

Young Scholars of Western Pennsylvania Charter School

4th Novel Studies YSWPCS

- Book Title

"The Tales of a Fourth Grade Nothing"

By: Judy Blume

Theme/Essential Question(s)

Growing up/

Chapter 1: Peter gives several reasons why he thinks Fudge is his biggest problem. What do you see as your biggest problem? Give several reasons to explain.

Chapter 2: One of the advantages of being nine for Peter is that he gets to eat dinner with his parents' houseguests. What are some of the advantages of being your age?

Chapter 3: At first Fudge absolutely refused to eat. What would you have suggested that his parents do to make him eat?

Chapter 4: Peter's mother later apologizes for blaming Fudge's accident on him. Have you ever been so angry that you blamed someone for something that was not his fault? Has someone you know ever done this? Explain.

Chapter 5: Fudge has quite an eventful third birthday party! Tell about a time something funny or unusual happened while you were at a party.

Chapter 6: Fudge's dentist, Dr. Brown, has a rule that he doesn't let

mothers in the examining room during appointments. If Peter could make up his own rule for his family, what do you think it might be? Explain.

Chapter 7: At first, Peter's mother won't agree to putting a lock on his door. Her response is, "We're a family. We don't have to lock each other out." Explain why you think Mrs. Hatcher feels this way.

Chapter 8: Explain why you think Judy Blume titled this book *Tales Of A Fourth Grade Nothing*.

Chapter 9: Tell about a time when you or someone you know got lost on an outing.

Chapter 10: When Fudge says that he has eaten Dribble, it seems so outrageous that at first Peter and his mother don't believe him. Tell about a time you heard something so outrageous that at first you didn't believe that it was true.

Vocabulary

ambulance

brilliant

concentrate

conclusion

cradle

demonstrate

disappointed

expression

holler

ingredient

pastime

patience

shriek

squint

stretcher

transportation

valuable

wander

Interdisciplinary Connections

Related to Unit 1 Reading (Treasures) and the underlying theme.

PA Common Core Standards

CC.1.3.4.A

Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.B

Cite relevant details from text to support what the text says explicitly and make inferences.

CC.1.3.4.F

Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

CC.1.3.4.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level

reading and content,
choosing flexibly
from a range of
strategies and tools

CC.1.3.4.J

Acquire and use
accurately gradeappropriate
conversational,
general academic,
and domain-specific
words and phrases,
including those that
signal precise
actions, emotions, or
states of being and
that are basic to a particular topic.

CC.1.3.4.K

Read and
comprehend literary
fiction on grade level,
reading
independently and
proficiently.

CC.1.1.4.D

Know and apply
grade level phonics
and word analysis
skills in decoding
words.

Use combined
 knowledge of all
 letter-sound
 correspondences,
 syllabication
 patterns, and
 morphology to
 read accurately
 unfamiliar
 multisyllabic
 words.

CC.1.1.4.E

Read with accuracy
 and fluency to
 support
 comprehension.

PA Eligible Content

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
 RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

E04.A-K.1.1.3 Describe in depth a character, setting, or story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, *endangered* when discussing animal preservation).

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Assessment(s)

Novel Study Guided Notes

End of book project- student choice: Create a poster of an x-ray of Fudge with Dribble the turtle in his stomach/Create a poster giving babysitting tips.

Duration

1.5 months

- Book Title

"Sarah, Plain and Tall"

By: Patricia MacLachlan

Theme/Essential Question(s)

Acceptance/

Chapter 1: What do we know about the family so far in this story? Write at least 3-4 sentences.

Chapter 2: When Anna sets the table, she sets four places and then puts one away. Whom do you think the fourth setting was meant for? Why does she put it away? Write at least 3-4 Sentences.

Chapter 3: Anna says, "I wished we had a sea of our own." What do you think she means? Why would she wish for this? Write at least 5-6 sentences.

Chapter 4: When Sarah listens to the conch shell, Anna notices that Sarah looks sad. Have you ever felt sad about missing a person or a place? Write at least 5-6 sentences.

Chapter 5: After Papa builds the hay dune, Caleb asks Sarah if she is scared to climb it. Sarah is not scared at all. Have you ever been brave when other people were afraid? Write at least 5-6 sentences.

Chapter 6: Sarah asks the children about winter even though it is still spring. Why do you think she wonders about winter? Write at least 3-4 sentences.

Chapter 7: Maggie knows that Sarah “must have a garden” because she loves flowers so much. Is there anything you love so much that you need to have it, wherever you are? Write at least 5-6 sentences.

Chapter 8: Caleb points out what is missing from Sarah’s drawing of the sea. What is it? Draw a picture of this missing item.

Chapter 9: What does Sarah bring with her when she returns? What are the reasons she brings these things? Write 5-6 sentences.

Vocabulary

dusk
 rascal
 slab
 energetic
 horrid
 wretched
 shingles
 enclosing
 pesky
 peer
 slick
 fetch
 hitched
 windbreak

rustle
 stew
 paddock
 canvas
 pitchfork
 dune
 charcoal
 coarse
 startled
 collapsed
 gullies
 wickering
 weary
 overalls
 milled

squall
eerie

Interdisciplinary Connections

Related to Black History Month/Social Studies, the idea of acceptance.

PA Common Core Standards

CC.1.3.4.C

Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.

CC.1.3.4.A

Determine a theme of a text from details in the text; summarize the text.

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comprehend literary
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CC.1.1.4.D

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grade level phonics
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skills in decoding
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CC.1.1.4.E

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PA Eligible Content

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E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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b. Use common, grade

Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, autograph*)

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RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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Assessment(s)

Journal Entries

Book Review mini project

End of the Book Test

Scholastic Reading Program Quiz

Duration

1.5 months

- Book Title

"The Cricket in Times Square"

By: George Selden

Theme/Essential Question(s)

Team Work/

Chapter 1: What is the setting of this story? Who are the main characters of this story?

Chapter 2: In Chapter 2, Mario told his mother that crickets were good luck. The fortune in Mario's fortune cookie read: "Good luck is coming your way. Be ready."

Below, list a few things that are said to bring good luck. One example is given. Look at your list below. Do you think these things *really* bring good luck? Why or why not?

Example: Finding a four-leaf clover

Chapter 3: 1. Do you think Chester and Tucker will become good friends?

Chapter 4: Chester is a cricket, and cricket is a type of insect. Write down at least five facts about a cricket. Draw a picture of a cricket.

Chapter 5: Imagine you are Tucker and write about taking Chester to a place in your community.

Tell how you would get there and describe Chester's reaction to this new place.

Chapter 6: What kind of home do you think Chester should have? Design a home for Chester below. Be sure to include labels in your picture!

Chapters 7 & 8: Pretend that you are Mario. Write a journal entry in which you tell how you think the money appeared in Chester's cage.

Chapter 9: Point of view in a novel refers to the person telling the story. It could be the author or one of the characters telling the story. From whose point of view is this story told? Draw a picture of this who is telling the story.

Chapter 10: Suppose a newspaper reporter were assigned to write an article about the party and the fire. Write an article that might appear in the newspaper. Be sure to include the important *Who, What, When, Where, Why* and *How* of a good newspaper article.

Chapter 11: Do you think music can really have a strong effect on people's feelings, as it did with Mama? How does your favorite music make you feel?

Chapter 12: If you had a cricket such as Chester, what music would you want him to play?

Chapter 13: The seasons are now changing in the story. Do changing seasons affect you, causing you to feel happy or sad?

Chapter 14 & 15: Chester had mixed emotions as he departed from the newsstand. Write about a bittersweet experience of your own when you had mixed feelings of happiness and sadness.

Vocabulary

wistfully

eavesdropping

scuffling

acquaintance

jumble

scornfully

logical

cricket

brook

liverwurst

forlornly

leery

colony

echolocation

insecticides

Interdisciplinary Connections

Related to character education and the idea of team work.

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read accurately
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RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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Assessment(s)

Journal Entries

Book Review mini project

End of the Book Test

Scholastic Reading Program Quiz

Duration

2 months

- Book Title

"The Tale of Despereaux"

By: Kate DiCamillo

Theme/Essential Question(s)

Survival/

CHAPTER 1 What is the setting of the story? A castle. The story could not happen as it does without this setting. What language was Despereaux's mother speaking? She was speaking French. Three things were wrong with Despereaux, what were they? His ears were very large, he was very small, and his eyes were open.

CHAPTER 2 Despereaux's family was quite nasty to him. Not only were his ears too big, his body too small, and his eyes open but, he was not interested in something very important to the other mice. What was this? He should have been looking for food and eating it. Despereaux could do something that no other mouse seemed to be able to do. What unusual thing could he do? He could understand "people talk". What does the expression "Get your head out the clouds" mean? It means to pay attention and watch what you are doing.

CHAPTER 3 What does a mouse have to do to keep safe? He has to scurry. His sister, Merlot, took Despereaux to the library but not to read. What was she teaching him to do? How to eat paper in a book. Despereaux found he was able to do something quite amazing, even though it upset his sister. What could he do? Despereaux could read the words in the book.

CHAPTER 4 Despereaux's brothers and sister have given up on trying to teach him to act like a mouse – follow the mouse rules. Is he upset up this? No, he is happy to be free. What brought Despereaux out of his wall hole? Music played by the King for Princess Pea. Despereaux discovered he liked three things now, what were they? Stained glass windows, stories in books, & music.

CHAPTER 5 Princess Pea reminded Despereaux of someone, who was that? The picture of the "fair maiden" in the library book. What was Furlough's favorite expression? Cripes Furlough ran to give his father information about Despereaux, what was he upset about? He saw Despereaux near the King and Princess Pea was touching him on his head.

CHAPTER 6 Despereaux's parents are concerned with how different he is from other mice. Lester, his dad, says he'll call a meeting. Who will decide what to do with Despereaux. The Mouse Council How and what does he use to call the meeting? Lester beats a thimble drum Why did the decision involve the entire mouse community? It has to do with the safety of all the mice.

CHAPTER 7 Despereaux was with Princess Pea and getting deeper into mouse trouble, how? She was holding him in her hand enjoying his ears

The King wants Pea to put Despereaux down, why? Because mice are close relatives to rats, their enemies Despereaux now makes an even greater mistake breaking ancient mouse rules, what? He speaks to a human, honoring Pea and bowing

CHAPTER 8 Why did the Mouse Council think Despereaux couldn't be trusted? He let a human touch him. Where was the council sending Despereaux? Down into the dungeon of the castle. What does "perfidy" mean??? Treachery, faithlessness, lack of confidence

CHAPTER 9 Despereaux was enchanted with the book he was reading. What did he want to come true? He wanted a "happily ever after" with Princess Pea. Furlough felt he was right to turn Despereaux into the Mouse Council. What do you think?? Your Opinion

CHAPTER 10 What was Despereaux holding as he went into the meeting of the Mouse Council? Furlough's tail What does "egregious" mean? Why did Despereaux break the "sacred, never-to-be-broken" mouse rules of conduct? Because of love Despereaux could not do a certain something to stay out of the dungeon, what was that? He could not renounce his love for Princess Pea.

CHAPTER 11 Despereaux awoke to hear drums and shouting by the other mice and the threadmaster calling out to get through the crowd. What did the threadmaster ask Despereaux about? He asked if the Princess was beautiful After the threadmaster's words, Despereaux made a decision, what was it? He decided to be brave for Princess Pea.

CHAPTER 12 What did Despereaux's mother, Antoinette, do when she heard about the dungeon? She fainted in front of Despereaux and the two mouse guards taking him to the dungeon. His mother called out one word to Despereaux, what was it and what does it mean? "Adieu" and it means "farewell".

CHAPTER 13 As the three mice were traveling down to the dungeon something besides the dungeon made Despereaux shudder, what was this? His own brother, Furlough, was taking him down to the terrible abyss.

Despereaux had wanted to do something before going down into the dungeon but he was not able to do it, what? Tell Princess Pea what was going to happen to him.

CHAPTER 14 Down in the dungeon lay Despereaux, checking his bones. The dungeon had the odor of despair, suffering, and hopelessness – otherwise known as the smell of what? Rats To help keep himself brave in the absolute darkness that was the dungeon, Despereaux began to do something, what was this? He began to tell himself a story – "Once upon a time..."

CHAPTER 15 Who was holding Despereaux when he awoke? Gregory, the jailer Despereaux had a chance to be saved by Gregory, what did he have to do? "Make some light" and tell a story

CHAPTER 16 In the second part of the book, before Despereaux was born, Chiaroscuro the rat, called Roscuro, is introduced. He had a run-in with Gregory the jailer and now has a fondness for what? Light, he thinks the meaning of life is "Light."

A very old rat, Botticelli Remorso, has a very bad outlook on life. He tries to hypnotize Roscuro into believing this. Botticelli wants Roscuro to do what to do what evil thing to a prisoner? Torture a prisoner and make them suffer

CHAPTER 17 As a new prisoner was taken down into the dungeon, Roscuro watched something float down through the light, what was it? It was a bright, red cloth blanket that belonged to the prisoner Botticelli told Roscuro to forget about the world upstairs, he was to take something, what??? Because he was a what??? He was to take the prisoner's cloth because he was a rat

CHAPTER 18 Roscuro talked to the prisoner to "make friends" and get him to tell what he had done wrong. What terrible thing had he done? The prisoner traded away his daughter for the red cloth Roscuro took the cloth back to his nest and knew that Botticelli was wrong, it was not about the cloth, he really did want to be filled with what? Light

CHAPTER 19 Roscuro goes up to the light. He happily waltzed around the castle rooms until he came to the banquet hall. What did he do there? He went into the party & the light

CHAPTER 20 From where did Roscuro watch the party? From the ornate chandelier Why did Roscuro fall into the soup? He realized how terrible it was to be a rat

CHAPTER 21 Princess Pea's mother, the Queen, loved soup. Roscuro spoiled it for her by scaring her. What did the Princess say to him? She told him to go back to the dungeon where he belonged – back to the darkness How did Roscuro feel about this? It broke his heart

CHAPTER 22 To make himself feel better he took something "beautiful", what was it? Roscuro took a spoon to use as a crown What happened to Roscuro's heart next? It was put together in the wrong way – he wanted revenge

CHAPTER 23 This chapter puts things together – one thing lead to another – dire consequences. What does "dire" mean? It means terrible or dreadful Who would help Roscuro work his revenge on the Princess? Miggery Sow

CHAPTER 24 At the beginning of the third part of the book Miggery Sow is introduced and pieces of the story come to fit together. To whom was Miggery related? She was the prisoner's daughter What did he not care about? He didn't care about what Mig wanted or her feelings

CHAPTER 25 Uncle, the man who now owned Miggery, was in the habit of hitting or clouting her. What two things happened to Mig's ears? They began to look like cauliflower on the sides of her head AND she was having trouble hearing things Why was this becoming a "vicious circle"? The more she was clouted the worse she could hear, then the more she was clouted, and so on

CHAPTER 26 What was Mig's most used expression? "Gor" which means gosh, or my goodness

What was Mig feeling as she watched the Princess and the rest of the royal family riding past her?

Mig was feeling hope

CHAPTER 27 What did Uncle put on his head as a crown? He put a kettle on his head so he could be like a king

CHAPTER 28 As the years passed, Mig held the hope that someday she would be a what? A princess herself With his complaining, Uncle lost Miggery, how did this happen? In the kingdom of Dor no person can own another person so the soldier took Mig away, too with the kettles & spoons.

CHAPTER 29 Lucky Mig ended up working in the castle, what did she have to take to Princess Pea? A spool of red thread (sound familiar???) What did Mig and Princess Pea have in common? They were the same age & lost their moms

Vocabulary

despair

speculation

perfidy

indulge

contemplate

repent

renounce

ordeal

eons

chiaroscuro

inordinate

illumination

confessor

obsession

solace

revelation

dire

inquire

descend

ominous

tragic

ferocious

passionately

aspirations

Interdisciplinary Connections

Related to social studies, and the lessons on the early Pennsylvania settlers. (Theme)

PA Common Core Standards

CC.1.3.4.C

Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.

CC.1.3.4.A

Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.B

Cite relevant details from text to support what the text says explicitly and make inferences.

CC.1.3.4.F

Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

CC.1.3.4.I

Determine or clarify the meaning of

unknown and
multiple-meaning
words and phrases
based on grade level
reading and content,
choosing flexibly
from a range of
strategies and tools

CC.1.3.4.J

Acquire and use
accurately gradeappropriate
conversational,
general academic,
and domain-specific
words and phrases,
including those that
signal precise
actions, emotions, or
states of being and
that are basic to a particular topic.

CC.1.3.4.K

Read and
comprehend literary
fiction on grade level,
reading
independently and
proficiently.

CC.1.1.4.D

Know and apply

grade level phonics
and word analysis
skills in decoding
words.

Use combined
knowledge of all
letter-sound
correspondences,
syllabication
patterns, and
morphology to
read accurately
unfamiliar
multisyllabic
words.

CC.1.1.4.E

Read with accuracy
and fluency to
support
comprehension.

PA Eligible Content

E04.A-K.1.1.3 Describe in depth a character, setting, or story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

Common Core State Standards

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, *endangered* when discussing animal preservation).

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Assessment(s)

Novel Study Guided Notes

End of book project- Student created plays. Students will choose an importance scene from the book to re-create and perform to the class. Students will make a comic strip, write the script, and design settings and costumes.

Duration

3 months

- Book Title

"From the Mixed-Up Files of Mrs. Basil E. Frankweiler" by E.L. Konigsburg

Theme/Essential Question(s)

Perseverance and loyalty, especially in terms of supporting others through tough times (i.e. family members).

1. Why did Claudia decide on running away to the Metropolitan Museum of Art?
2. Why is Claudia running away?
3. If you were to run away, who would you want to go with you? Why would you choose this person?
4. How did Jamie get so much money?
5. Is Jamie happy with Claudia's plan? How do you know?
6. How are Claudia and Jamie alike? How are they different?
7. Where do Jamie and Claudia decide to spend the night?
8. Why is the statue that the children saw so special?
9. Would you want to stay in a museum by yourself at night? Why or why not?
10. When do you like to do your free thinking?
11. Have you ever felt homesick? When?
12. Why doesn't Claudia want to go home yet?
13. How do the children decide to let the museum know what they've discovered about Angel?
14. Why can't Claudia and Jamie join the school group in the Egyptian room?
15. Instead of buying a train ticket home, the children decide to go somewhere else. Where do they go and why?
16. Do you think that Mrs. Frankweiler will be able to help the children solve the mystery?
17. Describe Mrs. Frankweiler. Describe her office.
18. What did Jamie like best about running away? What did Claudia like best?
19. What is the bargain that Mrs. Frankweiler makes with the children? Would you have made that same bargain?
20. How are Mrs. Frankweiler and Jamie alike?
21. How will Claudia go back to Greenwich differently?
22. Would you want to go back and visit Mrs. Frankweiler? Why or why not?
23. How is Saxonburg related to the children?
24. If you could skip school for a week and go anywhere you wanted, where would you go and why? Would you bring anyone with you?

Vocabulary

Monotonous

Muffling

Decision

Calculate

Commute

Urban

Company

Postpone

Tapestry

Sarcophagus

Curator

Masterpiece

Sculpter

Urns

Dismal

Vendor

Authority

Stealthy

Throbbing

Humility

Sternly

Scowl

Solemn

Counterfeit

Approach

Stroll

Peers

Bargain

Dull

Will

File

Interdisciplinary Connections

Related to character education program in terms of growing up, making difficult choices, and understanding the importance of family and friends.

PA Common Core Standards

C.C. 1.1.4.E Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

C.C. 1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.

C.C. 1.2.4.C Explain events, ideas, procedures, or concepts in a text, including what happened and why, based on specific information in the text.

C.C. 1.2.4.E Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution).

C.C. 1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

C.C. 1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.

C.C. 1.2.4.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

PA Eligible Content

E04.B-K.1.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

E04.B-K.1.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

E04.B-C.2.1.1: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

E04.B-C.2.1.2: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

E04.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements 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., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.

E04.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

E04.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text.

E04.B-C.3.1.2: Integrate information from two texts on the same topic in order to demonstrate subject knowledge.

E04.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

Common Core State Standards

R4.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R4.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R4.A.1.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R4.A.1.3.1: Make inferences and/or draw conclusions based on information from text.

R4.A.1.4.1: Identify and/or explain stated or implied main ideas and relevant supporting details from text.

R4.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

R4.A.1.6.1: Identify the author’s intended purpose of text.

R4.A.2.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

Assessment(s)

Novel Study Guided Notes

End of book project- student choice: Design a pamphlet of your favorite museum/Pretend you are a TV newscaster. Interview Jamie and Claudia upon their return home from the museum adventure.

Duration

3.5 months- will vary due to testing schedule