From the Mixed Up Files of Mrs. Basil E. Frankweiler Unit Plan

I. Introduction
   A. Title
      a. From the Mixed Up Files of Mrs. Basil E. Frankweiler by E.L. Koingsburg
      b. Realistic Fiction story of coming of age
   B. Grade Level
      a. This novel unit is intended for use with a small group of students within Mr. Bell’s sixth grade class at Grove City Middle School.
      b. Guided Reading Level 4.7
   C. Duration
      a. Ten Day unit plan with 42 minutes of instructional time for each class period.
      b. See block plan (attached for pacing)
   D. Context
      a. This novel unit is to be taught at the end of April. The sixth grade class just took the PSSA Reading test the previous week, but before this they were reading short stories and they will be studying poetry after the unit field.
      b. This unit will take place during the third grading period of the school year.

II. Content
   A. Goals
      a. Students will read the novel in its entirety during the course of this unit through large group, partner reading, and independent reading.
      b. After reading sections of the novel, the students will determine and discuss themes and character development that occur through the story.
      c. Students will practice time management and staying on task with their work inside and outside the class.
   B. Concepts
      a. Through interaction with the text, students will identify character qualities within the characters of a novel and how this relates to the characters actions, thoughts, emotions, and motives.
      b. Students will gain strategies and a deeper knowledge of how to connect new vocabulary to their existent schema by identifying synonyms, antonyms, context clues, and actions for key vocabulary words.
      c. Students will gain background information regarding the setting of the novel (MET) and the time period (1960’s) in which the novel takes place.
   C. Vocabulary
      a. Fiscal week - a seven day period that a 12-month period used to calculate how much money is being earned, spent, etc.
      b. Tycoon- a very wealthy and powerful business person
      c. Musty- having a bad smell because of wetness, old age, or lack of fresh air
d. Sarcophagus- a stone coffin from ancient times  
e. Corpuscle- a single cell or a very small piece  
f. Telepathy- a way of communicating thoughts directly from one person's mind to  
another person's mind without using words or signals  
g. United Nations (U.N.) – an international organization that helps to solve world conflicts  
peacefully  
h. Sari- a long piece of cloth that is wrapped around the body and head or shoulder and  
worn by women in southern Asia  
i. Hunch- a belief or idea about something (especially a future event) that is not based on  
facts or evidence  
j. Paupers- a very poor person who has no money to pay for food, clothing, etc.

D. Skills  
a. Making Inferences and predictions  
b. Determining Point-of-View in other’s and own writing  
c. Compare and Contrast  
d. Drawing conclusions from reading  
e. Participation and Cooperation in a group setting  
f. Understanding and determining importance of plot  
g. Characterization  
h. Presentation skills

III. Objectives  
A. Objectives  

1. Overall:  
a. Given small group and independent reading, TSWBAT complete the readings  
of From the Mixed-Up Files of Mrs. Basil E. Frankweiler during the ten day  
unit.  
b. Given mini-lessons, the theme chart, and classroom discussions, TSWBAT  
describe how the themes of responsibility, individuality, and  
belonging/home are woven through the story by entering at least one entry  
in their theme folder for every classroom reading.  
c. Given classroom discussions and activities, TSWBAT contribute, listen, and  
participate in lessons to the teacher’s satisfaction.

2. Day One:  
a. Given teacher presentation and visual aids, TSWBAT give one example of  
how the city of Greenwich is either similar or different from Grove City.  
b. Given teacher supervision and the worksheet, TSWBAT plot the city of  
Greenwich on their setting map.  
c. Given teacher instruction and independent thinking skills, TSWBAT  
complete both vocabulary worksheets (fiscal and tycoon) to the teacher’s  
satisfaction.
d. Given teacher direction and prior experience, TSWBAT participate in a discussion on how the narrator’s perspective affects the story to the teacher’s satisfaction.

3. Day Two:
   a. Given prior knowledge and experience and the answer key, TSWBAT create an estimate of the location of the MET and then correctly label the MET on their setting map in their student workbook.
   b. Given teacher directions and modeling and present thinking skills, TSWBAT place at least one sticky-note on Claudia that states the character quality and evidence of this character quality in the novel to the satisfaction of the teacher.
   c. Given prior experience and present thinking skills, TSWBAT work collaboratively to complete the worksheet for musty to teacher’s satisfaction.

4. Day Three:
   a. Given teacher instruction and students’ thinking skills, TSWBAT categorize the cards in the Renaissance activity to 100% accuracy.
   b. Given prior experience and present thinking skills, TSWBAT complete every section on the worksheet for musty in the vocab file to teacher’s satisfaction.
   c. Given teacher supervision and the writing prompt, TSWBAT complete at least a six sentence paragraph in answer to the prompt and to the teacher’s satisfaction.

5. Day Four:
   a. Given small group reading, TSWBAT complete the reading of pages 84-96 of the novel.
   b. Given prior experience and present thinking skills, TSWBAT complete every section on the corpuscle and telepathy worksheets in the vocab file to teacher’s satisfaction.
   c. Given teacher instruction and the compare and contrast worksheet, TSWBAT complete every section on the worksheet to the teacher’s satisfaction.
   d. Given teacher instruction and the house worksheet, TSWBAT give at least 3 unique characteristics of home.

6. Day Five:
   a. Given teacher directions, TSWBAT participate, fully engage, and listen to other’s responses in the discussion on perspective of the story to the teacher’s satisfaction.
   b. Given prior experience and present thinking skills, TSWBAT complete every section on the Sari and United Nations worksheets in the vocab file to teacher’s satisfaction.
c. Given teacher instruction and present thinking skills, TSWBAT write a journal entry from either Jamie or Claudia’s perspective outlining chapter 8 to the teacher’s satisfaction.

d. Given the reading of the text and present thinking skills, TSWBAT place at least one sticky-note on the Claudia Character Chart that states the character quality and evidence of this character quality in the novel.

7. Day Six:

a. Given teacher instruction and the setting map, TSWBAT correctly label Farmington, Connecticut with 100% accuracy.

b. Given teacher directions, TSWBAT participate, fully engage, and listen to other’s responses in the discussion on the reasons that Claudia ran away to the teacher’s satisfaction.

c. Given the reading of the text and the silhouette pictures, TSWBAT record three predictions of character traits and three evidenced character traits of Mrs. Frankweiler.

d. Given prior experience and present thinking skills, TSWBAT complete every section on the hunch and paupers worksheets in the vocab file to teacher’s satisfaction.

8. Day Seven:

a. Given teacher example and the worksheets, TSWBAT find two clues and write two conclusion statements on whether or not Angel was sculpted by Michelangelo.

b. Given small group reading, TSWBAT complete the reading of pages 153-166 of the novel.

c. Given small group reading and discussion, TSWBAT draw and label a picture of what Jamie and Claudia found in Mrs. Frankweiler’s file.

d. Given independent reading and comprehension, TSWBAT record on their character bookmark one character quality of Claudia they found in the reading and how Claudia portrayed this quality.

9. Day Eight:

a. Given teacher directions, TSWBAT participate, fully engage, and listen to other’s responses in the discussion on the reasons that Claudia ran away to the teacher’s satisfaction.

b. Given teacher supervision and the fish bowl activity, TSWBAT identify vocabulary words based on definitions, synonyms and actions to 100% proficiency.

c. Given the reading of the text and present thinking skills, TSWBAT place at least one sticky-note on the Claudia Character Chart that states the character quality and evidence of this character quality in the novel.

10. Day Nine:
a. Given teacher directions, TSWBAT participate, fully engage, and listen to other’s responses and opinions while preparing their presentations to the teacher’s satisfaction.

b. Given teacher directions and the rubric, TSWBAT complete all the assignments to 80% proficiency as outlined on the rubric.

11. Day Ten:

a. Given teacher directions, TSWBAT participate, fully engage, and listen to other group presentations to the teacher’s satisfaction.

b. Given teacher directions and the rubric, TSWBAT complete all the assignments to 80% proficiency as outlined on the rubric.

B. Standards:

a. **1.3.CC.1.3.6.A:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal judgments.

b. **1.3.CC.1.3.6.B:** Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

c. **1.3.CC.1.3.6.C:** Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

d. **1.3.1.3.6.F:** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

e. **1.3.CC.1.3.6.K:** Read and comprehend literary fiction on grade level, reading independently and proficiently.

f. **1.4.CC.1.4.6.C:** Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

g. **1.4.CC.1.4.6.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

h. **1.4.CC.1.4.6.G:** Write arguments to support claims.

i. **1.4.CC.1.4.6.P:** Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experience and events.

j. **1.5.CC.1.5.6.E:** Adapt speech to a variety of contexts and tasks.

k. **1.5.CC.1.5.6.G:** Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

IV. Learning Experiences
Prior to our first lesson, the students will receive a letter and ticket about our unit together. The letter will ask the students to read chapter one prior to our first class together. The ticket will also be used in the first lesson.

A. Lesson Plans

Day One:

Segment One: Building Background: (15 minutes)

- Welcome to the MET and Greenwich, Connecticut:
  - Introduce the students to the Metropolitan Museum of Art through a power-point presentation of the different exhibits and displays at the Museum.
  - Introduction to Greenwich, Connecticut through a short video and plot the setting on the students’ setting map. Show students how they will plot each change in the setting on the map.
  - Lead a short discussion with the students on how Greenwich in similar and different from Grove City. Give each student an opportunity to share a similarity or a difference

- Who are the Characters?
  - Explain to students the importance of taking note of characters’ actions, motives, and thoughts, and feelings.
  - Ask for student volunteers to describe what they have noticed about our main characters (Jamie and Claudia) so far.
  - Pass out Student Workbooks. Have students turn to the Theme folder section. Describe the themes of the story: Belonging/Home, Responsibility, and Individuality. Show students how they will record any evidence of the theme they see in the reading on the theme folders.
    - What does it mean to belong?
    - What types of things make a home?
    - How do people show responsibility? What types of things take responsibility to do?
    - What does it mean to be an individual?

Segment Two: Mini-Lesson: Perspective (5 minutes)

- Development:
  - Have students turn to the first page in the novel. Read Mrs. Frankweiler’s letter there aloud together.
    - Discuss whose perspective this story is told from. How does this effect what we will know about characters in the novel? Ask students who they think Mrs. Frankweiler is.

Segment Three: Vocabulary Building: (10 minutes)

- Development/Guided Practice:
Discuss with students how each vocabulary worksheet will be filled out each day. Give an overview of each of the sections on the worksheet.

- Have students turn to the vocabulary section of their student workbooks. As a group complete the “fiscal” worksheet together.

- **Independent Practice:**
  - Then have the students independently complete the tycoon worksheet. The teacher will assist students in whatever way needed during this time.

**Segment Four: Reading**  (10 minutes)
- **Guided Practice/Independent Practice**
  - For the remaining time, read-aloud chapter 2 as a group. Have students turn to their Theme File in the student workbook and demonstrate how to fill out the file as we read. Model identifying the theme *individuality* today, and how they can record the theme on the file.
  - Any part of chapter two, we do not finish in class is to be completed as homework.

**Segment Five: Closure:**  (2 minutes)
- Have students turn to the contract in their student workbooks. Have them read the contract aloud and then sign their name saying that they will not read ahead in the novel!

**Adaptations for student:**
- For students who struggle/have behavioral issues: Call on these students specifically and try to engage them intentionally in the discussions on the setting, characters, and perspective of the story. Be sure to conference and encourage with them about their vocabulary and theme file.
- For students who have issues with behavior: Set up a strong basis of expectations and consequences. Make sure they are aware of what they need to be completing day and tomorrow.
- For High Achieving Students: Prompt them to look for in-depth, innovative ways to see the theme in the reading. Encourage them to predict and make inferences as to what will happen in the story based on their evaluation of the theme.

**Adaptations for teacher:**
- For more time: Read more of chapter two, if possible. For less time, assign chapter two for homework.

**Evaluation/Reflection:**
- Did I meet my objectives?
  - Given teacher presentation and visual aids, TSWBAT give one example of how the city of Greenwich is either similar or different from Grove City.
b. Given teacher supervision and the worksheet, TSWBAT plot the city of Greenwich on their setting map.

c. Given teacher instruction and independent thinking skills, TSWBAT complete both vocabulary worksheets (fiscal and tycoon) to the teacher’s satisfaction.

d. Given teacher direction and prior experience, TSWBAT participate in a discussion on how the narrator’s perspective affects the story to the teacher’s satisfaction.

- Were my students motivated and engaged in the lesson? How can I better engage them?

- What changes to the structure of the lesson would have led to higher achievement for my students in this lesson and for subsequent lessons?

Day 2:

Segment One: Before Reading: (10 minutes)

- **Day’s Tasks:**
  - Have the directions and descriptions of the day’s tasks ready for the students when they arrive.
  - Today’s Tasks are: Read the Summary, Plot the Setting, Read Chapter 3 (and make notations in the theme file), Complete the First Part of the Character Chart, and Complete the Vocab Sheet for Musty.
    - Specific Instructions and Directions and checklist for each of the tasks will be included on a sheet for Mr. Bell to give the students in my absence.

- **Check for Comprehension:**
  - Students will first read a brief summary of chapter 2 to ensure that they comprehended all of the events of the chapter. They may ask each other to clear up any misconceptions/misunderstandings that they had during the reading.
• **Plot the Setting:**
  - Taking out their student workbooks, the students will turn to the setting map, and they will pencil in their estimation of where the MET is located. Once every student has made an estimation, then they can check their answer with the answer key that is in the file, and make changes if necessary.

**Segment Two: Reading:** (20 minutes)

• **Independent Practice: Group Reading:**
  - In small groups and pairs, students will read chapter three.
  - While reading, they will make observations in their Theme File continuing the theme individuality that we discussed the previous day. After finishing the chapter, they can share their observations together.

**Segment Three: After Reading:** (12 minutes)

• **Character Chart:**
  - **Guided Practice:**
    - The students will read the instructions found in the file as a guide to this assignment. After taking out the character chart, they will see I have posted an example of how I would like them to respond to the directions.
    - The instructions state that the students need to write at least one character trait of Claudia that they have seen in the first three chapters of the novel on a posted-note and where (under what circumstance) they saw this quality. They will initial their response and then place their posted-note on the first Claudia on the poster.
    - For struggling students, provide a list of character traits to help spark their imagination!
  - **Independent Practice:**
    - The students will write their response on the posted-note. Initial it, and stick it on the character chart.

• **Vocab Sheet:**
  - **Independent Practice:**
    - Students will open their student workbooks to the vocabulary file. They will complete the chart for musty in pairs. They may use the previous day’s vocabulary sheets as a guide.

**Homework:**

• Students will read pages 45-65 for homework. They will complete a character file bookmark. On this bookmark, they will designate character qualities that they see in Claudia in their reading. Students will find specific instructions for how to complete this assignment on today’s instruction sheet.
Adaptations for students

- For Students with Behavior Problems: Designate that these students will lead the group during the Plot the Setting activity and vocab sheet assignment to involve them specifically in a task. Pay specific attention to what they have accomplished on their checklists to see how they will need more assistance in the following day’s lessons.

- For Struggling Students: Supply them with a list of character qualities that will assist them with the Character Chart. Allow these students to take assignments home to finish if needed.

- For High Achieving Students: Designate for these students to help lead the Theme File discussions and character chart activity. Allow them to help their fellow students reach success.

Adaptations for teacher:

- For More Time: Have students move onto their homework assignment during the class period. For less time: Students may take the Musty Vocabulary Sheet home for homework.

Evaluation/Reflection:

- Did I meet my objectives?
  - a. Given prior knowledge and experience and the answer key, TSWBAT create an estimate of the MET and then correctly label the MET on their setting map in their student workbook.

  - b. Given teacher directions and modeling and present thinking skills, TSWBAT place at least one sticky-note on Claudia that states the character quality and evidence of this character quality in the novel to the satisfaction of the teacher.

  - c. Given prior experience and present thinking skills, TSWBAT work collaboratively to complete the worksheet for musty to teacher’s satisfaction.

- What changes to the structure of the lesson would have led to higher achievement for my students in this lesson and for subsequent lessons (especially for lessons where I am not present?)

- How can I better communicate with my cooperating teacher and students in my absence?
Day 3:

Segment 1: Review of Readings (3 minutes)
- Open today’s class with a discussion of major events that have occurred in the story in chapter 3.
- Have students share how they have seen their theme develop using their theme files.

Segment 2: Extension Activity: The Renaissance: (7 minutes)
- Development:
  - Share with students about the importance of the Renaissance and how it impacted the world. Ask students to share anything they know about the Renaissance.
- Guided Practice/Independent Practice:
  - Place three categories on the board: “Before the Renaissance,” “During the Renaissance,” and “After the Renaissance.” Have the students sort the Renaissance cards (showing different inventions, important people, etc.) into the three categories. When they have placed all the cards into the categories, have them turn over the cards and see if they have placed them in the correct spot.
- Closure:
  - Discuss with students how the Renaissance impacted the world in arts, language, medicine, and many other ways.

Segment 3: Reading: (12 minutes)
- Development:
  - Discuss with students what a “home” is and what it means to belong. Have students write their ideas of home in their Theme Files.
- Guided/Independent Practice:
  - Read the end of chapter 4 to students.
  - While the teacher reads, the students will make observations in their Theme File on Home and Belonging. After finishing the chapter, they can share their observations together.

Segment 4: Mini-Lesson: Drawing Conclusions: (15 minutes)
- Development/Guided Practice:
  - Have students open their student workbooks up to the Chapter 4 Prompt.
  - As a group, work to create a list from the reading reasons why Claudia ran away.
- Independent Practice:
  - Independently, students will write what they know personally about running away, and a brief paragraph stating whether or not Claudia was justified in running away or not.

Segment 5: Vocab File-(5 minutes)
• Have students work in pairs to complete the vocabulary worksheet for *sarcophagus*.
  o The teacher will monitor that every student is participating in this process.

**Homework:**
• Have students read chapter 5 for homework.
  o Encourage students to jot down any evidence they see of their theme development in their reading.

**Adaptations**
• For Struggling Students: Encourage these students to participate as much as possible in the Renaissance activity to try to engage them in the story. Pair these students with a high achieving student for the writing prompt to try to encourage their success.
• For students with behavioral needs: Make sure these students do not dominate the activities. Monitor them closely. If needed assign persons to each category to have the final say as to what is allowed in their category.
• For High Achieving Students: Encourage these students to think about multiple perspectives during the writing prompt. Work alongside them to base their conclusions during this activity on more than surface level details.

**Teacher Modifications:**
• For more time: We can begin reading chapter 5 together as a group and make notations in the theme files.
• For less time: If students are having a difficult time finishing the prompt in time, students can take this home to finish it on their own time.

**Evaluation/Reflection:**
• Did I meet my objectives?
  a. Given teacher instruction and students’ thinking skills, TSWBAT categorize the cards in the Renaissance activity to 100% accuracy.
  
  b. Given prior experience and present thinking skills, TSWBAT complete every section on the worksheet for *musty* in the vocab file to teacher’s satisfaction.
  
  c. Given teacher supervision and the writing prompt, TSWBAT complete at least a six sentence paragraph in answer to the prompt and to the teacher’s satisfaction.

• What changes to the structure of the lesson would have led to higher achievement for my students in this lesson and for subsequent lessons?
Day 4:

Segment One: Instructions (2 minutes)

- **Day’s Tasks:**
  - Have the *directions and descriptions* of the day’s tasks ready for the students when they arrive.
  - Today’s Tasks are: Read pages 84-96 in the novel (and make notations in the theme file for Belonging/Home), Complete the Vocabulary Sheets for Corpuscle and Telepathy, and Complete the MET vs. Home Worksheet.
    - Specific *Instructions and Directions* for each of the tasks will be included on a sheet for Mr. Bell to give the students in my absence.
    - Students’ *checklists* will be included so that the teacher will have record of what the students completed this day in class.

Segment Two: Reading: (15 minutes)

- **Development:**
  - Have students refer back to their *Theme File* for how we defined Belonging and Home yesterday during our lesson and to remember what characteristics they should look for today in the reading.
- **Guided/Independent Practice:**
  - Students will read pages 84-96 in small groups and pairs.
  - As they read, students will make observations in their *Theme File* on Home and Belonging. After finishing the chapter, they can share their observations together.

Segment Three: Vocabulary: (15 minutes)

- **Independent Practice:**
  - Have students work in pairs to complete the *vocabulary worksheets* for the words *corpuscle* and *telepathy*.

Segment Four: Mini-Lesson: Compare and Contrast: (10 minutes)
Development/Independent Practice:
- The students will read the instructions found in the file as a guide to this assignment. After opening their student workbooks up to the Compare and Contrast page, student can see how I began the chart for them.
- The instructions state that the students need to fill in the chart by adding in unique and similar characteristics of the MET and the Kinkaid home based on their readings and our discussions. Students may work in pairs to complete this assignment.
- On the next page, the students will work independently to draw or describe at least three additional characteristics of what a home is.

Homework:
- Have students read chapter 6 for homework.
  - As they read students will fill out a Character File bookmark, writing one character quality of Claudia they found in the story and where they saw this quality in the reading.

Adaptations
- For Struggling Students: Encourage them to be creative and use their thinking skills in those activities that do not require a lot of reading such as the vocabulary worksheets and the Compare and Contrast Worksheet.
- For students with behavioral needs: Make sure that these students have completed their tasks as outlined on their checklist. Conference with these students if necessary.
- For High Achieving Students: Encourage these students to think in more abstract terms about the meaning of home. Prompt them to think about the feeling, emotions, and relationships that make them feel at home.

Teacher Adaptations:
- For more time: Students can begin reading chapter 6 in class.
- For less time: If students are having a difficult time finishing the prompt in time, students can take this home to finish it on their own time.

Evaluation/Reflection:
- Did I meet my objectives?
  a. Given small group reading, TSWBAT complete the reading of pages 84-96 of the novel.
  b. Given student attention and the reading of the text, TSWBAT record in their theme file at least one way they saw the theme (belonging/home) in the text.
  c. Given prior experience and present thinking skills, TSWBAT complete every section on the corpuscle and telepathy worksheets in the vocab file to teacher’s satisfaction.
d. Given teacher instruction and the compare and contrast worksheet, TSWBAT complete every section on the worksheet to the teacher’s satisfaction.

e. Given teacher instruction and the house worksheet, TSWBAT give at least 3 unique characteristics of home.

- What changes to the structure of the lesson would have led to higher achievement for my students in this lesson and for subsequent lessons?

- How can I better meet the needs of my students? How are they progressing in their learning?

Day 5:

Segment 1: Mini Lesson: Perspective: (30 minutes)

- Development/Guided Practice:
  - Review with students who is telling this story.
    - Ask students: How does this affect what we know about the characters? Have students think about how the story would be different if told from Jamie/Claudia’s perspective.
  - Summarize chapters 6 and 7 for students.
    - Read the first few pages of chapter 7 for students. Then give an example of how the beginning of chapter 7 might read if it was told from Claudia’s perspective.
    - Ask students: What makes the story from Claudia’s perspective different? What types of things were added so that the story was in Claudia’s first-person?
  - Discuss the theme of responsibility in the text.
    - Ask students where they have seen Claudia and Jamie be responsible so far.
  - Read chapter 8 aloud to the students.
• As they read, students will make observations in their Theme File on Responsibility. After finishing the chapter, they can share their observations together.

• **Independent Practice**
  - Have students open their student workbooks to the *Now it’s your turn!* Prompt.
    - Using chapter 8 as a guide, students will now write a journal entry telling the day’s events from either Jamie or Claudia’s perspective.
    - Teacher will supervise and answer questions as students work on this prompt.
    - (If students can not finish in time, they can finish prompt for homework.)

**Segment Two: Vocabulary File** *(7 minutes)*

• **Guided Practice:**
  - As a whole group, complete the vocabulary worksheets for the words *sari* and *United Nations.*

**Segment Three: Character Chart** *(5 minutes)*

• Guided/Independent Practice:
  - Have students write at least one character trait of Claudia that they have seen in the last three days of our reading on a posted-note and where (under what circumstance) they saw this quality in the reading. They will initial their response and then place their posted-note on the first Claudia on the poster.
  - Discuss with students if they have seen any changes in Claudia from the first time we did the character chart until now.
    - Ask students if they see any changes in the way Claudia thinks or acts.

**Adaptations**

• For Struggling Readers: Allow these students to discuss aloud with a partner what they will write on the prompt before they actually start writing. Conference with these students before they begin writing to ensure that they have comprehended what occurred in the chapter. Direct comprehension questions during reading at these students to help them stay on task.

• For students with behavioral problems: Orient these students toward the teacher during the lesson. Continue to check on these students as they are writing, to ensure that they are on task. Give these students more time to verbalize their responses to help them get socialization and writing in productively!

• For High Achieving Students: Encourage these students to think deeply about how Claudia has changed in the past three days of reading. Ask them why they believe Claudia is changing. What is causing these changes. Highlight these students insights during discussions to help others think deeply too.

**Teacher Adaptations:**
• For more time: Spend more time at the character chart, discussing what circumstances have caused Claudia to change and predict how they think Claudia will continue to change through the story.
• For less time: Instead of completing the writing prompt in class, lead a verbal discussion on how chapter 8 might sound. Have students give verbal examples of what they would write on a given scene. Assign the prompt for homework.

Evaluation/Reflection:
• Did I meet my objectives?
  a. Given teacher directions, TSWBAT participate, fully engage, and listen to other’s responses in the discussion on perspective of the story to the teacher’s satisfaction.

  b. Given prior experience and present thinking skills, TSWBAT complete every section on the Sari and United Nations worksheets in the vocab file to teacher’s satisfaction.

  c. Given teacher instruction and present thinking skills, TSWBAT write a journal entry from either Jamie or Claudia’s perspective outlining chapter 8 to the teacher’s satisfaction.

  d. Given the reading of the text and present thinking skills, TSWBAT place at least one sticky-note on the Claudia Character Chart that states the character quality and evidence of this character quality in the novel.

• What changes to the structure of the lesson would have led to higher achievement for my students in this lesson and for subsequent lessons?

• How can I better meet the needs of my students? How are they progressing in their learning?
Day 6:

Segment One: Review of Reading: (12 minutes)
- **Guided Practice:** Plot the Setting
  - As a group, have students plot the new setting (Farmington, Connecticut) on their setting map.
  - Ask students how they think the story will change now that the setting is changing.
- Read pages 130-137 of text aloud for students.
  - Comprehension/Analysis Questions:
    - Based on these pages why does Claudia run away? How is this the same/different that what we filled out on our prompt from Day 3?

Segment Two: Mini-Lesson: Predictions (30 minutes)
- Development/Guided Practice:
  - Give students one silhouette of Mrs. Frankweiler.
  - Discuss with the students what we have already learned about Mrs. Frankweiler. Have students infer and predict character qualities of Mrs. Frankweiler.
  - Around the silhouette have students write down at least 3 of their inferences and predictions.
  - **Reading:** Read pages 138-153 aloud for the students.
    - In their theme files, have students record any instances they see the theme of individuality portrayed in Jamie, Claudia, or Mrs. Frankweiler.
- Independent Practice:
  - Within a Second silhouette of Mrs. Frankweiler, students will work in pairs to write three character qualities of Mrs. Frankweiler and back up their assumptions with evidence from the text.
  - Discuss with students the conclusions they have reached about Mrs. Frankweiler. Compare and contrast their predictions with their inferences from the story. How are they the same? How are they different? What caused you to change your mind about Mrs. Frankweiler? Was it something she did or said?

Segment Three: Vocabulary File
- **Guided Practice:**
  - As a whole group, complete the vocabulary worksheets for the words hunch and paupers.

Adaptations
- For Struggling Readers: As much as possible, involve these students in the class discussions. Ask questions directly to these students during the reading to ensure they are gaining comprehension. Allow these students to verbalize their opinions during the silhouette activity before they begin writing to help them gain confidence.
• For Students with behavioral issues: Pay attention to if these students are being appropriate with their responses for the silhouette project. Ensure that they are staying on task and not distracting other students.
• For High Achieving Students: Encourage these students through conferencing to think past surface-level characteristics of Mrs. Frankweiler. Push them to infer qualities based on these surface-level characteristics. Allow them to share with others why they chose the qualities that they did.
• For more time: Spend extra time reviewing the character chart and how we have been seeing Claudia change through these chapters of reading. Ask students where they have seen changes in Claudia’s motivations, actions, emotions, and thoughts.
• For less time: Allow students to complete the vocabulary file for homework.

Evaluation/Reflection:
• Did I meet my objectives?
  a. Given teacher instruction and the setting map, TSWBAT correctly label Farmington, Connecticut with 100% accuracy.
  b. Given teacher directions, TSWBAT participate, fully engage, and listen to other’s responses in the discussion on the reasons that Claudia ran away to the teacher’s satisfaction.
  c. Given the reading of the text and the silhouette pictures, TSWBAT record three predictions of character traits and three evidenced character traits of Mrs. Frankweiler.
  d. Given prior experience and present thinking skills, TSWBAT complete every section on the *hunch* and *paupers* worksheets in the vocab file to teacher’s satisfaction.

• What changes to the structure of the lesson would have led to higher achievement for my students in this lesson and for subsequent lessons?

• How can I better meet the needs of my students? How are they progressing in their learning?
Day 7:

Segment One: Instructions (2 minutes)

- **Day’s Tasks:**
  - Have the directions and descriptions of the day’s tasks ready for the students when they arrive.
  - Today’s Tasks are: Read pages 153-166 in the novel (and make notations in the theme file for Responsibility), complete the Mixed-Up Files Worksheet, make notations in the theme file, and study vocabulary words in preparation for tomorrow’s activity.
  - **Specific Instructions and Directions** and **checklists** for each of the tasks will be included on a sheet for Mr. Bell to give the students in my absence.

Segment Two: Inference/Prediction Mini-Lesson: (10 minutes)

- **Guided Practice/Development**
  - Have students turn to the What do you think? Worksheet in their student workbook.

- **Independent Practice:**
  - Have students complete both sides of the worksheet.
  - In pairs, the students will look for two clues from the text of whether or not Angel was carved by Michelangelo. Then they will write a conclusion sentence about whether or not Angel was carved by Michelangelo.
  - Individually, the students will write and draw their prediction of what Jamie and Claudia will find out about Angel in Mrs. Frankweiler’s files on the Inside, Mrs. Frankweiler’s Files, I think we’ll find out…. Worksheet.

Segment Three: Reading (15 minutes)

- **Development:**
  - Have students refer back to their Theme File for how we defined Responsibility on day 5 in the file to remember what characteristics they should look for today in the reading.

- **Guided/Independent Practice:**
  - Students will read pages 153-166 in small groups and pairs.
  - As they read, students will make observations in their Theme File on Responsibility. After finishing the chapter, they can share their observations together.

Segment Four: Comprehension (5 minutes)

**Independent Practice:**
o Have students turn to the *Inside, Mrs. Frankweiler’s Files, we found...* in their student workbook.
o Independently, have students fill out the sheet. They should draw a picture of what Jamie and Claudia found in the file and label it.

**Segment Five: Reading** (10 minutes)

**Independent Practice**
- Have students read pages 167-174.
  - As they read students will fill out a Character File bookmark, writing one character quality of Claudia they found in the story and where they saw this quality in the reading.

**Homework:**
- Students will read chapter 10 for homework.

**Adaptations**
- For Struggling Readers: Encourage them to be creative and use their thinking skills in those activities that do not require a lot of reading such as the prediction and comprehension Angel File. Have these students talk with a partner to ensure they understood what exactly Jamie and Claudia found in the file before they fill out the worksheet.
- For students with behavioral needs: Make sure these students have stayed on task by checking on their check lists. Conference with these students if necessary.
- For High Achieving Students: Encourage these students to lead the discussion on responsibility for the theme file. Have them share their insights with the group to prompt other students to begin to think deeply about what it means to be responsible. Pair these students with struggling students for the Clue worksheet to help the students share their insights.

**Teacher Adaptations:**
- For more time: Students can begin reading chapter 10 in class.
- For less time: Students can complete the reading for pages 167-174 for homework and complete the character bookmark, and we will review chapter 10 in class the next day. They will not have to complete this chapter for homework too.

**Evaluation/Reflection:**
- Did I meet my objectives?
  a. Given teacher example and the worksheets, TSWBAT find two clues and write two conclusion statements on whether or not *Angel* was sculpted by Michelangelo.
  
  b. Given small group reading, TSWBAT complete the reading of pages 153-166 of the novel.
c. Given small group reading and discussion, TSWBAT draw and label a picture of what Jamie and Claudia found in Mrs. Frankweiler’s file.

d. Given independent reading and comprehension, TSWBAT record on their character bookmark one character quality of Claudia they found in the reading and how Claudia portrayed this quality.

- What changes to the structure of the lesson would have led to higher achievement for my students in this lesson and for subsequent lessons?

- How can I better meet the needs of my students? How are they progressing in their learning?

Day 8:

Segment One: Mini Lesson: Characterization: (10 minutes)

- Development and Guided Practice:
  - With guidance from key quotes from chapter 9 and 10, discuss with students the character of Claudia.
  - Ask students where they have seen a change in Claudia based on these last two chapters.
    - Why do students think there has been a change? Do they think that Claudia will continue to be this way?
  - Have students write a new character quality that they have seen in Claudia on a posted note and place this character quality on the Claudia Character Chart. Have students verbally explain how they saw this quality displayed in the story.
  - Have students take out the Theme File in their student workbook.
    - Ask students how did Claudia show responsibility through the entire book. Does Claudia feel like she belongs somewhere now? How does this show how Claudia has changed? What makes the difference for the changes we see in Claudia?

Segment Two: Extension Activity: 1960’s and Today. (7 minutes)
• **Development:**
  - Briefly summarize the **epilogue** found in the 30th edition copy of *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, describing how things have changed in the MET since the time that the book was first written
  - Show short video about popular culture and major events in U.S. history.

• **Guided and Independent Practice:**
  - Have students answer **True/False Cards** on whether the facts about 1960’s are true and false.
  - Have the students respond by “yep” or “Oh, baloney” as Jamie responds through the whole novel!

**Segment Three: Vocabulary Activity: Fish Bowl** (10 minutes)

**Assessment:**
- Have students participate in the Fish Bowl Game to quiz on vocabulary.
  - All the vocabulary words will be written on red fish and placed in a **large bowl**.
  - The students will be broken up into two teams.
- During the first round, the first team will be given 1 minute to pick a word out of the pot and use as many synonyms/antonyms/definitions of the words as they can to allow their team to guess the word. If their team gets the word, the pick another word and keep going until their minute is up. And then the next team gets a minute to see how many words they can get. The first round ends when all the words are taken from the bowl. Then the teams tally to see how many words they received that round.
- In the second round, all the words are placed back in the bowl and teams are given 1 minute, but they can only use 1 word to describe their vocabulary word. Once again, once all the words are out of the bowl, the teams tally their score and place all the words back in the bowl.
- In the last round, students can only use actions to describe their word.
- At the end of the round, the teams tally up their final count to see which team received the most words through the whole game!

**Segment Four: Introduce Project and Workday** (10 minutes)
- Discuss with students the requirements and expectations for the next two class periods.
- The final class period will be a class-wide presentation of the units that the students have participated in these past two weeks. Therefore, the next class period will be a work session for the students to prepare for these presentations.
- Have students turn to the file presentation section of the **student workbooks**.
  - First have students look at the **Movie Poster Rubric**. This outlines for the students what needs to be on the poster.
  - Next, direct students to the **Book Trailer Page**. This page outlines how the poster is to be presented in class.
    - Discuss with the students what the artifact share will be.
• Assign separate artifacts so that we will not have any double presentations.
• Specific instructions are outlined on this page.
  ▪ Help students decide what scene they will present to the class.
    o Then, highlight the rubric for the whole assignment and ask students if they have any questions.

Adaptations
• For Struggling Readers: Work with these students one-on-one to make sure that they are thinking deeply about how Claudia has changed. Conference with them and help them see past surface level characteristics.
• For Students with Behavioral Needs: Outline specifically how you would like these students to behave during discussions and the activity. If necessary, place these students near the teacher to help keep them on task.
• For High Achieving Students: Put these students in charge of leading many of the group discussions for the work day. Make sure they fully understand the assignment so they can keep their group on task the next class period.

Adaptations for the teacher:
• For more time: Students can begin working on their projects. They may start mapping out what scene they will perform and which person will play each part.
• For less time: Spend less time on the 1967 Extension activity. Since this activity really just extends on the time period, it is not crucial for this unit. Simply highlight a few of the major changes in the U.S. since the 1960’s.

Evaluation/Reflection:
• Did I meet my objectives?
  a. Given teacher directions, TSWBAT participate, fully engage, and listen to other’s responses in the discussion on the reasons that Claudia ran away to the teacher’s satisfaction.

  b. Given teacher supervision and the fish bowl activity, TSWBAT identify vocabulary words based on definitions, synonyms and actions to 100% proficiency.

  c. Given the reading of the text and present thinking skills, TSWBAT place at least one sticky-note on the Claudia Character Chart that states the character quality and evidence of this character quality in the novel.
What changes to the structure of the lesson would have led to higher achievement for my students in this lesson and for subsequent lessons?

How can I better meet the needs of my students? How are they progressing in their learning?

**Day 9:**

**Segment 1: Instructions: (2 minutes)**
- **Day’s Tasks:**
  - Have the directions and descriptions of the day’s tasks ready for the students when they arrive.
  - Today’s Tasks are: Create Advertisement Poster, Work on Scene Presentation, and chose their favorite activity/artifact
    - Specific Instructions and Directions and checklists for each of the tasks will be included on a sheet for Mr. Bell to give the students in my absence.

**Segment Two: Work on Advertisement Poster (20 minutes)**
**Independent Practice:**
- Have students create an advertisement **poster** for our novel based on the requirements outlined on the **Movie Poster** page in their **student workbook**.
- Students will also assign roles as to which student will present what piece of the poster.

**Segment Three: Work on Scene Presentation: (15 minutes)**
**Independent Practice:**
- Based on the scene that the students choose the previous day, the students will assign roles and practice their scene for their presentation
- Every group member must be involved in the scene. Students may choose to be a prop, sound effect, or narrator.

**Segment Four: Working on Artifact Presentation: (5 minutes)**
**Independent Practice:**
- Students will continue to work on their artifact activity based on the artifact they chose the previous day.
[During this lesson, students should continually refer to the main rubric for the assignment to ensure they are meeting all requirements for the presentation].

Adaptations

- For Struggling Readers/Students with Behavioral Needs: Make sure these students are aware of their specific role in the presentation. Hold them accountable to this role on their checklist.
- For High Achieving Students: Put these students in charge of leading many of the group discussions for the work day. Make sure they fully understand the assignment so they can keep their group on task the next class period.

Adaptations for teacher:

- For more time: Students may practice their presentation several times or they may choose to make their poster more creative and decorated.
- For less time: Students may work on any part of this assignment at home, but every student must have a role and participate in the creation of this presentation.

Evaluation/Reflection:

- Did I meet my objectives?
  a. Given teacher directions, TSWBAT participate, fully engage, and listen to other’s responses and opinions while preparing their presentations to the teacher’s satisfaction.
  
  b. Given teacher directions and the rubric, TSWBAT complete all the assignments to 80% proficiency as outlined on the rubric.

- What changes to the structure of the lesson would have led to higher achievement for my students in this lesson and for subsequent lessons?

- How can I better meet the needs of my students? How are they progressing in their learning?

Day 10:
Segment One: Meet with Students: (5 minutes)
- Clear up any last minute questions about the presentations and make sure every student has what they need in order to present today.

Segment Two: Classroom Presentations (34 minutes)
Assessment:
- Students will be an active member of the audience while other groups present their presentations to them.
- Then the students will present their presentations with all the necessary components as outlined on their rubrics.

Segment Three: Final Remarks: (2 minutes)
- Thank students for a week of learning.
- Give each of them a Thank-You File (File Folder with personalized letter to each student) about all the great characteristics I saw in them this week.

Adaptations
- For Students with behavioral needs: Place myself near them during the presentation to ensure they are respecting their classmates. Encourage them to do their best and to represent themselves well!
- For High Achieving Students: Give these students encouragement for going above and beyond in the assignments.
- For Struggling Students: Be aware of these students successes as they present. Verbally acknowledge what they have done.
- For more time: Students may take time to look at their classmates artifacts up close and ask questions about them.

Evaluation/Reflection:
- Did I meet my objectives?
  a. Given teacher directions, TSWBAT participate, fully engage, and listen to other group presentations to the teacher’s satisfaction.
  b. Given teacher directions and the rubric, TSWBAT complete all the assignments to 80% proficiency as outlined on the rubric.

- What changes to the structure of the lesson would have led to higher achievement for my students in this lesson and for subsequent lessons?
• How can I better meet the needs of my students? How are they progressing in their learning?

V. Evaluation Instruments and Methods
   A. Formative Evaluation
      a. Student work checked in class (or previous to class) for completion. (Setting File, Vocabulary Charts, Theme Charts, and Writing Assignments)
      b. Student Participation in class activities or discussion of topics
      c. Observation of student time on tasks during readings and activities.
      d. Student Checklists from days that I am not in the classroom.

   B. Summative Evaluation
      a. Setting Map
      b. Theme Folder Entries
      c. Vocabulary Sheets
      d. Character Chart/Bookmarks
      e. Chapter 4 Prompt
      f. MET vs. Home
      g. Point-of-View Prompt
      h. Silhouettes
      i. Angel Worksheet

VI. Evaluation of Objectives
   See evaluations sections of Daily Lesson Plans

VII. Evaluation of Daily Lessons
   See evaluation sections of daily lessons

VIII. Extension Activities:
   A. Design a New Cover From the Mixed-Up Files of Mrs. Basil E. Frankweiler. Students can sketch a new cover for the book on the front cover of the Student Workbook. They can choose any main scene from the book to depict in the illustration.
B. Map Your Day at the MET: Using the Family Map from the Metropolitan Museum. Students can map out what they would like to do on a visit to the MET.
C. The Mixed-Up File Issue- Students can look at the MET publication about different aspects of the book within the museum.

IX. Resources

A. Bibliography
   a. Upper Literature Class Lectures
   c. Holly Shipman’s Unit Plan on The Pinballs in the Curriculum Library
   d. Writing Prompt:
      http://www.myteacherpages.com/webpages/TTravis/reading_class.cfm?subpage=892184%20
   e. Unit Ideas:
      http://www.edhelper.com/books/From_the_Mixedup_Files_of_Mrs_Basil_E_Frankweiler.htm
   f. Pictures and Information about Michelangelo:
      http://www.mce.k12tn.net/renaissance/inventions.htm
      http://www.ducksters.com/history/renaissance.php (pictures and resources)
      http://inventors.about.com/od/timelines/a/MiddleAges.htm
   g. Pictures and information about the 1960’s:
      http://www.huffingtonpost.com/2009/05/05/new-york-times-price-hike_n_197007.html
      http://en.wikipedia.org/wiki/Walmart#Early_years_.281945.E2.80.931969.29
      http://www.stamps.com/usps/postage-rate-increase/
      http://visit.un.org/wcm/content/

B. Materials
   a. Whole Unit: (used through the 10 unit)
      1) From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg
      2) Student Workbooks (one-per-student)
      3) Character Chart (poster lamination)
      4) Character File Bookmarks (several per student)
      5) Vocabulary Worksheet: Adapted from:
         http://wvde.state.wv.us/strategybank/WordDetective.html
   b. Day One:
      1) Power-Point of MET on laptop
      2) Pictures for the MET presentation:
         http://www.metmuseum.org/collections/galleries
3) Short Video of Greenwich, CT downloaded from:  
   http://www.youtube.com/watch?v=J4e_xVKG0xk
4) Contract for students

c. Day Two:
   1) Today’s Specific Instructions and Directions and Checklist
   3) Posted-Notes
   4) Character Chart (poster lamination)
   5) Character File Bookmarks

d. Day Three:
   1) Renaissance Cards

e. Day Four:
   1) Today’s Specific Instructions and Directions and Check List

f. Day Five:
   1) Character Chart (poster lamination)
   2) Posted-Notes
   3) Picture of the sari from: www.exoticindia.com

g. Day Six:
   1) Silhouettes of Mrs. Frankweiler in page protectors
   2) Dry Erase Markers

h. Day Seven:
   1) Today’s Specific Instructions and Directions and Checklist
   2) Character File Bookmarks

i. Day Eight:
   1) Character Chart (poster lamination)
   2) Posted Notes
   3) Copy of the Epilogue
   4) Laptop with Video of the 1960’s from:  
      http://www.youtube.com/watch?v=aTxq0mwdjE
   5) True/False Cards
   6) Fish Vocab words
   7) Bowl

j. Day Nine:
   1) Today’s Specific Instructions and Directions and checklist
   2) Poster
   3) Poster Making Supplies

k. Day 10:
   1) Rubrics to Grade Students
   2) Thank you Files for Students
I. Extension Activity:
   1) Family Map from the MET

X. Appendix

A. Teaching materials
   a) Block Plan
   b) Metropolitan Museum of Art Powerpoint
   c) Summary of Chapter 2
   d) Character Chart Bookmark with Example
   e) Character Trait List for struggling students
   f) Renaissance Cards
   g) Chapter 7 (from Claudia’s perspective)
   h) Silhouette Pictures
   i) 1960’s Flashcards
   j) Belonging/Responsibility/Individuality Theme “cheat-sheet”
   k) MET-Mixed Up Files Edition
   l) MET Family Map

B. Student Materials
   a) Introductory Letter
   b) Tickets for the MET
   c) Character Chart Bookmarks
   d) Student Workbook
   e) Checklists for day’s activities

C. Sketches
   a) Character Chart
   b) Fish Bowl Game Supplies

D. Assessment Tools
   a) Setting Map answer key
   b) Answer Key for Chapter 4 Prompt
   c) Rubric for final Project
   d) Point Break-Down for Unit