

Unit 7

Novel Study:   
**From the  
Mixed-Up Files  
of Mrs. Basil E.  
Frankweiler**

Teacher Guide

Grade 4

Unit 7

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# **Novel Study: From the Mixed-Up Files of Mrs. Basil E. Frankweiler**

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## **Teacher Guide**

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Konigsburg, E. L. *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. Atheneum Books for Young Readers, 2007.

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# Welcome to Amplify CKLA

Dear Educator,

I am thrilled to welcome you to your Amplify CKLA 3rd Edition Teacher Guide.

At Amplify, we are dedicated to collaborating with educators like you to create learning experiences that support literacy development for all students. Amplify CKLA was designed to help you bring effective Science of Reading practices to life in your classroom, and we have been thrilled to see the impact it has had on students across the country.

The 3rd Edition builds on the robust principles and instruction of previous editions of Amplify CKLA to provide better-than-ever support for teaching and learning.

We've made significant improvements to Amplify CKLA in the areas you told us mattered most. In 3rd Edition, you will find more opportunities for differentiation to meet the needs of all learners—including multilingual/English learners—streamlined pacing, and bolstered writing instruction based on the science of reading and writing.

At its foundation, Amplify CKLA is built on the finding that word recognition and language comprehension are both critical to reading comprehension and writing composition.

In Grades 3–5, Amplify CKLA lessons combine skills and knowledge in content-driven units with increasingly complex texts, close reading, and a greater writing emphasis. Students start to use their skills to go on their own independent reading and writing adventures.

I know how overwhelming it can feel to start a new curriculum, but you are not alone! As you embark on this literacy journey with Amplify CKLA, we are here to support. We offer comprehensive professional development resources, including videos, podcasts, webinars, and virtual and in-person training, to help you make the shift to the Science of Reading.

We share the common belief that every child deserves to become a proficient, enthusiastic reader and writer, and I am confident that we can realize this goal together. Thank you for your unwavering commitment to your students' success and for your role in shaping the future of literacy instruction.

Sincerely,

**Susan Lambert**

Chief Academic Officer, Literacy  
Host, Science of Reading: The Podcast

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**Amplify**CKLA

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Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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# Introduction

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## NOVEL STUDY: FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKWEILER

This introduction includes the necessary background information to teach the Novel Study: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. The unit contains 15 daily 90-minute lessons focusing on reading, writing, language, and speaking and listening. The unit immediately engages students with the written word through reading and writing routines and a variety of whole-class, small group, partner, and independent activities. Additionally, this unit offers a solid foundation for all the reading skills students will develop throughout the year. The unit also contains two Pausing Point days that may be used for differentiation of instruction, as well as a unit assessment that may be used to measure students' progress on the skills learned. Please note the unit works with a text that uses running away from home as a plot point. Please work as needed with your school leaders to decide how to address this topic.

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## TEACHER COMPONENTS

- Teacher Guide
- Copy of the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg
- Assessment Guide: Unit Assessment
- Take-Home Pages

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## DIGITAL TEACHER COMPONENTS

These resources can be found at [learning.amplify.com](https://learning.amplify.com)

- Teacher Presentation Screens
- Visual Supports for Teaching
- General English Learners
- Caregiver Letter

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## STUDENT COMPONENTS

- Copy of the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg (one per student)
- Activity Book

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## WHY THIS UNIT IS IMPORTANT

This unit examines the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, a Newbery Medal-winning novel by E. L. Konigsburg. The novel tells a story of self-discovery and overcoming challenges. As students explore the novel, they identify the elements of fiction and narrative writing. Throughout the unit, students use these elements in writing their own fictional narratives.

The unit offers students a study of narrative writing skills such as dialogue, descriptive language, conflict, and character relationships. Additionally, students write through all plot points: exposition, rising action, climax, falling action, and resolution. Examining the novel in this way will help students build their knowledge of narrative writing. Some of the narrative features are elements that students may have studied in earlier units using fictional text and narrative writing, particularly building on the Grade 3 Novel Study unit, or Grade 4 *Personal Narratives* unit, and will prepare students for the Grade 5 Novel Study unit. This unit deepens students' knowledge of fiction and helps them to make meaning of narrative writing devices from a text. Students will read the text critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and applying the features of the genre in composing works about characters that overcome a challenge should help students write with increased focus and clarity as they reflect on and make meaning from the reading and novel themes.

This novel anchors class discussions, close reading exercises, and explorations of literary devices. The Teacher Guide provides explicit direction as to which chapters of the novel should be read with each lesson.

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## WRITING

A primary goal of the unit is for students to write frequently and to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills in supported, modeled, and scaffolded instruction that prepares them for the culminating writing task. They write daily to practice and demonstrate their ability to make inferences and predictions, identify and explain literary themes, explain the use of literary devices, summarize the plot, and analyze character development. Further, students have dedicated time for sentence-level practice and grammar and developmental editing. All of these daily writing activities enhance both their reading comprehension and writing skills. For the culminating Narrative Writing project, students will write a fictional narrative and craft a presentation based on their writing. The oral presentation of each Narrative Writing Project should last four to seven minutes.

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## TEACHER RESOURCES

In the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section you will find the following:

- Activity Book Answer Key

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## UNIT ASSESSMENT



### Digital Assessment

This unit includes an Unit Assessment for students to complete digitally. The digital assessment evaluates students in the skills and concepts covered in Novel Study: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, including vocabulary, comprehension skills, and content knowledge. The assessment will provide you with meaningful student data and reporting that offers insights into each student's learning progress and recommendations on ways to support your students based on their learning needs. The assessment is a variation of the Unit Assessment found in the Teacher Guide. To access the digital assessment, please log onto the Amplify platform and assign the assessment to your students.

If your students are unable to access the assessment digitally, you may wish to use the Unit Assessment provided in the Teacher Guide and direct your students to complete the corresponding student Student Assessment pages.

### Print

The Unit Assessment in Lesson 16 evaluates each student's learning of content, reading skills, and language skills taught during the unit. This assessment can be found in the Teacher Guide. The student pages are in the Assessment Guide: Check-Point Assessments booklet to print or make copies for each student.

## CORE VOCABULARY

The following list contains core vocabulary words from the novel. They can be found in the Vocabulary section at the beginning of each lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

|  |   |   |
|--|---|---|
| <b>Lesson 1</b><br>companion<br><b>monotony</b><br>museum<br>accustomed<br>inadequate<br>memoir<br>knapsack<br>tyranny<br>discomfort                               | <b>Lesson 2</b><br><b>thoroughness</b><br>compass<br>metropolitan<br>stowaway<br>underworld<br>expenditure<br>dissatisfied<br>crumpled        | <b>Lesson 3</b><br><b>habit</b><br>dismay<br>inconspicuous<br>fussy<br>cheapskate<br>exchequer<br>drapery |
| <b>Lesson 4</b><br><b>mystery</b><br>statue<br>possibility<br>mediocre<br>inconvenient<br>duty<br>station<br>accustomed<br>significance<br>patronage<br>commission | <b>Lesson 5</b><br>homesick<br>impatient<br><b>adjust</b><br>expect<br>laundromat<br>corporation<br>pagan<br>conscience<br>neurosis<br>sprite | <b>Lesson 6</b><br><b>clue</b><br>research<br>complication<br>telegram                                    |
| <b>Lesson 7</b><br>remark<br>pressure<br>sense<br>muzzle<br>jostling<br><b>risky</b>   | <b>Lesson 8</b><br><b>rejection</b><br>chance<br>fidget   | <b>Lesson 9</b><br><b>experience</b><br>will<br>deal<br>bargain<br>frantic                                |
| <b>Lesson 10</b><br>circumstance<br>secret<br>amusement<br><b>discover</b><br>preoccupied  |   |   |



## 1

# Exploring Narrative Elements in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*

## PRIMARY FOCUS OF LESSON

### Reading

Students will use specific details from the text to explain Claudia's actions and decisions in Chapter 1. [RL.4.3]

Students will demonstrate an understanding of the Tier 2 word *monotony*. [L.4.4]

### Writing

Students will use textual evidence to explain Claudia's decision to run away. [W.4.2, RL.4.1]

## FORMATIVE ASSESSMENT

### Activity Page 1.3

**Writing** Write a short paragraph explaining why Claudia chose to run away from home. Use evidence from the text to support your answer. [W.4.2, RL.4.1]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|   | Grouping Recommendations | Time    | Materials   |
|---|--------------------------|---------|---|
| Reading (80 min.)   |                          |         |   |
| Introduce the Author: <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i> | Whole Group              | 5 min.  | <input type="checkbox"/> <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i><br><input type="checkbox"/> Visual Supports 1.1, 1.2<br><input type="checkbox"/> Activity Pages 1.1, 1.2 |
| Introduce the Narrative Writing Project   | Whole Group              | 10 min. |   |
| Review Narrative Elements   | Whole Group              | 10 min. |   |
| Reading: Letter and Chapter 1   | Whole Group              | 35 min. |   |
| Discuss and Reflect   | Whole Group/<br>Partner  | 15 min. |   |
| Word Work: <i>monotony</i>  | Whole Group/<br>Partner  | 5 min.  |   |
| Writing (10 min.)   |                          |         |   |
| Writing a Paragraph   | Independent              | 10 min. | <input type="checkbox"/> Activity Page 1.3  |
| Take-Home Material  |                          |         |   |
| Take-Home Letter  |                          |         | <input type="checkbox"/> Caregiver Letter   |

## ADVANCE PREPARATION

### Reading

- Ensure each student has a copy of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. Note that different editions may have different page numbers. If you are using a different edition of the text, you may need to adjust the page numbers referenced in the lesson prior to instruction.
- Display the Narrative Writing Project on the board or chart paper, “In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge.” Project or display this chart throughout the unit for students to reference.
- Before reading, explain that the novel explores characters who run away from home. Acknowledge that running away is a serious matter and is not an appropriate solution to problems in real life. Encourage students to share any concerns or questions they may have about the characters’ choices. Create a safe and open environment for discussion.
- Determine student pairs for Think-Pair-Share and Turn and Talk activities while introducing the novel and reading.
- Make sure students have their Activity Book for this unit. They will write in each lesson and will use Activity Pages for various assignments, including their final project.

### ➤ Visual Support 1.1

- Prepare to introduce students to their final project using Visual Support 1.1.

### ➤ Visual Support 1.2

- Draw or prepare to project the Visual Support 1.2 chart in a place that is easily accessible in the classroom to model note-taking for students. Label each section with one narrative element and its definition. Prepare to add notes as you read the book.

## Narrative Elements Notes

### Character

**Characters are the people or animals who take part in the story.**

Page 3. Mrs. Basil E. Frankweiler writes a letter.

Page 5. Claudia is planning to run away.

Page 5–6. Jamie and Claudia are siblings.

Page 6. Jamie is very careful with his money.

### Conflict

**A conflict is a challenge or problem that characters face.**

Page 5. “She was the oldest child and the only girl and was subject to a lot of injustice.”

Page 5. “She was bored with simply being straight-A’s Claudia Kincaid.”

Page 8. “She was certain that her allowance was the smallest in her class.”

### Point of View

**Point of view is the narrator’s position when telling a story.**

Page 3. Mrs. Basil E. Frankweiler writes a letter.

### Setting

**The setting is where and when the story takes place.**

### Plot: Exposition

**Exposition introduces the story’s setting, mood, main character, supporting characters, and time.**

### Plot: Rising Action

**The rising action is a sequence of solutions to the conflict that the main character tries; it is all the events leading to the turning point of the story.**

### Plot: Climax

**The climax is the turning point of the story when the plot is at its most suspenseful moment.**

### Plot: Falling Action

**The falling action is when all the plot points wrap up, the consequences of the climax, and reflection on the changes in the main character.**

### Plot: Resolution

**The resolution is the end of the story.**

### **Writing**

- Prepare to distribute Activity Page 1.3 at the end of the writing segment.

### **Universal Access**

#### **Reading**

- Create a colorful visual representation of Visual Support 1.1 and display it in a place that is easy to access in the classroom. Students can refer to this visual throughout the unit and as they work on their Narrative Writing Project.
- Pair students with peers that speak their native language and allow students to answer the questions in their native language. You may wish to continue this throughout the unit as necessary.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

#### **Writing**

- Prepare sentence stems for answering Activity Page 1.3. For example, "Claudia decides to run away because \_\_\_\_\_. In the text it states, '\_\_\_\_\_.'"

## VOCABULARY

### Core Vocabulary

- You may choose to preview the vocabulary words before reading the text.

**companion, n.** someone you are with who is a friend or partner

**monotony, n.** a lack of change that makes something boring

**museum, n.** a building in which interesting and valuable things (such as paintings and sculptures or scientific or historical objects) are collected and shown to the public

**accustomed, adj.** familiar with something so that it seems normal or usual

**inadequate, adj.** not enough or not good enough

**memoir, n.** a written account in which someone describes past experiences

**knapsack, n.** backpack

**tyranny, n.** cruel and unfair treatment by people with power over others

**discomfort, n.** a feeling of unease, worry, or unhappiness

**Vocabulary Chart for Chapter 1**

| Vocabulary Type     | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words   | Tier 1<br>Everyday Speech Words |
|---------------------|---------------------------------|--|---------------------------------|
| Vocabulary          |                                 | tyranny<br>companion<br>monotony<br>museum<br>accustomed<br>inadequate<br>memoir<br>knapsack | discomfort                      |
| Spanish Cognates    |                                 | tiranía<br>compañero/a<br>monotonía<br>museo<br>acostumbrado<br>inadecuado/a<br>memoria      |                                 |
| Multiple-Meaning    |                                 |  |                                 |
| Sayings and Phrases | run away                        |  |                                 |

## Lesson 1: Exploring Narrative Elements in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*



# Reading


### Primary Focus

Students will use specific details from the text to explain Claudia's actions and decisions in Chapter 1. [RL.4.3]

Students will use textual evidence to explain Claudia's decision to run away. [RL.4.1]

Students will demonstrate an understanding of the Tier 2 word *monotony*. [L.4.4]

### INTRODUCE THE AUTHOR: *FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKWEILER* (5 MIN.)

- Ask students if they've ever thought about the people who write the books they read or why they write a particular story.
- Distribute and display the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg.
- Ask for a volunteer to read aloud the name of the author on the cover.
- Display the author photo of E. L. Konigsburg inside the book jacket to the class.
- Explain that this text was written by the author, a woman named E. L. Konigsburg. She was a famous author who wrote many books for young readers. Explain that she was born on February 10, 1930, and passed away on April 19, 2013.
- Explain that two of her books, including *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, won the Newbery Award, which means that out of the many children's books written in the years that her books were published, hers were considered to be the best by the Newbery Award judges. This award is a very big honor for E. L. Konigsburg.
- Ask students to look at the front cover of the book. Then give them a minute to think about what they notice.
-  **Think-Pair-Share:** Ask students to identify one thing they notice about the cover. Then have them turn to a partner to share what they notice. Remind students to signal when both partners have contributed to the conversation.
- Invite a few students to share their responses. Explain that students might have noticed the award seal on the cover. Explain that the novel was awarded

a Newbery Medal, one of the highest honors given to excellent books written for children.

- Ask a volunteer to read the summary on the back cover. Ask students how the summary connects to the book cover.
- Explain that students will embark on a novel study with this text. Tell them that a novel study practices reading the text closely to analyze its characters and structure, or how the story is written.

### INTRODUCE THE NARRATIVE WRITING PROJECT (10 MIN.)

- Explain that in the novel, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, students learn about challenges that characters have to overcome.
- Tell students that their final project for this unit will be a Narrative Writing Project.
- Point to the prompt for narrative writing project that is on the board, “In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge.”
- Tell students that there are many creative ways to develop a narrative. As they read, they will learn about different narrative writing elements such as plot and character by analyzing how these elements work in the novel. Then, they will use these elements in their own work. Explain that students will conclude the unit by publishing their narratives.
- Have students take out Activity Page 1.1. Instruct students to look at the rubric for their Narrative Writing Project. Then display Visual Support 1.1.

#### ➤ Visual Support 1.1

- Briefly go over the descriptions for the rubric in the Narrative Writing Project Rubric.
  - Explain that the column with narrative criteria labeled “Advanced” means that a Narrative Writing Project exceeds expectations; the column with narrative criteria labeled “Proficient” means that a Narrative Writing Project meets expectations; and the column with narrative criteria labeled “Basic” means that a Narrative Writing Project does not meet expectations.
- Explain that students will go over the rubric and the instructions for their final project in more detail in future lessons, once they have read more of the novel.
- Address any questions from students regarding their final project. Then have them put Activity Page 1.1 (Narrative Writing Rubric) in their unit folders.

#### Activity Page 1.1





## REVIEW NARRATIVE ELEMENTS (10 MIN.)

### > Visual Support 1.2

- Distribute Activity Page 1.2 and display Visual Support 1.2.
- Explain that stories typically include narrative elements such as a setting, character, plot, point of view, conflict, and resolution.
- Point to each narrative element in the display and have volunteers read their definitions.



### Check for Understanding

**Turn and Talk:** Have students talk with their partner about settings, characters, and other narrative elements they know of from other texts they have read. Remind students to signal when both partners have contributed to the conversation.

- Explain that they will take notes about the narrative elements in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* to gain a deeper understanding of the novel.

## READING: LETTER AND CHAPTER 1 (35 MIN.)

- Tell students that today they will read the letter before Chapter 1 and Chapter 1 of the novel, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. Make sure each student has a copy of the novel.
- Ask students to take out Activity Page 1.2. Explain that they will take notes about the story as they read Chapter 1. Tell students they will use their notes for reference when they work on their final projects for the unit.

### > Visual Support 1.2

- Display Visual Support 1.2. Review the chart with the students.
- Point to the “Character” box on Visual Support 1.2 and explain that, in this lesson, they will learn more about who the characters are in the text. Explain that a character is who a text is about. Explain that sometimes there is more than one main character in a text.
- Point to the “Conflict” box on Visual Support 1.2 and explain that a conflict is a situation or problem that brings difficulty and needs to be solved. A conflict can be a disagreement or a struggle for power between people. People can

also have inner conflicts, which are issues or inner arguments that they struggle with personally. For example, people might struggle with deciding to do something they would like to do rather than something they know they should do.

- Point to the “Point of View” box on Visual Support 1.2 and explain that there are three different points of view that authors commonly use when they write: first person, second person, and third person. Explain that for the purpose of this novel study, they will focus on first-person point of view.
- Explain first-person point of view. Say, “When a story is written in first person, the speaker or narrator is a character in the story who is telling it from their personal experience. When a text is written in first person, we often see first-person pronouns such as *I*, *me*, *my*, *we*, and *our*. The intentional tone of the text will depend on the character who is telling the story.”
- Explain that, for the first lesson, you will model how to record details, quotes, and ideas in the different sections of the Narrative Elements Notes chart as you read the text to the class.
- Tell students that it is helpful to record the page number where they find the detail, quote, or idea as they add to their notes. This way they can easily go back to that page if they have questions or want more information. Explain that this is a form of close reading.
- Tell students that, throughout the lesson, they will practice reflecting on their Narrative Elements Notes with a partner.
- Ask students to follow along as you begin reading the letter before Chapter 1.
- Pause after reading the letter and ask, “What do we notice about the letter?”
  - » Students might notice it is written in italics and addressed like a letter.
- Ask, “Who wrote the letter?”
  - » Mrs. Basil E. Frankweiler.
- Go to the blank Narrative Elements Notes chart you prepared before the lesson and model note-taking for characters by adding the following notes in the “Character” section:
  - Page 3. Mrs. Basil E. Frankweiler writes a letter.
- Ask, “Who was the letter written to?”
  - » Mrs. Frankweiler’s lawyer, Saxonberg.
- Explain that a lawyer is someone who helps others by studying the law and counseling others on legal matters.
- Remind students that Mrs. Frankweiler said she is writing to explain changes she wants made to her last will and testament. Explain that a last will and

testament is a document that has instructions for others to follow once the owner dies. Tell students this document often includes wishes for who property, money, and other values should go to.

- Have students discuss the following prompt, “What point of view is the letter written in? How do you know?”
  - » First person; Students should note that the letter is written by Mrs. Frankweiler, and she uses the pronoun *I* throughout.



### Check for Understanding

Invite students to identify and read aloud sentences from Mrs. Frankweiler’s letter that include first-person pronouns like *I*, *my*, *me*, *we* and *our*.

- Explain that authors sometimes use different forms of writing like a letter to set up some initial questions for readers to think about as they read the rest of the book. Ask students to think about any questions they had while reading the letter.
- Model thinking of questions by saying:
  - *Who is Mrs. Basil E. Frankweiler?*
  - *Why is she writing to her lawyer?*
  - *What changes did she make in her last will and testament?*
- Tell students they will continue reading to see if these questions are answered in Chapter 1.
- Begin reading Chapter 1 aloud.
- Pause after reading the third paragraph on page 6 and ask, “Who are the two main characters introduced in this chapter, and what do we learn about them?”
  - » *(Claudia and her younger brother Jamie. Claudia wants to run away to the Metropolitan Museum of Art and take Jamie with her.)*
- Go to the blank Narrative Elements Notes chart you prepared before the lesson and model note-taking for characters by adding the following notes in the “Character” section:
  - Page 5. Claudia is planning to run away.
  - Page 5–6. Jamie and Claudia are siblings.
  - Page 6. Jamie is very careful with his money.

- Instruct students to copy notes onto Activity Page 1.2.
- Continue reading to the end of page 8.
- Have students look at the “Conflicts” section of Activity Page 1.2. Ask, “What is one conflict in the story so far?”
  - » Claudia does not feel appreciated. Claudia is bored with her life. Claudia does not have enough money yet to run away.
- Ask, “What details, quotes, or ideas can we add from Chapter 1 in our Narrative Elements Notes that describe a conflict?”
- Give students an opportunity to share what notes from the text they would add about the conflict. Add any correct notes shared by volunteers.
- Model note-taking for conflicts by adding the following notes in the “Conflicts” section:
  - Page 5. “She was the oldest child and the only girl and was subject to a lot of injustice.”
  - Page 5. “She was bored with simply being straight-A’s Claudia Kincaid.”
  - Page 8. “She was certain that her allowance was the smallest in her class.”
- Continue reading to the end of the chapter.
- Explain that students can think of the Five Ws – who, what, where, when, and why – to discuss or review what has happened in the book so far.
- Give students a few minutes to reflect on events that happened during the reading and pose these questions.
  - Who are we reading about?
  - What happens to them?
  - Where does this happen?
  - When does this happen?
  - Why does this happen?
- Form groups. Ask students to use the Five Ws to review what happens in the letter and chapter 1.
- If time allows, allow a few students to share what they discussed in their groups with the class. Invite peers to offer feedback as students share out using the sentence frames:
  - I agree with \_\_\_\_; and I will add, \_\_\_\_.
  - When you said \_\_\_\_, I thought of \_\_\_\_.
  - You communicated your idea of \_\_\_\_ clearly when \_\_\_\_.

## **D** Differentiation

### Support

Explain that students may choose to write one conflict down that they feel makes the biggest impact on Claudia’s decision to run away.

## DISCUSS AND REFLECT (15 MIN.)

- Have students use evidence or quotations from the text to discuss the following questions:
1. **Literal.** Why does Claudia choose to run away to New York City?
    - » Answers may vary, but could include she wanted to run away to a large, comfortable, and beautiful place or she is dissatisfied with her life at home.
  2. **Literal.** What is Jamie's reaction to being chosen by his sister?
    - » Jamie is curious as to why he is chosen over other siblings but then is flattered and agrees to join Claudia's plan.
  3. **Literal.** Why does Claudia decide to run away on Wednesday?
    - » She chooses Wednesday because it is music lesson day and they can pack their instrument cases full of clothes.
  4. **Literal.** What does Claudia tell their brother Kevin at the end of Chapter 1?
    - » Claudia says that Kevin might get his wish of walking home with Steve.
  5. **Inferential.** Why might Steve be walking Kevin home from the bus stop from now on?
    - » Steve might be walking Kevin home from the bus stop from now on because Claudia and Jamie are running away.
  6. **Inferential.** What does Claudia's decision to run away from home tell us about her character and her relationship with her family?
    - » Claudia's decision to run away suggests that she is independent, adventurous, and dissatisfied with her family life. It also indicates that she may not feel understood or appreciated by her family.
  7. **Evaluative.** What advice, questions, or concerns would you have for Claudia if you were her friend?
    - » Answers may vary, but could include worrying her parents, being safe, or going home.



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Exchanging Information and Ideas

|                                |  |
|--------------------------------|--|
| <b>Entering/Emerging</b>       | Assign students partners of the same or higher English proficiency levels to complete the activity. Assign roles within each group to ensure students are actively participating and contributing. |
| <b>Transitioning/Expanding</b> | Have students orally summarize what their partners said to encourage active listening during the activity.   |
| <b>Bridging</b>                | Have students make inferences on conflicts that might arise from Claudia's plan to run away.   |

## WORD WORK: MONOTONY (5 MIN.)

## D Differentiation

### Challenge

Explain the parts of speech differences and uses for the noun *monotony* and the adjective *monotonous*. Encourage students to use *monotony* and *monotonous* appropriately in sentences.

8. In this chapter you read, “She was tired of arguing about whose turn it was to choose the Sunday night seven-thirty television show, of injustice, and of the monotony of everything.”
9. Say the word *monotony* with me.
10. *Monotony* means “a lack of change that makes something boring.”
11. What experiences or routines in your lives do you find filled with *monotony*? Be sure to use the word *monotony* when you talk about it.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The monotony of \_\_\_\_\_ makes me want to \_\_\_\_\_.”
12. The monotony of washing the dishes makes me want to fall asleep.
13. What part of speech is the word *monotony*? (*noun*)
  - Talk with your partner about what monotony Claudia experienced in her life which prompted her to run away.

Lesson 1: Exploring Narrative Elements in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*



# Writing

**Primary Focus:** Students will use textual evidence to explain Claudia's decision to run away. [W.4.2, RL.4.1]

## WRITING A PARAGRAPH

- Distribute Activity Page 1.3 and allow students ten minutes to complete it before collecting for review.



### Activity Page 1.3

In the beginning of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia decides to run away and wants to bring her younger brother, Jamie, with her.

Think about Claudia's decision and the reasons behind it. Then, write a short paragraph explaining why Claudia chose to run away from home. Use evidence from the text to support your answer.

End Lesson

# Take-Home Material

## TAKE-HOME LETTER

- Caregiver Letter: this overview can be found in the program's online resources.

## D Differentiation

### Support

Allow students to describe what they plan to write with a partner to organize their thoughts before writing.

### Activity Page 1.3





## 2

# Exposition and Point of View in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*

**PRIMARY FOCUS OF LESSON****Reading**

Students will describe plot events from Chapter 2 of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. [RL.4.3]

Students will compare and contrast first-person and third-person points of view in storytelling, with a focus on using first person in narrative writing. [RL.4.6]

Students will demonstrate an understanding of the Tier 2 word *thoroughness*. [L.4.4]

**Writing**

Students will write a short narrative about a character introduced in the novel, using the first-person point of view. [W.4.3]

**FORMATIVE ASSESSMENT**

**Short Narrative:**  
**First Person Point**  
**of View**

**Writing** Choose a character that has been introduced in the novel and write a short narrative about them using the first person point of view. [RL.4.6, W.4.3]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|   | Grouping Recommendations | Time    | Materials   |
|---|--------------------------|---------|---|
| Reading (70 min.)                           |                          |         |   |
| Review Chapter 1                            | Whole Group/ Partner     | 5 min.  | <input type="checkbox"/> <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i><br><input type="checkbox"/> Visual Support 2.1<br><input type="checkbox"/> Activity Page 1.2 |
| Exposition and Point of View                | Whole Group              | 15 min. |   |
| Reading: Chapter 2                          | Whole Group              | 30 min. |   |
| Discuss and Reflect                         | Whole Group/Partner      | 15 min. |   |
| Word Work: <i>thoroughness</i>              | Whole Group/ Partner     | 5 min.  |   |
| Writing (20 min.)                           |                          |         |   |
| Short Narrative: First Person Point of View | Independent              | 20 min. | <input type="checkbox"/> Short Narrative: First Person Point of View  |

## ADVANCE PREPARATION

### Reading

- Ensure each student has a copy of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.
- Prepare to assign student groups during the review activity in the reading segment.

### ➤ Visual Support 2.1

- Identify Visual Support 2.1 and prepare to display it.

### Universal Access

#### Reading

- Prepare sentence stems for explaining what happens in the exposition. For example, “One thing that happens in the exposition is...” or “In the story, Claudia and Jamie...”

#### Writing

- Model how to begin a short narrative using first-person point of view. For example, write, “I am Claudia Kincaid and I \_\_\_\_\_.”

## VOCABULARY

### Core Vocabulary

- You may choose to preview the vocabulary words before reading the text.

**thoroughness, n.** great care and attention to detail

**compass, n.** a tool that shows directions north, south, east, and west

**metropolitan, adj.** relating to a large city or its surrounding area

**stowaway, n.** someone who hides on a ship, airplane, etc., in order to travel without paying or being seen

**underworld, n.** a world built below the surface

**expenditure, n.** an amount of money spent on something

**dissatisfied, adj.** not happy or pleased

**crumpled, v.** wrinkled or squeezed something so that it is no longer flat or smooth

**Vocabulary Chart for Chapter 2**

| Vocabulary Type     | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words  | Tier 1<br>Everyday Speech Words |
|---------------------|---------------------------------|---|---------------------------------|
| Vocabulary          | expenditure<br>stowaway         | thoroughness<br>compass<br>metropolitan<br>underworld<br>dissatisfied<br>crumpled |                                 |
| Spanish Cognates    |                                 | insatisfecho  |                                 |
| Multiple-Meaning    |                                 |   |                                 |
|                     |                                 |   |                                 |
| Sayings and Phrases |                                 |   |                                 |

## Lesson 2: Exposition and Point of View in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*



# Reading

### Primary Focus

Students will describe plot events from Chapter 2 of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. [RL.4.3]

Students will compare and contrast first-person and third-person points of view in storytelling, with a focus on using first person in narrative writing. [RL.4.6]

### REVIEW CHAPTER 1 (5 MIN.)

- Have students take out their copies of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and Activity Page 1.2.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes on Activity Page 1.2 to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about the characters that have been introduced and any important events.
- Remind students they can engage in a deeper review of what they have read so far by using the Five Ws in their discussions.
  - Who are we reading about?
  - What happens to them?
  - Where does this happen?
  - When does this happen?
  - Why does this happen?
- Use this time to meet with students about Activity Page 1.3, either individually or in small groups, to help clarify their understanding of why Claudia decides to run away.
- Have students return to their individual seats.

### EXPOSITION AND POINT OF VIEW (15 MIN.)

- Remind students that they will be completing a narrative writing project. Ask, “What is the prompt for our narrative writing project?”
  - » Write a narrative about a fictional character who overcomes a challenge.

### Activity Page 1.2



- Explain that they will use the novel, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, to analyze different narrative writing elements. Tell students that the purpose of analyzing these different narrative writing elements in the novel is to help them understand how they are used and allow them to practice those techniques in their own writing.

### ➤ **Visual Support 2.1**

- Display Visual Support 2.1. Project or display this chart somewhere in the classroom throughout the lesson for students to reference.
- Ask students if they recall what the plot is in a story
  - » a series of events that make up a story.
- Explain that, in this lesson, they will read Chapter 2 of the novel and think about what events are happening in the exposition of the plot.
- Ask for a volunteer to read aloud the definition of exposition on Visual Support 2.1.
- Say that the exposition is the first part of the series of events in a plot. Explain that the exposition gives students initial information about setting, characters, point of view, and important events that begin the story.
- Tell them that they already know some events in the exposition after reading Chapter 1. Ask, “What information did we learn in Chapter 1?”
  - » Claudia plans to run away with her brother Jamie.
- Explain that other information in the exposition has also been established, such as who is telling the story. Ask for a volunteer to read aloud the definition of point of view on Visual Support 2.1.
- Remind students that there are three different points of view that authors commonly use when they write: first person, second person, and third person.
- Ask, “What do you remember about first-person point of view?”
  - » Answers may vary.
- Explain that when a story is written in first person, the speaker or narrator is a character in the story who is telling it from their personal experience. The tone of the text will depend on the character who is telling the story.
- Ask, “How do we know the letter is written in first person?”
  - » It includes first-person pronouns like I and my.
- “Which character writes the letter?”
  - » Mrs. Basil E. Frankweiler.

- “Why do you think the author chose to begin the novel with a letter written from Mrs. Basil E. Frankweiler in first person?”
  - » Answers may vary, but could include that the author uses first person for Mrs. Basil E. Frankweiler because it establishes a mystery and makes readers want to understand her involvement.
- Explain second-person point of view by saying, “Second-person point of view is told from the narrator who is talking directly to you, the reader. When a text is written in second person, we often see the words *you*, *your*, and *yours*. Second-person point of view is uncommon, so we will focus on first-person and third-person points of view.”
- Ask, “What do you remember about third-person point of view?”
  - » Answers may vary.
- Explain that when a story is written in third-person point of view it is told from a narrator outside of the story who is watching or experiencing things unfold for the characters. The third-person point of view can be close to the characters, or it can be more detached and objective. When a text is written in third person, we often see the words *he*, *she*, and *they*. There are different ways a third-person perspective can sound or feel in a text, depending on the author’s purpose.
- Have students identify the point of view in each of the sentences:
  1. I’ve spent a lot of time on this file. I listened. I investigated, and I fitted all the pieces together like a jigsaw puzzle.
    - » First-person.
  2. You saved enough money to go to your favorite place.
    - » Second-person.
  3. When she was in the fourth grade, her class had gone on a trip to visit historical places in Manhattan.
    - » Third-person.

## D Differentiation

### Challenge

Encourage students to write sentences in first-person, second-person, and third-person point of view.



### Check for Understanding

Ask students what they understand about how authors use point of view.

- » Point of view is the narrator’s position when telling a story.

- Ask students whether they have any questions about first-, second-, and third-person point of view or the information on Visual Support 2.1.
- After addressing students' questions, ask volunteers to share which point of view they prefer to use when they write
  - » first person or third person.
- Explain that for the purpose of this novel study, they will focus on first-person point of view.
- Tell students that today they will explore point of view and other elements of exposition in Chapter 2 of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.

### READING: CHAPTER 2 (30 MIN.)

- Ask students to think about what information is revealed as they continue reading the exposition in Chapter 2. Remind students that the exposition is the first part of the series of events in a plot that gives initial information about setting, characters, point of view, and important events that begin the story.
- Ask students to follow along as you read the text aloud and to take notes on Activity Page 1.2 as modeled for them in the previous lesson. Remind students to write down the page number that corresponds to each.
- Begin reading Chapter 2.
- Pause after reading the first two paragraphs on pages 19–20, which ends with “Then he brushed his teeth.” Ask, “What did the list of instructions tell Jamie to do?”
  - » Forget his homework, hide his trumpet, remove the instrument and pack a blanket in its place.
- “Why did Jamie try to eat the instructions?”
  - » Answers may vary, but could include that Jamie wanted to leave no evidence behind.
- Pause after reading the last paragraph on page 22, which ends with “How come all your money is in change? It rattles.” Ask, “How did Jamie and Claudia avoid being noticed on the school bus?”
  - » They planned to sit together in the back and hide their instruments and bags, and they also crouched down so the bus driver couldn't see them.

## D Differentiation

### Support

Create a visual display with each point of view listed and examples of each one for students to reference as they think about this narrative element.

- “What did Jamie bring with him that made noise, and why did he have it?”
  - » Jamie brought change because Claudia wanted him to bring his money to help them run away.
- Continue reading to the end of Chapter 2. Ask, “Where do Claudia and Jamie arrive at the end of the chapter?”
  - » Grand Central in Manhattan, New York.
- Give students a few minutes to review and complete their notes for events that happen in the exposition on Activity Page 1.2.
- Form groups. Ask students to share one thing they took notes on with their group and why they think it is important.
- Circulate and assist students as needed. Prompt discussion by asking questions and guiding students to refer to their notes.
- As students conclude their conversations, ask them to share one idea a group member shared. Encourage students to add any new ideas to their notes.
- If time allows, invite peers to offer feedback as students share out using the sentence frames:
  - I agree with \_\_\_\_; and I will add, \_\_\_\_.
  - When you said \_\_\_\_, I thought of \_\_\_\_.
  - You communicated your idea of \_\_\_\_ clearly when \_\_\_\_.

## D Differentiation

### Challenge

Encourage students to think about what challenges might await them if they hid in the Metropolitan Museum of Art.

## DISCUSS AND REFLECT (15 MIN.)

- Have students use evidence or quotations from the text to discuss the following questions:
  1. **Literal.** What steps did Claudia and Jamie take to run away?
    - » Answers may vary but could include forgetting their homework, packing items in their instrument cases, hiding on the bus, walking to the train station, or mailing letters.
  2. **Literal.** What unusual item did Jamie bring?
    - » A compass.

Why?

    - » He thought they would hide out in the woods.
  3. **Literal.** What was Claudia’s original plan for where they would hide out? How did Jamie react?
    - » Claudia planned to hide out in the Metropolitan Museum of Art in Manhattan. Jamie thought that was crazy.

4. **Inferential.** Why do you think Jamie reacted the way that he did when he found out Claudia wanted to hide out in the Metropolitan Museum of Art?

- » Answers may vary, but could include that Jamie might have thought the idea was impossible because a museum has a lot of people and guards.

5. **Literal.** What did Claudia do on the way to the train station?

- » Mail two letters.

What was in the letters?

- » A note to their parents and two box tops from the cereal they ate.

6. **Inferential.** What does Claudia's decision to send a note to her parents tell us about her character?

- » Answers may vary, but could include that Claudia didn't want her parents to worry or that she was a good planner and thought ahead.

7. **Inferential.** Why might Claudia appoint Jamie as the treasurer for their trip?

- » Answers may vary, but could include that Claudia trusts Jamie with managing their money and expenses, showing that Claudia thinks Jamie is more responsible.
- Prompt students to turn to the beginning of Chapter 2 on page 19 of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. Ask students to follow along as you read the first paragraph aloud.

8. **Literal.** What point of view is this chapter written in?

- » First-person point of view.

How do you know?

- » The text is talking about Claudia and Jamie and uses "I" to describe what they think of them.

9. **Inferential.** Who might be speaking in first person to describe what is happening?

- » Mrs. Basil E. Frankweiler.

10. **Evaluative.** What events were included in the exposition of the novel?

- » Answers may vary, but could include Jamie and Claudia getting on the bus, walking to the train, and arriving in New York City.

## D Differentiation

### Support

Explain that they may write about a character for their short narrative using a different character other than Mrs. Basil E. Frankweiler in the novel. For example, they could write from Claudia's first person point of view.

### Support

Allow students to describe what they plan to write with a partner to organize their thoughts before writing.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

#### Entering/Emerging

Pre-teach and review essential vocabulary words related to the story, such as "adventure," "fictional," and "narrative." Help clarify their understanding of the story's events so far.

#### Transitioning/ Expanding

Offer sentence starters to help students express their thoughts. For example, "One thing that happens in the exposition is..." or "In the story, Claudia and Jamie..."

#### Bridging

Prompt students to compare this story to other stories they have read or watched. Encourage them to discuss what sets this story apart and what unique elements it brings.

## WORD WORK: THOROUGHNESS (5 MIN.)

1. In this chapter you read "I wholeheartedly admire Claudia's thoroughness."
2. Say the word *thoroughness* with me.
3. *Thoroughness* means great care and attention to detail.
4. What is one way you show thoroughness?
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences. For example, "One way I show thoroughness is \_\_\_\_\_."
5. One way I show thoroughness is by keeping my planner organized.
6. What part of speech is the word *thoroughness*? (*noun*)
  - Talk with your partner about how Claudia shows thoroughness with her plan to hide in the Metropolitan Museum of Art.

Exposition and Point of View in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*



# Writing

**Primary Focus:** Students will write a short narrative about a character introduced in the novel, using the first-person point of view. [W.4.3]

## SHORT NARRATIVE: FIRST PERSON POINT OF VIEW

7. Explain that students will write a short narrative in first-person point of view from the perspective of one of the characters in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.
8. Ask students to think of the name of a made-up character, a setting, and an event. Invite students to share their responses, and write their responses on the board.
9. Model the beginning of a short narrative on the board by writing:
  - *My name is [character] and today is [event]! Every year it takes place in [setting.] After I put on my favorite outfit, I went downstairs and met my mom outside. She was packing up the car with snacks. It was going to be a long drive! After she was done, we took off for the event. “Mom,” I said. “I could barely sleep last night because I was so excited.” I wondered what would happen once we were there.*
10. Ask students to think about how this short narrative is written from a first person point of view. Emphasize the use of “I” and how it makes the story personal.
11. Instruct students to think about one of the characters from the novel they’d like to write about.
12. Ask, “What might they say or act if they were at the beach, at school, getting ready for bed, or going to the dentist?”
13. Tell students they can use their imaginations to help them write a short narrative as if they were the character.
14. Allow students fifteen minutes to write their short first-person narrative before collecting them for review.

End Lesson

## 3

# Rising Action in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*

## PRIMARY FOCUS OF LESSON

### Reading

Students will identify and explain rising action and conflict, demonstrating comprehension of narrative structure. [RL.4.3]

Students will identify and explain explicit details from the text that describe the challenges Claudia and Jamie face, using evidence from the text to support their explanations. [RL.4.1, W.4.2]

Students will demonstrate an understanding of the Tier 2 word *habit*. [L.4.4]

### Writing

Students will brainstorm and list challenges in the text that could serve as the basis for developing a fictional narrative. [W.4.8]

## FORMATIVE ASSESSMENT

### Exit Pass

**Reading** In Chapter 3 of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie face new challenges while living in the museum. Choose one of these challenges (limited funds or avoiding watchmen) and explain how Claudia and Jamie try to solve it. Use evidence from the text to support your answer. [RL.4.1, W.4.2]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|  | Grouping Recommendations | Time    | Materials   |
|--|--------------------------|---------|---|
| Reading (80 min.)                        |                          |         |   |
| Review Chapter 2                         | Whole Group/<br>Partner  | 5 min.  | <input type="checkbox"/> <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i><br><input type="checkbox"/> Visual Support 2.1<br><input type="checkbox"/> Activity Page 1.2<br><input type="checkbox"/> Exit Pass |
| Rising Action and Conflict               | Whole Group              | 10 min. |   |
| Reading: Chapter 3                       | Whole Group              | 30 min. |   |
| Discuss and Reflect                      | Whole Group/<br>Partner  | 25 min. |   |
| Word Work: <i>habit</i>                  | Whole Group/<br>Partner  | 5 min.  |   |
| Exit Pass                                | Independent              | 5 min.  |   |
| Writing (10 min.)                        |                          |         |   |
| Narrative Writing Project: Brainstorming | Whole Group              | 10 min. | <input type="checkbox"/> Activity Page 3.1  |

## ADVANCE PREPARATION

### Reading

- Ensure each student has a copy of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.
- Prepare to assign student groups during the review activity in the reading segment.

### ➤ Visual Support 2.1

- Identify Visual Support 2.1 and prepare to display it.
- Determine student pairs for Think-Pair-Share activities during the Discuss and Reflect activity.
- Write the following prompt for close reading on the board or chart paper: "What challenges do Claudia and Jamie face in the rising action of the novel?"
- Prepare to distribute Exit Passes for each student.

### Writing

- Write the following prompt for the Narrative Writing Project on the board or chart paper: "In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge."

## Universal Access

### Reading

- Allow students to share their thoughts and ideas with partners before whole group discussions.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

### Writing

- Prepare sentence stems for answering the Exit Pass. For example, "One challenge Claudia and Jamie faced was \_\_\_\_\_. They tried to solve this by \_\_\_\_\_. For example, in the text, it says \_\_\_\_\_. This shows that \_\_\_\_\_."

- Model thinking of common experiences of challenges during the brainstorming process for students' Narrative Writing Project such as:
  - starting a new school
  - making a new friend
  - overcoming a fear
- As students discuss common experiences of challenges related to growing up, remember to create a supportive and inclusive environment where students feel comfortable asking questions and seeking clarification on any part of the writing tasks.

## VOCABULARY

### Core Vocabulary

- You may choose to preview the vocabulary words before reading the text.

**habit, n.** a usual way of behaving; something that a person does often in a regular and repeated way

**dismay, v.** to cause (someone) to feel discouraged, disappointed, or upset

**inconspicuous, adj.** not very easy to see or notice

**fussy, adj.** often upset or unhappy

**cheapskate, n.** a person who does not like to spend money

**exchequer, n.** the department of the British government that is responsible for collecting taxes, making payments, and managing money for the government

**drapery, n.** long heavy curtains

Vocabulary Chart for Chapter 3

| Vocabulary Type     | Tier 3 Domain-Specific Words | Tier 2 General Academic Words                  | Tier 1 Everyday Speech Words |
|---------------------|------------------------------|--|------------------------------|
| Vocabulary          | exchequer<br>drapery         | habit<br>dismay<br>inconspicuous<br>cheapskate | fussy                        |
| Spanish Cognates    |                              | hábito   |                              |
| Multiple-Meaning    |                              |  |                              |
| Sayings and Phrases |                              |  |                              |

### Lesson 3: Rising Action in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*



# Reading

#### Primary Focus

Students will identify and explain rising action and conflict, demonstrating comprehension of narrative structure. [RL.4.3]

Students will identify and explain explicit details from the text that describe the challenges Claudia and Jamie face, using evidence from the text to support their explanations. [RL.4.1]

Students will demonstrate an understanding of the Tier 2 word *habit*. [L.4.4]

#### REVIEW CHAPTER 2 (5 MIN.)

- Have students take out their copies of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and their unit folders.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about the events they read about in the previous lesson.
- Remind students they can engage in a deeper review of what they have read so far by using the Five Ws in their discussions.
  - Who are we reading about?
  - What happens to them?
  - Where does this happen?
  - When does this happen?
  - Why does this happen?
- Use this time to meet with students about their Lesson 2 Exit Passes, either individually or in small groups, to ensure students' understanding of point of view.
- Have students return to their individual seats after the review.

## RIISING ACTION AND CONFLICT (10 MIN.)

- Display Digital Projection 2.1. Project or display this chart somewhere in the classroom throughout the lesson for students to reference.
- Explain that each story has its own plot and that the action does not unfold the same way in every story.
- Point along the diagram on the chart and ask students to think about which part of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* they have read so far.
  - » exposition
- Ask, “What is the exposition of a plot?”
  - » The exposition gives initial information about setting, characters, point of view, and important events that began the story.
- Point along the line of rising action on the diagram. Explain that the rising action happens after the scene is set and the characters have been introduced. Explain that the rising action is driven by the main conflicts or the big questions in the story.
- Ask, “What is a conflict?”
  - » A type of problem; a clash or a struggle characters face that usually involve disagreements or risk.
- Explain that authors commonly use two different types of conflict: external and internal.
- Explain that an external conflict is when a character has a problem with someone or something outside of themselves. For example, when a student has a problem with a friend.
- Tell students that characters can also have internal conflicts, or problems characters have with themselves. For example, when a student struggles with doing something right or wrong.
- Tell them that the rising action is the series of events that builds interest and tension in the story through conflict; it’s when characters are making the key decisions that most dramatically impact the plot of the story.
- Explain that the rising action will eventually lead to a turning point, called the climax.



### Check for Understanding

Ask students to explain the difference between the exposition and rising action of a plot.

- Tell them that they will learn more about the climax of a plot later in the unit.
- Remind students that the purpose of analyzing these different narrative writing elements in the novel is to help them understand how different writers have used them and allow them to practice those techniques in their own writing.
- Tell them that in this lesson they will read Chapter 3 of the novel and think about what happens in the rising action.

### READING: CHAPTER 3 (30 MIN.)

- Ask a volunteer to summarize what they have learned about Jamie and Claudia's characters thus far.
  - » Answers may vary but could include what their relationship is like, what they are each good at, or experiences they've had so far.
- Point to the prompt for close reading that was prepared in advance, "What challenges do Claudia and Jamie face in the rising action of the novel?"
- Tell them to think about this prompt as the class reads Chapter 3.
- Explain that they will discuss it after they have read the chapter for this lesson.
- Ask students to follow along as you read the text aloud and take notes on Activity Page 1.2. Remind students to write down the page number that corresponds to the note they are adding.
- Begin reading Chapter 3.
- Pause after reading the last paragraph on page 30, which ends with "Un-noticeable." Ask, "How would you describe Jamie?"
  - » Answers may vary, but could include that Jamie is acting responsibly or thinking about working together with his sister.
- "How would you describe Claudia?"
  - » Answers may vary, but could include that Claudia is easily inconvenienced or is easy to upset.

- Pause after reading the second paragraph on page 34, which ends with “wrapped up in the problems of finance.” Ask, “Why is Claudia upset at her parents and Jamie?”
  - » They were stingy with money and made her worry about finances.
- Continue reading to the end of Chapter 3.
- Give students a few minutes to review and complete their notes for events that happen in the rising action on Activity Page 1.2.
- Form groups. Ask students to share with their group one thing they took notes on and why they think it is important to note.
- Circulate and assist students as needed. Prompt discussion by asking questions and guiding students to refer to their notes.

### DISCUSS AND REFLECT (25 MIN.)

- Have students use evidence or quotations from the text to discuss the following questions:
1. **Literal.** What challenges did Claudia and Jamie face regarding expenses during their adventure?
    - » Answers may vary, but could include limited funds, the cost of food, and having to think of how to use their money carefully.
  2. **Literal.** What other challenges do Claudia and Jamie face in the rising action of the novel?
    - » Answers may vary, but could include hiding from the night watchman, having to navigate the museum through the dark, having to sleep in an uncomfortable bed, hunger, etc.
  3. **Inferential.** How do Claudia and Jamie’s personalities and attitudes differ when it comes to spending money and making decisions?
    - » Jamie tends to be more cautious and concerned about financial matters, while Claudia is more carefree and willing to pay for conveniences. Claudia plans meticulously, whereas Jamie seeks complications.
  4. **Literal.** How did Claudia and Jamie plan to hide in the museum until closing time?
    - » They planned to hide in the museum’s restrooms until closing time, ensuring they wouldn’t be noticed by guards or staff.
  5. **Inferential.** What does this reveal about their level of preparation and caution?
    - » They are cautious and considering some of the risks of their actions.

### Activity Page 1.2



6. **Inferential.** Claudia and Jamie experience a shift in their relationship while in the museum. How does their sibling bond change, and what events or realizations lead to this shift?
- » Answers may vary but could include that their sibling bond deepens as they face challenges together and they learn to compromise and work as a team.
7. **Inferential.** Why might Claudia and Jamie feel uneasy before going to sleep?
- » Answers may vary, but could include that they are in a strange place, and the surroundings are unfamiliar. This contrasts with the comfort and security of their own home.
8. **Inferential.** What do you predict might happen next in Claudia and Jamie's adventure, based on this chapter?
- » Answers may vary, but could include that Claudia and Jamie will continue exploring the museum, facing more challenges, and discovering hidden secrets within its walls.
9. **Evaluative.** What do you think would be the most challenging part of living in a museum like Claudia and Jamie? Why?
- » Answers may vary, but students should give a reason for their choice.

Assign pairs to answer the following question in a Think-Pair-Share following the group discussion. Remind students to signal when both partners have contributed to the conversation.

10. **Inferential.** 👤👤 *Think-Pair-Share.* If you were in Claudia and Jamie's shoes, would you have made the same decisions and taken the same risks? Why or why not? What alternative plans or actions might you consider?
- » Answers may vary, but students should give a reason for their choice.
  - Have students share one idea from their partner, and record these thoughts on the whiteboard or chart paper. Encourage students to refer to these ideas as they continue reading the novel.

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### WORD WORK: *HABIT* (5 MIN.)

1. In this chapter you read, "We'll learn his habits soon enough."
2. Say the word *habit* with me.
3. *Habit* means a usual way of behaving or something that a person does often in a regular and repeated way.

### Challenge

Encourage students to think about what habits Claudia and Jamie were probably accustomed to before adapting to their new life away from home.

4. What is one habit you have?

- Ask two or three students to use the target word *habit* in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences. For example, "One habit I have is \_\_\_\_."

5. One habit I have is taking a shower right before bed.

6. What part of speech is the word *habit*?

» noun.

- Talk with your partner about how Claudia and Jamie benefit from learning the habits of the museum security guards.

### EXIT PASS (5 MIN.)

- Distribute previously prepared Exit Passes and allow students five minutes to complete them before collecting them for review.



### Exit Pass

In Chapter 3 of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie face new challenges while living in the museum. One challenge is limited funds, and another is avoiding the watchmen. Choose one of these challenges (limited funds or avoiding watchmen) and explain how Claudia and Jamie try to solve it. Use evidence from the text to support your answer.



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Exchanging Information and Ideas

#### Entering/Emerging

Offer synonyms or explanations for more advanced words in the prompt, such as challenge (*difficulty*), funds (*money*), avoiding (*staying away from*), and evidence (*proof or details*).

#### Transitioning/ Expanding

Offer sentence starters to help students express their thoughts. For example, "Claudia and Jamie faced the challenge of \_\_\_\_ in the museum. They addressed this issue by \_\_\_\_\_. The text mentions, "\_\_\_\_," which shows that \_\_\_\_\_."

#### Bridging

Encourage deeper analysis and critical thinking by asking students to evaluate Claudia and Jamie's effectiveness in addressing their chosen challenge. Did their solutions appear practical? Why or why not?

### Lesson 3: Rising Action in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*



# Writing

## Primary Focus

Students will write a short paragraph that explains how Claudia and Jamie attempt to solve a challenge using evidence. [W.4.3]

Students will brainstorm and list challenges in the text that could serve as the basis for developing a fictional narrative. [W.4.8]

## NARRATIVE WRITING PROJECT: BRAINSTORMING

- Remind students that they will complete a narrative writing project in this unit.
- Review the prompt for narrative writing project, “In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge.”
- Tell them to think about this prompt as they begin to think of ideas for their writing.
- Explain that an effective way of brainstorming ideas for their narrative writing pieces is to make a list of events in their lives that could serve as a basis for a fictional narrative.
- Emphasize for students that they may draw from their own life experiences to create fictional narratives. These experiences can be real events that happened to them, things they observed happening to others, or things they imagine.
- Think aloud to model common experiences that can be used to turn into a fictional narrative.
- Say, “I will think about my own life to brainstorm ideas for my narrative writing piece. In my life, I have experienced: moving and switching schools, making new friends, joining a school club, and losing a pet. I can write these down as I continue to think about what other experiences in my life I can write about.”
- Distribute Activity Page 3.1 and explain that students will use it to brainstorm ideas for their narrative writing pieces.

## D Differentiation

### Support

Allow students to brainstorm ideas orally with a partner to organize their thoughts before writing.

### Activity Page 3.1



- Allow students 10 minutes to complete Activity Page 3.1. Provide support as needed for students who may require assistance with language comprehension or expression.
- Once students have their lists, let them know that these events will serve as the foundation for their fictional narratives as they continue to develop their projects.

~~~~~ **End Lesson** ~~~~~

## 4

# Character Development in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will engage in discussion about character development in Chapter 4 of the novel. [SL.4.1]

### Reading

Students will identify one challenge that Claudia or Jamie experiences in the museum and describe how the characters are changing or growing. [RL.4.1, RL.4.3]

Students will demonstrate an understanding of the Tier 2 word *mystery*. [L.4.4]

### Writing

Students will select a challenge from their brainstorming list, developing a graphic organizer that outlines the key elements of their fictional narrative. [W.4.4]

## FORMATIVE ASSESSMENT

### Exit Pass

**Reading** Choose one character, either Claudia or Jamie, and write one sentence to express one challenge and two sentences to express how they are growing or changing during their time in the museum. [RL.4.3]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                      | Grouping Recommendations    | Time    | Materials                                                                                                                                                                                                                       |
|--------------------------------------|-----------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (70 min.)                    |                             |         |                                                                                                                                                                                                                                 |
| Review Chapter 3                     | Whole Group/<br>Partner     | 5 min.  | <input type="checkbox"/> <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i><br><br><input type="checkbox"/> Visual Support 4.1<br><input type="checkbox"/> Activity Page 1.2<br><br><input type="checkbox"/> Exit Pass |
| Character Development                | Whole Group                 | 10 min. |                                                                                                                                                                                                                                 |
| Reading: Chapter 4                   | Whole Group/<br>Independent | 30 min. |                                                                                                                                                                                                                                 |
| Discuss and Reflect                  | Whole Group                 | 15 min. |                                                                                                                                                                                                                                 |
| Word Work: <i>mystery</i>            | Whole Group/<br>Partner     | 5 min.  |                                                                                                                                                                                                                                 |
| Exit Pass                            | Independent                 | 5 min.  |                                                                                                                                                                                                                                 |
| Writing (20 min.)                    |                             |         |                                                                                                                                                                                                                                 |
| Narrative Writing Project: Outlining | Whole Group                 | 20 min. | <input type="checkbox"/> Visual Support 4.2<br><br><input type="checkbox"/> Activity Page 4.1                                                                                                                                   |

## ADVANCE PREPARATION

### Reading

- Ensure each student has a copy of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.
- Prepare to assign student groups during the review activity in the reading segment.
- Determine student pairs for Think-Pair-Share activities during the reading section.

### ➤ Visual Support 4.1

- Identify Visual Support 4.1 and prepare to display it.
- Prepare to distribute Exit Passes for each student.

### Writing

### ➤ Visual Support 4.2

- Identify Visual Support 4.2 and prepare to display it.

## Universal Access

### Reading

- Create a colorful visual representation of Visual Support 4.1 and display it in a place that is easy to access in the classroom. Students can refer to this visual throughout the unit and as they discuss character development in this lesson.
- Prepare sentence stems for answering the Exit Pass. For example, “One challenge Claudia/Jamie face is \_\_\_\_\_. They are growing and changing by \_\_\_\_\_.”
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

### Writing

- Prepare guiding questions to help students complete Activity Page 4.1. For example, as students complete the organizer for the exposition, ask “Who are your characters? Where is the setting?”

## VOCABULARY

### Core Vocabulary

- You may choose to preview the vocabulary words before reading the text.

**mystery, n.** something that is not known

**statue, n.** a figure usually of a person or animal that is sculpted or modeled, often from stone or metal

**possibility, n.** a chance that something might exist, happen, or be true

**mediocre, adj.** not very good quality

**inconvenient, adj.** Not comfortable or simple to perform, sometimes causing trouble or additional work

**duty, n.** something done as part of a job

**station, n.** a place where buses, trains, or other forms of transportation regularly stop so that passengers can get on and off

**accustomed, adj.** familiar with something so that it seems normal or usual

**significance, n.** the quality of being important; the meaning of something

**patronage, n.** money and support given to an artist, organization, etc.

**commission, n.** an amount of money paid to an employee for selling something

**Vocabulary Chart for Chapter 4**

| Vocabulary Type     | Tier 3 Domain-Specific Words | Tier 2 General Academic Words                                                        | Tier 1 Everyday Speech Words |
|---------------------|------------------------------|--------------------------------------------------------------------------------------|------------------------------|
| Vocabulary          | patronage<br>commision       | mystery<br>statue<br>possibility<br>inconvenient<br>accustomed<br>significance       | duty<br>station              |
| Spanish Cognates    | comisión                     | misterio<br>estatua<br>posibilidad<br>inconveniente<br>acostumbrado/a<br>significado |                              |
| Multiple-Meaning    |                              |                                                                                      |                              |
| Sayings and Phrases |                              |                                                                                      |                              |

**Lesson 4: Character Development in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler***

# Reading

**Primary Focus**

Students will engage in discussion about character development. [SL.4.1]

Students will identify one challenge that Claudia or Jamie experiences in the museum and describe how the characters are changing or growing. [RL.4.1, RL.4.3]

Students will demonstrate an understanding of the Tier 2 word *mystery*. [L.4.4]

**REVIEW CHAPTER 3 (5 MIN.)**

- Have students take out their copies of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and their unit folders.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes to review, or summarize, what has happened in the novel so far in their small groups.
- Ask students to share one sentence with their group about an event that happened in the rising action they read during the previous lesson and how they would describe one character based on their reaction to that event. Have students work to combine ideas from their group into one or two sentences to share with the class.
- Use this time to meet with students about their Lesson 3 Exit Passes, either individually or in small groups, to ensure students' understanding of the rising action.
- Have each group share the sentences they developed before returning to their individual seats after the review.

**CHARACTER DEVELOPMENT (10 MIN.)****> Visual Support 4.1**

- Display Visual Support 4.1. Explain that students will practice close reading to analyze the characters in the book, including their different perspectives and experiences, and how they develop when confronted with new events in Chapter 4.

- Explain that character development is the process by which a character grows or changes in the story.
- Have students look at the “Character” section of Activity Page 1.2. Ask, “What details have we included in our Narrative Elements Notes about Claudia or Jamie?”
  - » Answers may vary, but could include character traits, their roles, or what they’ve done so far.
- Tell students the class will analyze Claudia and Jamie more deeply by filling out Visual Support 4.1.
- Ask, “What is your opinion about the character Claudia so far? What details, quotes, or ideas would you use to support your opinion?”
  - » Answers may vary, but could include that students think Claudia seems bossy because she is always telling Jamie what to do.
- Ask, “What is your opinion about the character Jamie so far? What details, quotes, or ideas would you use to support your opinion?”
  - » Answers may vary, but could include that Jamie seems like a pinchpenny because he’s always concerned about how much things cost.
- Add these notes to each column under the appropriate character on Visual Support 4.1 that you prepared before the lesson.
- Remind students that a conflict is a situation that brings difficulty and needs to be solved.
- Ask, “What are the two types of conflicts?”
  - » external and internal



### Check for Understanding

Ask students to explain the difference between internal and external conflicts.

- **💡 Think-Pair-Share.** Prompt students to think about the characters’ interactions and describe their conflicts. Remind students to signal when both partners have contributed to the conversation.
  - » Answers may vary, but could include problems with finances, problems with going undetected in the museum, or problems with getting along with each other.
- Have students share one idea from their partner, and add students’ responses to each column under the appropriate character in the Character Notes chart.

## Activity Page 1.2



## **D** Differentiation

### Challenge

Encourage students to think about other conflicts in stories they’ve read. Ask, “Is this an example of an external or internal conflict?”

- Explain that Claudia and Jamie have many things to figure out as they continue to embark on this adventure alone in new surroundings.
- Ask students to share their ideas about some things that Claudia and Jamie may need to figure out.
- Ask student volunteers to share their thoughts about how this new experience may change Claudia and Jamie.
- Tell students that, throughout the lesson, they will reflect on how their characters develop. Prompt students to continue taking notes on Activity Page 1.2 in the space provided for “Characters” as they read.
- Address any questions students may have about character development. Refer to Visual Support 4.1 as needed.
- Project or display this chart somewhere in the classroom throughout the lesson for students to reference.

#### READING: CHAPTER 4 (30 MIN.)

- Explain that students will read along as you read Chapter 4 of the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. Make sure each student has a copy of the novel.
- Remind students they will focus on how the characters of Claudia and Jamie are developing.
- Ask students to recall the definition of character development.
  - » The process by which a character grows or changes in the story.
- Tell students to think about this definition of character development to determine the details they will include in the “Character” section of their Narrative Elements Notes as they continue reading.
- Begin reading Chapter 4 aloud to students as they follow along in their copy of the novel.
- Pause after reading the second paragraph on page 44, which ends with “we man our stations.” Ask, “Why do you think Claudia suggests this?”
  - » So their belongings won’t be found.
- Pause after reading the second paragraph on page 46, which ends with “Claudia’s narrow-mindedness.” Ask, “How would you describe Claudia and Jamie’s relationship at breakfast?”
  - » Answers may vary, but could include that they act annoyed with each other, they act like siblings, or Jamie acts generous and Claudia acts strict.

- Pause after reading the first paragraph on page 54, which ends with “She was determined about that.” Ask, “Do you think Jamie not letting Claudia buy a newspaper is fair or unfair? Why?”
  - » Answers may vary, but should include reasoning for each response.
- Pause after reading page 60, which ends with “The question of whether the museum has acquired one of his lesser known masterpieces still awaits a final answer.” Ask, “What was the *New York Times* article about?”
  - » The statue of Angel, its mystery, and how the museum received it.
- Explain that the article mentions Mrs. Basil E. Frankweiler. Ask, “Where have we seen Mrs. Basil E. Frankweiler’s name before?”
  - » In the title and in the letter in the front of the book.
- Have students continue reading to the end of Chapter 4 independently.
- Give students a few minutes to review and complete their notes for events that happen in the rising action on Activity Page 1.2.
- Ask students to share one thing they took notes on and why they think it is important to note.
- Circulate and assist students as needed. Prompt discussion by asking questions and guiding students to refer to their notes.

### DISCUSS AND REFLECT (15 MIN.)

- Have students use evidence or quotations from the text to discuss the following questions:
1. **Literal.** What did Claudia and Jamie do while waiting during the “perilous time” when the museum was open to staff but not to visitors?
    - » They washed up, combed their hair, and brushed their teeth while waiting.
  2. **Inferential.** Why does the author describe Claudia and Jamie’s time in the museum as a “perilous time”?
    - » The term “perilous time” suggests that Claudia and Jamie were taking significant risks by being in the museum during this period.
  3. **Literal.** What slight error did Jamie make that almost got them caught?
    - » Stepping out of the bathroom booth so a janitor noticed him.

How did Jamie react to encountering the janitor?

    - » Jamie smiled, made a humorous comment, and walked out without any problem.

4. **Inferential.** Why did Jamie consider Claudia's plan of learning something new every day to be outrageous?
- » Jamie found the idea of continuous learning to be excessive and unnecessary, possibly because he preferred a more relaxed approach to their runaway adventure.
5. **Literal.** What section of the museum did Jamie end up choosing to learn from? Why?
- » Jamie chose to learn about the Renaissance because it was a big section and he thought that would make Claudia give up on her plan to have them learn something new every day.
6. **Literal.** How does Claudia describe her first feelings towards the statue *Angel*?
- » Claudia describes the statue *Angel* as the most beautiful and mysterious in the world.
7. **Literal.** What do we learn about the mystery of *Angel* in the *New York Times* article?
- » Its potential connection to the Italian Renaissance master, Michelangelo.
8. **Literal.** Who was the previous owner of the statue?
- » Mrs. Basil E. Frankweiler.
- What do we learn about Mrs. Basil E. Frankweiler from the article?
- » Answers may vary, but could include that she purchased the statue from a dealer in Bologna, Italy, before World War II or that she now lives on her country estate in Farmington, Connecticut.
9. **Inferential.** How do Claudia and Jamie's discussions about the statue reflect their feelings about it?
- » Their discussions and interest in learning more about the statue indicate that they are becoming deeply involved in the mystery surrounding it.
10. **Evaluative.** Explain how the statue of *Angel* impacts Claudia and Jamie's relationship.
- » Answers may vary, but could include that the mystery gives them a shared interest to bond over; they're collaborating on a common goal; it is strengthening their relationship.
11. Distribute paper and have students complete the following sentences
- Claudia wants to solve the mystery of *Angel*, because \_\_\_\_\_.
  - Claudia wants to solve the mystery of *Angel*, so \_\_\_\_\_.
  - Claudia wants to solve the mystery of *Angel*, but \_\_\_\_\_.
- Ask two or three students to share their sentences with the class.

### WORD WORK: MYSTERY (5 MIN.)

1. In this chapter you read “She would solve its mystery; and it, in turn, would do something important to her, though what this was, she didn’t quite know.”
2. Say the word *mystery* with me.
3. *Mystery* means something that is not known.
4. Claudia and Jamie are solving a mystery.
5. What would you do to solve the mystery of *Angel*?
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences. For example, “One way I would try to solve the mystery is \_\_\_\_.”
6. What part of speech is the word *mystery*?
  - » noun
  - Talk with your partner about how Claudia and Jamie try to solve the mystery of *Angel*.

### EXIT PASS (5 MIN.)

- Distribute previously prepared Exit Passes and allow students five minutes to complete them before collecting them for review.



#### Exit Pass

Choose one character, either Claudia or Jamie, and write one sentence to express one challenge and two sentences to express how they are growing or changing during their time in the museum.

## D Differentiation

### Challenge

Encourage students to include details about the character’s behavior, interests, and any new skills they are developing.

### Support

Allow students to describe what they plan to write with a partner to organize their thoughts before writing.

**Lesson 4: Character Development in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler***



# Writing

**Primary Focus:** Students will select a challenge from their brainstorming list, developing a graphic organizer that outlines the key elements of their fictional narrative. [W.4.4]

## NARRATIVE WRITING PROJECT: OUTLINING

- Remind students that they are completing a narrative writing project in this unit.
- Review the prompt for narrative writing project, “In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge.”
- Tell students they will continue to think about this prompt as they narrow down events to write about for their projects.
- Remind students that in the last lesson they brainstormed ideas for their narrative writing pieces.

### ➤ Visual Support 4.2

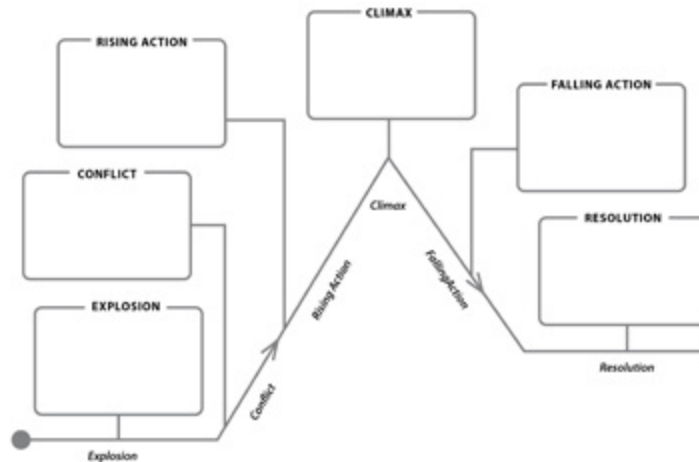
- Identify Visual Support 4.2 and prepare to display it.
- Distribute Activity Page 4.1 and explain that students will select an event from their brainstorming list and complete a graphic organizer outlining the key elements of their fictional narrative such as character, conflict, and plot.

Activity Page 4.1



## Narrative Writing Organizer

Character \_\_\_\_\_ Setting \_\_\_\_\_  
 \_\_\_\_\_  
 Conflict \_\_\_\_\_ Solution \_\_\_\_\_  
 \_\_\_\_\_



- Address any questions students may have about the outline.
- Allow students 15 minutes to complete Activity Page 4.1. Provide support as needed for students who may require assistance with language comprehension or expression.
- If time allows, allow a few students to summarize their plot orally to the class. Have 2–3 students provide specific feedback about the plot. Model giving feedback using the following sentence starters:
  - Your plot is interesting because \_\_\_\_\_.
  - The \_\_\_\_\_ plot element is appropriate because \_\_\_\_\_.
  - One question I have about your plot is \_\_\_\_\_.
- Once students finish their organizers, let them know that these organizers will help them understand the elements of their fictional narratives as they continue to develop their projects.
- Tell students that in the next lesson, they will finish planning and start drafting their narratives.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

|                                     |                                                                                                                                 |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | In small groups, assist students in choosing a topic and identifying the conflict and characters for their outlines.            |
| <b>Transitioning/<br/>Expanding</b> | Encourage peer collaboration by having students work in pairs or small groups to discuss their chosen events and story plots.   |
| <b>Bridging</b>                     | Organize peer review sessions where students exchange their story plots with classmates and provide feedback on their outlines. |

End Lesson



## 5

# Plot Development in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will discuss plot development in Chapter 5 of the novel. [SL.4.1]

### Reading

Students will refer to specific details and examples from the text to explain the discovery's importance and its impact on the plot and characters.

[RL.4.1, RL.4.2]

Students will demonstrate an understanding of the Tier 2 word *adjust*. [L.4.4]

### Writing

Students will write the opening of their narratives. [W.4.3]

## FORMATIVE ASSESSMENT

### Exit Pass

**Reading** Reflect on the importance of *Angel* and its impact on the characters and plot. Answer the following: What questions would you have? What might you do next to try and solve the mystery?

[RL.4.3]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                       | Grouping Recommendations | Time    | Materials                                                                                                                                                                                                                     |
|---------------------------------------|--------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (65 min.)                     |                          |         |                                                                                                                                                                                                                               |
| Review Chapter 4                      | Whole Group/<br>Partner  | 5 min.  | <input type="checkbox"/> <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i><br><input type="checkbox"/> Visual Support 5.1<br><input type="checkbox"/> Activity Pages 1.2, 5.1<br><input type="checkbox"/> Exit Pass |
| Plot Development                      | Whole Group              | 10 min. |                                                                                                                                                                                                                               |
| Reading: Chapter 5                    | Partner                  | 30 min. |                                                                                                                                                                                                                               |
| Comprehension Questions               | Independent              | 10 min. |                                                                                                                                                                                                                               |
| Word Work: <i>adjust</i>              | Whole Group/<br>Partner  | 5 min.  |                                                                                                                                                                                                                               |
| Exit Pass                             | Independent              | 5 min.  |                                                                                                                                                                                                                               |
| Writing (25 min.)                     |                          |         |                                                                                                                                                                                                                               |
| Narrative Writing Project: Exposition | Independent              | 25 min. | <input type="checkbox"/> notebook paper                                                                                                                                                                                       |

## ADVANCE PREPARATION

### Reading

- Ensure each student has a copy of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.
- Prepare to assign student groups during the review activity in the reading segment.
- Determine student pairs for Turn and Talk activities during the Plot Development section.

### ➤ Visual Support 5.1

- Identify Visual Support 5.1 and prepare to display it.
- Prepare to partner students for reading Chapter 5.
- Prepare to distribute Exit Passes for each student.

### Writing

- Prepare to distribute notebook paper.
- Make sure students have a folder where they keep and organize their writing pages related to the unit project.

## Universal Access

### Reading

- Create a colorful visual representation of Visual Support 5.1 and display it in a place that is easy to access in the classroom. Students can refer to this visual throughout the unit and as they discuss character development in this lesson.
- Explain that the prices indicated in the book reflect what goods and services cost in the mid-1960s. Help students understand the discrepancy between the cost of things back then and what they would be like today as they read.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

### Writing

- Prepare sentence stems for answering the Exit Pass. For example, “When I stood in front of *Angel*, I felt \_\_\_\_\_. Some questions I had were \_\_\_\_\_ and \_\_\_\_\_.”

## VOCABULARY

### Core Vocabulary

- You may choose to preview the vocabulary words before reading the text.

**homesick, adj.** sad because you are away from your family and home

**impatient, adj.** not willing to wait for something or someone

**adjust, v.** to change in order to work or do better in a new situation

**expect, v.** to think that something will probably or certainly happen

**laundromat, n.** a place that has machines for washing and drying clothes, towels, sheets, etc.

**corporation, n.** a large business or organization

**pagan, n.** a person who is not religious or whose religion is not Christianity, Judaism, or Islam

**conscience, n.** a feeling that something you have done is morally wrong or right

**neurosis, n.** a condition in which a person experiences strong and unreasonable feelings of fear or worry that do not go away even when the situation improves

**sprite, n.** an elf or fairy

**Vocabulary Chart for Chapter 5**

| Vocabulary Type     | Tier 3 Domain-Specific Words | Tier 2 General Academic Words                                          | Tier 1 Everyday Speech Words |
|---------------------|------------------------------|------------------------------------------------------------------------|------------------------------|
| Vocabulary          | pagan<br>neurosis<br>sprite  | homesick<br>impatient<br>adjust<br>expect<br>corporation<br>conscience | laundromat                   |
| Spanish Cognates    | pagano<br>neurosis           | impaciente<br>ajustar<br>corporación<br>conciencia                     |                              |
| Multiple-Meaning    |                              |                                                                        |                              |
| Sayings and Phrases |                              |                                                                        |                              |

**Lesson 5: Plot Development in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler***



# Reading

## Primary Focus

Students will discuss the plot development in Chapter 5 of the novel. [SL.4.1]

Students will refer to specific details and examples from the text to explain the discovery's importance and its impact on the plot and characters. [RL.4.1, RL.4.2]

Students will demonstrate an understanding of the Tier 2 word *adjust*. [L.4.4]

## REVIEW CHAPTER 4 (5 MIN.)

- Have students take out their copies of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and their unit folders.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about the character development and events that happened in the previous lesson.
- Remind students that they can engage in a deeper review of what they have read so far by using the Five Ws in their discussions.
  - Who are we reading about?
  - What happens to them?
  - Where does this happen?
  - When does this happen?
  - Why does this happen?
- Use this time to meet with students about their Lesson 4 Exit Passes, either individually or in small groups, to ensure students' understanding of character development.
- Have students return to their individual seats after the review.

## PLOT DEVELOPMENT (10 MIN.)

- Explain that this lesson students will practice close reading to analyze how the plot is advancing in Chapter 5. Ask, “What is a plot?”
  - » A plot is a series of events that make up a story.

### ➤ Visual Support 5.1

- Display Visual Support 5.1. Explain that after reading, students will recall the sequence of events in the story and orally summarize what has happened in the story and how the plot has developed so far. Remind students that a summary tells just the basics of what happened.
- Ask students whether they need to recall every single event that happened in order to understand the story.
  - » Answers may vary, but could include that it isn't necessary to know every single event, only the most important ones.
- Explain that it isn't necessary to recall every single event because some events are simply descriptive details in the story, whereas others are key events that impact the development of the plot. Explain that the goal is to give an idea of the most important or essential parts of the story so far.



### Check for Understanding

Ask students to name one event from the novel that is a detail and one that is a key event that impacts the development of the plot.

- Have students look at the “Plot” sections for the exposition and rising action on Activity Page 1.2 to answer the following questions:
  - Distribute paper and ask, “What happened at the very beginning of the book?”
    - » Claudia ran away from home and took her brother Jamie.
  - Have students record the answer in a simple sentence.
  - Ask, “What happened next?”
    - » Claudia and Jamie ran away to New York City.
  - Have students record the answer in a simple sentence.

## Activity Page 1.2



- Have students combine the previous two sentences, then ask two or three students to share their combined sentence with the class.
- Ask, “What happened after they arrived in New York City?”
  - » Claudia and Jamie decided to live in the Metropolitan Museum of Art.
- Have students record the answer in a simple sentence.
- Ask, “What discovery did they make at the museum?”
  - » A statue named Angel that was believed to be sculpted by Michelangelo.
- Have students record the answer in a simple sentence.
- Have students combine the previous two sentences, then ask two or three students to share their combined sentence with the class.
- As students share, record relevant information on Visual Support 5.1.
- Tell students that each event leads to larger questions and other decisions characters have to make. Say, “This is how a plot develops, or progresses.”
- Explain that the character’s perspectives and behaviors usually change or develop during a sequence of events, or as the plot of the story unfolds, too.
- Have students look at the “Character” section on Activity Page 1.2 and talk with their partner to answer the following questions:
  - **Turn and Talk:** How has Claudia grown or changed as the story progressed? How has Jamie grown or changed as the story progressed? Remind students to signal when both partners have contributed to the conversation.
    - » Answers may vary, but could include that the characters have agreed to the goal of finding out more information about Angel, or the ways they have relied on each other.
- As students conclude their conversations, ask them to share one idea or fact their partner shared with them and record relevant information on Visual Support 5.1.
- Project or display this chart somewhere in the classroom throughout the lesson for students to reference.
- Tell students that, throughout the lesson, they will reflect on how the plot develops as they continue to read the rising action. Explain that the rising action will eventually lead to a turning point, called the climax.
- Prompt students to continue taking notes on Activity Page 1.2 in the space provided for “Rising Action” as they read.

## READING: CHAPTER 5 (30 MIN.)

- Tell students that today they will read Chapter 5 of the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* with a partner. Make sure each student has a copy of the novel.
- Remind students they will focus on how the characters of Claudia and Jamie are developing.
- Assign students a partner for reading and allow partners to sit next to each other. Have students take turns reading Chapter 5 aloud with their partner.
- Write the page numbers on the whiteboard where they will stop to answer the following questions:
  - Page 70: How have Claudia and Jamie managed to save money so far in this chapter?
    - » They eat somewhere cheap, they wash all their clothes in the same load of laundry, and they walk to the library instead of taking another form of transportation.
  - Page 74: What does it say about Claudia that she is always correcting Jamie's grammar?
    - » Answers may vary, but could include that it shows Claudia's intelligence, it establishes an older-sister habit, or it shows how Claudia feels she knows best.
  - Page 80: Why do you think Claudia stayed where she was?
    - » Answers may vary, but could include that she might have sensed her brother's wishes, she was being extra cautious, or had a sibling's bond/premonition.
- Have students finish reading Chapter 5 with their partner.
- Give students a few minutes to review and complete their notes for events that happen in the rising action of the plot on Activity Page 1.2.
- Ask students to share one thing they took notes on with their partner and why they think it is important to note.
- Circulate and assist students as needed. Prompt discussion by asking questions and guiding students to refer to their notes.

## Differentiation

### Challenge

Allow students to practice fluency by inviting them to read sections of the text aloud to the class.

## Activity Page 5.1



### COMPREHENSION QUESTIONS (10 MIN.)

Have students take out Activity Page 5.1. Explain that students will use evidence or quotations from the text to complete the activity independently.

### WORD WORK: ADJUST (5 MIN.)

1. In this chapter you read, “And I’m extremely well adjusted.”
2. Say the word *adjust* with me.
3. *Adjust* means to change in order to work or do better in a new situation.
4. How do you adjust to going back to school after summer vacation?
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences. For example, “I adjust by \_\_\_\_.”
5. I adjust by going to bed earlier so I can wake up early.
6. What part of speech is the word *adjust*? (*verb*)
  - Talk with your partner about how Claudia and Jamie adjust to living in the museum.

### EXIT PASS (5 MIN.)

- Distribute previously prepared Exit Passes and allow students five minutes to complete them before collecting them for review.



#### Exit Pass

Claudia and Jamie research more on the discovery regarding *Angel*. Reflect on the importance of *Angel* and its impact on the characters and plot.

- Imagine you are Claudia or Jamie from the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. You have just discovered that they moved *Angel*. You and your sibling are staying in the museum overnight, and you have gone to see *Angel* up close. What questions would you have? What might you do next to try and solve the mystery?

## D Differentiation

### Support

Allow students time to share their responses with a partner before writing in order to assist them in narrating their ideas.

Lesson 5: Plot Development in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*



# Writing

**Primary Focus:** Students will write the opening of their fictional narratives. [W.4.3]

## NARRATIVE WRITING PROJECT: EXPOSITION


- Remind students that in previous lessons, they brainstormed a list of topics and experiences. Ask, “What were we brainstorming those ideas for?”
  - » Our narrative writing project.
- Review the prompt for narrative writing project, “In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge.”
- Tell students they will continue to think about this prompt as they begin writing the exposition for their stories.
- Ask, “What is exposition?”
  - » Exposition is the first part of the series of events in a plot that includes setting, characters, point of view, and important events that begin the story.
- Display the first paragraph of Chapter 1 of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. Invite a student to read the text aloud. Say, “This is the beginning of the exposition for the novel we are reading. What do we learn from this opening?”
  - » Answers may vary, but could include the main character’s name, their thoughts on what is happening to them, and a conflict.
- Model annotating the first paragraph as students respond.
- Distribute notebook paper and explain that students will begin writing the exposition of their fictional narrative based on the event they chose from the previous lesson.
- Tell students they will continue writing the exposition as the unit progresses, and that today’s time should focus on starting the exposition rather than finishing it.
- Address any questions students may have about writing exposition.

## D Differentiation

### Support

Remind students that they can review what happens at the beginning of the exposition of the novel by answering the Five Ws: who, what, where, when, and why.

- Allow students 20 minutes to begin drafting their exposition. Provide support as needed for students who may require assistance with language comprehension or expression.
- If time allows, allow a few students to share their writing orally with the class. Have 2–3 students provide specific feedback about characters introduced in the exposition. Model giving feedback using the following sentence starters:
  - The new character is interesting because their character traits are \_\_\_\_\_.
  - I can visualize your character because \_\_\_\_\_.
  - Because of your character's trait of \_\_\_\_\_, I understand when \_\_\_\_\_.
- Once students have written for the allotted time, have students return their writing to their unit folders.
- Explain that students will continue writing the exposition of their narratives in the following lesson.

| <div>  <b>MULTILINGUAL/ENGLISH LEARNERS</b><br/> <b>Speaking and Listening</b><br/>           Exchanging Information and Ideas         </div> |                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>                                                                                                                                                                                                       | Provide sentence starters or fill-in-the-blank sentences to help students begin their exposition. For example: "In the beginning, _____ (character) was _____ (feeling or doing). One day, something special happened."                                                             |
| <b>Transitioning/Expanding</b>                                                                                                                                                                                                 | Offer a simple outline with key points to cover in their exposition. Include prompts like: "Introduce your main character and setting. Describe what life is like for them. Explain the problem or event that starts the story."                                                    |
| <b>Bridging</b>                                                                                                                                                                                                                | Encourage students to create a detailed exposition by providing guiding questions. Ask questions like: "What kind of world is your story set in? Who are the main characters, and what are their backgrounds? What is the central conflict or event that sets the story in motion?" |

~~~~~ **End Lesson** ~~~~~



## 6

# Dialogue in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*

## PRIMARY FOCUS OF LESSON

### Reading

Students will engage in collaborative groups to discuss the author's use of dialogue. [RL.4.3]

Students will demonstrate an understanding of the Tier 2 word *clue*. [L.4.4]

### Writing

Students will continue drafting their fictional narratives, specifically focusing on a scene that involves dialogue with another character. [W.4.3b]

## FORMATIVE ASSESSMENT

### Exit Pass

**Reading** In a few sentences, describe how dialogue helps us understand Claudia and Jamie's relationship. [RL.4.3]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                     | Grouping Recommendations    | Time    | Materials  |
|-------------------------------------|-----------------------------|---------|--|
| Reading (65 min.)                   |                             |         |  |
| Review Chapter 5                    | Whole Group/<br>Partner     | 5 min.  | <input type="checkbox"/> <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i><br><input type="checkbox"/> Activity Page 1.2<br><input type="checkbox"/> Exit Pass |
| Dialogue                            | Whole Group                 | 10 min. |  |
| Reading: Chapter 6                  | Whole Group/<br>Independent | 30 min. |  |
| Discuss and Reflect                 | Whole Group                 | 10 min. |  |
| Word Work: <i>clue</i>              | Whole Group/<br>Partner     | 5 min.  |  |
| Exit Pass                           | Independent                 | 5 min.  |  |
| Writing (25 min.)                   |                             |         |  |
| Narrative Writing Project: Dialogue | Independent                 | 25 min. | <input type="checkbox"/> notebook paper  |

## ADVANCE PREPARATION

### Reading

- Ensure each student has a copy of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.
- Prepare to assign student groups during the review activity in the reading segment.
- Determine student pairs for Think-Pair-Share activities during the Check for Understanding activity in the reading section.
- Prepare to display a short passage from Chapter 5 of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* that contains dialogue between characters.
- Prepare to distribute Exit Passes for each student.

### Writing

- Prepare to have students reference their previous writing for their fictional narratives.
- Prepare to distribute notebook paper.
- Prepare a model exposition on chart paper to demonstrate dialogue in the writing segment:

I had a feeling that Dad would make me go to school on what would be the worst day of my middle school life. I could hear him call for me downstairs. I looked in the mirror at my pimple, the size of Neptune. I tried to give myself a pep talk, but I kept hearing my name called which interrupted me every time. I could just tell that if I went to school that day, I would be called “Luna the Loser” for the rest of my life.

### Universal Access

#### Reading

- Allow students to share their thoughts and ideas with partners before whole group discussions.
- Prepare sentence stems for answering the Exit Pass. For example, “Dialogue helps readers understand Claudia and Jamie’s relationship by \_\_\_\_\_.”

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

**Writing**

- Work with small groups to assist them in completing the exposition sections of their narrative writing.

VOCABULARY

**Core Vocabulary**

- You may choose to preview the vocabulary words before reading the text.

**clue, n.** a hint or piece of evidence that helps a person solve a mystery or puzzle

**research, v.** studying new information carefully to gather information

**complication, n.** a problem that develops from an existing situation

**telegram, n.** a message

| Vocabulary Chart for Chapter 6 |                              |                               |                              |
|--------------------------------|------------------------------|-------------------------------|------------------------------|
| Vocabulary Type                | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| Vocabulary                     | telegram                     | clue<br>complication          | research                     |
| Spanish Cognates               | telegrama                    | complicación                  |                              |
| Multiple-Meaning               |                              |                               |                              |
|                                |                              |                               |                              |
| Sayings and Phrases            |                              |                               |                              |

**Lesson 6: Dialogue in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler***



# Reading

## Primary Focus

Students will engage in collaborative groups to discuss the author's use of dialogue.

[RL.4.3]

Students will demonstrate an understanding of the Tier 2 word *clue*. [L.4.4]

### REVIEW CHAPTER 5 (5 MIN.)

- Have students take out their copies of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and their unit folders.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes to review, or summarize, what has happened in the novel so far in their small groups.
- Ask students to share one sentence with their group about the character development and events that happened in the previous lesson. Have students work to combine ideas from their group into one or two sentences to share with the class.
- Use this time to meet with students about their Lesson 5 Exit Passes, either individually or in small groups, to ensure students' understanding of plot development.
- Have groups share the sentences they prepared before returning to their individual seats after the review.

### DIALOGUE (10 MIN.)

- Write the word "Dialogue" on the board. Explain that dialogue is when characters in a story speak to each other, just like people talk to each other in real life. Dialogue makes a story more interesting because it lets us hear what the characters are thinking and feeling.
- Display a short passage from Chapter 5 of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* that contains dialogue between characters. As you read the passage aloud, emphasize the parts where characters are talking. For example:

“Why do you suppose we were homesick that day? We’ve been gone much longer than that now.”

Claudia thought. “I guess we were worried. Boy, had I known then that she was going to end up with Kevin, I would have known why we were worried. I remember you sucked your thumb and carried around that old blanket the whole day. Aunt Zell kept trying to get the blanket away from you so that she could wash it. It stank.”

Jamie giggled, “Yeah, I guess homesickness is like sucking your thumb. It’s what happens when you’re not very sure of yourself.”

- Ask the students to identify the parts of the passage that contain dialogue.
- Invite a few students to underline the parts where the characters are talking. Discuss the examples as a class.
- Emphasize that some words are clues that show who is saying what. Invite a few students to identify words or phrases that help them know who is speaking, such as *Claudia thought* and *Jamie giggled*.
- Ask, “How does dialogue help readers understand the characters better?”
  - » It shows how they feel or how they interact with others.
- Have students work with partners to discuss what dialogue Claudia might use next in the passage.
- Circulate and assist students as needed. Prompt reflection by asking questions referring to Claudia’s existing dialogue and how new dialogue might capture her personality.
- Invite a few students to share their responses with the class.
- Discuss how adding dialogue makes characters more interesting.
- Summarize the lesson by reminding students that dialogue is an essential part of fictional writing. It allows readers to get to know the characters and understand their feelings, and makes stories more engaging.



### Check for Understanding

Have students use their own words to explain to a partner what they understand about the use of dialogue in fictional writing.

## **D** Differentiation

### Challenge

Instruct students to think about other dialogue tags that could be included for Jamie’s dialogue.

## READING: CHAPTER 6 (30 MIN.)

- Tell students that today they will read Chapter 6 of the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. Make sure each student has a copy of the novel.
- Remind students that they will focus on how the characters interact by analyzing their dialogue.
- Begin reading Chapter 6 aloud to students as they follow along in their copy of the novel.
- Pause after reading the second paragraph on page 89, which ends with “I’m sure she knows for sure if Michelangelo did it.” Ask, “How do Claudia and Jamie feel about not being able to touch the statue of *Angel*?”
  - » Claudia is frustrated, but Jamie mentions that they are the only two people in the world living with it.
- Pause after reading page 92. Ask, “What does Jamie identify the markings on the velvet pedestal to be, and why is it significant?”
  - » Jamie identifies the crushed-up markings as an “M” for Michelangelo, which is significant because it connects the statue to the famous artist.
- Have students continue reading to the end of Chapter 6 independently.
- Give students a few minutes to review and complete their notes for events that happen in the rising action on Activity Page 1.2.
- Ask students to share one thing they took notes on and why they think it is important to note.
- Circulate and assist students as needed. Prompt discussion by asking questions and guiding students to refer to their notes.

### Activity Page 1.2



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Exchanging Information and Ideas

##### Entering/Emerging

Simplify complex sentences and vocabulary as you read aloud. Pause after reading each paragraph to explain the main idea in simpler terms. Encourage students to ask questions about what they don't understand.

##### Transitioning/ Expanding

After reading a section, have students summarize what they've understood in their own words. Encourage them to retell the story's main events, focusing on the characters and their actions.

##### Bridging

Encourage students to engage in critical thinking exercises. For example, ask them to analyze the characters' motivations or predict what might happen next in the story. Challenge them to support their ideas with evidence from the text.

## DISCUSS AND REFLECT (10 MIN.)

- Have students use evidence or quotations from the text to discuss the following questions:
1. **Literal.** Where did Claudia and Jamie consider going on Sunday morning?
    - » church
  2. **Literal.** Where did Claudia and Jamie hide when they heard footsteps approaching while they were observing *Angel*?
    - » They hid behind the booth where walkie-talkies were rented for museum tours.
  3. Distribute paper and ask students to write answers to the following questions before completing an expanded sentence.
    - Claudia and Angel discover a clue about *Angel*.
      - Where is the clue?
      - When do they discover it?
      - What kind of clue?
      - How do they find it?
    - Ask two or three students to share an expanded sentence with the class.
  4. **Literal.** How did Claudia and Jamie plan to communicate with the museum about the clue they found?
    - » They planned to send an anonymous letter to the museum and provide instructions to write back to a post office box in Grand Central Station if the museum requested more information.
  5. **Evaluative.** What do you think of Jamie and Claudia's plan to send an anonymous letter to the museum?
    - » Answers may vary, but could include that it is a smart way of not being discovered as runaways.
  6. **Inferential.** What can you tell about the guard based on the interaction with Jamie? Explain.
    - » The guard seemed interested in Jamie's opinion.
  7. **Inferential.** Why did Claudia and Jamie find humor in the situation while discussing the mystery of *Angel* with the guard?
    - » They found humor in the fact that they were conducting their own investigation and knew more about the statue's mystery than they were letting on to the guard.

## Differentiation

### Support

Divide the class into pairs or small groups and have them discuss their answers to the questions before the whole-group discussion.

### WORD WORK: *CLUE* (5 MIN.)

1. In this chapter you read, “We have an important clue.”
2. Say the word *clue* with me.
3. *Clue* means a hint or piece of evidence that helps a person solve a mystery or puzzle.
4. How do you think Claudia and Jamie felt when they discovered a new clue? Why?
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences. For example, “When Jamie and Claudia found a new clue, they probably felt \_\_\_\_\_ because \_\_\_\_\_.”
5. When Jamie and Claudia found a new clue, they probably felt excited because they were closer to solving the mystery.
6. What part of speech is the word *clue*? (*noun*)
  - Talk with your partner about how you would feel discovering a clue to a secret.

### EXIT PASS (5 MIN.)

- Distribute previously prepared Exit Passes and allow students five minutes to complete them before collecting them for review.

## D Differentiation

### Support

Review a scene with Claudia and Jamie interacting through dialogue and ask students to think about how they talk to each other.



### Exit Pass

In a few sentences, describe how dialogue helps us understand Claudia and Jamie’s relationship. Which dialogue shows Jamie’s humor? Which dialogue tells us more about Claudia’s personality?

## Lesson 6: Dialogue in *From the Mixed-Up Files of*

*Mrs. Basil E. Frankweiler*

# Writing



**Primary Focus:** Students will continue drafting their fictional narratives, specifically focusing on a scene that involves dialogue with another character. [W.4.3b]

### NARRATIVE WRITING PROJECT: DIALOGUE

- Tell students they will continue their narrative writing project in this lesson.
- Review the prompt for narrative writing project, “In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge.”
- Tell students they will continue to think about this prompt as they continue writing the exposition for their stories today. Explain that students will focus on adding more dialogue into their expositions.
- Ask, “What is dialogue?”
  - » When characters in a story speak to each other.
- Draw students’ attention to the model exposition that is on the board. Invite a volunteer to read the exposition aloud.

I had a feeling that Dad would make me go to school on what would be the worst day of my middle school life. I could hear him call for me downstairs. I looked in the mirror at my pimple, the size of Neptune. I tried to give myself a pep talk, but I kept hearing my name called which interrupted me every time. I could just tell that if I went to school that day, I would be called “Luna the Loser” for the rest of my life.

- Think-aloud the following: “I want to add dialogue to this part of my exposition. First, I will identify where I can add that dialogue in by underlining parts of this exposition.”
- Model how to add dialogue to the underlined parts and highlight what is added.

### D Differentiation

#### Support

Allow students to describe what they plan to write with a partner to organize their thoughts before writing.

I had a feeling that Dad would make me go to school on what would be the worst day of my middle school life. “Luna! Luna, hurry up!” I could hear him call for me downstairs. I looked in the mirror at my pimple, the size of Neptune. “Okay, maybe it won’t be so bad. You are confident! This isn’t the end of the world.” I tried to give myself a pep talk, but I kept hearing my name called which interrupted me every time. “Luna! You’re going to make me late for work!” I could just tell that if I went to school that day, I would be called “Luna the Loser” for the rest of my life.

- Think-aloud the following: “Now that I have dialogue, I want to add in clues that show who is saying what by revising the underlined parts.”

I had a feeling that Dad would make me go to school on what would be the worst day of my middle school life. “Luna! Luna, hurry up!” Dad called downstairs. I looked in the mirror at my pimple, the size of Neptune. “Okay, maybe it won’t be so bad. You are confident! This isn’t the end of the world...” I said, giving myself a pep talk, but I couldn’t finish another word before Dad shouted. “Luna! You’re going to make me late for work!” I could just tell that if I went to school that day, I would be called “Luna the Loser” for the rest of my life.

- **Think-Pair-Write:** Ask students to think about how dialogue might be used in their narrative writing. Students should discuss the following questions to plan their dialogue revisions: What character(s) will speak? Why is the dialogue necessary? Remind students to signal when both partners have contributed to the conversation. After discussing, have students practice writing one line of dialogue that could be added to their expositions.
- Explain that students will add additional dialogue to their expositions as they continue writing.
- Have students take out their previous writing pages for their fictional narrative. Explain that they will continue writing the exposition of their fictional narrative.
- Address any questions students may have about writing their expositions.
- Allow students 25 minutes to include dialogue in their exposition. Provide support as needed for students who may require assistance with language comprehension or expression.
- If time allows, allow a few students to share their writing orally with the class. Have 2–3 students provide specific feedback about the dialogue introduced in the writing. Model giving feedback using the following sentence starters:
  - I thought your dialogue was effective during \_\_\_\_\_ because \_\_\_\_\_.

- I can visualize your character better through dialogue because \_\_\_\_\_.
- When your character said \_\_\_\_\_, it revealed \_\_\_\_\_ about their character.
- Once students have written for the allotted time, have students return their writing to their unit folders.
- Explain that students will continue writing their fictional narratives in the following lesson.

~~~~~ **End Lesson** ~~~~~

## 7

# Character Relationships in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*

## PRIMARY FOCUS OF LESSON

### Reading

Students will consider how Claudia and Jamie's relationship has changed since the beginning of the book. [RL.4.3]

Students will demonstrate an understanding of the Tier 2 word *risky*. [L.4.4]

### Writing

Students will write the middle section (rising action and conflict) of their fictional narratives. [W.4.3]

## FORMATIVE ASSESSMENT

### Exit Pass

**Reading** Identify a challenge Jamie and Claudia encounter in this chapter and explain how they try to work together to solve it. How has Claudia and Jamie's relationship changed from the beginning of the book? [RL.4.3]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                          | Grouping Recommendations | Time    | Materials                                                                                                                                                                                                               |
|------------------------------------------|--------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (60 min.)                        |                          |         |                                                                                                                                                                                                                         |
| Review Chapter 6                         | Whole Group/<br>Partner  | 5 min.  | <input type="checkbox"/> <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i><br><input type="checkbox"/> Visual Support 2.1<br><input type="checkbox"/> Activity Page 1.2<br><input type="checkbox"/> Exit Pass |
| Character Relationships                  | Whole Group              | 5 min.  |                                                                                                                                                                                                                         |
| Reading: Chapter 7                       | Partner/<br>Independent  | 25 min. |                                                                                                                                                                                                                         |
| Discuss and Reflect                      | Whole Group              | 15 min. |                                                                                                                                                                                                                         |
| Word Work: <i>risky</i>                  | Whole Group/<br>Partner  | 5 min.  |                                                                                                                                                                                                                         |
| Exit Pass                                | Independent              | 5 min.  |                                                                                                                                                                                                                         |
| Writing (30 min.)                        |                          |         |                                                                                                                                                                                                                         |
| Narrative Writing Project: Rising Action | Independent              | 30 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> notebook paper                                                                                                                                   |

## ADVANCE PREPARATION

### Reading

- Ensure each student has a copy of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.
- Prepare to assign student groups during the review activity in the reading segment.

### ➤ Visual Support 2.1

- Identify Visual Support 2.1 and prepare to display it.

### Writing

- Prepare a model rising action on chart paper to demonstrate a conflict and solution in the writing segment:

Once I got to school, I had a new problem. Everyone was in the cafeteria and I was desperately hungry for breakfast. I didn't want to show my face to my classmates, let alone the whole school! So I thought hard and came up with a plan. I would immediately go see the nurse.

"What can I do for you?" Mrs. Pantoja said as I walked into her office.

"I was wondering if I could get a bandaid," I said, confidently.

I knew that older people like Mrs. Pantoja wouldn't care about my pimple. Even my dad didn't notice. Mrs. Pantoja would probably think I just had a paper cut.

Just as I suspected, Mrs. Pantoja reached into her desk drawer and handed me a bandaid.

"Thanks," I said, and went to the bathroom to throw it on my face.

This should be able to stay on my face for a while, I thought. But in the cruel world of middle school where accidents happen all the time and bandaids lose their stickiness, I would have to be careful all day to survive anyone seeing my face.

- Prepare to have students reference their previous writing for their fictional narratives.
- Prepare to distribute notebook paper.
- Make sure students have a folder where they keep and organize their writing pages related to the unit project.
- Prepare to distribute Exit Passes for each student.

## Universal Access

### Reading

- Allow students to share their thoughts and ideas with partners before whole group discussions.
- Prepare sentence stems for answering the Exit Pass. For example, “In this chapter, one challenge Claudia and Jamie face is \_\_\_\_\_. They solve it by \_\_\_\_\_. This shows their relationship has changed because \_\_\_\_\_.”

### Writing

- Work with small groups to assist them in drafting the rising action sections of their narrative writing.

## VOCABULARY

### Core Vocabulary

- You may choose to preview the vocabulary words before reading the text.

**remark, n.** something that someone says or writes to express an opinion or idea

**pressure, n.** the weight or force that is produced when something presses or pushes against something else

**sense, n.** the ability to think clearly or in a reasonable way

**muzzle, v.** to prevent (a person or group) from speaking or writing in a free or normal way

**jostling, v.** pushing or shoving while moving forward, usually in a crowd of people

**risky, adj.** involving the possibility of danger or something unpleasant happening

Vocabulary Chart for Chapter 7

| Vocabulary Type     | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words               | Tier 1<br>Everyday Speech Words |
|---------------------|---------------------------------|------------------------------------------------|---------------------------------|
| Vocabulary          |                                 | remark<br>sense<br>muzzle<br>jostling<br>risky | pressure                        |
| Spanish Cognates    |                                 |                                                | presión                         |
| Multiple-Meaning    |                                 |                                                |                                 |
| Sayings and Phrases |                                 |                                                |                                 |

## Lesson 7: Character Relationships in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*



# Reading

**Primary Focus:** Students will write about how Claudia and Jamie's relationship has changed from the beginning of the book. [RL.4.3]

### REVIEW CHAPTER 6 (5 MIN.)

- Have students take out their copies of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and their unit folders.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about the character development and events that happened in the previous chapter.
- Remind students that they can engage in a deeper review of what they have read so far by using the Five Ws in their discussions.
  - Who are we reading about?
  - What happens to them?
  - Where does this happen?
  - When does this happen?
  - Why does this happen?
- Use this time to meet with students about their Lesson 6 Exit Passes, either individually or in small groups, to ensure students' understanding of dialogue.
- Have students return to their individual seats after the review.

### CHARACTER RELATIONSHIPS (5 MIN.)

#### ➤ Visual Support 2.1

- Display Visual Support 2.1. Explain that students will practice close reading the rising action of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.
- Ask, "What is the rising action?"
  - » The rising action is a sequence of solutions to the conflict that the main character tries; it is all the events leading to the turning point of the story.

### Activity Page 1.2



## D Differentiation

### Challenge

Encourage students to reflect on how Claudia and Jamie have developed from the beginning of the book until the present.

- Ask, “What have been the conflicts and solutions so far?”
  - » Answers may vary, but could include the discovery of Angel, researching Angel, and finding a clue about Angel.
- Explain that students will analyze the characters of Claudia and Jamie and how they interact with each other when confronted with new events in Chapter 7.
- Explain that experiencing new events can lead to character development. Ask, “What is character development?”
  - » The process by which a character grows or changes in the story.
- Have students look at the “Character” section of Activity Page 1.2. Ask, “What details have we included in our Narrative Elements Notes about Claudia or Jamie?”
  - » Answers may vary, but could include character traits, their roles, or what they’ve done so far.
- Tell students that, throughout the lesson, they will practice reflecting how Claudia and Jamie interact and develop.
- Prompt students to continue taking notes on Activity Page 1.2 in the space provided for “Characters” as they read.
- Address any questions students may have about character development. Refer to Visual Support 2.1 as needed.
- Project or display this chart throughout the lesson for students to reference.

### READING: CHAPTER 7 (25 MIN.)

- Make sure each student has a copy of the novel.
- Tell students that today they will read Chapter 7 of the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* with a partner and independently.
- Allow students to sit with their assigned partner to read the beginning of Chapter 7.
- Tell students to think about how Claudia and Jamie are developing and working together as they identify details to include in the “Character” section of their Narrative Elements Notes.
- **👥 Think-Pair-Share:** Direct students to pause after reading the next to last paragraph on page 103, which ends with “a long, long bath tonight.” Have them discuss the text evidence for the following question with their partner: “Why do you think Claudia suggests a long bath?” Remind students to signal when both partners have contributed to the conversation.
  - » Answers may vary but could include to collect more money from the bottom of the fountain where they take their baths.

- Have students continue reading to the end of Chapter 7 independently.
- Direct students to take notes on the events that happen in the rising action on Activity Page 1.2 after they are done reading.
- Ask students to share one thing they took notes on and why they think it is important to note.
- Circulate and assist students as needed. Prompt discussion by asking questions and guiding students to refer to their notes.

### DISCUSS AND REFLECT (15 MIN.)

- Have students use evidence or quotations from the text to discuss the following questions:
1. **Literal.** Why did Claudia want to leave the museum without having breakfast?
    - » Claudia wanted to leave early in the day to ensure that their letter would be delivered to the museum as soon as possible.
  2. **Literal.** How long did Jamie intend to rent the post office box initially?
    - » Jamie intended to rent the post office box for about two days.
  3. **Literal.** What name did Jamie use when renting the post office box?
    - » Jamie used the name Angelo Michaels when renting the post office box.
  4. **Inferential.** Why did Claudia and Jamie want someone else to deliver the letter for them?
    - » They wanted someone with a bad memory for faces, preferably their own age, to deliver the letter to avoid being recognized and risking exposure.
  5. **Evaluative.** What other options could Claudia and Jamie have considered for delivering the letter to the museum staff without being noticed?
    - » Answers may vary, and students can brainstorm alternative strategies Claudia and Jamie might have used to deliver the letter while avoiding detection.
  6. **Inferential.** Why did Claudia and Jamie hide inside the Egyptian tomb (mastaba) while looking for a school group?
    - » They hid inside the tomb to observe and select a messenger from the school group without being noticed themselves.
  7. **Inferential.** Why did Jamie react the way he did when he recognized the names of the students in the school group?
    - » Jamie was furious because he knew the students from his own third-grade class. He was worried about being recognized.

8. **Evaluative.** How would you describe the relationship between Claudia and Jamie based on their interactions in this chapter? Write one of each sentence type (declarative, imperative, interrogative, and exclamatory) to describe their relationship at this point in the novel.
- » Answers may vary, but students should have one sentence of each required type that is based on the characters in the text.

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### WORD WORK: *RISKY* (5 MIN.)

1. In this chapter you read, “Both Claudia and Jamie wanted to deliver the letter, but neither thought he should. Too risky.”
2. Say the word *risky* with me.
3. *Risky* means involving the possibility of something bad or unpleasant happening.
4. What is something risky you’ve seen or read about in movies or books?
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences. For example, “Something that is risky that I’ve seen in a movie/ read in a book is \_\_\_\_.”
5. Something that is risky that I’ve seen in a movie is when a thief is trying to steal a treasure.
6. What part of speech is the word *risky*?
  - » adjective
  - Talk with your partner about one risky situation Claudia and Jamie encountered.

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### EXIT PASS (5 MIN.)

- Distribute previously prepared Exit Passes and allow students five minutes to complete them before collecting them for review.



#### Exit Pass

Identify a challenge Jamie and Claudia encounter in this chapter and explain how they try to work together to solve it. How has Claudia and Jamie’s relationship changed from the beginning of the book?

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**Lesson 7: Character Relationships in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler***



# Writing

**Primary Focus:** Students will write the middle section (rising action and conflict) of their fictional narratives. [W.4.3]

## NARRATIVE WRITING PROJECT: RISING ACTION

- Tell students they will continue their narrative writing project in this lesson.
- Review the prompt for narrative writing project, “In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge.”
- Tell students they will continue to think about this prompt as they begin writing the rising action for their stories today.
- Ask, “What is the rising action?”
  - » A sequence of solutions to the conflict that the main character tries; it is all the events leading to the turning point of the story.
- Draw students’ attention to the model rising action that is on the board. Invite a volunteer to read the rising action aloud.

Once I got to school, I had a new problem. Everyone was in the cafeteria and I was desperately hungry for breakfast. I didn’t want to show my face to my classmates, let alone the whole school! So I thought hard and came up with a plan. I would immediately go see the nurse.

“What can I do for you?” Mrs. Pantoja said as I walked into her office.

“I was wondering if I could get a bandaid,” I said, confidently.

I knew that older people like Mrs. Pantoja wouldn’t care about my pimple. Even my dad didn’t notice. Mrs. Pantoja would probably think I just had a paper cut.

Just as I suspected, Mrs. Pantoja reached into her desk drawer and handed me a bandaid.

“Thanks,” I said, and went to the bathroom to throw it on my face.

This should be able to stay on my face for a while, I thought. But in the cruel world of middle school where accidents happen all the time and band-aids lose their stickiness, I would have to be careful all day to survive anyone seeing my face.

- Think-aloud the following: “Here is the beginning of the rising action for my story. Notice how I included an initial problem and solution.”
- Ask, “What is the problem?”
  - » Luna is hungry and wants breakfast but doesn’t want her pimple noticed.
- Ask, “What is the solution?”
  - » Luna gets a bandaid to cover her pimple.
- Think-aloud the following: “This is just the start of my rising action. I can keep writing to include more problems and solutions. For example, I might want to continue writing about Luna losing her bandaid and having to think of another way to hide her face.”
- Explain that students will introduce a new conflict during the rising action. Have students take out Activity Page 4.1 and their previous writing pages for their fictional narrative.
- Instruct students to look at the story organizer and the writing they’ve completed in the previous lessons.
- Allow students to refer to their organizers as they continue to write the rising action of their fictional narratives.
- Distribute notebook paper and explain to the students that they will use these pages to write the rising action of their fictional narratives.
- Address any questions students may have about writing their rising action.
- Allow students 25 minutes to begin drafting their rising action.
- Provide support as needed for students who may require additional assistance.
- If time allows, allow a few students to share their rising action orally with the class. Have 2–3 students provide specific feedback about the rising action. Model giving feedback using the following sentence starters:
  - I thought the problem of \_\_\_\_\_ was interesting because \_\_\_\_\_.
  - I can visualize the problem because \_\_\_\_\_.
  - The new problem shows \_\_\_\_\_ about your character because \_\_\_\_\_.

#### Activity Page 4.1



#### D Differentiation

##### Support

Allow students to describe what they plan to write with a partner to organize their thoughts before writing.

- Once students have written for the allotted time, have students return their writing to their unit folders.
- Explain that students will continue writing the rising action to their fictional narratives in the following lesson.

| <div> <div>ML/EL</div> <div> <b>MULTILINGUAL/ENGLISH LEARNERS</b><br/> <b>Speaking and Listening</b><br/>           Exchanging Information and Ideas         </div> </div> |                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>                                                                                                                                                   | Provide simple basic conflicts to introduce in their rising action in their fictional narratives, such as forgetting about something that impacts their character.                                                               |
| <b>Transitioning/Expanding</b>                                                                                                                                             | Offer a simple outline with key points to cover in their rising action. Include prompts like: "Introduce a new problem that your character will need help solving. Describe how they react and what they think of this problem." |
| <b>Bridging</b>                                                                                                                                                            | Encourage students to pay attention to their word choice as they draft the rising action to their fictional narratives.                                                                                                          |

End Lesson

## 8

# Descriptive Language in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will engage in a discussion of descriptive language. [SL.4.1]

### Reading

Students will refer to specific details and examples from the novel to support their analysis of how descriptive language is used to depict Claudia's reaction to the letter. [RL.4.1]

Students will demonstrate an understanding of the Tier 2 word *rejection*. [L.4.4]

### Writing

Students will continue drafting their fictional narratives, incorporating descriptive language that enhances the reader's experience. [W.4.3d]

## FORMATIVE ASSESSMENT

### Exit Pass

**Reading** E. L. Konigsburg uses descriptive language to show Claudia's reaction to receiving the letter. How does the descriptive language add to your experience of reading the scene? [RL.4.1]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                                    | Grouping Recommendations | Time    | Materials                                                                                                                                                                |
|----------------------------------------------------|--------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (70 min.)                                  |                          |         |                                                                                                                                                                          |
| Review Chapter 7                                   | Whole Group/<br>Partner  | 5 min.  | <input type="checkbox"/> <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i><br><input type="checkbox"/> Activity Page 1.2<br><input type="checkbox"/> Exit Pass |
| Descriptive Language                               | Whole Group              | 10 min. |                                                                                                                                                                          |
| Reading: Chapter 8                                 | Independent              | 30 min. |                                                                                                                                                                          |
| Discuss and Reflect                                | Whole Group              | 15 min. |                                                                                                                                                                          |
| Word Work: <i>rejection</i>                        | Whole Group/<br>Partner  | 5 min.  |                                                                                                                                                                          |
| Exit Pass                                          | Independent              | 5 min.  |                                                                                                                                                                          |
| Writing (20 min.)                                  |                          |         |                                                                                                                                                                          |
| Narrative Writing Project:<br>Descriptive Language | Independent              | 20 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> notebook paper                                                                                    |

## ADVANCE PREPARATION

### Reading

- Ensure each student has a copy of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.
- Prepare to assign student groups during the review activity in the reading segment.
- Prepare to have students read with assigned partners during part of the reading segment.

### Writing

- Prepare a model rising action on chart paper to demonstrate adding descriptive language in the writing segment:

Once I got to school, I had a new problem. Everyone was in the cafeteria and I was desperately hungry for breakfast. I didn't want to show my face to my classmates, let alone the whole school! So I thought hard and came up with a plan. I would immediately go see the nurse.

"What can I do for you?" Mrs. Pantoja said as I walked into her office.

"I was wondering if I could get a bandaid," I said, confidently.

I knew that older people like Mrs. Pantoja wouldn't care about my pimple. Even my dad didn't notice. Mrs. Pantoja would probably think I just had a paper cut.

Just as I suspected, Mrs. Pantoja reached into her desk drawer and handed me a bandaid.

"Thanks," I said, and went to the bathroom to throw it on my face.

This should be able to stay on my face for a while, I thought. But in the cruel world of middle school where accidents happen all the time and bandaids lose their stickiness, I would have to be careful all day to survive anyone seeing my face.

- Prepare to have students reference their previous writing for their fictional narratives.

- Prepare to distribute notebook paper.
- Make sure students have a folder where they keep and organize their writing pages related to the unit project.
- Prepare to distribute Exit Passes for each student.

## Universal Access

### Reading

- Identify and prepare to display an image of a teeter-totter for students to discuss in the Descriptive Language section.
- Explain that Claudia and Jamie take a tour of the United Nations (UN) headquarters building in New York City. Ensure students understand that the UN is an international organization that helps governments from all over the world communicate and cooperate with each other.
- Prepare sentence stems for answering the Exit Pass. For example, “The descriptive language during the scene where Claudia is crying added to my experience reading by/because \_\_\_\_\_.”

### Writing

- Prepare a checklist of items students should consider when writing their rising action. For example:
  - introduce a goal
  - reveal a new conflict that prevents the protagonist from reaching their goal
  - create a solution to the conflict

## VOCABULARY

### Core Vocabulary

- You may choose to preview the vocabulary words before reading the text.

**rejection, n.** a dismissal or refusal to give attention to someone or something

**chance, n.** an opportunity to do something

**fidget, v.** to make a lot of small movements because you are nervous, bored, etc.

| Vocabulary Chart for Chapter 8 |                                 |                                  |                                 |
|--------------------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocabulary Type                | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| Vocabulary                     |                                 | rejection<br>fidget              | chance                          |
| Spanish<br>Cognates            |                                 |                                  |                                 |
| Multiple-<br>Meaning           |                                 |                                  |                                 |
|                                |                                 |                                  |                                 |
| Sayings and<br>Phrases         |                                 |                                  |                                 |

## Lesson 8: Descriptive Language in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*



# Reading

### Primary Focus

Students will engage in a structured class discussion about the use of descriptive language in Chapter 8 of the novel. [SL.4.1]

Students will refer to specific details and examples from Chapter 8 of the novel to support their analysis of how descriptive language is used to depict Claudia's reaction to the letter. [RL.4.1]

Students will demonstrate an understanding of the Tier 2 word *rejection*. [L.4.4]

### REVIEW CHAPTER 7 (5 MIN.)

- Have students take out their copies of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and their unit folders.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes to review, or summarize, what has happened in the novel so far in their small groups.
- Ask students to share one sentence with their group about an event that happened in the novel during the previous lesson and how character relationships developed. Have students work to combine ideas from their group into one or two sentences to share with the class.
- Use this time to meet with students about their Lesson 7 Exit Passes, either individually or in small groups, to ensure students' understanding of character relationships.
- Have students share one or two sentences that summarize what their groups discussed before returning to their individual seats after the review.

### DESCRIPTIVE LANGUAGE (10 MIN.)

- Say, "Have you ever read a book that made you feel like you were right there in the story, seeing, hearing, and feeling everything? That's what descriptive language does, and we're going to learn how authors use it."

- Explain that descriptive language is a literary tool that authors use to help us imagine and experience their stories better.
- Say, “Descriptive language is words that paint pictures in our minds. In a story, instead of saying ‘The dog was big,’ an author might say ‘The enormous, fluffy, golden retriever bounded across the grass.’ Can you hear how many details the author added?”
- Explain that students will look at some examples of descriptive language in *From the Mixed-Up Files of Mrs Basil E. Frankweiler*.
- Point to the sentences you prepared in advance on the board, “All the energy of Jamie’s wound-up nerves let loose. He collapsed as hard as if Claudia had suddenly jumped off the down end of a teeter-totter while he was still sitting on the up end.”
- Explain that a teeter-totter, or a seesaw, is an item often found on playgrounds that two children ride. As one end goes up, the other goes down.
- Think aloud to model how to identify the descriptive language in the text.
- Say, “What does the author want me to know about Jamie? I think she wants to show me that Jamie was recovering from being nervous. What language does she use to describe this? I will underline the details that make me picture what is happening.”
  - “All the energy of Jamie’s wound-up nerves let loose. He collapsed as hard as if Claudia had suddenly jumped off the down end of a teeter-totter while he was still sitting on the up end.”
- Ask, “What do you picture when you read the text?”
  - » *Answers may vary, but should include an image of a teeter-totter and Jamie falling down from the high end of it.*
- Emphasize the importance of descriptive language and say, “The author could have chosen to write, ‘Jamie had little energy after a nervous experience,’ but chose to make her words creative and help us imagine how Jamie felt.”
- Explain that students will now listen to a short passage from the book. Say, “I want you to listen carefully and raise your hand if you hear any descriptive words or phrases.”
- Tell students the following text is from Chapter 7 of the novel, and it describes what Jamie and Claudia hear as they hide in the Egyptian tomb.
- Read aloud, “The sounds of third grade shuffling and third grade jostling faded from their shelter.”
- Watch as students raise their hands when they hear descriptive language.

- Ask, “Can you share some descriptive words or phrases you heard in the passage?”
  - » shuffling, jostling, faded, shelter
- Ask, “How does the descriptive language help you visualize what is happening?”
  - » Answers may vary, but could include helping them visualize how the third grade sounds are fading because the students are moving away from where Claudia and Jamie are hiding.
- Have students discuss how descriptive language helps them visualize the setting, characters, and actions.
- Ask, “Why might an author use descriptive language?”
  - » Answers may vary, but could include that it makes the text more interesting or that it helps create vivid images in readers’ minds as they read.
- Say, “Pay attention for descriptive language in Chapter 8 as you read today, and you’ll see how it brings the story to life!”

### READING: CHAPTER 8 (30 MIN.)

- Tell students that today they will read Chapter 8 of the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* independently. Make sure each student has a copy of the novel.
- Remind students they will focus on how the author uses descriptive language to describe what happens as they continue reading the rising action of the novel.
- Direct students to pause after reading the third paragraph on page 117, which ends with, “After the big blobs of tears stopped, he said, ‘At least they treated us like grown-ups. That letter is full of big words and all.’” Then have them answer the following in their notebooks:
  - “How does the author describe Claudia’s tears?”
    - » *big blobs*
  - Why does the author use that language?
    - » Answers will vary but students should understand that this is an example of descriptive language that helps the reader to visualize.
- Have students continue reading to the end of Chapter 8 independently.
- Give students a few minutes to review and complete their notes for events that happen in this part of the rising action on Activity Page 1.2.
- Ask students to share one thing they took notes on and why they think it is important to note.

### Activity Page 1.2



- Circulate and assist students as needed. Prompt discussion by asking questions and guiding students to refer to their notes.

### DISCUSS AND REFLECT (15 MIN.)

- Have students use evidence or quotations from the text to discuss the following questions:
1. **Literal.** Why did Claudia and Jamie go to the Grand Central Post Office?
    - » They went to check their mailbox and see if there was a response to their letter.
  2. **Literal.** Where did Claudia suggest they go after checking their mailbox?
    - » Claudia suggested they take a guided tour of the United Nations.
  3. **Literal.** What did Claudia conclude about herself after seeing the tour guide dressed in a sari?
    - » She could be different wearing different clothes in Greenwich or she could move to somewhere different and be different wearing her regular clothes.
  4. **Evaluative.** Explain how Claudia and Jamie react differently to the disappointment of reading the letter in their mailbox.
    - » Claudia becomes upset, while Jamie tries to console her.
  5. **Inferential.** What made Claudia cry after reading the letter from the museum?
    - » Claudia felt disappointed and frustrated that their efforts hadn't yielded more definitive answers about Angel.
  6. **Inferential.** Why did Claudia want to make a real discovery regarding *Angel*?
    - » Claudia felt a strong desire to be different and wanted to find out the truth about Angel, which would set her apart.
  7. Distribute paper and have students complete the following sentences
    - a. Claudia wants to make a real discovery about *Angel*, because \_\_\_\_\_.
    - b. Claudia wants to make a real discovery about *Angel*, so \_\_\_\_\_.
    - c. Claudia wants to make a real discovery about *Angel*, but \_\_\_\_\_.
    - Ask two or three students to share their sentences with the class.
  8. **Evaluative.** Do you think Claudia's desire to make a real discovery about *Angel* is a reasonable goal? Why or why not?
    - » Answers may vary, but could include that it may be a hard goal to achieve, because it is difficult to find clues to solve the mystery, especially so many years after Angel was created.

9. **Inferential.** Why did Claudia want to go to Farmington, Connecticut, after buying tickets to Hartford?

- » Claudia believed that Mrs. Basil E. Frankweiler might have information about Angel, and she wanted to pursue any lead that could help her make a real discovery.

10. **Inferential.** What change did Claudia notice in Jamie's behavior when he bought train tickets without asking the price first?

- » Jamie was more spontaneous and less concerned about the cost, which was unusual for him.

What change did Jamie notice in Claudia's behavior in deciding to go to Farmington, Connecticut?

- » Claudia followed her hunch and was less concerned about figuring out the details of the trip, which was unusual for her.

11. **Evaluative.** How would you describe the relationship between Claudia and Jamie based on their interactions in this chapter?

- » Answers may vary, but could include that they seem to be closer, with Claudia acknowledging the way she speaks to Jamie at times and Jamie providing support and perspective.

### WORD WORK: *REJECTION* (5 MIN.)

1. In this chapter you read, "A nasty letter or a sarcastic one can make you righteously angry, but what can you do about a polite letter of rejection?"
2. Say the word *rejection* with me.
3. *Rejection* means a dismissal or refusal to give attention to someone or something.
4. How would you feel if you were in the position of Claudia and Jamie and had experienced a letter of rejection?
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences. For example, "If I received a letter of rejection, I would feel \_\_\_\_."
5. If I received a letter of rejection, I would feel disappointed.
6. What part of speech is the word rejection? (*noun*)
  - Talk with your partner about what might happen after Claudia and Jamie face rejection.

## D Differentiation

### Support

Encourage the student to work with a peer who is at a similar reading level. They can help each other with vocabulary and sentence formation.

### EXIT PASS (5 MIN.)

- Distribute previously prepared Exit Passes and allow students five minutes to complete them before collecting them for review.



#### Exit Pass

E. L. Konigsburg uses descriptive language to show Claudia's reaction to receiving the letter. How does the descriptive language add to your experience of reading the scene?

### Lesson 7: Character Relationships in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*



## Writing

**Primary Focus:** Students will continue drafting their fictional narratives, incorporating descriptive language that enhances the reader's experience. [W.4.3d]

### NARRATIVE WRITING PROJECT: DESCRIPTIVE LANGUAGE

- Review the prompt for narrative writing project, "In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge."
- Explain that students will continue to write the rising action of their fictional narratives while incorporating descriptive language.
- Draw students' attention to the model rising action that is on the board. Invite a volunteer to read the rising action aloud.

Once I got to school, I had a new problem. Everyone was in the cafeteria and I was desperately hungry for breakfast. I didn't want to show my face to my classmates, let alone the whole school! So I thought hard and came up with a plan. I would immediately go see the nurse.

"What can I do for you?" Mrs. Pantoja said as I walked into her office.

"I was wondering if I could get a bandaid," I said, confidently.

I knew that older people like Mrs. Pantoja wouldn't care about my pimple. Even my dad didn't notice. Mrs. Pantoja would probably think I just had a paper cut.

Just as I suspected, Mrs. Pantoja reached into her desk drawer and handed me a bandaid.

"Thanks," I said, and went to the bathroom to throw it on my face.

This should be able to stay on my face for a while, I thought. But in the cruel world of middle school where accidents happen all the time and bandaids lose their stickiness, I would have to be careful all day to survive anyone seeing my face.

- Think-aloud the following: "I want to add descriptive language to this part of my rising action. First, I will identify where I can add that descriptive language by underlining parts of this rising action."
- Model how to add dialogue to the underlined parts and highlight what is added.

Once I got to school, I had a new problem. Everyone was in the cafeteria and I could hear my stomach rumble at me angrily, wanting breakfast. I didn't want to show my face to my classmates, let alone the whole school! So I thought hard and came up with a plan. I would immediately go see the nurse.

"What can I do for you?" Mrs. Pantoja said as I walked into her office.

"I was wondering if I could get a bandaid," I said, confidently.

I knew that older people like Mrs. Pantoja wouldn't care about my pimple. Even my dad didn't notice. Mrs. Pantoja would probably think I just had a paper cut.

Just as I suspected, Mrs. Pantoja reached into her desk drawer with her red polished nails and handed me a bandaid that was the color of my skin.

"Thanks," I said, and ran to the bathroom to cover the monstrous zit taking over my face.

This should be able to stay on my face for a while, I thought. But in the cruel world of middle school where accidents happen all the time and bandaids lose their stickiness, I would have to be careful all day to survive anyone seeing my face.

- Think-aloud the following: "Notice how I included descriptive language to help readers imagine what is happening in their heads."

## Activity Page 4.1



## D Differentiation

### Support

Allow students to describe where they plan to add descriptive language with a partner to organize their thoughts before writing.

- **Think-Pair-Write:** Have students work with a partner to think about the following questions: How does descriptive language help readers to imagine what is happening while reading? What is something in your writing that you would like to help a reader imagine clearly?
- Allow students to discuss. Remind students to signal when both partners have contributed to the conversation.
- After they discuss, have students practice writing one descriptive sentence that could be added to their rising action.
- Have students take out Activity Page 4.1 and their previous writing pages for their fictional narrative.
- Allow students to refer to their organizers as they continue to write the rising action of their fictional narratives.
- Encourage students to re-read what they have written and think about ways to include more descriptive language as they continue writing.
- Address any questions students may have about writing the rising action.
- Allow students 20 minutes to continue drafting their rising action.
- Provide support as needed for students who may require additional assistance.
- If time allows, allow a few students to share their rising action orally with the class. Have 2–3 students provide specific feedback about the rising action. Model giving feedback using the following sentence starters:
  - When you read \_\_\_\_\_, I was able to picture \_\_\_\_\_.
  - I can visualize your character in the scene where \_\_\_\_\_ because \_\_\_\_\_.
  - Your description of \_\_\_\_\_ made me feel \_\_\_\_\_ about your character because \_\_\_\_\_.
- Once students have written for the allotted time, have students return their writing to their unit folders.
- Explain that students will continue writing their fictional narratives in the following lesson.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

|                                     |                                                                                                                                                                                                                                                                |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Have students describe the conflict in their fictional narratives. Use this information to create a word bank with common words they might need to describe the conflict. Encourage students to use these words to describe actions and events in their story. |
| <b>Transitioning/<br/>Expanding</b> | Have students expand the rising action by asking students to think about their characters' thoughts, feelings, and motivations as the conflict unfolds.                                                                                                        |
| <b>Bridging</b>                     | Guide students in introducing and developing deeper conflicts within their narratives. Discuss how characters might respond to challenges and how these challenges contribute to the rising action.                                                            |

End Lesson

## 9

# The Climax

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will engage in a discussion of the climax. [SL.4.1]

### Reading

Students will describe the novel's climax, including the thoughts, words, and actions of Claudia and Jamie, by drawing on specific details from Chapter 9.

[RL.4.1, RL.4.3]

Students will demonstrate an understanding of the Tier 2 word *experience*.

[L.4.4]

### Writing

Students will write the climax of their fictional narratives. [W.4.3b]

## FORMATIVE ASSESSMENT

### Exit Pass

**Reading** Describe why this trip to Mrs. Basil E. Frankweiler's house is significant for Claudia and Jamie. Use evidence from the text to support your answer. [RL.4.1]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                   | Grouping Recommendations | Time    | Materials                                                                                                                                                                                                               |
|-----------------------------------|--------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (65 min.)                 |                          |         |                                                                                                                                                                                                                         |
| Review Chapter 8                  | Whole Group/<br>Partner  | 5 min.  | <input type="checkbox"/> <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i><br><input type="checkbox"/> Visual Support 2.1<br><input type="checkbox"/> Activity Page 1.2<br><input type="checkbox"/> Exit Pass |
| Climax                            | Whole Group              | 10 min. |                                                                                                                                                                                                                         |
| Reading: Chapter 9                | Independent              | 30 min. |                                                                                                                                                                                                                         |
| Discuss and Reflect               | Whole Group              | 10 min. |                                                                                                                                                                                                                         |
| Word Work: <i>experience</i>      | Whole Group/<br>Partner  | 5 min.  |                                                                                                                                                                                                                         |
| Exit Pass                         | Independent              | 5 min.  |                                                                                                                                                                                                                         |
| Writing (25 min.)                 |                          |         |                                                                                                                                                                                                                         |
| Narrative Writing Project: Climax | Independent              | 25 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> notebook paper                                                                                                                                   |

## ADVANCE PREPARATION

### Reading

- Ensure each student has a copy of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.
- Prepare to assign student groups during the review activity in the reading segment.
- Prepare to distribute Exit Passes for each student.
- Prepare to have students discuss the Exit Pass with a partner during the reading segment.

### Writing

- Prepare a model climax on chart paper to demonstrate writing the climax in the writing segment:

Up until now, I had managed to hide my Neptune-sized pimple from everyone. I thought I might manage to escape this day without anyone ever knowing what I was suffering from. That was, until Ms. Escalante set a stack of papers on her big, old desk and cleared her throat.

“I have graded all of your papers, and one paper was especially good...” she started.

Oh no, I thought. I knew Ms. Escalante always liked my work, but I prayed she wasn’t going where I thought she was going. I kept my head low behind a book, terrified.

“As you know, sometimes I like to have a student share their writing with the class as a way to celebrate their achievement,” she continued.

I tried to send a mental message to Ms. Escalante: *PLEASE DON’T LET IT BE MY PAPER. PLEASE DON’T LET IT BE MY PAPER.* But alas, it was no use. As her mouth said the next sentence, I could feel my pimple throb, almost as if it knew we’d be caught soon.

“Luna Alas, please come to the front and read your paper in front of the entire class,” Ms. Escalante requested.

If only I had another bandage to hide this pimple after the first one fell off during recess. If only I could read my paper aloud facing the board and away from my classmates. If only I could melt into my chair or go invisible or cast some spell that made everyone fall asleep.

But no.

This was a problem I did not know how to solve.

- Prepare to have students reference their previous writing for their fictional narratives.
- Prepare to distribute notebook paper.
- Make sure students have a folder where they keep and organize their writing pages related to the unit project.

## **Universal Access**

### **Reading**

- Pair students with peers that speak their native language and allow students to answer the Exit Pass question in their native language.
- Prepare sentence stems for answering the Exit Pass. For example, “Mrs. Basil E. Frankweiler’s house is significant for Claudia and Jamie because \_\_\_\_\_.”

### **Writing**

- Prepare a checklist of items students should consider when writing their climax.
- For example:
  - introduce a new conflict the character will have a problem solving (internal and/or external)
  - create bigger stakes (what may be gained/lost)
  - include descriptive language

## VOCABULARY

### Core Vocabulary

- You may choose to preview the vocabulary words before reading the text.

**experience, n.** something that a person has done or something that has happened to a person

**will, n.** a legal document in which a person states who should receive their belongings after death

**deal, n.** an agreement with someone

**bargain, v.** agreeing to do or give something in exchange for something else

**frantic, adj.** worry and fear-driven, quick actions

| Vocabulary Chart for Chapter 9 |                              |                                                  |                              |
|--------------------------------|------------------------------|--------------------------------------------------|------------------------------|
| Vocabulary Type                | Tier 3 Domain-Specific Words | Tier 2 General Academic Words                    | Tier 1 Everyday Speech Words |
| Vocabulary                     |                              | experience<br>will<br>deal<br>bargain<br>frantic |                              |
| Spanish Cognates               |                              | experiencia<br>frenético/ca                      |                              |
| Multiple-Meaning               |                              |                                                  |                              |
|                                |                              |                                                  |                              |
| Sayings and Phrases            |                              |                                                  |                              |

## Lesson 9: The Climax

## Reading

**Primary Focus**

Students will engage in a discussion of the climax. [SL.4.1]

Students will describe the novel's climax, including the thoughts, words, and actions of Claudia and Jamie, by drawing on specific details from Chapter 9.

[RL.4.1, RL.4.3]

Students will demonstrate an understanding of the Tier 2 word *experience*. [L.4.4]

**REVIEW CHAPTER 8 (5 MIN.)**

- Have students take out their copies of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and their unit folders.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about the character development and events that happened in the previous lesson.
- Remind students they can engage in a deeper review of what they have read so far by using the Five Ws in their discussions.
- Use this time to meet with students about their Lesson 8 Exit Passes, either individually or in small groups, to ensure students' understanding of descriptive language.
- Have students return to their individual seats after the review.

**CLIMAX (10 MIN.)**

- Ask for a volunteer to briefly describe the introduction and the rising action of a story plot. Point to these elements on the chart as they are explained.
- Ask students what it is that drives or propels the rising action of the plot.
  - » the conflict or conflicts

**> Visual Support 2.1**

- Point to the "Climax" on Visual Support 2.1 and explain that the climax is the culmination of the rising action in the story when the most pressing question of the story is answered.

## D Differentiation

### Support

Provide a couple of examples from well-known stories to illustrate the climax, such as *Charlotte's Web* or *Stella Díaz Has Something to Say*.

### Activity Page 1.2



- Explain that the climax is the turning point of the story when the plot is at its most suspenseful moment.
- Ask students what they think is a pressing question in the plot of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.
  - » whether or not Michelangelo sculpted Angel
- Point to the purpose of the climax on the board. Ask for a volunteer to read each point:
  - It resolves the main conflict.
  - It reveals the character's growth or change.
  - It keeps readers engaged and excited.
- Instruct students to think about a well-known children's story, such as "The Three Little Pigs." Share a brief summary of the story with the class for students who are unfamiliar with the text.
- Ask students to identify the moment they believe is the climax.
  - » When the big bad wolf tries to blow down the brick house but fails. The pigs then win because they are protected from the wolf that has scared them.
- Explain that different readers may identify the climax slightly differently, but it's usually the most intense and exciting part of the story.
- Explain that as students read the next chapter, they will take notes about the climax of the story on Activity Page 1.2.

### READING: CHAPTER 9 (30 MIN.)

- Tell students that today they will read Chapter 9 of the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* independently. Make sure each student has a copy of the novel.
- Remind students that they will focus on the climax of the main conflict Claudia and Jamie experience in the novel.
- Give students a few minutes to review and complete their notes for events that happen in the climax on Activity Page 1.2.
- Ask students to share one thing they took notes on and why they thought it was important.
- **💡 Think-Pair-Share:** At the end of the reading segment, allow student pairs to discuss character involvement in the climax in the chapter by answering the following: How was each character in this chapter involved in the climax? Remind students to signal when both partners have contributed to the conversation.

- » Answers may vary but could include thinking about what Mrs. Frankweiler proposes and what her proposal means to Claudia and Jamie.
- Circulate and assist students as needed. Prompt discussion by asking questions and guiding students to refer to their notes.

### DISCUSS AND REFLECT (10 MIN.)

- Have students use evidence or quotations from the text to discuss the following questions:
1. **Literal.** Who is the owner of the long, tree-lined road where Jamie and Claudia arrive in a taxi?
    - » Mrs. Basil E. Frankweiler
  2. **Literal.** How do Claudia and Jamie react when Mrs. Frankweiler reveals they are in the newspapers?
    - » Jamie is excited while Claudia complains about the photo they used of her.
  3. **Inferential.** Why does Claudia want to find out if the statue was carved by Michelangelo before going home?
    - » She wants to feel that she accomplished something significant during her adventure.
  4. **Inferential.** How does Mrs. Frankweiler perceive Claudia's desire to keep the adventure a secret?
    - » She admires Claudia's spirit and determination.
  5. **Inferential.** Why did Claudia and Jamie change their research focus to Bologna, Italy?
    - » They remembered that Angel was bought in Bologna, Italy, as mentioned in a paper.
  6. **Evaluative.** How do Claudia and Jamie's reactions to the sketch reflect each character's motivations?
    - » Claudia values secrets and the feeling of being different, while Jamie is more focused on the practical aspects and potential monetary value.
  7. **Inferential.** Why did Mrs. Frankweiler want to keep the sketch away from the museum while she was alive?
    - » She believed that the museum would subject the sketch to extensive analysis, and she didn't want any doubt cast on its authenticity.

8. **Evaluative.** Do you think Mrs. Frankweiler's decision to keep the sketch away from the museum is justified?
- » Answers may vary, but could include agreeing with her to preserve the secret's integrity, while others may argue that art should be accessible to the public for analysis.
9. **Evaluative.** How does the relationship between Claudia and Jamie evolve in this chapter, and what does their interaction with Mrs. Frankweiler reveal about their characters? Write one of each sentence type (declarative, imperative, interrogative, and exclamatory) to describe their relationship at this point in the novel.
- » Answers may vary, but students should have one sentence of each required type that is based on the characters in the text.
10. **Evaluative.** What do you think Claudia and Jamie will ultimately decide to do with the sketch, given Mrs. Frankweiler's proposal?
- » Answers may vary, but some students may think they'll keep the sketch as agreed upon, while others may believe they'll eventually donate it to the museum.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Exchanging Information and Ideas

##### Entering/Emerging

Allow students to answer the questions with students who speak the same native language.

##### Transitioning/ Expanding

Provide students with time to think of their responses with a group before discussing with the whole class.

##### Bridging

Encourage students to use the sentence frame in their responses to reference evidence: I think \_\_\_\_\_ because the text states, "\_\_\_\_\_."

#### WORD WORK: *EXPERIENCE* (5 MIN.)

1. In this chapter you read, "But there is one new thing that I'd like to experience. Not know. Experience."
2. Say the word *experience* with me.
3. *Experience* means something that a person has done or something that has happened to a person.
4. My trip to the amusement park is an experience that I will never forget.

5. Can you think of something you want to experience? Can you describe something that you have done? Be sure to use the word *experience* in your response.
- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences. For example, "Everyone has a different experience in the cafeteria at lunchtime. We experience social activities with classmates during recess."
6. What part of speech is the word *experience*?
- » noun
  - Talk with your partner about other experiences Claudia and Jamie have had during their week away from home.

### EXIT PASS (5 MIN.)

- Distribute previously prepared Exit Passes and allow students five minutes to complete them before collecting them for review.



#### Exit Pass

Describe why this trip to Mrs. Basil E. Frankweiler's house is significant for Claudia and Jamie. Use evidence from the text to support your answer.

## Lesson 9: The Climax

# Writing



**Primary Focus:** Students will write the climax of their fictional narratives. [W.4.3b]

### NARRATIVE WRITING PROJECT: CLIMAX

- Review the prompt for narrative writing project, "In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge."
- Explain that students will write the climax of their fictional narratives.

## D Differentiation

### Support

Review the definition of *experience* and encourage students to think about what adventures Claudia and Jamie had during their time away from home.

### Challenge

Encourage students to expand their responses by including how the climax of the story impacted the main characters.

- Draw students' attention to the model climax that is on the board. Invite a volunteer to read the climax aloud.

Up until now, I had managed to hide my Neptune-sized pimple from everyone. I thought I might manage to escape this day without anyone ever knowing what I was suffering from. That was, until Ms. Escalante set a stack of papers on her big, old desk and cleared her throat.

"I have graded all of your papers, and one paper was especially good..." she started.

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If only I had another bandaid to hide this pimple after the first one fell off during recess. If only I could read my paper aloud facing the board and away from my classmates. If only I could melt into my chair or go invisible or cast some spell that made everyone fall asleep.

But no.

This was a problem I did not know how to solve.

- Say, "Notice that the climax confronts my main character with a big problem that isn't easy to solve."
- Think-aloud the following: "A good climax will give readers enough information that reveals the Five Ws of writing - who, what, where, when, why."
- Have students discuss what happens in the climax by answering the Five Ws.
  - » Answers may vary but should include Ms. Escalante asking Luna to stand in front of the class to read her paper on a day Luna has a pimple.

- Have students take out Activity Page 4.1 and their previous writing pages for their fictional narrative.
- Allow students to refer to their organizers where they have written the rising action of their fictional narratives.
- Encourage students to re-read what they have written so far before they continue writing.
- Address any questions students may have about writing the climax.
- Allow students 25 minutes to draft their climax.
- Provide support as needed for students who may require additional assistance.
- If time allows, allow a few students to share their writing orally with the class. Have 2–3 students provide specific feedback about the climax. Model giving feedback using the following sentence starters:
  - I thought the new problem of \_\_\_\_ was interesting because \_\_\_\_.
  - I can visualize the problem because \_\_\_\_.
  - The new problem shows \_\_\_\_ about your character because \_\_\_\_.
- Once students have written for the allotted time, have students return their writing to their unit folders.
- Explain that students will continue writing their fictional narratives in the following lesson.

## Activity Page 4.1



## D Differentiation

### Support

Allow students to describe what they plan to write with a partner to organize their thoughts before writing.



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Exchanging Information and Ideas

|                                |                                                                                                                                                                                                                                                                        |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Offer a simple outline with key points to cover in the climax. Include prompts like: "Describe how characters feel when they are confronted with the big problem. Describe what it's like for them. Include the actions they take to solve the immediate problem."     |
| <b>Transitioning/Expanding</b> | Offer a list of sentence starters or prompts to help intermediate-level students kickstart their climax writing. For example: "Just when [character] thought everything was going well..." or "As [character] reached the [location], an unexpected event occurred..." |
| <b>Bridging</b>                | Encourage students to describe the emotional impact on their main character in their climax.                                                                                                                                                                           |

End Lesson

# Interpreting the Ending

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will engage in a discussion of the falling action and resolution.

[SL.4.1]

### Reading

Students will explain the events of the falling action and resolution in the novel, identifying how these elements contribute to the conclusion of a story.

[RL.4.3, RL.4.5]

Students will demonstrate an understanding of the Tier 2 word *discover*.

[L.4.4]

### Writing

Students will write the falling action and resolution of their fictional narratives.

[W.4.3]

## FORMATIVE ASSESSMENT

### Exit Pass

**Reading** Choose one character, either Claudia or Jamie, and describe what they learn and how they have changed as people during their adventures away from home. Use evidence from the text to support your answer. [RL.4.3]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                                          | Grouping Recommendations | Time    | Materials                                                                                                                                                                                                               |
|----------------------------------------------------------|--------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (60 min.)                                        |                          |         |                                                                                                                                                                                                                         |
| Review Chapter 9                                         | Whole Group/<br>Partner  | 5 min.  | <input type="checkbox"/> <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i><br><input type="checkbox"/> Visual Support 2.1<br><input type="checkbox"/> Activity Page 1.2<br><input type="checkbox"/> Exit Pass |
| Falling Action and Resolution                            | Whole Group              | 10 min. |                                                                                                                                                                                                                         |
| Reading: Chapter 10                                      | Independent              | 20 min. |                                                                                                                                                                                                                         |
| Discuss and Reflect                                      | Whole Group              | 15 min. |                                                                                                                                                                                                                         |
| Word Work: <i>discover</i>                               | Whole Group/<br>Partner  | 5 min.  |                                                                                                                                                                                                                         |
| Exit Pass                                                | Independent              | 5 min.  |                                                                                                                                                                                                                         |
| Writing (30 min.)                                        |                          |         |                                                                                                                                                                                                                         |
| Narrative Writing Project: Falling Action and Resolution | Independent              | 30 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> notebook paper                                                                                                                                   |

## ADVANCE PREPARATION

### Reading

- Ensure each student has a copy of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.
- Prepare to assign student groups during the review activity in the reading segment.

### ➤ Visual Support 2.1

- Identify Visual Support 2.1 for students to reference.
- Prepare to distribute Exit Passes for each student.
- Prepare to have students discuss the Exit Pass with a partner during the reading segment.

### Writing

- Prepare a model falling action and conclusion on chart paper to demonstrate identifying the falling action and conclusion in the writing segment:

I slowly rose from my seat, my heart pounding like a drumbeat in my chest. I faked having an itch, covering my pimple with my sweater sleeve as I walked to the front of the classroom. I couldn't help but notice the curious glances of my classmates. They had no idea what awaited them – the sight of my colossal pimple, exposed for all to see. Ms. Escalante's desk seemed miles away, and I felt like I was walking the plank to my doom. The dreaded moment had arrived.

Taking a deep breath, I turned to face my classmates. My pimple, the unwelcome star of the show, loomed large for everyone to witness. I imagined my peers screaming at its sight like in a horror movie, shielding their eyes, or even passing out. Before I could think too much, I cleared my throat, determined not to let embarrassment overshadow my achievement. I began to read my paper, and as I shared my words, something unexpected happened. The more I focused on my writing, the less I worried about my appearance. My classmates listened attentively, absorbed in my storytelling.

As I reached the conclusion of my paper, I realized that I had stood up in front of my peers as myself, blemishes and all. To my surprise, they applauded, not for my pimple but for my writing. Ms. Escalante smiled, acknowledging the bravery it took to stand in front of the class. In that moment, I learned that sometimes, facing our fears head-on can lead to unexpected moments of triumph.

While my pimple remained, my confidence had grown. From that day forward, I faced challenges with a newfound resilience, knowing that I could overcome even the most embarrassing situations.

- Prepare to have students reference their previous writing for their fictional narratives.
- Prepare to distribute notebook paper.
- Make sure students have a folder where they keep and organize their writing pages related to the unit project.

## **Universal Access**

### **Reading**

- Prepare sentence stems for answering the Exit Pass. For example, “Claudia/Jamie learn \_\_\_\_\_ during their adventure away from home. In the text, it states, “\_\_\_\_\_.”

### **Writing**

- Prepare a checklist of items students should consider when writing their falling action and resolution.
- For example:
  - show the character(s) reacting to the climax
  - explain events winding down after the climax
  - provide closure to the main conflict
  - resolve unanswered questions from earlier in the story

## VOCABULARY

### Core Vocabulary

- You may choose to preview the vocabulary words before reading the text.

**circumstance, n.** a condition or fact that affects a situation

**secret, n.** piece of information that is kept hidden from other people

**amusement, n.** something that makes someone laugh or smile

**discover, v.** to see, find, or become aware of (something) for the first time

**preoccupied, adj.** thinking about something a lot or too much

| Vocabulary Chart for Chapter 10 |                                 |                                                      |                                 |
|---------------------------------|---------------------------------|------------------------------------------------------|---------------------------------|
| Vocabulary Type                 | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                     | Tier 1<br>Everyday Speech Words |
| Vocabulary                      |                                 | circumstance<br>amusement<br>discover<br>preoccupied | secret                          |
| Spanish<br>Cognates             |                                 | circunstancia<br>descubrir<br>preocupado/a           | secreto                         |
| Multiple-<br>Meaning            |                                 |                                                      |                                 |
|                                 |                                 |                                                      |                                 |
| Sayings and<br>Phrases          |                                 |                                                      |                                 |

## Lesson 10: Interpreting the Ending

## Reading



## Primary Focus

Students will engage in a discussion of the falling action and resolution. [SL.4.1]

Students will explain the events of the falling action and resolution in the novel, identifying how these elements contribute to the conclusion of a story.

[RL.4.3, RL.4.5]

Students will demonstrate an understanding of the Tier 2 word *discover*. [L.4.4]

## REVIEW CHAPTER 9 (5 MIN.)

- Have students take out their copies of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and their unit folders.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes to review, or summarize, what has happened in the novel so far in their small groups.
- Ask students to share one sentence with their group about an event that happened in the novel during the previous chapter and how a character developed because of that event. Have students work to combine ideas from their group into one or two sentences to share with the class.
- Use this time to meet with students about their Lesson 9 Exit Passes, either individually or in small groups, to ensure students' understanding of the climax.
- Have students share one or two sentences that summarize what their groups discussed before returning to their individual seats after the review.

## FALLING ACTION AND RESOLUTION (10 MIN.)

- Ask for a volunteer to briefly describe the climax of a story plot. Point to this element on the chart as it is explained.
- Ask students to look at the plot diagram and identify what two parts come next.
  - » falling action and resolution
- Point to the “Falling Action” on Visual Support 2.1 and explain that the falling action is when all the plot points wrap up and the effects of the climax are revealed.
- Explain that the falling action allows readers to reflect on the changes in the main character.

 Differentiation

## Support

Provide a couple of examples from well-known stories to illustrate the falling action and resolution, such as: In “The Three Little Pigs,” the falling action is when the pigs learn that brick houses are the strongest houses and the resolution is that the pigs then build stronger houses.


## Activity Page 1.2



- Point to the “Resolution” on Visual Support 2.1 and explain that the resolution is how a problem has been solved in the story, sometimes near the ending.
- Explain that together, the falling action and resolution act like the end of a rollercoaster ride, when things slow down before coming to a complete stop.
- Ask students what they learned in the climax of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.
  - » *Angel was apparently sculpted by Michelangelo.*
- Ask, “What do you think the characters will do next in the story? What do you think they will learn from their adventures?”
- Instruct students to work with a partner to share their ideas of the falling action and resolution of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.
  - » Answers may vary.
- Walk around the room and assist students as needed. Prompt student reflection by asking how they think the story will end.
- Encourage students to compare their own ideas of the ending of the novel to what E. L. Konigsberg writes for the ending while they read today.
- Explain that, as they read the final chapter, students will take notes about the falling action and resolution of the story on Activity Page 1.2.

### READING: CHAPTER 10 (20 MIN.)

- Tell students that today they will read Chapter 10 of the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* independently. Make sure each student has a copy of the novel.
- Remind students that they will focus on the falling action and resolution in the novel.
- Ask students to recall how we have defined falling action and resolution in this unit.
  - » The falling action is when all the plot points wrap up and the effects of the climax are revealed and the resolution is how a problem has been solved, sometimes near a story’s ending.
- Direct students to think about this definition of falling action and resolution to determine the details they will include in the “Plot: Falling Action” and “Plot: Resolution” sections of their Narrative Elements Notes as they finish reading the novel.
- After students are done reading, give them a few minutes to review and complete their notes for events that happen in the falling action and resolution on Activity Page 1.2.

-  **Think-Pair-Share:** Allow students to discuss the following questions with a partner: What was one falling action or resolution note you took while reading? Why was this note important? Remind students to signal when both partners have contributed to the conversation.
- Circulate and assist students as needed. Prompt discussion by asking questions and guiding students to refer to their notes.

## DISCUSS AND REFLECT (15 MIN.)

- Have students use evidence or quotations from the text to discuss the following questions:
1. **Literal.** How does Mrs. Frankweiler gather details from the children about their adventure?
    - » Mrs. Frankweiler kept the children up late and listened to their stories while they spoke into a tape recorder.
  2. **Inferential.** Why might Claudia and Jamie be hesitant to return home immediately, and what emotions do you think they are experiencing?
    - » Answers may vary, but could include that Claudia and Jamie may be hesitant to return home because they want to uncover the complete truth about Angel and Michelangelo. Emotionally, they might feel a mix of curiosity, determination, and the fear of returning to the ordinary after such an extraordinary adventure.
  3. **Literal.** What did Jamie do during his turn to talk into the tape recorder?
    - » Jamie fussed with the switches on the tape recorder and enjoyed erasing and re-recording his statements.
  4. **Literal.** What did Claudia speculate about why Mrs. Frankweiler sold the statue *Angel*?
    - » Claudia thought that Mrs. Frankweiler sold the statue not for money but for excitement and the desire for others to know she had a secret.
  5. **Evaluative.** Do you agree with Claudia's theory about why Mrs. Frankweiler sold the statue? Why or why not?
    - » Answers may vary, but should include students' opinions and reasons for agreeing or disagreeing with Claudia's theory.
  6. **Inferential.** Why do you think Jamie and Claudia feel a sense of accomplishment and excitement at the end of the chapter, even though they haven't discovered all the answers about the mystery of *Angel*?
    - » Answers may vary, but could include that they may feel a sense of accomplishment because they've made progress in solving the mystery. The excitement might come from the anticipation of more discoveries and the thrill of the adventure.

7. **Evaluative.** What do you think about Jamie and Claudia’s decision to keep visiting Mrs. Frankweiler and make her their “grandmother”?
- » Answers may vary. Students can share their thoughts on this decision and whether they believe it’s a good idea.
8. **Evaluative.** How do you interpret Mrs. Frankweiler’s decision to leave the drawing of *Angel* to Claudia and Jamie in her will?
- » Answers may vary, but could include that Mrs. Frankweiler’s decision may reflect her fondness for the children and her desire to pass on the secret and the artwork to them.
9. **Inferential.** Why was Mrs. Frankweiler writing Saxonberg?
- » To explain Claudia and Jamie’s adventure and to have him edit her will to include them.
10. **Inferential.** Who is Saxonberg to Claudia and Jamie?
- » Their grandfather.
11. **Inferential.** Distribute paper and have students complete the following sentences
- a. Jamie and Claudia feel a sense of accomplishment and excitement at the end of the novel, because \_\_\_\_\_.
  - b. Jamie and Claudia feel a sense of accomplishment and excitement at the end of the novel, so \_\_\_\_\_.
  - c. Jamie and Claudia feel a sense of accomplishment and excitement at the end of the novel, but \_\_\_\_\_.
- Ask two or three students to share their sentences with the class.

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### WORD WORK: *DISCOVER* (5 MIN.)

1. In this chapter you read, “I asked Sheldon to call his friend, Morris the guard, to find out if anything unusual had been discovered lately.”
  2. Say the word *discover* with me.
  3. *Discover* means to see, find, or become aware of (something) for the first time.
  4. I want to discover new foods that I like whenever I go to a restaurant.
  5. Can you think of something you want to discover? Be sure to use the word *discover* in your response.
- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences. For example, “I want to discover \_\_\_\_\_.”

6. What part of speech is the word *discover*?

» verb

- Talk with your partner about other things characters discover in the novel.

### EXIT PASS (5 MIN.)

- Distribute previously prepared Exit Passes and allow students five minutes to complete them before collecting them for review.



#### Exit Pass

Choose one character, either Claudia or Jamie, and describe what they learn and how they've changed as people during their adventures away from home. Use evidence from the text to support your answer.

## D Differentiation

### Support

Allow students time to share their responses with a partner before writing to assist them in narrating their ideas.

### Lesson 10: Interpreting the Ending

# Writing



**Primary Focus:** Students will write the falling action and resolution of their fictional narratives. [W.4.3]

### NARRATIVE WRITING PROJECT: FALLING ACTION AND RESOLUTION

- Review the prompt for narrative writing project, "In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge."
- Explain that students will write the falling action and the resolution of their fictional narratives.
- Draw students' attention to the model falling action and resolution that is on the board. Invite a volunteer to read the text aloud.

I slowly rose from my seat, my heart pounding like a drumbeat in my chest. I faked having an itch, covering my pimple with my sweater sleeve as I walked to the front of the classroom. I couldn't help but notice the curious glances of my classmates. They had no idea what awaited them – the sight of my colossal pimple, exposed for all to see. Ms. Escalante's desk seemed miles away, and I felt like I was walking the plank to my doom. The dreaded moment had arrived.

Taking a deep breath, I turned to face my classmates. My pimple, the unwelcome star of the show, loomed large for everyone to witness. I imagined my peers screaming at its sight like in a horror movie, shielding their eyes, or even passing out. Before I could think too much, I cleared my throat, determined not to let embarrassment overshadow my achievement. I began to read my paper, and as I shared my words, something unexpected happened. The more I focused on my writing, the less I worried about my appearance. My classmates listened attentively, absorbed in my storytelling.

As I reached the conclusion of my paper, I realized that I had stood up in front of my peers as myself, blemishes and all. To my surprise, they applauded, not for my pimple but for my writing. Ms. Escalante smiled, acknowledging the bravery it took to stand in front of the class. In that moment, I learned that sometimes, facing our fears head-on can lead to unexpected moments of triumph.

While my pimple remained, my confidence had grown. From that day forward, I faced challenges with a newfound resilience, knowing that I could overcome even the most embarrassing situations.

- Think-aloud the following: “Here is the falling action and resolution for my story. Notice how I included many details of how my character solves the problem of facing the class.”
- Ask, “Use the Five Ws to answer the following question: How did Luna solve the problem?”
  - » She bravely faced the class and focused on her reading until she wasn’t worried anymore.
- Ask, “What did Luna learn from solving the problem?”
  - » Luna learned that facing her fear helped her be more confident and overcome embarrassment.
- Think-aloud the following: “This is just a model of a falling action and resolution. I can keep writing to include more details and events. For example, I might want to write about what happens after Luna sits down or goes home to tell her parents about her day.”
- Explain that students will begin writing the falling action and resolution to their fictional narratives.
- Have students take out Activity Page 4.1 and their previous writing pages for their fictional narrative.
- Allow students to refer to their organizers as they write.

#### Activity Page 4.1



### Support

Allow students to describe what they plan to write with a partner to organize their thoughts before writing.

- Encourage students to re-read what they have written so far before they continue writing.
- Address any questions students may have about writing the falling action and resolution.
- Allow students 30 minutes to draft their falling action and resolution.
- Provide support as needed for students who may require additional assistance.
- If time allows, allow a few students to share their writing orally with the class. Have 2–3 students provide specific feedback about the falling action and resolution. Model giving feedback using the following sentence starters:
  - Resolving the problem of \_\_\_\_\_ by \_\_\_\_\_ was effective because \_\_\_\_\_.
  - I thought your ending of \_\_\_\_\_ was appropriate because \_\_\_\_\_.
  - I could visualize how your character changes in the falling action/ resolution because \_\_\_\_\_.
- Once students have written for the allotted time, have students return their writing to their unit folders.
- Explain that students will continue writing their fictional narratives in the following lesson.

| <div> <div>ML/EL</div> <div> <b>MULTILINGUAL/ENGLISH LEARNERS</b><br/> <b>Speaking and Listening</b><br/>           Exchanging Information and Ideas         </div> </div> |                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>                                                                                                                                                   | Review Activity Page 4.1 with small groups to determine progress in their narrative writing projects. Have students describe their falling action and resolution orally.                                                                |
| <b>Transitioning/Expanding</b>                                                                                                                                             | Offer a simple outline with key points to cover in their falling action and resolution. Include prompts like: “Explain what happens as a result of the climax. Describe what life is like for your characters at the end of the story.” |
| <b>Bridging</b>                                                                                                                                                            | Encourage students to use descriptive language to describe changes their characters have faced.                                                                                                                                         |

~~~~~ **End Lesson** ~~~~~

# Reflecting on Challenges

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will discuss characters' challenges in the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. [SL.4.1]

### Reading

Students will make connections between *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and the characters in their own narrative writing project. [RL.4.1]

### Writing

Students will continue writing the falling action and conclusion for their fictional narratives. [W.4.5]

## FORMATIVE ASSESSMENT

### Exit Pass

**Reading** After reading the novel, explain in your own words why you think the author wrote *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. [RL.4.1]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|  | Grouping Recommendations | Time    | Materials  |
|--|--------------------------|---------|--|
| Reading (60 min.)  |                          |         |  |
| Review Chapter 10  | Whole Group/<br>Partner  | 5 min.  | <input type="checkbox"/> <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i><br><br><input type="checkbox"/> Activity Page 1.2<br><input type="checkbox"/> Exit Pass |
| Making Connections                                       | Whole Group              | 15 min. |  |
| Reading: Challenges                                      | Whole Group/<br>Partner  | 25 min. |  |
| Discuss and Reflect                                      | Whole Group/<br>Partner  | 10 min. |  |
| Exit Pass  | Partner                  | 5 min.  |  |
| Writing (30 min.)  |                          |         |  |
| Narrative Writing Project: Falling Action and Resolution | Independent              | 30 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> notebook paper  |

## ADVANCE PREPARATION

### Reading

- Ensure each student has a copy of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.
- Prepare to assign student groups during the review activity in the reading segment.
- Prepare an author photo of E. L. Konigsburg for students to reference. You may use the photo in the novel or a photo found online.
- Determine student pairs for Think-Pair-Share activities during the Making Connections activity.
- Prepare to assign the character of Jamie and Claudia to student groups during the reading activity in the reading segment.
- Prepare an example chart paper for students to refer to during the reading activity:

| Challenge  | How The Challenge is Overcome                             |
|--|---|
| Jamie is almost caught in the museum's bathroom. (p. 45) | Jamie pretends he belongs there and remains calm. (p. 46) |

- Prepare to distribute Exit Passes for each student.
- Prepare to have students discuss the Exit Pass with a partner during the reading segment.

### Writing

- Prepare to have students reference their previous writing for their fictional narratives.
- Prepare to distribute notebook paper.
- Make sure students have a folder where they keep and organize their writing pages related to the unit project.

## Universal Access

### Reading

- Prepare sentence stems for answering the Exit Pass. For example, “I think the author’s reason for writing the novel is \_\_\_\_\_.”
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

### Writing

- Pair students to read each other’s writing progress and suggest ways to add onto the falling action and resolution.

## Lesson 11: Reflecting on Challenges

## Reading



## Primary Focus

Students will discuss character's challenges in the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. [SL.4.1]

Students will make connections between *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and the characters in their own narrative writing project. [RL.4.1]

## REVIEW CHAPTER 10 (5 MIN.)



- Have students take out their copies of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and their unit folders.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes to review, or summarize, what has happened in the novel so far in their small groups.
- Ask students to talk with their group about the character development and events that happened in the previous lesson.
- Remind students they can engage in a deeper review of what they have read so far by using the "Somebody Wanted, But, So, Then" strategy.
- Use this time to meet with students about their Lesson 10 Exit Passes, either individually or in small groups, to ensure students' understanding of the falling action and resolution.
- Have students return to their individual seats after the review.

## MAKING CONNECTIONS (15 MIN.)

- Remind students that they have been closely reading about characters in the book, including their different perspectives and experiences, to form a deep understanding of those characters and how they connect to themselves.
- Ask students to find Activity Page 1.2 in their unit folders. Have students review their notes about the topics and characters of the novel.

Activity Page 1.2




- Ask students to name some of the recurring topics that the author has included.
    - » Answers may vary, but could include growing up, wanting to be something more in life, sibling relationships, discovering something new, changing motivations, and others.
  - Say, “Think about how the details and events at the end of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* brought awareness to what it’s like growing up, wanting to be different, or wanting to do something more. Think about how the text shows readers the efforts Jamie and Claudia go through to achieve something special.”
  - Explain that in order to determine the reasons an author wrote a text, we also need to think about who they wrote it for. Ask, “Who did E. L. Konigsburg write this book for?”
    - » She wrote it for young readers in elementary and middle school.
  - Display an author photo of E. L. Konigsburg. Remind students that this text was written by Konigsburg.
  - Explain that E. L. Konigsburg wrote several award-winning novels for young people that deal with the important and everyday challenges of children.
  -  **Think-Pair-Share:** Ask students to think about what challenges the characters face in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. Remind students to signal when both partners have contributed to the conversation.
    - » Wanting an experience, getting along with a sibling, running away from home.
  - Have students share one idea from their partner, and write these thoughts on the whiteboard or chart paper. Encourage students to refer to these ideas as they continue analyzing the novel.
1. **Evaluative.** Think about Claudia’s challenge of wanting an experience that made her feel special. What does she do at the beginning of the novel to chase an experience?
    - » run away
  -  **Think-Pair-Share:** Ask students to think about how the characters overcome their challenges in the novel. Remind students to signal when both partners have contributed to the conversation.
  2. **Evaluative.** How does Mrs. Frankweiler solve Claudia’s challenge?
    - » Mrs. Frankweiler lets Claudia and Jamie in on the secret of Angel, which made Claudia feel special.

## Differentiation

### Support

Remind students that E. L. Konigsburg received the Newbery Medal, which is a very big honor only given to children’s books which are considered to be the best by a panel of judges.

- Remind students that they have been writing about characters that overcome challenges in their narrative writing projects. Say, “Think about the challenges you have written for your own characters.”
-  **Think-Pair-Share:** How are your characters’ challenges similar or different from Claudia or Jamie’s? Remind students to signal when both partners have contributed to the conversation.
  - » Answers may vary, but could include larger themes of wanting to feel special, wanting to be recognized for an achievement, or learning to work together with someone.

### READING: CHALLENGES (25 MIN.)

- Explain that today students will work in groups assigned to Claudia or Jamie’s characters and find evidence of the challenges they face and what they do to overcome them.
- Explain that they will capture their character’s challenges and how they overcame those challenges on chart paper and include the page numbers where they are found.
- Direct attention to the example chart paper on the board for Jamie and instruct students to refer to the challenge, how the character overcame that challenge, and the page number.
- Have students take out their copies of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and break into the small groups you have prepared.
- Allow students 20 minutes to complete the activity.
- Provide support as needed for students who may require additional assistance.
- Once students have completed the activity, invite each group to share some challenges their characters faced and how they overcame it.

### DISCUSS AND REFLECT (10 MIN.)

Have students use evidence or quotations from the text to discuss the following questions:

1. **Literal.** Write one of each sentence type (declarative, imperative, interrogative, and exclamatory) to describe how Claudia and Jamie act when faced with challenges.
  - » Answers may vary, but students should have one sentence of each required type that is based on the characters in the text.

2. **Literal.** How are Claudia and Jamie similar when overcoming challenges?

- » Answers may vary, but could include they both rely on each other, they compromise, or they use their individual talents of planning or managing money to assist with a common goal.

### EXIT PASS (5 MIN.)

- Distribute previously prepared Exit Passes and allow students five minutes to complete them before collecting them for review.



### Exit Pass

After reading the novel, explain in your own words why you think the author wrote *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.

## D Differentiation

### Support

Allow students time to share their responses with a partner before writing to assist them in narrating their ideas.

## Lesson 11: Reflecting on Challenges

# Writing



**Primary Focus:** Students will continue writing the falling action and conclusion for their fictional narratives. [W.4.5]

### NARRATIVE WRITING PROJECT: FALLING ACTION AND RESOLUTION

- Review the prompt for narrative writing project, “In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge.”
- Explain that students will finish writing the falling action and the resolution of their fictional narratives.
- Have students work with a partner to briefly review what they have written so far in their story using the Five Ws and what they plan to write about in their falling action and resolution.
- Have students take out Activity Page 4.1 and their previous writing pages for their fictional narrative. Instruct students to refer to their previous work as they finish writing the falling action and the resolution to their fictional narratives.
- Encourage students to re-read what they have written so far before they continue writing.
- Address any questions students may have about writing the falling action and resolution.
- Allow students 30 minutes to finish their falling action and resolution.
- Provide support as needed for students who may require additional assistance.
- If time allows, allow a few students to share their writing orally with the class. Have 2–3 students provide specific feedback about the falling action and resolution. Model giving feedback using the following sentence starters:
  - Resolving the problem of \_\_\_\_ by \_\_\_\_ was effective because \_\_\_\_.
  - I thought your ending of \_\_\_\_ was appropriate because \_\_\_\_.

#### Activity Page 4.1



- I could visualize how your character changes in the falling action/ resolution because \_\_\_\_\_.
- Once students have written for the allotted time, have students return their writing to their unit folders.

| <div> <div>ML/EL</div> <div> <b>MULTILINGUAL/ENGLISH LEARNERS</b><br/> <b>Speaking and Listening</b><br/>           Exchanging Information and Ideas         </div> </div> |   |
|--|---|
| <b>Entering/Emerging</b>   | Review Activity Page 4.1 with small groups to determine progress in their narrative writing projects. Have students describe their falling action and resolution orally with partners.  |
| <b>Transitioning/Expanding</b>   | Offer a simple outline with key points to cover in their falling action and resolution. Include prompts like: "Explain what happens as a result of the climax. Describe what life is like for your characters at the end of the story." |
| <b>Bridging</b>  | Encourage students to use descriptive language to describe changes their characters have faced.   |

End Lesson

# Narrative Writing Project: Peer Collaboration

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will share their fictional narratives in groups and express their ideas clearly. [SL.4.1]

Students will provide feedback to peers on their fictional narratives. [SL.4.3]

### Writing

Students will develop and strengthen writing as needed by revising their fictional narratives. [W.4.5]

## FORMATIVE ASSESSMENT

### Exit Pass

**Speaking and Listening** How might you improve your work based on the feedback offered by your peers? [SL.4.1]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                     | Grouping Recommendations | Time    | Materials   |
|-------------------------------------|--------------------------|---------|---|
| Speaking and Listening (40 min.)    |                          |         |   |
| Review Writing                      | Partner                  | 5 min.  | <input type="checkbox"/> Visual Supports 1.1, 12.1<br><input type="checkbox"/> Activity Pages 1.1, 12.1<br><input type="checkbox"/> Exit Pass |
| Narrative Writing Project Rubric    | Whole Group/<br>Partner  | 5 min.  |   |
| Peer Collaboration                  | Whole Group/<br>Partner  | 20 min. |   |
| Discuss and Reflect                 | Whole Group              | 5 min.  |   |
| Exit Pass                           | Partner                  | 5 min.  |   |
| Writing (50 min.)                   |                          |         |   |
| Narrative Writing Project: Revision | Independent              | 50 min. | <input type="checkbox"/> Activity Page 1.4<br><input type="checkbox"/> notebook paper   |

## ADVANCE PREPARATION

### Speaking and Listening

- Prepare to assign student partners during the review and rubric activity in the speaking and listening segment.
- Prepare a model climax on chart paper to demonstrate writing the climax in the writing segment:

Up until now, I had managed to hide my Neptune-sized pimple from everyone. I thought I might manage to escape this day without anyone ever knowing why I was suffering. That was, until Ms. Escalante set a stack of papers on her big, old desk and cleared her throat.

- Prepare to assign student groups during the peer collaboration activity in the speaking and listening segment.
- Determine student pairs for Think-Pair-Share activities during the Narrative Writing Project Rubric section.

### ➤ Visual Supports 1.1, 12.1

- Identify Visual Supports 1.1 and 12.1 and prepare to display them.
- Prepare to distribute Exit Passes for each student and have students discuss them with a partner during the speaking and listening segment.

### Writing

- Prepare to have students reference their previous writing for their fictional narratives.
- Prepare to distribute notebook paper.
- Make sure students have a folder where they keep and organize their writing pages related to the unit project.

### Universal Access

#### Speaking and Listening

- Create a colorful visual representation of Visual Support 12.1 and display it in a place that is easy to access in the classroom. Students can refer to this visual throughout the lesson as they participate in a peer collaboration exercise in this lesson.
- Prepare sentence stems for answering the Exit Pass. For example, “I can improve my work by \_\_\_\_\_.”

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## **Writing**

- Offer vocabulary lists related to narrative writing. This can include words for character descriptions, setting details, and emotions. Encourage students to incorporate these words into their narratives to enrich their writing. Additionally, provide sentence structure models to help them create more complex sentences.

## Lesson 12: Narrative Writing Project: Peer Collaboration

## Speaking and Listening

**Primary Focus**

Students will share their fictional narratives in groups and express their ideas clearly. [SL.4.1]

Students will provide feedback to peers on their fictional narratives. [SL.4.3]

**REVIEW WRITING (5 MIN.)**

- Have students take out their previous writing pages for their fictional narrative from their unit folders.
- Have students work in the pairs you prepared before the lesson.
- Ask students to refer to their writing pages in their unit folders to review, or summarize, what their story is about with their partners. Ask students to talk with their partners about how their stories end using the “Somebody Wanted, But, So, Then” strategy.
- Use this time to meet with students about their Lesson 11 Exit Passes, either individually or in small groups, to ensure students’ understanding of the author’s purpose.
- Have students return to their individual seats after the review.

**NARRATIVE WRITING PROJECT RUBRIC (5 MIN.)**

- Remind students that they have been embarking on writing a fictional narrative based on the prompt, “In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge.”

**> Visual Support 1.1**

- Display Visual Support 1.1. Explain that students will review the writing rubric with a group.
- Have students take out Activity Page 1.1 and break into groups you have prepared.
- Ask students to discuss the following questions with their groups after they read each column of the writing rubric:

## Activity Page 1.1



- What is one key difference you see between advanced, proficient, and basic writing?



### Check for Understanding

If students can't explain one key difference between advanced, proficient, and basic writing based on the rubric, review the meaning of each category: "Advanced" means that a narrative writing project exceeds expectations; "Proficient" means that a narrative writing project meets expectations; "Basic" means that a narrative writing project does not meet expectations.

- Which category do you think your writing falls under and why?
- What is one area you think you can improve on and why?
- Have students return to their individual seats after their discussions.
- Explain that students will use the rubric and the narrative elements they've been learning over the course of the unit to inform how to revise, or change, their stories.
- Display a section of the model climax you introduced in a prior lesson.

Up until now, I had managed to hide my Neptune-sized pimple from everyone. I thought I might manage to escape this day without anyone ever knowing why I was suffering. That was, until Ms. Escalante set a stack of papers on her big, old desk and cleared her throat.

- Use a think-aloud model for suggesting a revision, as follows: "If this were my partner's work, one way I would suggest they revise is to include more details. For example, I might underline the sentence, 'Up until now, I had managed to hide my Neptune-sized pimple from everyone,' and ask the writer to include more details about other ways she managed to hide her pimple throughout the day.
- Use a think-aloud model for making a revision, as follows: "If this was my work and I received that feedback, I would reread that part of my story and identify one or two more details to include. For example, I might add that Luna tried to hide behind a book in class or persuade Ms. Escalante to turn off the lights for class that day."
- Have students consider other ways to improve the example writing.
  - » Answers may vary but could include adding emphasis through sentence types.

## D Differentiation

### Support

Hold conferences with students who need additional support with their writing.

### Activity Page 12.1



- Say, “One other way to improve the writing is to consider some different sentence types. I might consider changing a sentence to be an exclamatory sentence to make what’s happening seem more dramatic. I might suggest changing the period after ‘suffering’ to an exclamation point.”
- Have students write one of each sentence type (declarative, imperative, interrogative, and exclamatory) that could go at the end of the model paragraph to describe how the speaker feels in this moment.
  - » Answers may vary, but students should have one sentence of each required type that is based on the paragraph.
- **👤👤 Think-Pair-Share.** Invite students to find other sentences where an exclamation mark might be used. Remind students to signal when both partners have contributed to the conversation.
- Have students share one idea from their partner, and record responses on the model climax.
- Explain that these examples are a few ways they can think about offering feedback and implementing feedback with their partners to improve the development of their writing.

### PEER COLLABORATION (20 MIN.)

- Tell students that they will work with a partner and read each other’s stories.
- Prompt students to do the following:
  - Think about the development of your partner’s writing.
  - Offer feedback to improve your partner’s story such as adding dialogue, introducing a new conflict, or adding more descriptive language.
  - Make sure your feedback is specific, and that you inform your partner of which sections of their story they can improve, such as their exposition, rising action, climax, falling action, or resolution.

### ➤ Visual Support 12.1

- Display Visual Support 12.1 and have students take out Activity Page 12.1. Review the steps.
- Address any questions students may have about collaborating with peers during this segment.
- Have students break into partners you have prepared.
- Allow students 25 minutes to collaborate. Provide support as needed for students who may require assistance with the activity.

- If time allows, allow a few students to share the feedback they received by combining the key ideas of their discussions in one or two sentences.

### DISCUSS AND REFLECT (5 MIN.)

- Have students discuss the following questions:

1. **Literal.** What was some feedback you received during this exercise?

### EXIT PASS (5 MIN.)

- Distribute previously prepared Exit Passes and allow students five minutes to complete them before collecting them for review.



#### Exit Pass

How might you improve your work based on the feedback offered by your peers?

## D Differentiation

### Challenge

Encourage students to review what they have written for their exit passes and find ways to combine their sentences in meaningful, well-written ways using conjunctions such as *and*, *but*, *because* or *so*.

## Lesson 12: Narrative Writing Project: Peer Collaboration

# Writing



**Primary Focus:** Students will develop and strengthen writing as needed by revising their fictional narratives. [W.4.5]

### NARRATIVE WRITING PROJECT: REVISION

- Tell students that now that they have completed their writing drafts, they will work on the sections that need revisions.
- Direct students to focus on revising or changing their writing to implement the feedback received from their partner and by referencing the writing rubric.
- Have students review Activity Page 1.1 to make sure they know what should be included in their fictional narrative.
- Tell students to choose 1–2 places where they could implement feedback given by their partner today.
- Distribute notebook paper and explain that students will use these pages to rewrite scenes or sections based on the feedback and the rubric.
- Have students take out Activity Page 4.1 and their previous writing pages for their fictional narrative as a reference while they make revisions. Encourage students to re-read what they have written so far before they begin revising.
- Address any questions students may have about revising.
- Allow students 30 minutes to revise their narrative writing pieces.
- Provide support as needed for students who may require additional assistance.
- If time allows, allow a few students to share their writing orally with the class. Have 2–3 students provide specific feedback about the revisions. Model giving feedback using the following sentence starters:
  - I think your word choice of \_\_\_\_\_ was appropriate because \_\_\_\_\_.
  - When you said \_\_\_\_\_, I thought of \_\_\_\_\_.
  - You communicated your idea of \_\_\_\_\_ clearly when \_\_\_\_\_.
- Once students have written for the allotted time, have students return their writing to their unit folders.

#### Activity Page 4.1



### D Differentiation

#### Challenge

Encourage students to recall the feedback they received from their partner when sharing what revisions they made.

- Get feedback from students on the revision process by doing a closing poll such as the following:
  - Raise your hand if you think your story is better because of the feedback you added.
  - Raise your hand if you think the readers of your story will think it is better because of the feedback you implemented.
  - Raise your hand if you enjoyed writing based on feedback.

| <div> <div>ML/EL</div> <div> <b>MULTILINGUAL/ENGLISH LEARNERS</b><br/> <b>Speaking and Listening</b><br/>           Exchanging Information and Ideas         </div> </div> |   |
|--|---|
| <b>Entering/Emerging</b>   | Work with small groups to determine students' stories have a clear beginning, middle, and end. Assist students in providing transitions between different parts of their narrative. |
| <b>Transitioning/Expanding</b>   | Encourage students to experiment with different sentence types, including simple, compound, and complex sentences, to create a more engaging narrative.                             |
| <b>Bridging</b>  | Encourage students to add a sentence to their narrative that uses the literary device of simile.  |

~~~~~ **End Lesson** ~~~~~

## 13

# Narrative Writing Project: Editing

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will discuss their observations of Claudia's letter and the revisions she made. [SL.4.1]

**Writing**

Students will develop and strengthen their fictional narratives as needed by applying developmental editing to their fictional narratives. [W.4.5]

**FORMATIVE ASSESSMENT****Exit Pass**

**Speaking and Listening** How might you improve your work based on the editing offered by your peers? [SL.4.1]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                    | Grouping Recommendations | Time    | Materials                                                                                                                                       |
|------------------------------------|--------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Speaking and Listening (45 min.)   |                          |         |                                                                                                                                                 |
| Review Writing                     | Partner                  | 5 min.  | <input type="checkbox"/> Visual Supports 13.1, 13.2<br><input type="checkbox"/> Activity Pages 13.1, 13.2<br><input type="checkbox"/> Exit Pass |
| Claudia and Jamie's Letter         | Whole Group/<br>Partner  | 10 min. |                                                                                                                                                 |
| Peer Collaboration                 | Whole Group/<br>Partner  | 20 min. |                                                                                                                                                 |
| Discuss and Reflect                | Whole Group              | 5 min.  |                                                                                                                                                 |
| Exit Pass                          | Partner                  | 5 min.  |                                                                                                                                                 |
| Writing (45 min.)                  |                          |         |                                                                                                                                                 |
| Narrative Writing Project: Editing | Independent              | 45 min. | <input type="checkbox"/> Activity Page 13.2<br><input type="checkbox"/> notebook paper                                                          |

## ADVANCE PREPARATION

### Speaking and Listening

- Prepare to assign student partners and groups during the review and letter observation in the speaking and listening segment.
- Prepare to assign student partners during the peer collaboration activity in the speaking and listening segment.

### ➤ Visual Supports 13.1, 13.2

- Identify Visual Supports 13.1 and 13.2 and prepare to display them.
- Prepare to distribute Exit Passes for each student and have students discuss it with a partner during the speaking and listening segment.

### Writing

- Prepare a model climax on chart paper to demonstrate editing sentences from the climax in the writing segment:

Up until now I had managed to hide my Neptune-sized pimple from everyone and I thought I might manage to escape this day without anyone ever knowing what I was suffering from. That was, until Ms. Escalante set a stack of papers on her big, old desk and cleared her throat.

- Prepare to have students reference their previous writing for their fictional narratives.
- Prepare to distribute notebook paper.
- Make sure students have a folder where they keep and organize their writing pages related to the unit project.

### Universal Access

#### Speaking and Listening

- Create a colorful visual representation of Visual Support 13.2 and display it in a place that is easy to access in the classroom. Students can refer to this visual throughout the lesson as they participate in a peer collaboration exercise in this lesson.
- Prepare sentence stems for answering the Exit Pass. For example, “I can improve my work by editing \_\_\_\_.”

#### Writing

- Provide sentence structure models to help students create more complex sentences, such as compound or complex sentences.

## Lesson 13: Narrative Writing Project: Editing

# Speaking and Listening



**Primary Focus:** Students will discuss their observations of Claudia's letter and the revisions she made. [SL.4.1]

## REVIEW WRITING (5 MIN.)

- Have students take out their previous writing pages for their fictional narrative from their unit folders.
- Have students work in the pairs you prepared before the lesson.
- Ask students to refer to their writing pages in their unit folders to review, or summarize, what their story is about with their partners.
- Have students choose a sentence from their stories and expand it to include more details using the conjunctions *and*, *but*, *because*, or *so*.
- Use this time to meet with students about their Lesson 12 Exit Passes, either individually or in small groups, to ensure students' understanding of feedback given and implemented.
- Have students return to their individual seats after the review.

## CLAUDIA AND JAMIE'S LETTER (10 MIN.)

- Remind students that they have been working with their peers to offer feedback on their narrative writing projects based on the prompt, "In the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, Claudia and Jamie encounter challenges they have to overcome. Write a narrative about a fictional character who overcomes a challenge."
- Ask, "What was one piece of feedback you received on your project?"
  - » Answers may vary.
- Say, "In the previous lesson, you took some of the feedback your peers gave you and implemented it into your work. Perhaps some of you received the feedback of adding more dialogue, additional conflicts, or descriptive language."
- Ask, "How did you implement that feedback?"
  - » Answers may vary.
- Say, "Today you will collaborate with peers to offer a different kind of feedback. You will review each other's stories to offer feedback based on grammar."

### Activity Page 13.1



## D Differentiation

### Support

Allow students to highlight, underline, or circle parts of the letter that look different.

### Activity Page 13.2



## D Differentiation

### Challenge

Encourage students to share with the class what they discussed with their partners.

- Explain that this is an exercise of *editing*. Say, “Writing should always be improving. The more we learn, the better writers we become. That’s why this stage of editing is important because it helps strengthen the work we have already done.”

### ➤ Visual Support 13.1

- Have students take out Activity Page 13.1 and display Visual Support 13.1. Explain that this is a copy of Claudia and Jamie’s letter to the museum.
- Ask, “What do you notice about the letter?”
  - » Answers may vary, but could include noticing that there are edits on the letter.
- Have students break into groups you have prepared. Explain that students will work with their groups to discuss Claudia and Jamie’s edits.
- Ask students to discuss the following questions with their groups:
  - What edits were made to Claudia and Jamie’s letter?
  - Do you agree with the edits? Why or why not?
- As students conclude their conversations, ask them to share one idea a group member shared. Encourage other students to use gestures like a thumbs-up if they agree with the idea.
- Have students return to their individual seats after their discussions.
- Explain that students will collaborate on their writing today and offer feedback to partners to edit their writing.

## PEER COLLABORATION (20 MIN.)

### ➤ Visual Support 13.2

- Have students take out Activity Page 13.2 and display Visual Support 13.2.
- Review the editing checklist with students.
- Tell students they will use this checklist as they read their partner’s writing.
- Address any questions students may have about collaborating with peers during this segment.
- Have students break into the pairs you have prepared.
- Allow students 20 minutes to collaborate. Provide support as needed for students who may require assistance with the activity.
- If time allows, allow a few students to share the feedback they received by combining the key ideas of their discussions in one or two sentences.

## DISCUSS AND REFLECT (5 MIN.)

- Have students discuss the following questions:

1. **Literal.** What was some feedback you received during this exercise?

## EXIT PASS (5 MIN.)

- Distribute previously prepared Exit Passes and allow students five minutes to complete them before collecting them for review.



### Exit Pass

How might you improve your work based on the editing offered by your peers?

## D Differentiation

### Challenge

Encourage students to review what they have written for their exit passes and find ways to combine their sentences in meaningful, well-written ways using conjunctions such as *and*, *but*, *because* or *so*.

## Lesson 13: Narrative Writing Project: Editing

# Writing



**Primary Focus:** Students will develop and strengthen their fictional narratives as needed by editing their fictional narratives. [W.4.5]

### NARRATIVE WRITING PROJECT: EDITING

- Say, “Today you will focus on incorporating the feedback you received from your partner by editing your work.”
- Explain that students will choose 1–2 things they will be editing into their work.
- Display a section of the model climax you introduced in a prior lesson.  
Up until now I had managed to hide, my Neptune-sized pimple from everyone and I thought I might manage to escape this day without anyone ever knowing why I was suffering.
- Use a think-aloud model for suggesting edits, as follows: “If this were my partner’s work, one way I would suggest they edit is to add punctuation like commas and periods. For example, I might underline the words, ‘Up until now I had managed to hide...’ and ask the writer to delete the comma after ‘hide.’ I might also suggest my partner add a period after ‘everyone’ because it reads like a declarative sentence, or something stated like a fact.”
- Distribute notebook paper and explain that students will use these pages to rewrite scenes or sections using the editing checklist.
- Have students take out Activity Page 13.2 and their previous writing pages for their fictional narrative. Instruct students to refer to their previous work as they edit.
- Encourage students to re-read what they have written so far before they begin editing.
- Address any questions students may have about editing.
- Allow students 40 minutes to edit their narrative writing pieces.
- Provide support as needed for students who may require additional assistance.

- If time allows, allow a few students to share their experiences editing orally with the class. Have 2–3 students provide specific feedback about the revisions. Model giving feedback using the following sentence starters:
  - I think your word choice of \_\_\_\_\_ was appropriate because \_\_\_\_\_.
  - When you said \_\_\_\_\_, I thought of \_\_\_\_\_.
  - You communicated your idea of \_\_\_\_\_ clearly when \_\_\_\_\_.
- Once students have written for the allotted time, have students return their writing to their unit folders.
- Create connections among students by doing a closing poll like the following:
  - Raise your hand if your story is better because of the editing you did.
  - Raise your hand if you think your reader will be able to read your story more clearly because of the editing you did.
  - Raise your hand if you had fun editing your writing.



#### MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

#### Entering/Emerging

Work with small groups to help incorporate 1–2 editing items to their stories.

#### Transitioning/ Expanding

Encourage students to choose a paragraph and discuss ways of editing at the sentence level so that their writing is clearer.

#### Bridging

Encourage students to use additional grammar elements like colons, semicolons, or dashes to create a more engaging narrative at the sentence level.

~~~~~ **End Lesson** ~~~~~

## 14

# Narrative Writing Project: Reflection

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will discuss and reflect upon what they have learned about fictional writing in the unit. [SL.4.4]

**Writing**

Students will develop and strengthen their fictional narratives as needed by publishing their fictional narratives. [W.4.6]

**Writing**

Students will write a reflection on their writing process and growth. [W.4.5]

**FORMATIVE ASSESSMENT****Exit Pass**

**Reading** Reflect on your writing process and growth during this unit. [SL.4.4]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|  | Grouping Recommendations | Time    | Materials  |
|--|--------------------------|---------|--|
| Speaking and Listening (55 min.)       |                          |         |  |
| Review Writing                         | Partner                  | 5 min.  | <input type="checkbox"/> Visual Support 14.1<br><input type="checkbox"/> chart paper |
| Preparing for a Structured Discussion  | Whole Group/<br>Partner  | 15 min. |  |
| Structured Discussion                  | Whole Group/<br>Partner  | 30 min. |  |
| Closing Poll                           | Whole Group              | 5 min.  |  |
| Writing (35 min.)                      |                          |         |  |
| Narrative Writing Project: Final Draft | Independent              | 30 min. | <input type="checkbox"/> notebook paper<br><input type="checkbox"/> Exit Pass        |
| Exit Pass                              | Partner                  | 5 min.  |  |

## ADVANCE PREPARATION

### Reading

- Prepare to assign student partners and groups during the review and introduction of the structured discussion in the reading segment.
- Prepare to rearrange desks during the structured discussion in the reading segment.

### ➤ Visual Support 14.1

- Identify Visual Support 14.1 and prepare to display it.

### Writing

- Prepare to distribute Exit Passes for each student.
- Prepare to have students reference their previous writing for their fictional narratives.
- Prepare to distribute notebook paper.
- Prepare to provide technology for students to publish their writing, addressing any technical issues prior to beginning writing.
- Make sure students have a folder where they keep and organize their writing pages related to the unit project.

## Universal Access

### Reading

- Create a colorful visual representation of Visual Support 14.1 and display it in a place that is easy to access in the classroom. Students can refer to this visual throughout the lesson as they participate in a peer collaboration exercise in this lesson.
- Prepare sentence stems for joining the structured discussion, such as:
  - I agree with \_\_\_\_\_ because \_\_\_\_\_, but I want to add another reason why I think \_\_\_\_\_ is true. I think \_\_\_\_\_.
  - I disagree with \_\_\_\_\_ because \_\_\_\_\_.
  - I understand your point, \_\_\_\_\_, but I want to add/disagree/give another side...

### Writing

- If accessible, provide students with laptops to draft the final version of their narrative writing pieces.

## Lesson 14: Narrative Writing Project: Reflection

# Speaking and Listening



**Primary Focus:** Students will discuss and reflect upon what they have learned about fictional writing in the unit. [SL.4.4]

## REVIEW WRITING (5 MIN.)

- Have students take out their previous writing pages for their fictional narrative from their unit folders.
- Have students work in the pairs you prepared before the lesson.
- Ask students to refer to their writing pages in their unit folders to review, or summarize, two or more edits they made in the previous lesson using the conjunction *and*.
- Use this time to meet with students about their Lesson 13 Exit Passes, either individually or in small groups, to ensure students' understanding of editing.
- Have students return to their individual seats after the review.

## PREPARING FOR A STRUCTURED DISCUSSION (15 MIN.)

### > Visual Support 14.1

- Display Visual Support 14.1 and invite a student to read it aloud.
- Tell students that they will participate in a structured discussion about narrative elements in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and what they've learned from reading and writing their fictional narratives.
- Explain that the structured discussion will have open questions generated by you and some open questions generated by students.
- Define closed-ended questions (questions requiring only a "yes" or "no" answer, or a one-word answer) and open-ended questions (answers requiring explanation).
- Discuss which questions are open-ended and which questions are closed by providing the examples below. Ask which questions are better for a discussion.
  - Did you like the movie? (*closed*)
  - What did you like about the movie? (*open*)

- What were the best scenes in the movie? (*closed*)
- Why do you think they were the best? (*open*)
- Who was the main character of the movie? (*closed*)
- What was likable about the main character? (*open*)
- Tell students that everyone is expected to answer at least one question and to generate at least one question to ask other students.
- Emphasize that this type of discussion is not a debate; it depends on a spirit of cooperation and responses that grow from the thoughts of others.
- Before beginning the discussion, tell students they need to establish a set of rules for proper behavior.
- Prompt students with this question: What are some important rules for listening, speaking, and responding to peers that will help make sure the discussion allows ideas to be developed? Work with your group to write two or three rules for a class discussion. Think about what speakers and listeners should do in terms of speaking and listening and participation.
- Have students work in small groups to draft rules or guidelines for a class discussion.
- Call on each group to share a rule they have written. Add these rules to the class T-Chart “Rules for a Structured Discussion.” For example, your list can include:
  - Suggested Rules for Speaking
    - Every student must speak at least once. Raise your hand when you would like to respond to a question or a comment.
    - Speakers speak clearly and phrase the question completely.
    - The student (or teacher) who asks a question selects a student to respond.
    - Try to select a student who has not yet spoken.
    - Use sentence starters such as: “I invite \_\_\_\_\_ to respond,” and “Could you give me an example of \_\_\_\_\_” or “I don’t agree with \_\_\_\_\_ because \_\_\_\_\_.”
  - Suggested Rules for Listening
    - Only the student who has been chosen to respond may speak. If you would like to reply to a question or another student’s comment, raise your hand.

- Listen carefully to all speakers. Take notes on the important people, events, and topics discussed.
- Explain that students will have a chance to brainstorm with a partner an open-ended question related to the narrative elements in *From the Mixed Up Files of Mrs. Basil E. Frankweiler* or their implementation of these same narrative elements in their fictional work.
- Say, “For example, you might want to ask a question about what was the most difficult section to write and why, or which scene E. L. Konigsburg writes well and why.”
- Instruct students to work together to create open-ended questions for the discussion.
- Choose a few exemplar open-ended questions to write on the board.
- Familiarize students with the format of the discussion by calling on groups to share a question on the board with the class and discuss it, following the class’s established structured discussion guidelines.
- Remind students that whoever poses the current question calls on a specific student by name and invites that student to respond.
- Distribute notebook paper. Explain that students may take notes on important ideas their peers address that they want to build on during the discussion.
- Provide support as needed for students who may require assistance with the activity.
- After the discussion, encourage self-reflection on participation, noting strengths and areas for improvement.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

|                                |  |
|--------------------------------|--|
| <b>Entering/Emerging</b>       | Pair students heterogeneously to provide each other language support and clarification during the discussion.  |
| <b>Transitioning/Expanding</b> | Encourage transitioning/expanding students to help entering/emerging learners during the discussion by explaining key concepts or translating as needed. Use sentence starters such as: “We are discussing _____.” |
| <b>Bridging</b>                | Ask students to facilitate the discussion by guiding participants in summarizing key points.   |

## STRUCTURED DISCUSSION (30 MIN.)

- Arrange desks in a circle, allowing students to clearly see one another during the structured discussion.
- Post the chart paper with Rules for a Structured Discussion in a place easily seen. Review the rules.
- Remind students that they are required to pose a question or respond to a question—or both—during this discussion.
- Tell students to listen carefully. Remind students they may take notes as the discussion unfolds to remember their ideas or to think of other questions based on what their peers discuss.
- Pose the first question (or ask for a volunteer to pose a question) and begin a discussion. Be mindful of keeping the discussion on topic; ask a new question when the discussion falters or students digress.
- You may ask simple questions such as “What did you think of...?” and “What did you find interesting?” to focus the discussion and challenge students to extract specific evidence or ask specific questions. This will also allow students time to reference their documents and their notes.

### Suggested Discussion Questions:

- What made the characters of Jamie and Claudia relatable? Explain how reading their dialogue informed your own understanding in your writing.
- How was Mrs. Frankweiler’s telling of the story useful or not useful to your experience reading the story?
- What have you learned about fictional narratives in this unit? How has this informed your writing?
- Allow students time to reflect and take notes on important discussion points.
- All students must participate in the discussion, either by posing a question or responding to a question. They may also do both.
- Allow students 30 minutes to participate in the activity.
- As students conclude their conversations, ask them to share one strong idea or question a classmate shared.

## D Differentiation

### Challenge

Have students ask open-ended questions about what important narrative elements in the book helped influence the writing of their fictional narratives.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

|                                |  |
|--------------------------------|--|
| <b>Entering/Emerging</b>       | Offer sentence frames or starters to help beginning learners express their ideas. For example:<br><br>"I agree/disagree with [participant's name] because ____."<br>"One thing I found interesting in the reading was ____." |
| <b>Transitioning/Expanding</b> | Assign specific roles to learners, such as "Discussion Summarizer" or "Vocabulary Clarifier" to add guidance for their participation.  |
| <b>Bridging</b>                | Encourage students to pose open-ended questions to stimulate deeper discussions, such as:<br><br>"How does the author's message relate to real-world situations?"<br>"What alternative perspectives could be considered?"    |

### CLOSING POLL (5 MIN.)

- Create connections among students by doing a closing poll like the following:
  - Raise your hand if you were polite to the other students.
  - Raise your hand if you paused and thought before speaking.
  - Raise your hand if you actively listened to others share their opinions.
  - Raise your hand if you posed a new question for the group.
  - Raise your hand if you built on what was said.
- Have students discuss the following questions with a partner:
  1. **Evaluative.** What was one way you contributed to the structured discussion?
    - » Answers may vary.
  2. **Literal.** Identify what someone said and summarize their comment. What was your reaction to their statement?
    - » Answers may vary but should include specific answers and summaries of peer responses.

## Lesson 14: Narrative Writing Project: Reflection

# Writing



### Primary Focus

Students will develop and strengthen their fictional narratives as needed by publishing their fictional narratives. [W.4.6]

Students will write a reflection on their writing process and growth. [W.4.5]

### NARRATIVE WRITING PROJECT: FINAL DRAFT (30 MIN.)

- Distribute technology and explain that students will use this time to type the final draft of their narrative stories.
- Have students take out their previous writing pages for their fictional narrative.
- Encourage students to re-read what they have written so far before they begin writing their final drafts.
- Allow students 30 minutes to finish writing the final draft of their narrative writing pieces.
- Provide support as needed for students who may require additional assistance.
- Once students have written for the allotted time, explain that students will choose a section of their writing (e.g. exposition, rising action, climax, falling action, or resolution) to display and read during their presentation for their Narrative Writing Projects. Remind students they will also use their presentation time to reflect on their writing and share their experiences with writing their fictional narrative with their peers.
- Have students choose a section of their work to send to you for future display during the presentation of their narrative writing projects.
- If time allows, students may join in groups or pairs to rehearse reading a section of their final drafts. Have 2–3 students provide specific feedback about their writing. Model giving feedback using the following sentence starters:
  - The scene where \_\_\_\_\_ helped me understand your character because \_\_\_\_\_.

### D Differentiation

#### Support

Remind students to pay close attention to the sentence types and use the appropriate punctuation depending on their sentences.

- Your use of the narrative element \_\_\_\_\_ was written effectively because \_\_\_\_\_.
- One strength of your writing is \_\_\_\_\_ because \_\_\_\_\_.

---

### EXIT PASS (5 MIN.)

- Distribute previously prepared Exit Passes and allow students five minutes to complete them before collecting them for review.



#### Exit Pass

Reflect on your writing process and growth during this unit. Write one of each sentence type (declarative, imperative, interrogative, and exclamatory) to describe how your writing process changed during this unit.

- » Answers may vary, but students should have one sentence of each required type that is based on the characters in the text.

---

**End Lesson**

## 15

# Narrative Writing Project: Publishing

**PRIMARY FOCUS OF LESSON****Writing**

Students will use technology to present their fictional narratives. [W.4.6]

**Speaking and Listening**

Students will publish and share their fictional narratives. [SL.4.4]

**FORMATIVE ASSESSMENT**

**Narrative Writing  
Rubric**

**Writing** Teacher will assess students' writing with a rubric. [W.4.3, W.4.4]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|   | Grouping Recommendations    | Time    | Materials   |
|---|-----------------------------|---------|---|
| Writing (20 min.)                                 |                             |         |   |
| Lesson 14 Review                                  | Whole Group/<br>Partner     | 5 min.  | ❑ Visual Support 1.1  |
| Final Touches                                     | Independent                 | 15 min. |   |
| Speaking and Listening (70 min.)                  |                             |         |   |
| Students Present Their Narrative Writing Projects | Independent/<br>Whole Group | 65 min. | ❑ Visual Supports 1.1, 2.1<br>❑ Narrative Writing presentations |
| Discussion and Reflection                         | Partner/<br>Whole Group     | 5 min.  |   |

## ADVANCE PREPARATION

### Writing

#### ➤ Visual Support 1.1

- Identify Visual Support 1.1 and prepare to display it.
- Prepare the space for students' presentations. Depending on the needs of your students, decide whether students' presentations will be shared in small groups or one at a time in front of the whole class. Another option is to set up presentation stations around the classroom, and have a group of students present for a designated time while the rest of the class visits each station in smaller groups to listen to each presentation.
- Prepare to arrange the classroom conducive for oral presentations.
- Prepare to display digital presentations, addressing any technical issues prior to beginning the presentations.

### Speaking and Listening

#### ➤ Visual Supports 1.1, 2.1

- Identify Visual Supports 1.1 and 2.1 and prepare to display them.
- Prepare the following questions to support student response to the presentations:
  - What challenge does your character overcome?
  - Did you experience challenges while writing your story? Explain.
  - How do your story and characters compare to those of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*?
- Prepare to display the following questions for discussion and reflection at the end of student sharing:
  - What is one new thing that you learned about narrative writing from the presentations?
  - Did the presentations give you new perspectives on any of the narrative elements? Which one and how?
  - If you could choose one character from your peers' narrative writings to have a conversation with, who would it be and why?

## **Universal Access**

### **Speaking and Listening**

- Keep versions of the Narrative Writing Rubric (Visual Support 1.1) and Plot Diagram (Visual Support 2.1) on display somewhere in the classroom for students to easily reference during the presentations.

## Lesson 15: Narrative Writing Project: Publishing

## Writing



**Primary Focus:** Students will use technology to present their fictional narratives.

[W.4.6]

**LESSON 14 REVIEW (5 MIN.)**

- Have students take out their writing pages for their fictional narrative from their unit folders.
- Have students break into small groups you have prepared.
- Ask students to refer to their writing pages in their unit folders to review, or summarize, the final drafts of their writing and discuss how their writing has grown from the start of the narrative writing project to now. Encourage students to expand their reflection by including conjunctions like *and*, *but*, *because*, or *so*.
- Use this time to allow students to review their Lesson 14 Exit Passes, either individually or in small groups, to ensure students' reflection of their writing and growth.
- Have students return to their individual seats after the review.

**FINAL TOUCHES (15 MIN.)**

- Give students time to rehearse and choose sections they will be sharing for their Narrative Writing Project presentations.

**> Visual Support 1.1**

- Display Visual Support 1.1 and ask students whether they need any last clarifications on the information in the rubric.
- Students may orally practice their presentation with a partner during this time.
- Tell students to remain focused on their projects as they present.



## Check for Understanding

Ask students to share strategies for staying relaxed and positive when giving a presentation.

- » Answers will vary but may include remaining focused on the content of their presentation, clearly pronouncing their words, and not feeling bad about mistakes.

- Walk around the classroom and support students as needed.
- Prepare for students' presentations to begin by addressing any technical issues with student presentations.
- Make sure adequate space is provided for students to display and share their projects.



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Exchanging Information and Ideas

|                                |  |
|--------------------------------|--|
| <b>Entering/Emerging</b>       | Allow students to practice explaining their project in short phrases to you.   |
| <b>Transitioning/Expanding</b> | Have students work with a partner and use the Editing Checklist to review their projects and make any final corrections.         |
| <b>Bridging</b>                | Have students use the Narrative Writing Rubric and tell you how they would rate their project before presenting it to the class. |



## Differentiation

### Challenge

Have students orally summarize the most important narrative elements in their fictional narratives.

## Lesson 15: Narrative Writing Project: Publishing

# Speaking and Listening



**Primary Focus:** Students will publish and share their fictional narratives.

[SL.4.4]

### STUDENTS PRESENT THEIR NARRATIVE WRITING PROJECTS (65 MIN.)

- Tell students that it's time to share their Narrative Writing Projects.
- Remind students to listen respectfully as their classmates share their presentations.
- Explain to students that there will be time to ask each of their classmates questions about their project after they have finished presenting.




#### Check for Understanding

Ask students what it means to listen respectfully.

- » It means to give attention to the presenter, focus on them with your eyes and ears, and hold back comments and questions until there is an opportunity to raise your hand.

- Tell students to write their questions down on a separate piece of paper for further discussion after the presentations. Explain that writing open questions versus closed questions will allow presenters to answer in more detail.
- Evaluate students' projects using the Narrative Writing Rubric as they present their work.
- Ask questions related to information found in the Narrative Writing Rubric and Plot Diagram on Visual Support 2.1 to reinforce student learning and prompt student response during the presentations.
- Begin the time for students to share their projects. Ensure that each student has adequate time to present their Narrative Writing Project.

- After each presentation, allow students to reflect on their writing throughout the unit by asking questions such as, *What are you most proud of about your writing and why? What have you learned about narrative writing?*
- Include time for at least one student volunteer to ask questions or give positive feedback after each project. Model giving feedback using the following sentence starters:
  - I think your word choice of \_\_\_\_\_ was appropriate because \_\_\_\_\_.
  - When you said \_\_\_\_\_, I thought of \_\_\_\_\_.
  - You communicated your idea of \_\_\_\_\_ clearly when \_\_\_\_\_.
- Congratulate students on their work when the presentations are over.

| <div> <div>  <div> <div>MULTILINGUAL/ENGLISH LEARNERS</div> <div>Speaking and Listening</div> <div>Exchanging Information and Ideas</div> </div> </div> </div> |   |
|---|---|
| Entering/Emerging   | Allow students to use visual aids or simple props to support their oral presentation. For example, they can show a picture related to their story to help the audience understand better.             |
| Transitioning/Expanding   | Allow students to bring an outline or a list of keywords to guide their oral presentation. This will help them stay organized and ensure that they cover all the important points from their writing. |
| Bridging  | Encourage students to expand on their reflections of their writing during their presentations by asking them to think of examples that demonstrate their growth.                                      |

## DISCUSSION AND REFLECTION (5 MIN.)

- Divide the class into small groups of three to five students.
- Have students respond to the following questions in their small groups:
  - 1. What is one new thing that you learned about narrative writing from the presentations?
  - 2. Did the presentations give you new perspectives on any of the narrative elements? Which one(s) and how?
  - 3. If you could choose one character from your peers' narrative writings to have a conversation with, who would it be and why?
    - I would speak with \_\_\_\_\_, because \_\_\_\_\_.
    - I would speak with \_\_\_\_\_, but \_\_\_\_\_.
    - I would speak with \_\_\_\_\_, so \_\_\_\_\_.
- As students conclude their conversations, ask them to share one idea a group member shared. Encourage other students to use gestures like a thumbs-up if they agree with the idea.
- Collect students' unit folders for review.

~~~~~ End Lesson ~~~~~



# Pausing Point

## NOTE TO TEACHER

Please use the final two days to address students' performance in this unit.

Use your observations of student performance in class and their completion of Narrative Writing Project pages to informally evaluate student strengths and weaknesses and spend a day reviewing, reinforcing, or extending the material taught so far.

You may do the activities in any order or combination, using the whole class or small groups to meet the needs of the students.

## ACTIVITIES

### Mapping the Journey

- **Materials:** A map of New York and New England

Give students a map of New York and New England and ask them to answer the following questions individually or in small groups.

1. Locate New York City and mark it with a star.
2. What is the significance of New York City in the story?
3. Locate the Metropolitan Museum of Art and mark it with a square.
4. What is the significance of the Metropolitan Museum of Art in the story?
5. Identify other key settings like Greenwich and Grand Central Station and mark them with a circle.
6. What is the significance of these places in the story?

### Character Collages

- **Materials:** paper, magazines, art supplies, notecard

Have students create two collages representing Claudia and Jamie's character traits. Have them write a description of their collages and the character traits they represent and why.

### The Mystery of Angel

- **Materials:** articles about E. L. Konigsburg's inspiration behind Michelangelo's *Angel*.

Tell students that in October 1965, the New York art world questioned whether a sculpture purchased by the Metropolitan Museum for \$225 was actually a work by Leonardo da Vinci. Explain that this statue gave E. L. Konigsburg inspiration for *Angel* in the book.

Have students read an article in *The New York Times* about a bust the Museum had bought at an auction, titled “A \$225 Sculpture May be a Master’s Worth \$500,000,” and summarize the reading. Have small groups discuss how *Angel* plays a significant role in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. After, have students write one paragraph describing the similarities and differences between *Angel* from the novel and the real sculpture.

### Reader’s Theater

- **Materials:** *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*

Select a passage from the book, such as the moment Claudia and Jamie arrive at the museum. Have students take on the roles of the characters and read the passage as if performing in a play.

### Extended Writing Prompts

- **Materials:** paper, pencil

Ask students to create a short fictional narrative on one of the following writing prompts:

- A Day at the Museum: One day you wake up in the Metropolitan Museum of Art. What is your day like? Include an introduction, rising action, climax, falling action, and resolution.
- Alternative Ending: At the end of the novel, Claudia and Jamie discover the secret of *Angel*. What would happen if they never found out? Include an additional problem and solution to an alternative ending.
- A New Character: Create a new character who meets Claudia and Jamie at the museum. Write a scene with dialogue that shows their interaction.
- A New World: Claudia and Jamie spent time in the museum’s library doing research. Write a short story about a magical library where you discover a book that transports you to a different world.

### Additional Writing Prompt:

Choose a character from *From The Mixed-Up Files of Mrs. Basil E. Frankweiler*, and write a paragraph conveying ideas drawn from the text about the character’s development throughout the novel. [W.4.2]

- Remind students to include textual evidence such as specific events, responses to a problem, or a conflict that affected the character's development.
- Allow students to orally share their writing with a partner once they are done.

## Character Interviews

- **Materials:** paper, pencil

Pair students and direct one student to play the role of Claudia, and the other to play Jamie. Have students write interview questions for their partner's character. After, have students conduct interviews as if they were characters in the story. Encourage students to share insights about the activity and assess characters' thoughts and feelings.

## Art Appreciation

- **Materials:** pictures of famous artworks, art supplies

Show pictures of famous artworks in different mediums. Have students discuss the role of art in the story. Provide art supplies and ask students to create their own artwork inspired by *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. After, have students discuss their artwork and how it connects to the novel.

## Letter Writing

- **Materials:** paper

Direct students to read Claudia and Jamie's letter to the Metropolitan Museum of Art. Have students discuss the purpose of the letter and what the characters hoped to achieve. Ask students to write their own letters, either to a fictional character in the book or the author E. L. Konigsburg, sharing their thoughts on the story.

## Word Art Gallery

- **Materials:** art supplies, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*

Introduce the concept of a "Word Art Gallery" to students. Explain that they will be creating visual representations of vocabulary words from the story. Provide each student with a copy of the book and a list of vocabulary words (words you'd like them to review) from Chapters 5–10. Assign a unique vocabulary word to each student or let them choose one from the list. Instruct the students to read the chapters and locate the context in which their assigned word is used.

After understanding the word's meaning within the story, have students create an artistic representation of the word on a piece of paper or poster board. They can use drawings, colors, and symbols to convey the word's meaning. Once all students have created their word art, set up a "Word Art Gallery" in the classroom. Students should present their word art to the class, explaining how the word is used in the story and the significance of their visual representation. Encourage the class to discuss the different interpretations and meanings of the words as presented by their peers.

## Word Wizards

- **Materials:** chart paper, sticky notes

Choose a list of vocabulary words from the chapters students have read and write the selected words on sticky notes and stick them on the chart paper. Divide the class into two teams and designate each team as "Word Wizards." Explain that this is a vocabulary competition and that one student from each team will take turns selecting a word from the chart paper. Explain that the chosen student must: spell the word correctly on the board, provide the definition or meaning of the word, and use the word in a sentence related to the story. If the student successfully accomplishes all three tasks, their team earns a point. The team with the most points at the end of the game wins.



## 16

## Unit Assessment

## LESSON AT A GLANCE

|                                  | Grouping Recommendations | Time    | Materials                 |
|----------------------------------|--------------------------|---------|---------------------------|
| <b>Unit Assessment (90 min.)</b> |                          |         |                           |
| Reading and Language             | Independent              | 40 min. | Unit Assessment Page 16.1 |
| Writing                          | Independent              | 50 min. |                           |

**Digital Assessment**

To access the digital assessment, please log on to Amplify and assign the assessment to your students.

## ADVANCE PREPARATION

### Unit Assessment

**Note:** The time provided for this assessment is 90 minutes, but if students finish early, you may wish to ask them to use the additional time to reread excerpts or draw accompanying illustrations for their unit writing project once they have completed the assessment.

- Ensure each student has a copy of Unit Assessment Page 16.1.

## Lesson 16: Unit Assessment

## Unit Assessment

Unit Assessment  
Page 16.1

## READING AND LANGUAGE (40 MIN.)

- Inform students that they will work independently to answer questions about *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.
- Distribute Unit Assessment Page 16.1.
- Inform them that they will have 40 minutes to work on this task. Write the time on the board.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually. Assist students as needed, but do not provide them with answers.

## WRITING (50 MIN.)

- Inform students that they will continue working on Unit Assessment Page 16.1 independently to answer a writing prompt about *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.
- Inform them that they will have 50 minutes to work on this task. Write the time on the board.
- Once students have finished their writing task, encourage them to review their papers quietly, rereading and checking their writing carefully.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.

## ASSESSMENT ANALYSIS

### Correct Answers and Rationales—Reading and Language

| Items | Correct Answers                                                                                                                                                                                                                                                                                                                | Points   | Standard(s) |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| 1     | Answers may vary, but could include that she wanted to run away to a large, comfortable, and beautiful place or that she is dissatisfied with her life at home.                                                                                                                                                                | 1 point  | [RL.4.3]    |
| 2     | b. The Renaissance section                                                                                                                                                                                                                                                                                                     | 1 point  | [RL.4.3]    |
| 3     | There is an 'M' engraved on the bottom of the statue, which they believe stands for "Michelangelo."                                                                                                                                                                                                                            | 1 point  | [RL.4.3]    |
| 4     | Answers may vary but conflicts could include their lack of money, hiding from security guards, and trying to solve the mystery of <i>Angel</i> . Solutions could include finding money in the fountain, learning the security guards' habits, and doing research about <i>Angel</i> until they meet Mrs. Basil E. Frankweiler. | 2 points | [RL.4.3]    |
| 5     | d. They buy a mailbox and then hand deliver a letter to the museum.                                                                                                                                                                                                                                                            | 1 point  | [RL.4.3]    |
| 6     | c. Claudia edited her letter for grammatical errors.                                                                                                                                                                                                                                                                           | 1 point  | [RL.4.3]    |
| 7     | The museum says they are already aware of the 'M' clue, but it might not prove Michelangelo carved the statue. Claudia becomes upset, while Jamie tries to console her.                                                                                                                                                        | 2 points | [RL.4.3]    |
| 8     | She wants to feel that she accomplished something significant during her adventure.                                                                                                                                                                                                                                            | 1 point  | [RL.4.3]    |
| 9     | a. She records them on a tape recorder.                                                                                                                                                                                                                                                                                        | 1 point  | [RL.4.3]    |
| 10    | 3, 1, 4, 2, 5                                                                                                                                                                                                                                                                                                                  | 1 point  | [RL.4.3]    |
| 11    | c. Third person                                                                                                                                                                                                                                                                                                                | 1 point  | [RL.4.6]    |
| 12    | a. a usual way of behaving                                                                                                                                                                                                                                                                                                     | 1 point  | [L.4.4]     |
| 13    | The process by which a character grows or changes in the story.                                                                                                                                                                                                                                                                | 1 point  | [RL.4.6]    |
| 14    | Point of view: first person<br>Evidence: Uses pronouns <i>I</i> and <i>we</i>                                                                                                                                                                                                                                                  | 2 points | [RL.4.6]    |
| 15    | c. She will write books with characters named after the grandchildren.                                                                                                                                                                                                                                                         | 1 point  | [L.4.4]     |

**Total:** \_\_\_\_\_/18 points

## Writing Scoring

### Fourth Grade Writing Rubric: Narrative Writing

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [W.4.3a]
- b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3b]
- c) Use a variety of transitional words and phrases to manage the sequence of events. [W.4.3c]
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.4.3d]
- e) Provide a conclusion that follows from the narrated experiences or events. [W.4.3e]

|                     | <b>Advanced<br/>(5 points)</b>                                                                                                                                                                                                                                                                                                        | <b>Proficient<br/>(4 points)</b>                                                                                                                                                                                                                                | <b>Basic<br/>(0 points)</b>                                                                                                                                                                                                                                                                             |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ideas</b>        | The composition <ul style="list-style-type: none"> <li>• orients the reader and establishes a situation</li> <li>• introduces a narrator and/or characters</li> <li>• demonstrates awareness of audience and purpose</li> </ul>                                                                                                       | The composition <ul style="list-style-type: none"> <li>• orients the reader and establishes a situation</li> <li>• introduces a narrator and/or characters</li> </ul>                                                                                           | The composition does not do one or more of the following: <ul style="list-style-type: none"> <li>• orient the reader and establish a situation</li> <li>• introduce a narrator and/or characters</li> </ul>                                                                                             |
| <b>Organization</b> | The composition <ul style="list-style-type: none"> <li>• organizes an event sequence that unfolds naturally</li> <li>• uses dialogue and description to develop experiences and events or show the responses of characters to situations</li> <li>• provides a sense of closure</li> </ul>                                            | The composition <ul style="list-style-type: none"> <li>• includes an event sequence</li> <li>• includes relevant dialogue and description</li> <li>• provides a sense of closure</li> </ul>                                                                     | The composition does not do one or more of the following: <ul style="list-style-type: none"> <li>• include an event sequence</li> <li>• include relevant dialogue and description</li> <li>• provide a sense of closure</li> </ul>                                                                      |
| <b>Conventions</b>  | The composition <ul style="list-style-type: none"> <li>• uses a variety of transitional words and phrases to manage the sequence of events</li> <li>• uses concrete words and phrases and sensory details to convey experiences and events precisely</li> <li>• uses language to add subtlety through connotative meanings</li> </ul> | The composition <ul style="list-style-type: none"> <li>• uses a variety of transitional words and phrases to manage the sequence of events</li> <li>• uses concrete words and phrases and sensory details to convey experiences and events precisely</li> </ul> | The composition does not do one or more of the following: <ul style="list-style-type: none"> <li>• use a variety of transitional words and phrases to manage the sequence of events</li> <li>• use concrete words and phrases and sensory details to convey experiences and events precisely</li> </ul> |

**Total: \_\_\_\_\_/15 points**





Grade 4 | Unit 7

# Teacher Resources

**In this section, you will find:**

- Activity Book Answer Keys

## ACTIVITY BOOK ANSWER KEYS

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.1 Activity Page

### Comprehension Questions

Use evidence from the text to answer the following questions.

1. Where did Claudia and Jamie go to do their laundry?

They went to a laundromat.

2. What does it suggest about Claudia that she insists on having fresh underwear every day?

This indicates a concern for cleanliness and hygiene.

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3. Why did Claudia and Jamie decide to go to the restaurant near the fountain?

To take a bath in the fountain

4. What did Jamie find at the bottom of the fountain?

Pennies, nickels, dimes, and a quarter.

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Unit 7 Novel Study: From the Mixed-Up Files of Mrs. Basil E. Frankweiler

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.1 Activity Page  
CONTINUED

5. How much money did Claudia and Jamie find in the fountain?

\$2.87

6. What did Claudia suggest they think about before going to sleep?

The statue, Michelangelo, and the Italian Renaissance.

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7. Why did Claudia think it was their parents' fault if they weren't homesick?

She suggests that their parents had trained them well to be independent and adapt to new situations, which may have reduced their homesickness.

8. Reflect on Claudia and Jamie's conversations about homesickness. What does this discussion reveal about their characters?

It suggests that they are self-reliant and adaptable individuals who have learned to handle their emotions and new situations.

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