative p. 36	
Definition	
Synonym	Antonym

Word- megaphone p. 39	
Definition	
Synonym	Antonym

Average Level

LOSER WEEKLY OVERVIEW

Title: Loser

Week/ Section: # 1

Pages: 1-59

Summary of Important Events

Donald Zinkoff begins his first day of school with his new teacher, Miss Meeks. Despite his mother telling him not to, Donald wears his giraffe hat. When he misbehaves, he must wear a button that says “I know I can behave”. In the summer, he is introduced to his new baby sister, Polly, and his neighbor, Andrew. Donald tries very hard to make Andrew his friend. Mrs. Biswell, the 2nd grade teacher, does not get along well with Zinkoff.

Instructional Strategies / Objectives

- Read and discuss characteristics of a Realistic Fiction story
- Integrate prior knowledge with text by completing a K-W-L graphic organizer

Vocabulary

trudging (pg. 1)	legible (pg. 20)	agape (pg. 44)
constraints (pg. 3)	drowsy (pg. 27)	seldom (pg. 46)
surrender (pg. 9)	maneuver (pgs. 31-32)	proclaims (pg. 47)
audible (pg. 14)	acquires (pg. 34)	atrocious (pg. 54)
vigorous (pg. 14)	intrepid (pg. 38)	mediocre (pg. 55)

Loser

Vocabulary Activity

Name _____

Date _____

Section 1

Use the words below to complete the following paragraph. Use the correct form of each word. Example:
try can be changed to **tried**

audible

proclaim

surrender

seldom

intrepid

acquires

mediocre

The principal _____ to the students, “We will never _____! We will not give-up! We can win this contest!” The quiet crowd let out an _____ gasp of surprise.

“We _____ win but this time will be different. Our team is no longer _____, we are better than average now. Our _____ team is willing to fight to the end. We will _____ a huge trophy for our efforts. Come out and support our team.”

Loser

Vocabulary Activity

Name _____

Date _____

Section 1

Read each question and put a dot on the continuum to show your answer. Then explain your rating.

1. How much energy does it take to trudge up a hill?

least energy ←————→ most energy

Explain your rating.

2. How loud is an audible gasp?

barely able to hear ←————→ very loud

Explain your rating.

3. How neat is legible writing?

little neat ←————→ extremely neat

Explain your rating.

4. How often does a seldom seen shooting star happen?

not often ←————→ very often

Explain your rating

Loser

Vocabulary Activity

Name _____

Date _____

Section 1

Describe constraints that a parent might put on a child.

List 3 examples of vigorous activities.

Describe three places you would travel to if you were an intrepid person.

Describe some behaviors you would find atrocious.

Loser Vocabulary

Name _____

Date _____

Section 1

Write a paragraph using all the words that are given.

1. surrender, drowsy, maneuver, seldom

2. trudging, vigorous, agape, acquires

Basic Level

HOW TO STEAL A DOG WEEKLY OVERVIEW

Title: How to Steal a Dog

Week/ Section: # 1

Pages: 3-46

Summary of Important Events

Georgina, her brother, Toby, and her mother were thrown out of their apartment when her father left. They are forced to live in their car while her mother scrambles to make money. Georgina sees reward posters for a lost dog and gets the idea to steal a dog in hopes that its owner would also offer a reward-money they so desperately needed. Georgina writes out a plan so that she and Toby can steal a dog named Willy.

Instructional Strategies / Objectives

- Read and discuss characteristics of a Realistic Fiction story
- Integrate prior knowledge with text by completing a K-W-L graphic organizer

Vocabulary

irritated (pg. 4)	cruddy (pg. 14)	scrawled (pg. 26)	moral (pg. 46)
unkempt (pg. 4)	rummaged (pg. 17)	sputtered (pg. 28)	
misery (pg. 7)	squinted (pg. 19)	engraved (pg. 30)	
liable (pg. 10)	scrawny (pg. 20)	creased (pg. 39)	
glumly (pg. 11)	shrill (pg. 20)	ramshackle (pg. 41)	

NAME_____

DATE_____

How To Steal A Dog
Vocabulary Section 1 Pgs. 3-46

Review each vocabulary word listed below. Reread the word on the page it is listed on. Using a thesaurus, give a synonym and an antonym for each word.

WORD

SYNONYM

ANTONYM

1. irritated (pg. 4)
2. unkempt (pg. 4)
3. misery (pg. 7)
4. liable (pg. 10)
5. glumly (pg. 11)
6. cruddy (pg. 14)
7. rummaged (pg. 17)
8. squinted (pg. 19)
9. scrawny (pg. 20)
10. shrill (pg. 20)
11. scrawled (pg. 26)
12. sputtered (pg. 28)
13. engraved (pg. 30)
14. creased (pg. 39)
15. ramshackle (pg. 41)
16. moral (pg. 46)

Special Education Option

DONAVAN'S WORD JAR WEEKLY OVERVIEW

Week/ Section: # 1

Pages: 3-14 (chap 1-2)

Summary of Important Events

1 Donovan

Donavan Allen was just like all the other kids in Mrs. Panky's third grade class. He liked to dress the same and skip the vegetables at lunch. When the bell rang, he would run along with the other boys to the door. Like the other students, Donovan liked to collect things. The other kids had collections such as; rocks, insects, stamps, and coins. As well as collecting comics, button, marbles or baseball cards. Donovan's best friend, Eric, collected. Eric was always playing But Donovan collected words. Yes, words.

2 Donovan's Discovery

Donavan's collection began one morning while eating breakfast noticed the word NUTRITION. He loved the way the word slid down his tongue and rolled off his lips. This was a word he had never noticed before, and the word made him smile. From this point on, Donovan began noticing words everywhere. So, Donovan began to collect words and wrote them on various slips of paper. He kept his collection in a large, round glass jar.

One day while Donavan's little sister, Nikki, became curious about his word jar. She wanted to have some words or add her own. Donavan was very impatient with her and would not allow it. He also put his jar up on a shelf out of Nikki's reach.

Instructional Strategies / Objectives

- Read and discuss characteristics of a Realistic Fiction story
- Integrate prior knowledge with text by completing a K-W-L graphic organizer

Vocabulary

Nutrition p.7	boutique p.9	pincer p. 10
squabble p.13	hieroglyphic p.13	zeppelin p. 13
Orchestral p. 13	extraterrestrial p. 13	pouch p 4
profound p12	warrior p13	solidarity p13

Name _____ Date _____

DONAVAN'S WORD JAR
VOCABULARY # 1 Pages: 3-14 (chap 1-2)

nutrition	boutique	pincer	profound
squabble	hieroglyphic	zeppelin	warrior
orchestral	extraterrestrial	pouch	solidarity

Vocabulary: **Read each sentence to help you figure out the meaning of the underlined word.**

1. The letter carrier searched into her large leather pouch to find a letter addressed to Donovan.
Your definition _____

Dictionary definition _____

2. Donovan's mother believed that eating foods from all of the five food groups would help Donovan get the nutrition he needed to be healthy.

Your definition _____

Dictionary definition _____

3. Donovan's father needed a pincer tool to press two metal pieces together.

Your definition _____

Dictionary definition _____

4. Donovan's rich cousin would rather shop for an outfit in a small boutique instead of a large department store.

Your definition _____

Dictionary definition _____

5. Nikki wrote a message for her brother using a hieroglyphic alphabetic after studying about Egyptians in class.

Your definition _____

Dictionary definition _____

6. The children's noisy squabble was about who should get the largest cupcake.

Your definition _____

Dictionary definition _____

7. The family cheered while watching a movie when the strong warrior led the other fighters to win a tough battle against their enemy.

Your definition _____

Dictionary definition _____

8. TV cameras in the giant silver zeppelin floated over the football stadium broadcast a bird's-eye view of the game.

Your definition _____

Dictionary definition _____

Name _____ Date _____

DONAVAN'S WORD JAR
VOCABULARY # 1 Pages: 3-14 (chap 1-2)

nutrition	boutique	pincer
squabble	hieroglyphic	zeppelin
orchestral	extraterrestrial	pouch
profound	warrior	solidarity

Use the following information to create a Vocabulary Synonym Match: Vocabulary words and synonyms/antonyms are listed onto 3 x 5 index cards. Students play two separate games: one for synonyms and one for antonyms. Students mix up the cards and place them face down. Student partners play "concentration" and match each synonym/antonyms to the appropriate vocabulary word.

Match the word to its synonym

Pincer claw
Warrior soldier
Squabble fight
Pouch pocket/bag
Solidarity unity

Match the word to its antonym

Extraterrestrial human
Boutique large store
Profound shallow
Nutrition unhealthy

Name _____ Date _____

DONAVAN'S WORD JAR

VOCABULARY # 1 Pages: 3-14 (chap 1-2)

nutrition	boutique	pincer
squabble	hieroglyphic	zeppelin
orchestral	extraterrestrial	pouch
profound	warrior	solidarity

Vocabulary: **Read each sentence and choose the word that best fits in each sentence.**

1. I dreamed that a strange, unfamiliar _____ spaceship landed in my backyard!
2. The young men and women took a class together to train for the army, they all believed the same dedicated _____ .
3. She jumped high into the air and dived into the _____ water and continued to swim downward until she finally touched the bottom.
4. Tweezers just were not strong enough for this job, Sam needed a _____ tool to get this fixed.
5. The children pointed up to the silver _____ balloon as it floated across the sky.
6. As I heard loud noises, I looked out the window to see squirrels having a _____ over a peanut that I left behind!
7. The mail carrier reached for the letters out of the blue _____ .
8. She could not wait to shop at her favorite small _____ .

Name _____ Date _____

DONAVAN'S WORD JAR--- ANSWER KEY

VOCABULARY # 1 Pages: 3-14 (chap 1-2)

nutrition	boutique	pincer
squabble	hieroglyphic	zeppelin
orchestral	extraterrestrial	pouch
profound	warrior	solidarity

Vocabulary: **Read each sentence and choose the word that best fits in each sentence.**

1. I dreamed that a strange, unfamiliar _____ spaceship landed in my backyard!

extraterrestrial

2. The young men and women took a class together to train for the army, they all believed the same dedicated _____ .

solidarity

3. She jumped high into the air and dived into the _____ water and continued to swim downward until she finally touched the bottom.

profound

4. Tweezers just were not strong enough for this job, Sam needed a _____ tool to get this fixed.

pincers

5. The children pointed up to the silver _____ balloon as it floated across the sky.

zeppelin

6. As I heard loud noises, I looked out the window to see squirrels having a _____ over a peanut that I left behind! **squabble**

7. The mail carrier reached for the letters out of the blue _____ .

pouch

8. She could not wait to shop at her favorite small _____ .

boutique

Two On-going activity suggestions

Create a chart and begin collecting your own words. Add new words to each list that Donavan has started for you.

Big Words-	Little words	Soft words	Silly words	Strange words-
profound	cuddle	hush	squabble	hieroglyphic

-

Strong words-	Musical sounding words			
Warrior	orchestral			

Writing activity:

Choose two words that are from Donavan's collection. Look up the definition of each word. Then, write a paragraph and include both words.

Picture Questions:

Study the pictures on page _____in the book. What does the illustrator include on the borders of each drawing? Turn to your partner and discuss how these words are related to the drawing and what you just read. Can you add more?

Picture Questions:

Study the pictures on page _____in the book. What does the illustrator include on the borders of each drawing? Turn to your partner and discuss how these words are related to the drawing and what you just read. Can you add more?

Picture Questions:

Study the pictures on page _____in the book. What does the illustrator include on the borders of each drawing? Turn to your partner and discuss how these words are related to the drawing and what you just read. Can you add more?

Picture Questions:

Study the pictures on page _____in the book. What does the illustrator include on the borders of each drawing? Turn to your partner and discuss how these words are related to the drawing and what you just read. Can you add more?

Picture Questions:

Study the pictures on page _____in the book. What does the illustrator include on the borders of each drawing? Turn to your partner and discuss how these words are related to the drawing and what you just read. Can you add more?

Section 2

Advanced Level

FREAK THE MIGHTY WEEKLY OVERVIEW

Title: Freak the Mighty
Week/ Section: # 2

Pages: 41-79

Summary of Important Events

Grim and Gram are impressed with Max's heroism and treat him differently. Every morning following the Fourth of July, Kevin enters the "down under" to wake Max up with an idea of a quest for Freak the Mighty. Max and Kevin go on a quest to the Medical Research building at the hospital. Kevin tells Max that research effort is being made to give him a human robotic body. Max is sworn to not divulge his secret. On their second quest, the boys go in search for a treasure in the sewer at three in the morning. They find a wallet with an ID card belonging to Loretta Lee and plan on returning it to her at the New Testaments. Loretta is married to Iggy Lee an old friend of Killer Kane. The boys are frightened but are not harmed. While at school, Gwen arranges for the boys to be in the same class.

Instructional Strategies / Objectives

- Read
- Relate personal experiences to text
- Use post-it notes/graphic organizer to record related personal experiences

Vocabulary

genius p. 41	intense p. 42	sentimental p. 43	archetype p. 45
psyche p. 47	incision p. 51	remarkable p. 54	savage p. 55
optimum p. 56	camouflage p. 58	distress p. 62	scowls p. 70

NAME_____

DATE_____

**Freak the Mighty
Vocabulary-Section 2**

Directions: Find each vocabulary word in your book. Write the sentence then write a new sentence using the same word.

1. genius p. 41

2. intense p. 42

3. sentimental p. 43

4. archetype p. 45

5. psyche p. 47

6. incision p. 51

7. remarkable p. 54

8. savage p. 55

9. optimum p. 56

10. camouflage p. 58

11. distress p. 62

12. scowls p. 70

Average Level

LOSER WEEKLY OVERVIEW

Title: Loser

Week/ Section: # 2

Pages: 60-118

Summary of Important Events

Zinkoff's father, a mailman, takes him to "work" on a Sunday. He is introduced to the "Waiting Man". Donald has surgery and misses school. He tries to overcome his fear of the Furnace Monster. Mr. Yalowitz is Donald's 4th grade teacher who makes him feel special. However, the other children are starting to notice that Donald is different. He earns his name, "Loser", on Field Day. Donald doesn't even notice what is going on around him.

Instructional Strategies / Objectives

- Read
- Relate personal experiences to text
- Use post-it notes/graphic organizer to record related personal experiences

Vocabulary

pester (pg. 60)	convalescing (pg. 81)	contrary (pg. 92)	crouch (pg. 105)
solitary (pg. 73)	immense (pg. 82)	pronouncements (pg. 96)	abundantly (pg. 110)
fervently (pg. 73)	clambers (pg. 89)	precisely (pg. 97)	
heroically (pg. 73)	descends (pg. 89)	permanent (pg. 98)	
surgery (pg. 78)	ponders (pg. 91)	rotate (pg. 103)	

Loser

Vocabulary Activity

Name _____

Date _____

Section 2

Use the words below to complete the following paragraph. Use the correct form of each word. Example:
try can be changed to **tried**

pesters

surgery

descends

ponders

convalescing

precisely

The student had to go to the hospital because he was having _____ to repair the damage in his knee. The doctors were unsure _____ how long he would take to recover. He was going to be _____ at home with his mother helping him move around. He had to sleep on the couch because he could not _____ the stairs. He was so bored. He spent hours _____ ways to _____ his big brother when he came home from school.

Loser

Vocabulary Activity

Name _____
Date _____

Section 2

Read each question and put a dot on the continuum to show your answer. Then explain your rating.

1. How many statues are there when you see a solitary statue?

one ←————→ ten

Explain your rating.

2. How deep is an immense hole?

very shallow ←————→ very loud

Explain your rating.

3. If you are pondering a problem, how are you thinking?

carelessly ←————→ carefully

Explain your rating.

4. If something is permanent, how long will it last?

a second



forever

Explain your rating

Loser

Vocabulary Activity

Name _____

Date _____

Section 2

Describe the way a small child might pester their older sibling.

Give me 3 examples of things you think are permanent.

Describe three people who have acted heroically and describe their deeds.

Describe a plan that you had to ponder before you acted.

Loser Vocabulary

Name _____

Date _____

Section 2

Write a paragraph using all the words that are given.

1. solitary, immense, crouch, rotate

2. descends, fervently, abundantly, contrary

Basic Level

HOW TO STEAL A DOG WEEKLY OVERVIEW

Title: How to Steal a Dog

Week/ Section: # 2

Pages: 47-89

Summary of Important Events

After moving into the old, creepy house temporarily, Georgina continues making her plans to steal the dog. In the meantime, her teacher, Mr. White, becomes concerned when Georgina's work is lacking at school and sends "home" letters to her parents. Georgina and Toby steal Willy and put him on the porch of the old house they had stayed in. They wait to see any reward signs, but there are none. Georgina feels badly when she leaves Willy alone tied up at the house.

Instructional Strategies / Objectives

- Read
- Relate personal experiences to text
- Use post-it notes/graphic organizer to record related personal experiences

Vocabulary

etched (pg. 47)	fiddled (pg. 65)	fluttery (pg. 82)
artificial (pg. 47)	hovered (pg. 67)	
churning (pg. 51)	conscience (pg. 69)	
rickety (pg. 60)	motioned (pg. 73)	
blubbery (pg. 60)	bickering (80)	

NAME_____

DATE_____

How to Steal a Dog
Vocabulary-Section 2

1. artificial

Page 47-She even got a great big **artificial** plant with red and purple flowers.

Why do you think some people prefer artificial plants over real ones?

2. churning

Page 51-I could feel my jealousy **churning** around inside.

How do you think Georgina was feeling?

3. rickety

As we came up to the old, boarded-up house, he refused to climb the **rickety** steps.

Why might he not want to climb the steps?

4. blubbery

Sharon got all **blubbery** as she watched her beloved grandparents board the plane.

How do you think Sharon felt about her grandparents leaving?

5. fiddled

He **fiddled** with the buttons on his shirt as he sat in the office waiting for the principal.

How do you think he was feeling as he was waiting for the principal?

6. hovered

Page 67-The smell of the greasy fried chicken **hovered** in the still air around us.

Describe some things that could hover in the air.

7. conscience

Page 69-And when my guilty **conscience** started hollering at me, telling me I was doing the wrong thing, I pushed that down, too.

When has your conscience ever helped you to make a decision?

8. motioned

Page 73-“Come on.” I **motioned** for Toby to follow me.

How might have Georgina motioned for Toby to follow her?

13.bickering

My sister and I were **bickering** over who was going to sit in the front passenger seat of the car.

What have you ever bickered about with someone?

14.fluttery

Page 82-When I opened my eyes the next morning, I felt all **fluttery** and excited like on Christmas morning.

What would you make feel all fluttery?

Special Education Option

DONAVAN'S WORD JAR WEEKLY OVERVIEW

Week/ Section: # 2

Pages: 15-38 (chap 3-5)

Summary of Important Events

Donavan saw that there was no more room in his word jar but he wanted to collect more words. First, he thinks about a bigger jar and decides not to. Donovan seeks help from his teacher who suggested to create a dictionary for his words. But, that didn't seem to right. He also seeked help from his father who suggested to put them in a shiny file box. But, that didn't seem to be it either. So, Donovan thought that since his Grandma always has good ideas, she might help him solve his problem. Before he was able to go to Grandma's he had to babysit his sister, Nikki, who was sick in bed. Nikki asked Donovan to share words with her from his word jar because it may make her feel better. Donovan agrees to try to cheer her up.

Instructional Strategies / Objectives

- Read
- Relate personal experiences to text
- Use post-it notes/graphic organizer to record related personal experiences

Vocabulary

impatiently p. 21	suggestions p. 24	rhythm p. 26	interruptions p. 28
concentrate p. 28	hesitantly p. 33	suspiciously p. 33	gesundheit p. 35
abracadrabra p.35			

Name _____ Date _____

DONAVAN'S WORD JAR
VOCABULARY #2 Pages: 15-38 (chap 3-5)

impatiently	suggestions	rhythm	interruptions	
concentrate	hesitantly	suspiciously	gesundheit	abracadabra

Vocabulary: **Read each sentence to help you figure out the meaning of the underlined word.**

1. The child whined and complained while he impatiently waited in line to see the Easter bunny.

Your definition _____

Dictionary defintion _____

2. The math teacher explained the problem and asked all the students for their suggestions to solve it.

Your definition _____

Dictionary defintion _____

-
3. The music teacher played the rhythm to the song, while the students tapped along.

Your definition _____

Dictionary defintion _____

4. Mrs. Delaney was very upset with the constant interruptions her students gave that day while she was teaching the lesson.

Your definition _____

Dictionary defintion _____

5. Allie needs a quiet place to study in order to be able to concentrate on her notes.

Your definition _____

Dictionary definition _____

6. The dog hesitantly approached the stranger before allowing him to pet her.

Your definition _____

Dictionary definition _____

7. When Nikki sneezed, her brother said gesundheit.

Your definition _____

Dictionary definition _____

DONAVAN'S WORD JAR
VOCABULARY #2 Pages: 15-38 (chap 3-5)

impatiently	suggestions	rhythm	interruptions
concentrate	hesitantly	suspiciously	gesundheit abracadabra

Pictionary: Vocabulary words are written on small pieces of paper, placed in a basket, and drawn out by the students. Each student must illustrate his or her word to the group while they attempt to guess the word.

DONAVAN'S WORD JAR
VOCABULARY #2 Pages: 15-38 (chap 3-5)

impatiently	suggestions	rhythm	interruptions
concentrate	hesitantly	suspiciously	gesundheit
abracadabra			

Vocabulary Match : Use the following information to create a Vocabulary Synonym Match: Vocabulary words and synonyms/antonyms are listed onto 3 x 5 index cards. Students play two separate games: one for synonyms and one for antonoyms. Students mix up the cards and place them face down. Student partners play “concentration” and match each synonym/antonyms to the appropriate vocabulary word.

Match the word to its synonym

Concentrate focus
suggestions ideas
Rhythm beat
Interruptions disruptions

Match the word to its antonym

Hesitantly quickly
Impatiently calm/relaxed wait
Suspiciously certainly
Gesundheit ignore
Abracadabra wish

Name _____ Date _____

DONAVAN'S WORD JAR
VOCABULARY #2 Pages: 15-38 (chap 3-5)

impatiently	suggestions	rhythm	interruptions
concentrate	hesitantly	suspiciously	gesundheit abracadabra

Examples vs. Nonexamples: Circle the correct example for each target word.

1. Target word: suspiciously

The detective was curious and uncertain about the	The detective trusted the clerk's answer without any questions
---	--

2. Target word: rhythm

The student played her instrument to the beat	The student practiced the instrument until it could be played perfect
---	---

3. Target word: impatiently

The child waited calmly in line until he could order his candy	The child complained, cried and whined while waiting his turn for candy.
--	--

4. Target word: hesitantly

The student was unsure of her answer and raised her hand slowly	The confident student quickly raised her hand and hoped to be called on
---	---

5. Target word: concentrate

He slowly and patiently placed the dominoes on top of his built tower	He was frustrated and he upset as the dominoes fell onto the floor
---	--

6. Target word: suggestions

The students wrote their ideas down and demanded to only use the best one	The students discussed all their ideas and everyone contributed to the group work
---	---

7. Target word: interruptions

The children waited until the grown-ups were done talking before asking any questions	The children constantly distracted the grown-ups with lots of questions
---	---

Section 3

Advanced Level

FREAK THE MIGHTY WEEKLY OVERVIEW

Title: Freak the Mighty
Week/ Section: # 3

Pages: 80-121

Summary of Important Events

Max is called into the Principal's office on October Friday the Thirteenth. Mrs. Addison informs him that his father is requesting to see him. Max gets hysterical and the school nurse and Mrs. Addison try to calm him down. Mrs. Addison promises Max she will help prevent any contact with Killer Kane. At lunch, Kevin chokes on American chop suey and is rushed to the hospital. Kevin is released from the hospital and everything goes well until Christmas vacation. Max is notified that Killer Kane is up for parole. Grim obtains a court order forbidding Killer Kane from coming within a mile from the house. Kevin and Gwen join Max, Grim and Gram for dinner and gift exchange on Christmas Eve. Kevin gave Max a dictionary of his favorite words and definitions. Later that night, Killer Kane enters the basement and kidnaps Max and head to Loretta and Iggy's apartment. Iggy takes Killer Kane and Max to a vacant apartment in the New Testaments. Killer Kane ties up Max and explains that he is now a preacher and the two of them will be traveling to tell others of Killer Kane's redemption. He also declares he did not kill Max's mother. Iggy arrives and blames the police inquiry on Kevin. Iggy promises to help Killer Kane by providing a gun and transportation.

Instructional Strategies / Objectives

- Read
- Make inferences using textual information
- Use post-its/graphic organizer to record when inferences are made before/during/after reading
- Infer word meanings using roots, prefixes, and suffixes

Vocabulary

dyslexic p. 81	disabled p. 81	obligation p. 90	ornament p. 93
gruel p. 94	furnace p. 98	dysfunctional p. 109	geezers p. 111
skittery p. 115	tussles p. 117	temporary p. 117	illiterate p. 118

Name _____

Date _____

Freak the Mighty
Vocabulary Section 3
Pgs. 80-121

Vocabulary Synonym Match: The vocabulary words and their synonyms need to be written on 3 x 5 index cards. Student partners play “concentration” and match each synonym to the appropriate vocabulary word.

<u>Vocabulary Word</u>	<u>Synonym</u>
dyslexic p. 81	learning disability
disabled p. 81	challenged
obligation p. 90	commitment
ornament p. 93	decoration
gruel p. 94	food
furnace p. 98	boiler
dysfunctional p. 109	broken
skittery p. 115	jumpy
tussles p. 117	messes up
temporary p. 117	short-term
illiterate p. 118	untaught

Average Level

LOSER WEEKLY OVERVIEW

Title: Loser

Week/ Section: # 3

Pages: 119-169

Summary of Important Events

Donald realizes he has no best friend. He tries to make friends with Hector Binns. When Field Day approaches, no one wants Zinkoff on their team. He decides to skip school on that day. He graduates from 5th grade. As he enters middle school, he encounters numerous difficulties and becomes a “nobody”.

Instructional Strategies / Objectives

- Read
- Make inferences using textual information
- Use post-its/graphic organizer to record when inferences are made before/during/after reading
- Infer word meanings using roots, prefixes, and suffixes

Vocabulary

adopted (pg. 120)	transparent (pg. 150)	trouncing (pg. 162)
negotiation (pg. 125)	diverting (pg. 150)	decapitates (pg. 163)
ovation (pg. 134)	podium (pg. 155)	plumed (pg. 166)
prominence (pg. 137)	diploma (pg. 157)	
deliberate (pg. 146)	boisterous (pg. 158)	

Loser

Vocabulary Activity

Name _____

Date _____

Section 3

Use the words below to complete the following paragraph. Use the correct form of each word. Example: **try** can be changed to **tried**

adopted

diploma

prominence

ovation

diverting

podium

Everyone was so excited to see the principal approach the _____. They knew a very _____ person was about to be introduced to give a speech to encourage the graduates to begin the next chapter of their life. The seniors only wanted their _____ so they could say they had graduated, but they were also excited to find out which famous person was giving the speech. To _____ the seniors' attention, the principal started telling funny stories about some of the seniors. When he announced the guest speaker, the audience and the seniors gave her a standing _____. It was a famous actress whose _____ son was graduating! The seniors were thrilled!

Loser

Vocabulary Activity

Name _____

Date _____

Section 3

Read each question and put a dot on the continuum to show your answer. Then explain your rating.

1. A prominent person is coming to your classroom. How well known is this person?

little known ←————→ well known

Explain your rating.

2. How easy to see through is the transparent glass?

very easy ←————→ very difficult

Explain your rating.

3. How quiet is the boisterous crowd?

least noise ←————→ most noise

Explain your rating.

Loser Vocabulary

Name _____

Date _____

Section 3

Write a paragraph using all the words that are given.

1. plumed, podium, ovation, diverting

2. transparent, negotiation, trouncing, boisterous

Loser

Vocabulary Activity

Name _____
Date _____

Section 3

Describe three people you feel are prominent and explain why.

Describe a situation where you had to negotiate to get what you want.

Describe someone that you would give an ovation to and explain why.

Describe whether or not your family is boisterous.

Basic Level

HOW TO STEAL A DOG WEEKLY OVERVIEW

Title: How to Steal a Dog
Week/ Section: # 3

Pages: 90-129

Summary of Important Events

Georgina and Toby meet Carmella Whitmore, the owner of Willy. Georgina realizes that Carmella is not well-off as she had thought. They encourage Carmella to make lost dog signs and to offer a reward. Carmella says she doesn't have that kind of money but will see if her sister, Gertie, will help her out. Georgina begins to worry about school, her friends, the dog, Willy, and is angry at her father for the predicament they are in. She goes to visit Willy at the old house and meets Mookie who is living outside of the house. He takes a liking to the dog and feeds him. Carmella, Toby, and Georgina put up the reward signs around town. Carmella says that her sister doesn't have the money for the reward. Georgina begins to feel even more guilty as time goes on.

Instructional Strategies / Objectives

- Read
- Make inferences using textual information
- Use post-its/graphic organizer to record when inferences are made before/during/after reading
- Infer word meanings using roots, prefixes, and suffixes

Vocabulary

glittering (pg. 94)	reckon (pg. 106)	pathetic (pg. 126)
chandeliers (pg. 94)	gestured (pg. 107)	puckering (pg. 129)
wheezed (pg. 100)	prying (pg. 107)	
hightailed (pg. 104)	flickering (pg. 118)	
flinched (pg. 105)	gravelly (pg. 124)	

How to Steal A Dog
Vocabulary Section 3
Pgs. 90-129

Vocabulary Synonym Match: The vocabulary words and their synonyms need to be written on 3 x 5 index cards. Student partners play “concentration” and match each synonym to the appropriate vocabulary word.

Vocabulary Word

glittering
chandeliers
wheezed
hightailed
flinched
reckon
gestured
prying
flickering
gravelly
pathetic
puckering

Synonym

sparkling
light fixture
breathe roughly
hurried
cringed
figure
signaled
meddling
flashing
harsh
worthless
wrinkling

Special Education Option

DONAVAN'S WORD JAR WEEKLY OVERVIEW

Week/ Section: # 3

Pages: 38-54 (chap 6-8)

Summary of Important Events

Donavan kept his sister company until she feel asleep by his word jar. He then asked to go to his Grandma's. At first, Donovan didn't like his grandma's idea to give his words away. Donovan didn't mind sharing his words but, he wanted them back.

Instructional Strategies / Objectives

- Read
- Make inferences using textual information
- Use post-its/graphic organizer to record when inferences are made before/during/after reading
- Infer word meanings using roots, prefixes, and suffixes

Vocabulary

security p. 42	elevator p. 42	gloomy p. 43
assortment p. 44	philodendron p. 44	bamboosle P.49
emporium P. 49	kaleidoscope p. 49	persnickety p. 52
cantankerous p.52		

Name _____ Date _____

DONAVAN'S WORD JAR
VOCABULARY SECTION 3

security	elevator	gloomy	
assortment	philodendron	bamboosle	emporium
kaleidoscope	persnickety	cantankerous	

Vocabulary: **Read each sentence to help you figure out the meaning of the underlined word and unscramble it.**

1. _____

1. Donovan entered into the veeltora and pressed the button to the floor that his grandma's apartment was located.

2. _____

2. The fog was everywhere and the moon was very moogly and difficult to see.

3. _____

3. The ityurcse guard was keeping an eye on the building and making sure it was protected and safe.

4. _____

4. For grandma's birthday, we gave her an semastnotr of her favorite candies.

5. _____

5. She looked throught the oocdlspkiaee and saw the pretty, colorful patterns.

6. _____

6. My mother needed to stop at the local pommeriu to get milk, bread, magazine and a coloring book.

DONAVAN'S WORD JAR
VOCABULARY SECTION 3

security	elevator	gloomy	
assortment	philodendron	bamboosle	emporium
kaleidoscope	persnickety	cantankerous	

Pictionary: Vocabulary words are written on small pieces of paper, placed in a basket, and drawn out by the students. Each student must illustrate his or her word to the group while they attempt to guess the word.

Section 4

Advanced Level

FREAK THE MIGHTY WEEKLY OVERVIEW

Title: Freak the Mighty
Week/ Section: # 4

Pages: 122-160

Summary of Important Events

Killer Kane then takes Max to a burned-out building and hide in the basement. Max is bound and gagged by his father and goes back upstairs to look around. Loretta sneaks in the basement to release Max. Just as she finishes, Killer Kane begins to strangle her. As Max tries to help her, he accuses his father of murdering his mother. Killer Kane turns to Max as Kevin comes in through the window. Max grabs Kevin and bursts out of the boarded-up building. The police are at the scene. Killer Kane makes a deal and pleads guilty so Max would not have to testify against him. Kevin turns thirteen two days after school lets out for summer break. During his birthday party, he has a seizure and is rushed to the hospital. Max visits Kevin in the hospital and receives a book with blank pages. He tells Max to write a book about all of the adventures of Freak the Mighty. Kevin informs Max he will not be coming home and will be receiving his bionic body in the morning. The next morning while everyone was sleeping, Max walks to the hospital and is notified Kevin had died. Max expresses his anger by running out of the building and heads to the Medical Research area and begins to kick and slam the doors. Dr. Spivak listens to Max describe Kevin's bionic dream. A year after Kevin's death, Max runs into Loretta Lee and he eventually writes the adventures of Freak the Mighty.

Instructional Strategies / Objectives

- Read
- Distinguish between major/minor details
- Use a graphic organizer to describe major/minor details in a story

Vocabulary

accommodate p. 124	twitch p. 128	corrosive p. 133	violation p. 136
curiosity p. 137	aberration p. 137	obnoxious p. 143	wander p. 148
facilitate p. 149	manifestation p. 149	telemetry p. 151	custody p. 157

NAME_____

DATE_____

**Freak the Mighty
Vocabulary-Section 4
p. 122-160**

Directions: Find each vocabulary word in your book. Write the sentence from the story replacing the vocabulary word with a synonym.

1. accommodate p. 124

2. twitch p. 128

3. corrosive p. 133

4. violation p. 136

5. curiosity p. 137

6. aberration p. 137

7. obnoxious p. 143

8. wander p. 148

9. facilitate p. 149

10. manifestation p. 149

11. telemetry p. 151

12. custody p. 157

LOSER WEEKLY OVERVIEW

Title: Loser

Week/ Section: # 4

Pages: 170-218

Summary of Important Events

Zinkoff hears that the little girl, Claudia, is lost. He goes to look for her on a cold, bitter winter night not knowing that she was already found. Instead, everyone begins to look for him. He is found by a man on a snowplow.

Instructional Strategies / Objectives

- Read
- Distinguish between major/minor details
- Use a graphic organizer to describe major/minor details in a story

Vocabulary

blizzard (pg. 171)	barred (pg. 184)
richochets (pg. 173)	commotion (pg. 206)
milling (pg. 173)	lopsided (pg. 207)
silhouettes (pg. 182)	

Loser

Vocabulary Activity

Name _____

Date _____

Section 4

Use the words below to complete the following paragraph. Use the correct form of each word. Example: **try** can be changed to **tried**

milling

silhouettes

barred

commotion

The crowd was _____ around waiting for the store to open. The new game system was coming out today! They could see _____ of the workers through the shades setting up the new display. The door was _____ by security officers to make sure no one got in and caused a _____. Finally the doors opened and people calmly walked in the store and began to shop. the store was sold out within the hour!

Loser

Vocabulary Activity

Name _____
Date _____

Section 4

Read each question and put a dot on the continuum to show your answer. Then explain your rating.

1. How much snow do you get in a blizzard?

little snow ←————→ a lot of snow

Explain your rating.

2. How easy is it to get through a barred doorway?

very easy ←————→ very difficult

Explain your rating.

3. During a commotion, how is it to figure out what is happening?

very easy ←————→ very difficult

Explain your rating.

Loser Vocabulary

Name _____

Date _____

Section 4

Write a paragraph using all the words that are given.

1. ricochets, commotion, lopsided, barred

Loser

Vocabulary Activity

Name _____
Date _____

Section 4

Describe how you could survive a blizzard.

Describe a situation where a commotion has occurred.

Describe something you have been barred from doing and how/if you have overcome it.

HOW TO STEAL A DOG WEEKLY OVERVIEW

Title: How to Steal a Dog
Week/ Section: # 4

Pages: 130-170

Summary of Important Events

Georgina learns more about Mookie and that he often travels around on his bike sometimes working for free. Mookie admits that he has seen the reward signs. Georgina's guilt continues to worsen. Her mother's car breaks down and miraculously works again later. Georgina sees bike tracks next to the car and realizes Mookie had something to do with this. Carmella's Uncle Haywood agrees to give her the reward money. Georgina realizes that Mookie has figured out what is going on, and she feels so much shame. She returns Willy to Carmella and confesses the whole plan. Carmella is taken back, but she is forgiving and understanding. Georgina, her mother, and Toby finally find a place to live.

Instructional Strategies / Objectives

- Read
- Distinguish between major/minor details
- Use a graphic organizer to describe major/minor details in a story

Vocabulary

propped (pg. 130)	jabbering (pg. 153)
motto (pg. 132)	lagging (pg. 153)
slouched (pg. 139)	wheezy (pg. 163)
nestled (pg. 142)	jammed (pg. 167)

NAME_____

DATE_____

How To Steal A Dog
Vocabulary Section 4
Pages 130-170

Look at each target word. Read the two descriptions and circle the one that would be an example of the target word.

propped

We were able to use the wall to hold our umbrellas upright.

The doorstop would not keep the door open.

motto

The company expressed no morals or purposes.

The company believed that its customers were always right.

slouched

The boy walked in an upright position.

The boy had an awkward posture as he walked.

nestled

We were all snuggled together because of the cold.

We were spread out from each other.

jabbering

He kept chattering on and on about his day.

He was very quiet and had little to say.

lagging

Her constant chattering allowed her to move quickly.

Her constant chattering caused her to get further behind.

jammed

The suitcase was filled with clothing.

The suitcase had so much more room for clothing.

Special Education Option

DONAVAN'S WORD JAR WEEKLY OVERVIEW

Week/ Section: # 4

Pages: 55- 71(chap 9-10)

Summary of Important Events

Donavan was leaving his Grandma's apartments with his word jar. As he reached the lounge he noticed all the senior citizens looking very gloomy. They were watching TV or reading. Everyone except Miz Marylou and Mr. Bill who were arguing, he gave them the word "compromise." Which made them laugh and smile and come to an agreement. Then, he realized he forgot to ask Grandma over for dinner and to tell her the exciting moment he just created. He went back to the elevator forgetting his words on the desk.

When he came back out the lounge with his Grandma, lots of the elderly people up and about, laughing and talking. They were waving little pieces of papers in their hands. At first he was upset but, then he realized the impact of his words. Although his jar was empty, Donovan was happy and fulfilled with helping others. His grandmother gave him a humidor for his new words which was a special larger cigar jar once owned by his grandfather.

Instructional Strategies / Objectives

- Read
- Distinguish between major/minor details
- Use a graphic organizer to describe major/minor details in a story

Vocabulary

compromise p.58
leisure p.67

perseverance p. 65
chortle p. 69

boisterous p. 66
humidor p. 70

timid p. 66
serendipity p.70

Name _____ Date _____

DONAVAN'S WORD JAR
VOCABULARY SECTION 4

compromise	perseverance	boisterous
timid	leisure	chortle
humidor	serendipity	

Vocabulary: **Read each sentence to help you figure out the meaning of the underlined word.**

1. The two friends were both upset but, came to a compromise and decided to use both of their ideas to create their project.

Your definition _____

Dictionary defintion _____

2. The girl gave her friend a book to read at her leisure for when she was able to relax.

Your definition _____

Dictionary defintion _____

3. Junie B. Jones was very boisterous as she came yelling and screaming into the classroom.

Your definition _____

Dictionary defintion _____

4. The quiet boy in the classroom has a timid personality.

Your definition _____

Dictionary definition _____

5. In order to meet your goal, one needs to have perseverance.

Your definition _____

Dictionary definition _____

6. In order to keep things from drying out, they need to be stored in a humidior.

Your definition _____

Dictionary definition _____

7. After hearing the joke, everyone had a pleasant chortle reaction.

Your definition _____

Dictionary definition _____

8. The pure luck of finding the answer to the puzzle was pure serendipity.

Your definition _____

Dictionary definition _____

DONAVAN'S WORD JAR
VOCABULARY SECTION 4

compromise	perseverance	boisterous
timid	leisure	chortle
humidor	serendipity	

Pictionary: Vocabulary words are written on small pieces of paper, placed in a basket, and drawn out by the students. Each student must illustrate his or her word to the group while they attempt to guess the word.

Assessments

Name _____

Date _____

Freak the Mighty Quiz Sections 1 and 2

Circle the best response.

1. Unvanquished means that something has been beaten or conquered. *True or False*

2. How does Max feel about his thinking abilities?

He is smart. He will never be smart

He is not a fast learner but will get the hang of it

3. The problem Max was described to have had at the beginning of the book was?

He was gifted He had a learning disability

He was blind He was crippled

4. Max's nickname is Freak. *True or False*

5. When Max said he was going "down under", he was referring to his

Bedroom Neighbor's house Tree house Classroom

6. What does Kevin call his mother?

Mom Sir Arthur Gwen The Fair Gwen of Air

7. The book that Freak talks to Max about that he is always fantasizing about is

Wizard of Oz King Arthur Call of the Wild Night of the Comet

8. Freaks favorite book is

Freak the Mighty Rugrats Atlas Dictionary

9. Kevin rides on Max's shoulder. *True or False*

10. What Freak told Max he was getting at the Experimental Bionics Unit.

New brain Robot body New heart New mother

11. When did Freak and Kicker meet for the 1st time?

12. How did Gwen react when she found Freak in the basement with Max? Why?

13. Why is it unusual for Max to be in Kevin's class?

14. Who is "Killer" Kane?

ANSWER KEY

Freak the Mighty Quiz Sections 1 and 2

Circle the best response.

1. Unvanquished means that something has been beaten or conquered. *True or **False***

2. How does Max feel about his thinking abilities?

He is smart. **He will never be smart** *He is not a fast learner but will get the hang of it*

3. The problem Max was described to have had at the beginning of the book was?

He was gifted **He had a learning disability** *He was crippled* *He was blind*

4. Max's nickname is Freak. *True or **False***

5. When Max said he was going "down under", he was referring to his

Bedroom *Neighbor's house* *Tree house* *Classroom*

6. What does Kevin call his mother?

Mom *Sir Arthur* *Gwen* **The Fair Gwen of Air**

7. The book that Freak talks to Max about that he is always fantasizing about is

Wizard of Oz **King Arthur** *Call of the Wild* *Night of the Comet*

8. Freaks favorite book is

Freak the Mighty *Rugrats* *Atlas* **Dictionary**

9. Kevin rides on Max's shoulder. **True** or *False*

10. What Freak told Max he was getting at the Experimental Bionics Unit.

New brain **Robot body** *New heart* *New mother*

11. When did Freak and Kicker meet for the 1st time?

At DayCare

12. How did Gwen react when she found Freak in the basement with Max? Why?

Gwen grabbed Kevin and ran home. Gwen was afraid of Max because of his size.

13. Why is it unusual for Max to be in Kevin's class?

Max has a learning disability so it is unusual for him to be in classes with the "smart" students.

14. Who is "Killer" Kane?

"Killer" Kane is Max's father, who is in jail for murder.

15. Kevin and Max pair up to create a formidable force called Freak the Mighty.

- Explain why both characters are an important part of Freak the Mighty.
 - Which character do you connect with best, Max or Kevin? Why?
- Use information from the story to support your response

Use the 4 Point Open-Ended Rubric from NJ DOE (*See appendix)

Name _____

Date _____

Freak the Mighty Quiz Sections 3 and 4

Circle the best response.

1. Which event below did not happen to Max on Friday the 13th?

The boys had to go to the principal's office and got in trouble

The principal telling Max his Dad wanted to contact him from prison

Freak choked on American Chop Suey and had to go to the hospital

2. Grim and Gram were fighting about whether Grim should

Put new locks on the doors Max move out of the cellar Get a gun for protection.

3. We know Loretta and Iggy aren't entirely evil because:

they were nice to Freak when he returned the purse.

they found a nice apartment for Max's father.

they help Max escape from his father.

4. Max stopped his father from killing Loretta by

revealing that he had seen his Dad kill his Mom.

hitting him with a board.

pointing out that Freak had just snuck in with the squirtgun

5. Freak's squirt gun contained sulfuric acid. *True or False*

6. Gwen was mad at Kevin after the squirtgun incident because:

he could have burned himself on the sulfuric acid.

she didn't think he should risk his life saving Max

she was concerned he was going to make himself sick quicker.

7. Max didn't have to testify against his Dad because:

his Dad plead guilty and agreed to serve his sentence plus 10 years.

his Dad plead guilty and would be getting paroled again soon.

Gram wouldn't let him testify because she thought it would be too hard for Max.

8. At his birthday party, Kevin barely touched his supper, barely ate his cake, had Max blow out his candles. This was foreshadowing for..

Kevin was grumpy that day.

Kevin doesn't like birthdays.

Kevin is getting sicker.

9. Max had a hard time excepting Kevin's death because...

he thought Kevin would recover eventually.

he was mad at the doctor.

he thought Kevin would get a new bionic body and be OK.

10. Max got out of his depression by writing in the empty book. *True or False*

11. Why does Max get upset when he is called into the Principal's office on Friday the thirteenth of October?

12. What was the significance of the gift that Freak gave Max for Christmas?

13. What phrase did Killer Kane hear that would cause him to shift his attention from Loretta to Max?

14. What did Loretta Lee tell Max that turned him around?

15. Friendship is an important theme throughout Freak the Mighty.

- Write at least two other themes presented within the story.
- Explain why you chose you particular themes.

Use information from the story to support your response

[illegible]

ANSWER KEY
Freak the Mighty Quiz Sections 3 and 4

Circle the best response.

1. Which event below did not happen to Max on Friday the 13th?

The boys had to go to the principal's office and got in trouble

The principal telling Max his Dad wanted to contact him from prison

Freak choked on American Chop Suey and had to go to the hospital

2. Grim and Gram were fighting about whether Grim should

*Put new locks on the doors Max move out of the cellar **Get a gun for protection.***

3. We know Loretta and Iggy aren't entirely evil because:

they were nice to Freak when he returned the purse.

they found a nice apartment for Max's father.

they help Max escape from his father.

4. Max stopped his father from killing Loretta by

revealing that he had seen his Dad kill his Mom.

hitting him with a board.

pointing out that Freak had just snuck in with the squirtgun

5. Freak's squirt gun contained sulfuric acid. True or **False**

6. Gwen was mad at Kevin after the squirtgun incident because:

he could have burned himself on the sulfuric acid.

she didn't think he should risk his life saving Max

she was concerned he was going to make himself sick quicker.

7. Max didn't have to testify against his Dad because:

his Dad plead guilty and agreed to serve his sentence plus 10 years.

his Dad plead guilty and would be getting paroled again soon.

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Kevin was grumpy that day.

Kevin doesn't like birthdays.

Kevin is getting sicker.

9. Max had a hard time excepting Kevin's death because...

he thought Kevin would recover eventually.

he was mad at the doctor.

he thought Kevin would get a new bionic body and be OK.

10. Max got out of his depression by writing in the empty book. **True** or False

11. Why does Max get upset when he is called into the Principal's office on Friday the thirteenth of October?

Max got upset because the principal was beginning to discuss Max's father and his

father's interest in getting in contact with Max.

12. What was the significance of the gift that Freak gave Max for Christmas?

Freak gave Max his own dictionary, with his own words and their definitions. Max was

always very impressed with Freak's vocabulary.

13. What phrase did Killer Kane hear that would cause him to shift his attention from Loretta to Max?

"I saw you do it, I saw you kill my mother."

14. What did Loretta Lee tell Max that turned him around?

"Nothing is a drag, kid. Think about it."

15. Friendship is an important theme throughout Freak the Mighty.

- Write at least two other themes presented within the story.
- Explain why you chose you particular themes.

Use information from the story to support your response

Use the 4 Point Open-Ended Rubric from NJ DOE (*See appendix)

#:

Name:

Date:

Freak the Mighty: Writing Task: open-ended prompt Section #1 & 2

In the story, Kevin and Max pair up to create a formidable force called Freak the Mighty.

- Explain why both characters are an important part of Freak the Mighty.
- Which character do you connect with best, Max or Kevin? Why?

Use information from the story to support your response.

You may take notes, create a web, or do other prewriting work on the paper provided. Then, write your composition on the lined paper.

Here is a checklist for you to follow to help you do your best writing. Please read it silently as I read it aloud to you. After you write your composition, read what you have written. Use the checklist to make certain that your writing is the best it can be.

Writer's Checklist

Remember to

- ☐ Keep the central idea or topic in mind.
- ☐ Keep your audience in mind.
- ☐ Support your ideas with details, explanations, and examples.
- ☐ State your ideas in a clear sequence.
- ☐ Include an opening and a closing.
- ☐ Use a variety of words and vary your sentence structure.
- ☐ State your opinion or conclusion correctly.
- ☐ Capitalize, spell, and use punctuation correctly.
- ☐ Write neatly.

#:

Name:

Date:

Freak the Mighty: Writing Task: open-ended prompt Section #3 & 4

Friendship is an important theme throughout *Freak the Mighty*.

- Write at least two other themes presented within the story.
- Explain why you chose your particular themes.

Use information from the story to support your response.

You may take notes, create a web, or do other prewriting work on the paper provided. Then, write your composition on the lined paper.

Here is a checklist for you to follow to help you do your best writing. Please read it silently as I read it aloud to you. After you write your composition, read what you have written. Use the checklist to make certain that your writing is the best it can be.

Writer's Checklist

Remember to

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- ☐ State your ideas in a clear sequence.
- ☐ Include an opening and a closing.
- ☐ Use a variety of words and vary your sentence structure.
- ☐ State your opinion or conclusion correctly.
- ☐ Capitalize, spell, and use punctuation correctly.
- ☐ Write neatly.

Name: _____
Date: _____

Loser
Section #1 & 2 Quiz

Directions: Write *True* or *False*

- ____ 1. Zinkoff always win the races in the neighborhood.
- ____ 2. Zinkoff is starting his first day of first grade.
- ____ 3. Zinkoff's first name is David.
- ____ 4. Zinkoff's hat is in the shape of a giraffe.
- ____ 5. Zinkoff loves school so much he tries to go to school on Saturday.
- ____ 6. Zinkoff bakes a large cupcake to welcome his new neighbor Andrew.
- ____ 7. One of Zinkoff's biggest fears is throwing up.
- ____ 8. Soccer is Zinkoff's kind of game.
- ____ 9. Zinkoff loses the championship game for the Titans.
- ____ 10. When Zinkoff leaves his trophy outside it disappears.
- ____ 11. Zinkoff's father is a police officer.
- ____ 12. Zinkoff goes to work with his dad on the "real" Take Your Kid to Work Day.
- ____ 13. The Waiting Man has been waiting 32 years for his brother to come home.
- ____ 14. In third grade Zinkoff has surgery and has to miss three weeks of school.
- ____ 15. Zinkoff claims that he never sleeps at night.
- ____ 16. Zinkoff fears the darkness of the cellar.
- ____ 17. Zinkoff never conquers his fear of going down the cellar stairs.
- ____ 18. All four years of school Zinkoff has had to sit in the back row of seats.
- ____ 19. In fourth grade the student start to notice Zinkoff for the first time.
- ____ 20. The purple team wins the field day championship.

Loser
Section #1 & 2 Quiz

Directions: Write *True* or *False*

- ☐_F_ 1. Zinkoff always win the races in the neighborhood.
- ☐_T_ 2. Zinkoff is starting his first day of first grade.
- ☐_F_ 3. Zinkoff's first name is David.
- ☐_T_ 4. Zinkoff's hat is in the shape of a giraffe.
- ☐_T_ 5. Zinkoff loves school so much he tries to go to school on Saturday.
- ☐_F_ 6. Zinkoff bakes a large cupcake to welcome his new neighbor Andrew.
- ☐_F_ 7. One of Zinkoff's biggest fears is throwing up.
- ☐_T_ 8. Soccer is Zinkoff's kind of game.
- ☐_F_ 9. Zinkoff loses the championship game for the Titans.
- ☐_T_ 10. When Zinkoff leaves his trophy outside it disappears.
- ☐_F_ 11. Zinkoff's father is a police officer.
- ☐_F_ 12. Zinkoff goes to work with his dad on the "real" Take Your Kid to Work Day.
- ☐_T_ 13. The Waiting Man has been waiting 32 years for his brother to come home.
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- ☐_T_ 17. Zinkoff never conquers his fear of going down the cellar stairs.
- ☐_F_ 18. All four years of school Zinkoff has had to sit in the back row of seats.
- ☐_T_ 19. In fourth grade the student start to notice Zinkoff for the first time.
- ☐_F_ 20. The purple team wins the field day championship.

Section #1 Chapters 1-10

Open-Ended Question

Name: _____

Zinkoff does not seem to react to situations like others do.

- Select two of the situations that Zinkoff encounters.
- Explain the situations and Zinkoff's reactions.
- Explain what a more typical reaction may have been.
- How do Zinkoff's reactions make him special or different?

Remember to include specific details from the story.

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

Section #2 Chapters 11-17

Name: _____

In fourth grade everything changes for Zinkoff, not because he has changed, but because others see him more clearly.

- Explain how the types of actions he has displayed for years suddenly get him labeled as a “loser.”
- How does Zinkoff deal with his new label?

Remember to include specific details from the story.

[illegible]

ANSWER GUIDE

Section #1 Open-Ended Question

Zinkoff does not seem to react to situations like others do.

- Select two of the situations that Zinkoff encounters.
- Explain the situations and Zinkoff's reactions.
- Explain what a more typical reaction may have been.
- How do Zinkoff's reactions make him special or different?

Remember to include specific details from the story.

Use the 4 Point Open-Ended Rubric from NJ DOE (*See appendix)

Section # 2 Open-Ended Question

In fourth grade everything changes for Zinkoff, not because he has changed, but because others see him more clearly.

- Explain how the types of actions he has displayed for years suddenly get him labeled as a "loser."
- How does Zinkoff deal with his new label?

Remember to include specific details from the story.

Use the 4 Point Open-Ended Rubric from NJ DOE (*See appendix)

Name: _____

Date: _____

Loser
Section #3 & 4 Quiz

Directions: Write *True* or *False*.

- _____ 1. Zinkoff leaves the test question about his *best friend* blank.
- _____ 2. Hector is very excited to be Zinkoff's new best friend.
- _____ 3. Hector is saving his ear wax to make into candles.
- _____ 4. Zinkoff decided that a dried up piece of pink gum should be his lucky charm.
- _____ 5. Mrs. Shankfelder agrees to move Zinkoff to another team for field day so that there won't be any problems.
- _____ 6. The Oh Mailman Lady called Donald's mother to tell her that he was OK.
- _____ 7. Donald Zinkoff tells the old lady all of his secrets.
- _____ 8. At 5th grade graduation, Donald Zinkoff receives the award for Most Improved Student.
- _____ 9. Donald plays in the orchestra at graduation.
- _____ 10. Andrew Orwell (Donald's old best friend) is thrilled to see him when they get to middle school.
- _____ 11. The Waiting Man wanders out into the stormy night.
- _____ 12. Zinkoff keeps his lucky "stone" in his pocket all through the snowy night.
- _____ 13. Zinkoff is determined to search the alleys to find the lost girl.
- _____ 14. Zinkoff stays out late because he is tired of everyone picking on him.
- _____ 15. Zinkoff begins to sleepwalk from being so tired and cold.
- _____ 16. Emergency vehicles came with rescuers to search for Zinkoff.
- _____ 17. Claudia was found in someone's car pretending to drive.
- _____ 18. Donald spent his snow day sleeping.
- _____ 19. When the kids go back to school on Monday all of the kids cheer for Donald since he had been so brave.
- _____ 20. The kids are happy Donald want to play football with them.

ANSWER KEY

Name: _____

Date: _____

Loser
Section #3 & 4 Quiz

Directions: Write *True* or *False*.

- ____ F ____ 1. Zinkoff leaves the test question about his *best friend* blank.
- ____ F ____ 2. Hector is very excited to be Zinkoff's new best friend.
- ____ F ____ 3. Hector is saving his ear wax to make into candles.
- ____ T ____ 4. Zinkoff decided that a dried up piece of pink gum should be his lucky charm.
- ____ F ____ 5. Mrs. Shankfelder agrees to move Zinkoff to another team for field day so that there won't be any problems.
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- ____ F ____ 20. The kids are happy Donald want to play football with them.

Section #3 Open-Ended Question

Section #3

Open-Ended Question

Name: _____

Even though Zinkoff practiced for Field Day he ends up skipping school that day.

- Where did Zinkoff go instead of school?
- Why do you think that Zinkoff decided to not go to school on Field Day?
- Do you think he made the right decision? Why or why not?

Use evidence from the text to support your response.

This image shows a blank 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.

Section # 4

Open-Ended Question

Name: _____

During the first snow day of middle school Zinkoff goes missing.

- Where did Zinkoff go during the storm?
- After everyone found out why Zinkoff went missing, how do they treat him? Explain why?

Use evidence from the text to support your response.

[illegible]

ANSWER GUIDE

Section #3 Open-Ended Question

Even though Zinkoff practiced for Field Day he ends up skipping school that day.

- Where did Zinkoff go instead of school?
- Why do you think that Zinkoff decided to not go to school on Field Day?
- Do you think he made the right decision? Why or why not?

Use evidence from the text to support your response.

Use the 4 Point Open-Ended Rubric from NJ DOE (*See appendix)

Section # 4 Open-Ended Question

During the first snow day of middle school Zinkoff goes missing.

- Where did Zinkoff go during the storm?
- After everyone found out why Zinkoff went missing, how do they treat him?
Explain why?

Use evidence from the text to support your response.

Use the 4 Point Open-Ended Rubric from NJ DOE (*See appendix)

NAME _____

DATE _____

HOW TO STEAL A DOG
QUIZ SECTIONS 1 and 2

Read each statement. Write true or false next to each statement.

- _____ 1. Luanne discovered that Georgina, Toby, and their mother were living in the car.
- _____ 2. Toby came up with the idea to steal a dog in order to get reward money.
- _____ 3. Georgina wanted to steal Willy because she believed his owner owned Whitmore Road.
- _____ 4. Georgina's mother found a house for her family to live in.
- _____ 5. Toby and Georgina were so excited to move into the house.
- _____ 6. Georgina received a letter from school because she was doing so well.
- _____ 7. Georgina, Toby, and their mom were forced to leave the house.
- _____ 8. Toby and Georgina stole Willy and let him stay in the car.
- _____ 9. Mama was trying hard, working two jobs, to support her children.
- _____ 10. Georgina was beginning to have doubts about stealing a dog.

Circle the best choice for each.

1. Mostly, Georgina, Toby, and her mom lived in _____.
a house a car a hotel an apartment
2. Georgina got the idea of stealing a dog from _____.
a book a magazine Toby a posted reward sign
3. Georgina kept ideas for stealing a dog in _____.
her head her computer her notebook a book
4. Georgina and Toby kept Willy _____.
at the old house in the car in the woods at a friend's house
5. Georgina wanted the reward money to _____.
buy clothes purchase a new car get a computer get a place to live

Choose a character from the story. What character trait or traits would you use to describe this character and tell why.

Georgina carefully plans the steps to steal Willy. We know that stealing is considered to be a crime.

- **Explain the steps Georgina came up with to steal Willy.**
- **Do you think that Georgina has committed a crime? Why or why not?**

Use information and details from the story to support your response.

ANSWER KEY

HOW TO STEAL A DOG QUIZ SECTIONS 1 and 2

Read each statement. Write true or false next to each statement.

- _____ true _____ 1. Luanne discovered that Georgina, Toby, and their mother were living in the car.
- _____ false _____ 2. Toby came up with the idea to steal a dog in order to get reward money.
- _____ true _____ 3. Georgina wanted to steal Willy because she thought his owner owned Whitmore Road.
- _____ true _____ 4. Georgina's mother found a house for her family to live in.
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- _____ false _____ 6. Georgina received a letter from school because she was doing so well.
- _____ true _____ 7. Georgina, Toby, and their mom were forced to leave the house.
- _____ true _____ 8. Toby and Georgina stole Willy and let him stay in the car.
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a book a magazine Toby **a posted reward sign**

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buy clothes purchase a new car get a computer **get a place to live**

Choose a character from the story. What character trait or traits would you use to describe this character and tell why.

Answers will vary.

Georgina carefully plans the steps to steal Willy. We know that stealing is considered to be a crime.

- **Explain the steps Georgina came up with to steal Willy.**
- **Do you think that Georgina has committed a crime? Why or why not?**

Use information and details from the story to support your response.

*Use the 4 Point Open-Ended Rubric from NJ DOE (*See appendix)*

NAME _____

DATE _____

HOW TO STEAL A DOG
QUIZ SECTIONS 3 AND 4

1. Why was Georgina so shocked to finally see the inside of Carmella Whitmore's house?

2. Carmella was rich enough to offer a hefty reward for the return of Willy.
(Circle the correct response)

True

False

3. Georgina and Toby leave Carmella's house after Carmella says she is going to call her sister, Gertie. Then (on page 102), Georgina breaks down and calls herself "the sorriest person there ever was."
Cite examples as to why Georgina thinks this of herself.

4. Georgina first meets Mookie at _____.

school at McDonalds the old house the laundromat

5. Mookie says that sometimes he fixes or does things for people for free.
Why does he do this?

6. How do you think the car “suddenly” worked after it was broken down?
Support your answer with details from the book.

7. How did Mookie figure out the truth about Willie?

8. Georgina finally confesses to Carmella. What is surprising about
Carmella’s reaction? Why do you think she reacts this way?

9. Reread the last four pages of the book. Do you think the story has a happy ending? Why or why not?

Open-Ended Responses

#1 Mookie shares two mottos with Georgina.

- Choose one of them and explain what it means.
- Give an example of the motto from the story.

Use evidence from the story to support your response.

#2 Throughout the story, Georgina exhibited many different character traits.

- Choose three adjectives which best describe Georgina.
- Explain how these character traits influenced Georgina's behavior and her decisions.

Use evidence from the story to support your response.

ANSWER KEY

HOW TO STEAL A DOG **QUIZ SECTIONS 3 AND 4**

1. Why was Georgina so shocked to finally see the inside of Carmella Whitmore's house?

Georgina always thought the house would be very fancy with chandeliers and furniture. She actually thought it would be a rich person's house. However, it wasn't like that at all. The house was dark and dreary. It was filled with junky stuff. There were piles of newspapers and clothes, boxes and dishes. It was the total opposite.

2. Carmella was rich enough to offer a hefty reward for the return of Willy.

True

False

3. Georgina and Toby leave Carmella's house after Carmella says she is going to call her sister, Gertie. Then (on page 102), Georgina breaks down and calls herself "the sorriest person there ever was."
Cite examples as to why Georgina thinks this of herself.

Answers will vary

4. Georgina first meets Mookie at _____.

school at McDonalds **the old house** the laundromat

5. Mookie says that sometimes he fixes or does things for people for free. Why does he do this?
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8. Georgina finally confesses to Carmella. What is surprising about Carmella's reaction? Why do you think she reacts this way?

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OPEN-ENDED RESPONSES

Mookie shares two mottos with Georgina.

- Choose one of them and explain what it means.
- Give an example of the motto from the story.

Use evidence from the story to support your response.

Use the 4 Point Open-Ended Rubric from NJ DOE (*See appendix)

Throughout the story, Georgina exhibited many different character traits.

- Choose three adjectives which best describe Georgina.
- Explain how these character traits influenced Georgina's behavior and her decisions.

Use evidence from the story to support your response.

Use the 4 Point Open-Ended Rubric from NJ DOE (*See appendix)

NAME_____

DATE_____

HOW TO STEAL A DOG

CLOSING ACTIVITY OPEN – ENDED QUESTIONS

#1

Georgina carefully plans the steps to steal Willy. We know that stealing is considered to be a crime.

- Explain the steps Georgina came up with to steal Willy.
- Do you think that Georgina has committed a crime? Why or why not?

Use information and details from the story to support your response.

#2

Mookie shares two mottos with Georgina.

- Choose one of them and explain what it means.
- Give an example of the motto from the story.

Use evidence from the story to support your response.

#3

Throughout the story, Georgina exhibited many different character traits.

- Choose three adjectives which best describe Georgina.
- Explain how these character traits influenced Georgina's behavior and her decisions.

Use evidence from the story to support your response.

Name _____

Date _____

Donavan's Word Jar Quiz Sections 1 and 2

Circle the best response for each vocabulary word.

- 1. Nutrition means the amount of exercising a person does daily. *True or False***
- 2. Impatiently means it is difficult to wait at all for a result or answer. *True or False***
- 3. Interruptions means to leave a person alone without bothering them. *True or False***

Circle the best response for each question.

- 4. How is Donovan like the other students in his third-grade class?**

He is smart, loves to do his work and raises his hand often, loves getting homework

He dresses the same, after a bell rings he runs for the door, avoids eating vegetables

He loves to play football, read mystery books and play loves of video games

- 5. How did Donovan began his collection?**

He was eating breakfast and noticed the word nutrition

He was bragging to his friends about all the words he knows

His Grandma has the same collection and he thought it was great

- 6. How does Donovan enjoy to collect words?**

File box dictionarybook shoe box jar

- 7. Where does Donovan get all of his words for his collection?**

Everywhere he sees them

His parents give them to him

His teacher gave him a list of words

8. Where does Donavan hide his collection so Nikki cannot get to it?

Under the bed in the closet on a high shelf in his toy chest

9. . In what important way is Donavan different from the rest of his friends?

He likes to play hockey and his friends like football

He collects words and his friends collect items they can trade

He works at his dad's store and his friends do not have jobs

10. What type of words does Donavan collect?

Only new words he learns from reading books

Only words his teacher teaches in class

Words that he sees everywhere that catches his attention

Words he learns from his family that represent his culture

11. Who is the main character in this story?

Donavan Nikki Grandma Dad Mom

12. Which words best describe Donavan?

He is rude and is uncaring

He is selfish and shy

He is motivated to learn and is caring

He loves to play sports and often shares with others

13. Circle the setting in the story.

Park Birthday party Grandma's house Donavan's house

14. Stories can be told by many different people. Sometimes the author is the narrator telling the story. Other times, the story is told by a character from the story. Who is telling the story in Donovan's Word Jar?

Donavan

Grandma

The author/The narrator

Nikki

15. In this story, Donavan collects words. His friends collect many different items such as marbles, buttons, baseball cards, stamps, coins and rocks.

- Describe a collection you have or would like to have.
- How did this collection begin or what makes you want to start this collection?
- What makes this collection important to you?

[illegible]

Answer Key- 18 Points

Donavan's Word Jar Quiz Sections 1 and 2

Circle the best response for each vocabulary word.

- 1. Nutrition means the amount of exercising a person does daily. *True (1 point)***
- 2. Impatiently means it is difficult to wait at all for a result or answer. *True (1 point)***
- 3. Interruptions means to leave a person alone without bothering them. (1 point)**
False

Circle the best response for each question.

- 4. How is Donavan like the other students in his third-grade class? (1 point)**

He dresses the same, after a bell rings he runs for the door, avoids eating vegetables

- 5. How did Donavan begin his collection? (1 point)**

He was eating breakfast and noticed the word nutrition

- 6. How does Donavan enjoy to collect words? (1 point)**

jar

- 7. Where does Donavan get all of his words for his collection? (1 point)**

Everywhere he sees them

- 8. Where does Donavan hide his collection so Nikki cannot get to it? (1 point)**

on a high shelf

- 9. . In what important way is Donavan different from the rest of his friends? (1 point)**

He collects words and his friends collect items they can trade

- 10. What type of words does Donavan collect? (1 point)**

Words that he sees everywhere that catches his attention

11. Who is the main character in this story? (1 point)

Donavan

12. Which words best describe Donovan? (1 point)

He is motivated to learn and is caring

13. Circle the setting in the story. (1 point)

Donavan's house

14. Stories can be told by many different people. Sometimes the author is the narrator telling the story. Other times, the story is told by a character from the story. Who is telling the story in Donovan's Word Jar? (1 point)

The author/The narrator

15. In this story, Donovan collects words. His friends collect many different items such as marbles, buttons, baseball cards, stamps, coins and rocks (4 points)

- Describe a collection you have or would like to have.
- How did this collection begin or what makes you want to start this collection?
- What makes this collection important to you?

*Use the 4 Point Open-Ended Rubric from NJ DOE (*See appendix)*

Name _____

Date _____

Donavan's Word Jar Quiz Sections 3 and 4

Circle the best response for each question.

1. Which of Donovan's actions make it clear that he is impatient to visit his grandma?

He rushes to ask his father after Nikki falls asleep

He quickly hides his word jar under his bed

He calls grandma on the phone to pick him up

He falls asleep while reading his words to Nikki

2. As Donovan rushes to Grandma's apartment explain the setting of the story.

Sunny, beautiful and breezy winds

Rainy and dull in this busy city

Cloudy and windy in the mountains

Sunny and hot in the open plains

3. Which of the following is something Donovan and Grandma have in common?

they are both collectors

they are both singers

they are both tennis players

they both play musical instruments

4. When Grandma looked at the words Donovan collected, why do you think she enjoys his words?

She loves to read anything she can

Each word makes her think of a memory

The words are similar to the words she once collected

Each word is spelled wrong and it seems funny

5. What is Mr. Bill Gut's job at the Mellow View Apartments?

Security guard

None, he just lives there

Lifeguard

Desk Clerk

6. How do you know the people in the lounge at Grandma's apartment are bored and tired?

They aren't interested in what is going on around them; they do not even talk to one another

They are all dancing, laughing and singing to the loud music playing in the background

The elderly people complained to Donovan about how bored and tired they were

7. What are Miz Marylou and Mr. Bill Gut arguing about?

Who can be in charge of/ be manager of the lounge events

Who should decide what channel to watch on T.V.

Who should had a fundraiser to raise money for the apartments

Who should decide when the lounge opens and closes

8. Where did Grandma get her collections from?

On her own /shopping

friends and family

People who live in her apartment complex

from a teacher

9. What is a list of some of items that Grandma collects?

Shoes, zoo animals, veils, and fancy dresses

Quilt patchwork, old fashion dolls, teapots, seashells

Fabric materials, fancy porcelain dolls, rocks and frames

Books, various types of stars, plants and gardening tools

10. Donavan first discovers that his words can help others when__.

He makes grandma laugh about Mr. Bill Gut

Nikki falls asleep after he sings her a lullaby

Miz Marylou and Mr. Bill Gut come to an agreement

Miss Millie and Mr. Foote start talking together

11. What word, given by Donavan, helps Miz Marylou and Mr. Bill Gut solve their problem?

Compromise

Friendship

Perseverance

Leisure

12. Donavan feels like a magician because ____.

His words change the people in Grandma's apartment building

He has a magician's costume

He plays tricks on the people in Grandma's apartment building

The sun is shining in Grandma's apartment building

13. Circle a setting found in this story

Grandma's apartment

Nikki's baseball game

School Cafeteria

Dad's new store

14. At first Donavan was very upset when he saw all the elderly people holding all of his words from his collection. But, then he realized he changed the way the people were behaving in a positive way.

- Explain what Donovan's words do for the people at Mellow View Apartments.
- Describe what Donovan learns from sharing his words?

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

Answer Key 16 Points.

Donavan's Word Jar Quiz Sections 3 and 4

Circle the best response for each question.

1. Which of Donovan's actions make it clear that he is impatient to visit his grandma? (1 point)

He rushes to ask his father after Nikki falls asleep

2. As Donovan rushes to Grandma's apartment explain the setting of the story. (1 point)

Rainy and dull in this busy city

3. Which of the following is something Donovan and Grandma have in common? (1 point)

they are both collectors

4. When Grandma looked at the words Donovan collected, why do you think she enjoys his words? (1 point)

Each word makes her think of a memory

5. What is Mr. Bill Gut's job at the Mellow View Apartments? (1 point)

Security guard

6. How do you know the people in the lounge at Grandma's apartment are bored and tired? (1 point)

They aren't interested in what is going on around them; they do not even talk to one another

7. What are Miz Marylou and Mr. Bill Gut arguing about? (1 point)

Who should decide when the lounge opens and closes

8. Where did Grandma get her collections from? (1 point)

friends and family

9. What is a list of some of items that Grandma collects? (1 point)

Quilt patchwork, old fashion dolls, teapots, seashells

10. Donovan first discovers that his words can help others when __. (1 point)

Nikki falls asleep after he sings her a lullaby

11. What word ,given by Donovan, helps Miz Marylou and Mr. Bill Gut solve their problem? (1 point)

Compromise

12. Donovan feels like a magician because ____ . (1 point)

His words change the people in Grandma's apartment building

13. Circle a setting found in this story(1 point)

Grandma's apartment

14. At first Donovan was very upset when he saw all the elderly people holding all of his words from his collection. But, then he realized he changed the way the people were behaving in a positive way. (4 points)

- Explain what Donovan's words do for the people at Mellow View Apartments
- Describe what Donovan learns from sharing his words?

Use the 4 Point Open-ended Rubric from NJ DOE (*See appendix)

NAME_____

DATE_____

REALISTIC FICTION GENRE UNIT TEST

1. Which of the following best describes realistic fiction?
 - A. A story that includes fantasy elements.
 - B. A story that includes things that could happen in real life.
 - C. A biography of a real person such as George Washington.
2. Pick two things in your story that you read about that you may have had some prior knowledge about. What else did you learn about that particular thing?

PRIOR KNOWLEDGE

NEW INFORMATION

A.

B.

3. Pick one of the main characters in your book. What kinds of connections can you make to that character? Remember to explain in detail.

4. Explain what each word means by looking at its root, prefix, or suffix.

A. impossible-_____

B. unfold-_____

C. century-_____

D. recover-_____

E. illogical-_____

F. cooperate-_____

G. tasteless-_____

H. preview-_____

5. Read the following passages. Then answer each question.

Kylie's stomach fluttered as her teacher handed her the history test. She had studied for three days. Now she had to show what she knows- regardless if she was ready or not.

A. How is Kylie feeling right now?_____

B. What words and phrases helped you make this inference? _____

The entire class was absolutely silent as Dan gave his report, their eyes glued on his face. When Dan told about his run-in with a bear while camping, you could hear a huge gasp as everyone drew in their breath at the same time.

C. Was the class puzzled, bored, or fascinated by Dan's report? _____

D. What words and phrases helped you make this inference? _____

6. Read the paragraph. Then circle the letter of the best answer to each question.

Many books contain people's accounts of UFO sightings and of encounters with creatures (extraterrestrials) from other planets. Some people claim to have been taken away to other planets and then eventually being returned to Earth unharmed. For many people, it is appealing to think that there could be aliens from other planets. Many unanswered questions have arisen from numerous alleged sightings. However, until we are given proof, we must assume that extraterrestrials do not exist.

- A. What is the main idea of this paragraph?
- a. People claim they have been taken away to other planets.
 - b. Many people have seen aliens.
 - c. There is no proof that extraterrestrial life exists.
 - d. Accounts of UFO sightings are found in many books.
- B. Which detail supports this main idea?
- a. People say they have returned to Earth unharmed after living on another planet.
 - b. People find the idea of aliens on other planets appealing.
 - c. Questions have been raised because of the proof of aliens.
 - d. Alleged sightings have not provided answers.
- C. Which of these details could be inserted to support the main idea?
- a. A well-known UFO center is in Roswell, New Mexico.
 - b. Weather balloons have sometimes been mistaken for UFOs.
 - c. Movies like **Men in Black** show how aliens may be on our planet.
 - d. Sometimes, people are scared of things they are unsure of.

NAME_____Answer Key (25 pts.)_____

DATE_____

READING SKILLS TEST

1. Which of the following best describes realistic fiction? (1 pt.)

D. A story that includes fantasy elements.

E. A story that includes things that could happen in real life.

F. A biography of a real person such as George Washington.

2. Pick two things in your story that you read about that you may have had some prior knowledge about. What else did you learn about that particular thing? (4 pts.)

PRIOR KNOWLEDGE

NEW INFORMATION

A. ANSWERS WILL VARY

B. ANSWERS WILL VARY

3. Pick one of the main characters in your book. What kinds of connections can you make to that character? Remember to explain in detail. (5 pts.)

____ANSWERS WILL VARY _____

LOOK FOR A MAIN CHARACTER AND AT LEAST 2 CONNECTIONS

___CITES DETAILS FROM PASSAGES ___ - _____

4. Explain what each word means by looking at its root, prefix, or suffix. (8 pts.)

A. impossible-___NOT POSSIBLE _____

B. unfold-_____ OPPOSITE OF FOLD _____

C. century-_____ ONE HUNDRED YEARS _____

D. recover-_____ COVER AGAIN _____

E. illogical-_____ NOT LOGICAL _____

F. cooperate-_____ WORK TOGETHER _____

G. tasteless-_____ WITHOUT TASTE _____

H. preview-_____ VIEW BEFORE _____

5. Read the following passages. Then answer each question. (2 pts.)

Kylie's stomach fluttered as her teacher handed her the history test. She had studied for three days. Now she had to show what she knows- regardless if she was ready or not.

A. How is Kylie feeling right now? _____

____NERVOUS AND ANXIOUS____

B. What words and phrases helped you make this inference?_____

____STOMACH FLUTTERED____

The entire class was absolutely silent as Dan gave his report, their eyes glued on his face. When Dan told about his run-in with a bear while camping, you could hear a huge gasp as everyone drew in their breath at the same time. (2 pts.)

C. Was the class puzzled, bored, or fascinated by Dan's report?_____

____FASCINATED____

D. What words and phrases helped you make this inference?_____

____CLASS WAS ABSOLUTELY SILENT, HUGE GASP,
AND EYES GLUED ON HIS FACE____

6. Read the paragraph. Then circle the letter of the best answer to each question. (3 pts.)

Many books contain people's accounts of UFO sightings and of encounters with creatures (extraterrestrials) from other planets. Some people claim to have been taken away to other planets and then eventually being returned to Earth unharmed. For many people, it is appealing to think that there could be aliens from other planets. Many unanswered questions have arisen from numerous alleged sightings. However, until we are given proof, we must assume that extraterrestrials do not exist.

- A. What is the main idea of this paragraph?
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 - d. Accounts of UFO sightings are found in many books.
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- a. A well-known UFO center is in Roswell, New Mexico.
 - b. Weather balloons have sometimes been mistaken for UFOs.
 - c. Movies like Men in Black show how aliens may be on our planet.
 - d. Sometimes, people are scared of things they are unsure of.

APPENDIX

APPENDIX

OPEN-ENDED SCORING RUBRIC
For Reading, Listening, and Viewing
(Modified)

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

APPENDIX

Open-Ended Scoring Guide for Reading, Listening, and Viewing

Points	Guide
4	<p>A student at this score point:</p> <ul style="list-style-type: none">• Synthesizes the passage/story• Draws appropriate and logical conclusions that are elaborated• Makes relevant and controlled use of text• Provides appropriate details and accurate explanations
3	<p>A student at this score point:</p> <ul style="list-style-type: none">• May synthesize the story but specific text reference may only be implied• Provides a simple but accurate explanation• Makes relevant use of text to support or explain• Draws appropriate conclusions that may be elaborated
2	<p>A student at this score point:</p> <ul style="list-style-type: none">• Provides some text reference which may be incorrect or provides a general explanation that omits specific links to the text• May focus on irrelevant or minor details• May simply retell the story or passage• May imply story details by relating life experiences, by describing story elements, or by identifying concepts in the passage
1	<p>A student at this score point:</p> <ul style="list-style-type: none">• Misinterprets the task or fails to address part of the task• Presents one simple idea or detail• Provides no explanation• Does not clearly refer to the text
0	<p>A student at this score point:</p> <ul style="list-style-type: none">• Completely misinterprets the task• Merely selects key words or phrases from the task or the title• Shows no evidence of having read the story