

# Chapters 1 and 2

❖ **Quickwrite:** In your opinion, what would be some positive things and negative things about running away from home?

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❖ **Vocabulary:** Fill in the blanks.

1. The little girl \_\_\_\_\_ onions, and always made sure to pick every last bit out of her food.
2. The siblings got into a loud \_\_\_\_\_ because one accused the other of cheating at the game.
3. The terrible \_\_\_\_\_ of the situation upset me and haunted me for a long time.
4. The \_\_\_\_\_ in the speaker's voice often lulled her audience to sleep.
5. Choose a word and write an original sentence for it here. \_\_\_\_\_

injustice  
monarchy  
despised  
quarry

❖ **True or False:** Mark T for True and F for False.

1. Claudia hates the city and loves her suburbs. \_\_\_\_\_
2. Jamie eats part of the instruction book that Claudia leaves for him. \_\_\_\_\_
3. Claudia finds a train pass in a trash can at home. \_\_\_\_\_
4. Jamie tells Claudia that he has twenty-five dollars. \_\_\_\_\_
5. Claudia plans to run away to the Metropolitan Museum of Art. \_\_\_\_\_

❖ **Character Analysis:** What do you know about Claudia so far?

❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. Why does Claudia want to run away? Use textual evidence to support your answer. Where does she want to run? Who does she plan to bring with her?

2. In your opinion, does Claudia have good reasons for wanting to run away? Why or why not?

3. Explain how you are similar to and different from Claudia. List at least two similarities and two differences.

❖ **Beyond:** Draw a picture and write about Claudia's plan for running away in detail.



## Features student work for every 1-2 chapters:

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 4 challenge words.
- True/False, Sequencing, + Multiple Choice questions.
- Standards Focus Question.
- Three Comprehension + Analysis Written Response Questions.
- Beyond-Creative activities.

# A Unique POINT OF VIEW

The perspective of this novel is a unique one. The novel is a letter written from Mrs. Basil E. Frankweiler to her lawyer named Saxonberg. The reader gets a close-up view of Claudia and Jamie's experiences, but the reader also gets a peek into Mrs. Frankweiler's opinions about all of it. As you get further along in the book, you gain more and more information about Mrs. Frankweiler and Saxonberg, until at the end of the book, you get a clear picture of them both. As you read, write about some of the clues you read about Mrs. Frankweiler and Saxonberg in the appropriate puzzle pieces below. Notate the page numbers of each clue.

Mrs. Frankweiler	Clue #1	Clue #2	Clue #3	Clue #4

Saxonberg	Clue #1	Clue #2	Clue #3	Clue #4

Name \_\_\_\_\_

## Setting

Metropolitan Museum of Art, New York City

Try to imagine living in the Metropolitan Museum of Art in New York City, just like Claudia and Jamie did. Find quotes in the text that help to describe the setting. Then, write what events from the story occur in this setting. In addition, write what emotions that setting makes you feel. Finally, illustrate the setting.

NOTES: \_\_\_\_\_

STORY EVENTS THAT OCCUR HERE: \_\_\_\_\_

EMOTIONS: \_\_\_\_\_

ILLUSTRATION: \_\_\_\_\_

# Character Analysis

Write about different aspects of Claudia, Jamie, and Mrs. Frankweiler in the chart below.

CLAUDIA	JAMIE	MRS. BASILE FRANKWEILER
Illustration: ↓	Illustration: ↓	Illustration: ↓
Name two qualities that describe this character. Justify each answer. 1. _____ 2. _____	Name two qualities that describe this character. Justify each answer. 1. _____ 2. _____	Name two qualities that describe this character. Justify each answer. 1. _____ 2. _____
Write an important quote from the book that is either about this character, or said by this character. Record the page number.	Write an important quote from the book that is either about this character, or said by this character. Record the page number.	Write an important quote from the book that is either about this character, or said by this character. Record the page number.

# CLAUDIA AND JAMIE'S JOURNEY

Follow the paths and arrows below. In each of the squares below, summarize and illustrate what happens in each of the parts in Claudia and Jamie's journey.

1. Chapter 2 - On the day they run away: Summary: _____ Illustration: _____	2. Chapters 3 to 7-At the Metropolitan Museum of Art in New York City: Summary: _____ Illustration: _____
4. Chapter 9-At Mrs. Frankweiler's home in Farmington: Summary: _____	3. Chapter 8-At the Grand Central Post Office on the day they receive the letter from the museum: Summary: _____

**COMMON CORE CODES LISTED ON THE BOTTOM OF EACH ACTIVITY.**

**13 Reading Response Activities:**

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended activities and graphic organizers perfect for differentiation.
- Aligned with Common Core.

# MICHELANGELO

## Reading Comprehension Questions

Name \_\_\_\_\_

1. Who was Michelangelo and why is he famous?

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2. Write about Michelangelo's early days of training.

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3. Write about two of Michelangelo's most famous pieces of

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4. What is the Sistine Chapel? Explain Michelangelo's contribu

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3

## PLAN YOUR VISIT

Plan your visit to the museum by reading about important guidelines and tips here.

Admission: \_\_\_\_\_

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Three Locations: \_\_\_\_\_

## WHAT ELSE TO DO IN

### New York City

While you're here, see what else our amazing city has to offer!

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## THE METROPOLITAN MUSEUM OF ART

New York City, New York

ILLUSTRATION OR PHOTO:

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By: \_\_\_\_\_

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## MICHELANGELO

### An Italian Artist

Name \_\_\_\_\_

### Who was he?

Michelangelo di Lodovico Buonarroti Simoni is considered one of the greatest artists to have ever lived. He is known as a painter, a sculptor, an architect, and a poet. He was born on March 6, 1475 and he passed away on February 18, 1564.

### Early Training

Michelangelo was born in Caprese, Italy, but he and his family moved to Florence when he was still young, and this is where he grew up. Michelangelo's mother passed away when he was only six years old. Even though his father wanted him to become an apprentice in a traditional school, Michelangelo was mostly **captivated** by art, so at age 13, Michelangelo became an **apprentice** to an artist named Lorenzo Ghirlandaio. After about a year, Michelangelo moved on to study under an **exceptional** sculptor named Bertoldo di Giovanni, and in the time that followed, he was able to work with some of the finest artists and philosophers of the time.

### His Famous Works

After he moved to Rome, Michelangelo was asked to make a marble statue called the *Pieta*, which depicts Jesus laying in his mother's lap. It is the only piece of art that Michelangelo actually signed, and can be seen today in St. Peter's Basilica in the Vatican.

Michelangelo was also **commissioned** to create the statue of *David*, and this is his most famous sculpture. It stands at thirteen feet tall. Michelangelo did not let anyone see *David* until he was done with it. He worked on it in complete secrecy for about two years.

Perhaps most **revered** of all is the ceiling of the Sistine Chapel. The Sistine Chapel is an important place in the Vatican, and today attracts over 5 million visitors per year. The Sistine Chapel is where great

### Vocabulary Words

- **captivated**-held the interest and attention of
- **apprentice**-a person who is learning a trade from a skilled employer
- **exceptional**-unusually good, outstanding
- **commissioned**-signed up
- **revered**-respected and worshiped
- **inaugurations**-official admission of people to important positions
- **painstaking**-careful and attentive



Michelangelo

Image by Oberholster-Ventia from Pixabay

## Featured Activities:

- Informational Article with comprehension questions to build your students' knowledge about Michelangelo
- Informational Brochure to guide students through an exploration of *The Metropolitan Museum of Art*

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1

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Word:

**injustice**

Definition:

unfairness

Word:

**monoton**

Definition:

**ascended**

(verb)  
went up



**reassuring**

(adjective)  
comforting



Word:

**despise**

**summoned**

(verb)  
called for



**commotion**

(noun) uproar and  
confusion



Word:

**quarre**

**preoccupied**

(adjective)  
busy with  
wrapped

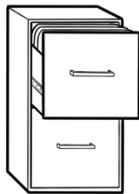
**bequeath**

(verb) leave  
one's will  
passing

### VOCABULARY PACKET

From the Mixed-Up Files of  
Mrs. Basil E. Frankweiler

E. L. Konigsburg



Name \_\_\_\_\_

### Vocabulary Words and Definitions: From The Mixed-Up Files of Mrs. Basil E. Frankweiler

CHAPTER(S)	PAGE #	WORD	DEFINITION
1-2	2	injustice	unfairness
	3	monotony	sameness, repetition, lack of variety
	6	despised	passionately hated
	25	quarrel	argument
3	28	extravagant	wasteful, lavish, and irresponsible
	31	inconspicuous	hidden and unnoticeable
	35	dismayed	shocked and horrified
	43	musty	damp and smelly
	45	peculiar	strange

4. Choose the best synonym for **perplexed** below.

- boring
- mysterious
- dangerous
- safe

5. Choose the best antonym for **perplexed** below.

- ordinary
- confused
- clear
- messy

6. Choose the word that best completes the following sentence.

The attic \_\_\_\_\_, so we quickly located what we needed and left.

- despised
- extravagant
- inconspicuous
- musty

7. Below, write about something that **dismayed** you.

From the Mixed-Up Files of Mrs. Basil E. Frankweiler  
VOCABULARY REVIEW #1: Chapters 1-5

- |           |               |          |          |             |               |
|-----------|---------------|----------|----------|-------------|---------------|
| injustice | monotony      | despised | quarrel  | extravagant | inconspicuous |
| dismayed  | musty         | peculiar | perilous | despair     | imposter      |
| insisted  | determination | humility | humility | sternly     |               |

1. Using a dictionary, or your notes, complete the table below.

Word	Definition	Illustration
despised		
extravagant		
despair		
humility		

2. Complete the graphic organizer below for the word in the middle.

Synonyms	Antonyms

**Vocabulary Focus:**

- Four challenge words chosen for every 1-2 chapters
- Complete Vocabulary List comes with and without definitions
- 2 Vocabulary Reviews to use throughout the study
- Vocabulary Word Wall Cards in full color
- Vocabulary Flashcards

# STUDENT CHAPTER PACKET ANSWER KEY

## Chapters 1 and 2

(page 1)

**Quickwrite:** Answers will vary.

**Vocabulary:**

1. despised
2. quarrel
3. injustice
4. monotony
5. Example for despised. My mother always despised it when we would leave Legos all over the floor.

**True or False:**

1. F
2. T
3. T
4. F
5. T

**Character Analysis:** Claudia wants to run away from home. She seems to be resentful towards her parents, and dislikes her position with her family. She has three siblings, and is nearly twelve years old. Claudia is organized and enjoys planning.

(page 2)

**Comprehension and Analysis:**

1. Claudia wants to run away because she is unhappy at home. She feels that her position in her family makes for a lot of unfair responsibility. She thinks her brothers get away with everything, and that she has to do everything. She is also bored with the monotony of her life. On page 2, the text reads, "She was the oldest child and the only girl and was subject to a lot of injustice." Claudia wants to run away to the Metropolitan Museum of Art in New York City, and she plans to bring her nine year old brother, Jamie, with her.
2. In my opinion, Claudia does not have good reasons for running away. I think that she sounds ungrateful about her comfortable and safe life, and that she should talk to her parents about her feelings rather than taking the dangerous step of running away. (Answers will vary.)
3. I am similar to Claudia in that I am very organized and I like planning, just like she does. I am also a girl like she is. I am different from Claudia because I am the middle child, not the oldest child. I am also different from her because I have never considered running away before.

**Beyond:** First, they will pack items into their instrument cases. Then, they will stay gets to school, hoping to go unnoticed. Then they will board a train to New York City

From the Mixed-up Files of  
Mrs. Basil E. Frankweiler  
By E.L. Kingsburg  
Reference Bookmark

**PLOT**  
A girl and her brother decide to run away and find themselves caught up in a mystery.

**SETTING**  
The story takes place in New York City, mostly at the Metropolitan Museum of Art.

**CHARACTERS**

- Claudia-a girl who decides to run away, but preferably to somewhere elegant.
- Jamie-Claudia's younger brother who accompanies her on this adventure.
- Mrs. Basil E. Frankweiler-a fascinating old woman who collects art.
- Saxonberg-the person who the book is addressed to.

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## TABLE OF CONTENTS

Resource	Pages
Unit Map	3
Student Reference Bookmarks (two-sided)	4-5
Vocabulary List with definitions	6
Vocabulary List without definitions	7
	8
	9
	10
	11-36
	37
	38-62
	63
	64-91
	92
	93-101
	102-103

# STUDENT CHAPTER PACKET

## From the Mixed-up Files of Mrs. Basil E. Frankweiler

By E.L. Kingsburg

MAKE THIS!

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## Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages for each section
- Student reference bookmarks
- All answer keys

# TABLE OF CONTENTS

Resource	Pages
Unit Map	3
Student Reference Bookmarks (two-sided)	4-5
Vocabulary List with definitions	6
Vocabulary List without definitions	7
Vocabulary List with definitions (NO page numbers)	8
Vocabulary List without definitions (NO page numbers)	9
<b>Table of Contents: Student Chapter Packet</b>	10
Student Chapter Packet with answer key	11-36
<b>Table of Contents: Vocabulary Packet</b>	37
Vocabulary Packet with answer key	38-62
<b>Table of Contents: Reading Response Activities</b>	63
Reading Response Activities with answer keys	64-91
<b>Table of Contents: Assessment Packet</b>	92
Assessments with answer keys	93-101
Terms of Use, Artist Credit	102-103



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# Table of Contents: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		64	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	65	Ask and Answer Questions	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	66	From Mixed-up Files of Mrs. Basil E. Frankweiler: Theme	Use after finishing the novel.
		67		any
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	68	Claudia & Jamie's Journey *Answer Key on page 83	2-9
		69	Cause and Effect *Answer Key on page 84	4-8
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	70	Character Analysis *Answer Key on page 85	Use throughout the novel.
Setting Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	71	Setting: The Metropolitan Museum of Art, New York City *Answer Key on page 86	Use throughout the novel.
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	72	Figurative Language *Answer Key on page 87	1-6
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	73	A Unique Point of View *Answer Key on page 88	Use throughout the novel.
Collecting Text with Illustrations	RL 3.7/RL 4.7/RL 5.7/RL 6.7	74	My Book Cover	Use after finishing the novel.
Reading Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	75	Reading Strategy: Preview Walk	Use before reading the novel.
Informational Writing	RL 3.10/RL 4.10/RL 5.10/RL 6.10	76-77	The Metropolitan Museum of Art Informational Brochure *Students may research about The Met at <a href="http://www.metmuseum.org">www.metmuseum.org</a> for this project. *Answer Key on pages 89-90	any
Reading Comprehension: Informational Text	RI 3.10/RI 4.10/RI 5.10/RI 6.10	78-80	"Michelangelo: An Italian Artist" Informational Article with Reading Comprehension Questions *Answer Key on page 91	4-10
		81-82	Culminating Project Choices with Grading Sheet	Use after finishing the novel.
		83-91	Answer Keys provided for: <ul style="list-style-type: none"> <li>Claudia &amp; Jamie's Journey</li> <li>Cause and Effect</li> <li>Character Analysis</li> <li>Setting: The Metropolitan Museum of Art, NYC</li> <li>Figurative Language</li> <li>A Unique Point of View</li> <li>The Metropolitan Museum of Art Informational Brochure</li> <li>"Michelangelo: An Italian Artist" Informational Article with Reading Comprehension Questions</li> </ul>	

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## A Closer Look:

- Detailed Table of Contents
- Standards and focus standards listed for all activities

## From the Mixed-up Files of Mrs. Basil E. Frankweiler: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Reviews	Assessments	Reading Response Questions (to be used with specific chapters)	Other Reading Response Activities
					To use before reading the novel: • Reading Strategy: Preview Walk
1-2	<ul style="list-style-type: none"> <li>• unjust</li> <li>• monotonous</li> <li>• despised</li> <li>• quarrel</li> </ul>	Vocabulary Review #1: Chapters 1-5	Assessment #1: Chapters 1-5	<p>To use with Chapters 1-6:</p> <ul style="list-style-type: none"> <li>• Figurative Language</li> </ul> <p>To use with Chapters 2-9:</p> <ul style="list-style-type: none"> <li>• Claudia &amp; Jamie's Journey</li> </ul> <p>To use with Chapters 4-8:</p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> </ul> <p>To use with Chapters 4-10:</p> <ul style="list-style-type: none"> <li>• "Michelangelo: An Italian Artist" Informational Article with Reading Comprehension Questions</li> </ul>	<p>To use with any chapter:</p> <ul style="list-style-type: none"> <li>• Ask and Answer Questions</li> <li>• Comic Strip</li> <li>• The Metropolitan Museum of Art Informational Brochure</li> </ul> <p>To use throughout the novel:</p> <ul style="list-style-type: none"> <li>• Character Analysis</li> <li>• Setting: The Metropolitan Museum of Art, New York City</li> <li>• A Unique Point of View</li> </ul>
3	<ul style="list-style-type: none"> <li>• extravagant</li> <li>• inconspicuous</li> <li>• dismayed</li> <li>• musty</li> </ul>				
4	<ul style="list-style-type: none"> <li>• peculiar</li> <li>• perilous</li> <li>• despair</li> <li>• imposter</li> </ul>				
5	<ul style="list-style-type: none"> <li>• insisted</li> <li>• determined</li> <li>• humility</li> <li>• sternly</li> </ul>	Vocabulary Review #2: Chapters 6-10	Assessment #2: Chapters 6-10		
6-7	<ul style="list-style-type: none"> <li>• summoned</li> <li>• steady</li> <li>• triumph</li> <li>• puzzled</li> </ul>				
8	<ul style="list-style-type: none"> <li>• strolled</li> <li>• inspected</li> <li>• finished</li> <li>• resulting</li> </ul>				
9	<ul style="list-style-type: none"> <li>• ascended</li> <li>• reassuring</li> <li>• summoned</li> <li>• commotion</li> </ul>				
10	<ul style="list-style-type: none"> <li>• preoccupied</li> <li>• persuade</li> <li>• bequeathing</li> <li>• suspecting</li> </ul>				
					To use after finishing the novel: • From the Mixed-up Files of Mrs. Basil E. Frankweiler • My Book Cover • Culminating Project Choices with Grading Sheet






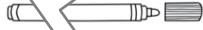

### Unit Map:

- Quickly lays it all out for you in one easy snapshot

Name \_\_\_\_\_

# Culminating Project Choices

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least \_\_\_\_\_ stars. Color in the stars of the project(s) you choose.

<p><b>Artist Research</b> ☆☆</p> <p>Use the Internet to do research about another famous artist, besides Michelangelo. Write a biography about him or her. Be sure to include a Works Cited page.</p> 	<p><b>Playwright</b> ☆☆</p> <p>Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.</p>	<p><b>E.L. Konigsburg Books</b> ☆☆</p> <p>Choose another book by E.L. Konigsburg to read, such as <i>The View from Saturday</i>. Make a project that represents the book in a creative way. For example, you may write a book report, or you may create an art piece portraying the book.</p> 
<p><b>Game On</b> ☆☆☆</p> <p>Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.</p> 	<p><b>Alternate Ending</b> ☆</p> <p>Do you wish that <i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i> had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.</p>	<p><b>Newspaper</b> ☆☆☆</p> <p>Write a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!</p> 
<p><b>3D Characters</b> ☆☆</p> <p>Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.</p> 	<p><b>Paper Bag Book</b> ☆☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to show the book's title, author, and a picture.</p> 	<p><b>Puppet Show</b> ☆</p> <p>Create one that depict the characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made out of any material you choose. Be sure to turn in a written manuscript of your play.</p> 

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Name \_\_\_\_\_

# Culminating Project Choices: Grading Sheet

<p><b>Project Choice #1</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #2</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #3</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Project Choice #4</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #5</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #6</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Project Choice #7</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #8</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #9</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

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## Additional Resources:

- Culminating Project Options for students to complete after the novel



❖ **Part 5: Comprehension & Analysis Short Answer**

Answer the following questions in complete sentences.

17. Explain why Claudia decides to run away. In your opinion, is her decision justified? What advice would you give Claudia if you could speak to her?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

18. Choose one of the following events from the story. Write about at least two effects that this event has.

- a. Claudia is tired of the unfairness in her life.
- b. Claudia makes Jamie the treasurer.
- c. Claudia catches a glimpse of Angel.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19. What part of this story so far made you feel a strong emotion (e.g. happiness, sadness, anger, empathy, etc.) Explain why you felt that way.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20. Name one strength and one weakness that you believe Claudia has.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

11. Which of the following does not occur in the story?
  - a. Claudia and Jamie get caught hiding on the school bus.
  - b. Claudia and Jamie argue.
  - c. Claudia and Jamie catch a glimpse of a famous Angel statue.
  - d. Claudia makes Jamie the official Treasurer.
12. Choose the best word to describe Claudia at the beginning of the story.
  - a. Satisfied
  - b. Mystical
  - c. Discontent

Name \_\_\_\_\_ Date \_\_\_\_\_

FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANK  
**Assessment #1: Chapters 1-5**

❖ **Part 1: Vocabulary Matching**

Match the words with their definitions by writing the correct letter on the lines.

- |                      |  |
|----------------------|--|
| 1. imposter _____    | A. wasteful, lavish, and irresponsible |
| 2. sternly _____     | B. same repetition, lack of variety    |
| 3. extravagant _____ | C. low view of one's own importance    |
| 4. monotony _____    | D. pretend to be a fake                |
| 5. injustice _____   | E. unfairness                          |
| 6. humility _____    | F. merely and seriously                |

❖ **Part 2: Vocabulary Fill-in-the-Blank**

Choose the word that best completes each sentence below.

7. The mission to save the child was \_\_\_\_\_ but it was necessary.
  - a. quarrel
  - b. extravagant
  - c. peculiar
  - d. perilous
8. We were \_\_\_\_\_ when we walked in to discover that our dog had completely torn and chewed our sofa to shreds.
  - a. injustice
  - b. insisted
  - c. dismayed
  - d. despised

❖ **Part 3: Vocabulary Sentences**

Write two sentences below, each containing one or more of the words.

despised    inconspicuous    musty    de

9. \_\_\_\_\_
10. \_\_\_\_\_

describe Jamie.  
sh  
ess  
rivative  
nie sleep in the museum?  
ards' office  
as the first art gallery that they would learn about?  
ince  
at Claudia and Jamie learn from reading the  
Angel? Circle all that apply.  
d for \$5 million.  
w lives in Manhattan.  
believe Angel was created by Michelangelo.  
at the museum drew humongous crowds.

**Assessments included:**

- 2 Comprehension and Vocabulary Tests
  - ✓ Test #1: Chapters 1-5
  - ✓ Test #2: Chapters 6-10
- Mix of question types

# Instructions

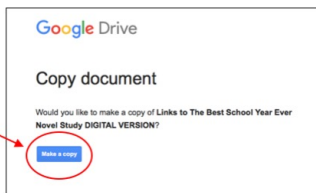
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

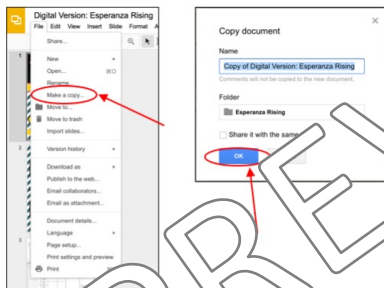
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

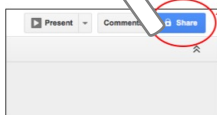


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

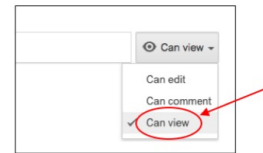


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

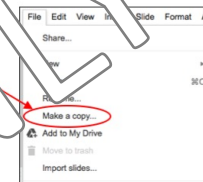


\*Note: Sharing with students can also be done through Google™ Classroom.\*

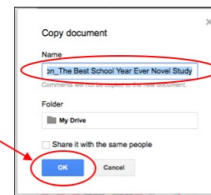
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, and text boxes, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress.

10. Don't forget that you do have the option to print the documents in black and white and printer-friendly, while the Google™ Drive version is in color. Both versions are most handy if they are printed. Many teachers find that they end up using both versions.

11. There are places where students can use their devices to interact with the content on iPads or tablets, this is easy to do. However, if you are using a computer, there are tools under the "Insert" dropdown menu in Google™ Drive that can be used to create interactive elements.

Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

**BONUS Paperless Version included!**

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

# Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW ONLY

**Comprehension and Analysis:** Answer the questions in complete sentences.

1. What is your opinion of Digory so far? Explain your thoughts, and use textual evidence to support your opinion.  
[Text here](#)
2. Use the adjectives to describe Uncle Andrew. Explain why you chose each of your three adjectives.  
[Text here](#)
3. How does Uncle Andrew manipulate both Polly and Digory to do what he wants them to do in these chapters?  
[Text here](#)

Name [Text here](#)

## HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

#	CONFLICTS <small>Write about each of the problems that Harry encounters below.</small>	RESOLUTIONS <small>Write about how the conflict gets resolved. If it doesn't get resolved, explain why.</small>
1	<a href="#">Text here</a>	<a href="#">Text here</a>
2	<a href="#">Text here</a>	<a href="#">Text here</a>
3	<a href="#">Text here</a>	<a href="#">Text here</a>
4	<a href="#">Text here</a>	<a href="#">Text here</a>

**MORE about the GOOGLE™ version...**

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

# Chapters 1 and 2

- ❖ **Quickwrite:** In your opinion, what would be some positive things and negative things about running away from home?

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- ❖ **Vocabulary:** Fill in the blanks.

1. The little girl \_\_\_\_\_ opinion, and always made sure to pick every last bit out of her food.
2. The siblings got into a loud \_\_\_\_\_ because one accused the other of cheating at the game.
3. The terrible \_\_\_\_\_ of the situation upset me and haunted me for a long time.
4. The \_\_\_\_\_ in the speaker's voice often lulled her audience to sleep.
5. Choose a word and write an original sentence for it here.

injustice  
monotony  
despised  
quarrel

- ❖ **True or False:** Mark T for True and F for False.

1. Claudia hates the city and loves the suburbs. \_\_\_\_
2. Jamie eats part of the instruction paper that Claudia leaves for him. \_\_\_\_
3. Claudia finds a train pass in a trash can at home. \_\_\_\_
4. Jamie tells Claudia that he has twenty-six dollars. \_\_\_\_
5. Claudia plans to run away to the Metropolitan Museum of Art. \_\_\_\_

- ❖ **Character Analysis:** What do you know about Claudia so far?

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❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. Why does Claudia want to run away? Use textual evidence to support your answer. Where does she want to run? Who does she plan to bring with her?

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2. In your opinion, does Claudia have good reasons for wanting to run away? Why or why not?

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3. Explain how you are similar to and different from Claudia. List at least two similarities and two differences.

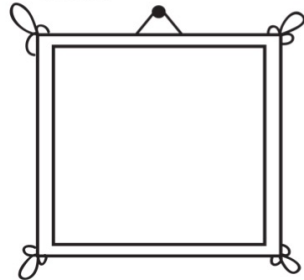
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❖ **Beyond:** Draw a picture and write about Claudia's plan for running away in detail.



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Name \_\_\_\_\_

# CAUSE and EFFECT

In the boxes on the left, read about three story events from Chapters 4-8. In the boxes to the right, write about three effects that each of these story events caused.

Story Events

Effects

Claudia and Jamie read about Angel in the newspaper. (Chapters 4-6)



Claudia and Jamie see an "M" underneath Angel. (Chapter 6)



Claudia and Jamie finally receive a reply from the museum, in response to their letter. (Chapter 8)



Handwriting practice lines for effects. Each event has three lines for writing. A large 'PREVIEW ONLY' watermark is overlaid on the page.