

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. BASIL E. FRANKWEILER
Illustration: ↓	Illustration: ↓	Illustration: ↓
Name two qualities that describe this character. Justify each answer.	Name two qualities that describe this character. Justify each answer.	Name two qualities that describe this character. Justify each answer.
1. _____	1. _____	1. _____
2. _____	2. _____	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 & 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.

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

COMMON CORE CODES LISTED ON THE BOTTOM OF EACH ACTIVITY.

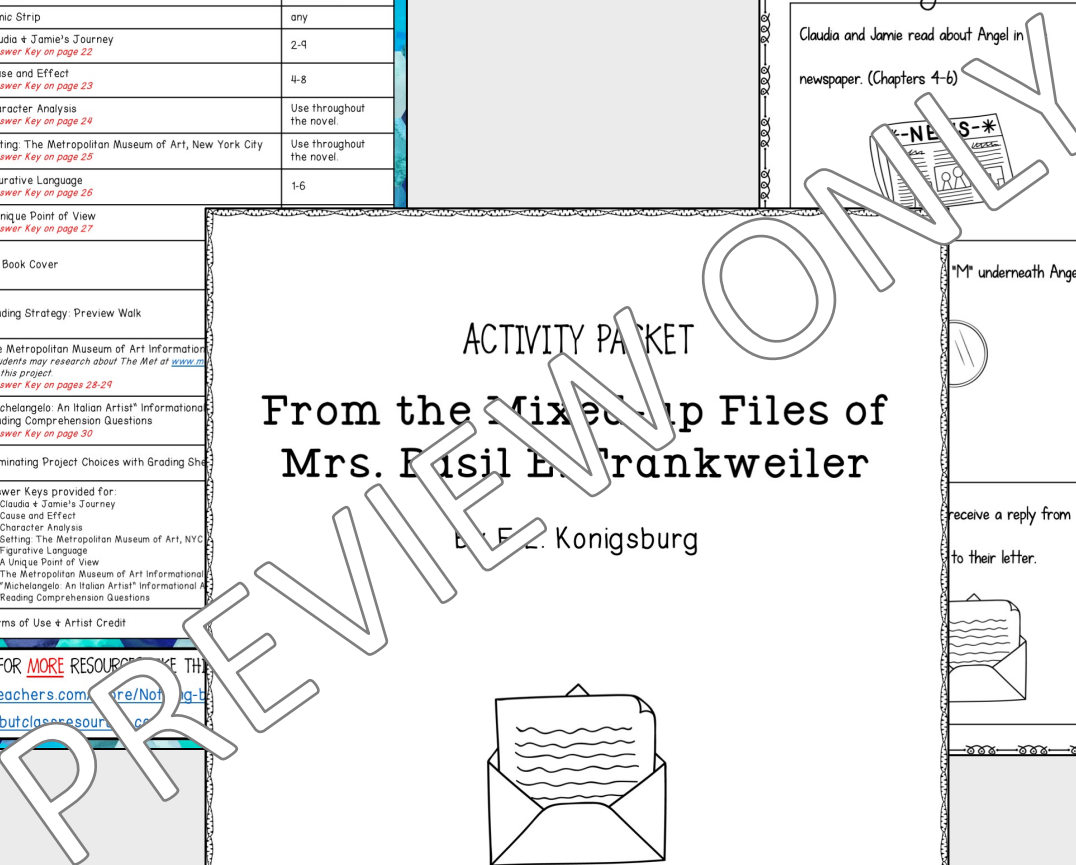
13 Reading Response Activities:

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

Table of Contents: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		3	Activity Packet Cover	
Ask and Answer Questions	RL 3 1/RL 4 1/RL 5 1/RL 6 1	4	Ask and Answer Questions	any
Theme	RL 3 2/RL 4 2/RL 5 2/RL 6 2	5	From the Mixed-up Files of Mrs. Basil E. Frankweiler: Themes	Use after finishing the novel.
		6	Comic Strip	any
Plot	RL 3 3/RL 4 3/RL 5 3/RL 6 3	7	Claudia + Jamie's Journey <i>*Answer Key on page 22</i>	2-4
		8	Cause and Effect <i>*Answer Key on page 23</i>	4-8
Character Analysis	RL 3 3/RL 4 3/RL 5 3/RL 6 3	9	Character Analysis <i>*Answer Key on page 24</i>	Use throughout the novel.
Setting Analysis	RL 3 3/RL 4 3/RL 5 3/RL 6 3	10	Setting: The Metropolitan Museum of Art, New York City <i>*Answer Key on page 25</i>	Use throughout the novel.
Figurative Language	RL 3 4/RL 4 4/RL 5 4/RL 6 4	11	Figurative Language <i>*Answer Key on page 26</i>	1-6
Point of View	RL 3 6/RL 4 6/RL 5 6/RL 6 6	12	A Unique Point of View <i>*Answer Key on page 27</i>	
Connecting Text with Illustrations or Media	RL 3 7/RL 4 7/RL 5 7/RL 6 7	13	My Book Cover	
Reading Comprehension Strategies	RL 3 10/RL 4 10/RL 5 10/RL 6 10	14	Reading Strategy: Preview Walk	
Informational Writing	W 3 2/W 4 2/W 5 2/W 6 2	15-16	The Metropolitan Museum of Art Informational <i>*Students may research about The Met at www.metmuseum.org for this project. *Answer Key on pages 28-29</i>	
Reading Comprehension: Informational Text	RI 3 10/RI 4 10/RI 5 10/RI 6 10	17-19	"Michelangelo: An Italian Artist" Informational Reading Comprehension Questions <i>*Answer Key on page 30</i>	
		20-21	Culminating Project Choices with Grading Sheet	
		22-30	Answer Keys provided for: • Claudia + Jamie's Journey • Cause and Effect • Character Analysis • Getting The Metropolitan Museum of Art, NYC • Figurative Language • A Unique Point of View • The Metropolitan Museum of Art Informational • "Michelangelo: An Italian Artist" Informational Reading Comprehension Questions	
		31-32	Terms of Use + Artist Credit	

Come back FOR MORE RESOURCES USE THE
<https://www.teacherspayteachers.com/store/NothingButClassroomResources>
www.nothingbutclassroomresources.com



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

by E. B. Konigsburg



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

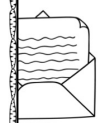
Claudia and Jamie read about Angel in newspaper. (Chapters 4-6)



"M" underneath Angel.



receive a reply from _____ to their letter.



One effect is that they want to learn everything they can about Angel and Michelangelo. Another effect is that they go to the library to do research about Michelangelo. A third effect is that this search eventually leads them to Mrs. Frankweiler's doorstep in Connecticut.

One effect is that at first they think someone put a drink right there to make an imprint. Another effect is that they realize it is like an M, which stands for Michelangelo, so they do some research to find this particular symbol. A third effect is that when they find that symbol, they celebrate, and decide to write to the museum to inform them of their important discovery.

One effect is that at first, they're really excited because they feel like heroes for cracking the code. Another effect is that after they read it, they feel disappointed, and Claudia cries for a while. A third effect is that Claudia decides they must go ask Mrs. Frankweiler, so they buy train tickets to her house in Connecticut.

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Easy Planning & Low Prep:

- Table of Contents names the focus skills and tells you when to use what
- Student Cover Page
- All answer keys

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>Artist Research ☆☆☆</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>Playwright ☆☆☆</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>E.L. Konigsburg Books ☆☆☆</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>Game On ☆☆☆</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>Alternate Ending ☆☆☆</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>Newspaper ☆☆☆</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>3D Characters ☆☆☆</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>Paper Bag Book ☆☆☆</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>Puppet Show ☆☆☆</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>Project Choice #1</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #2</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #3</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Project Choice #4</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #5</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #6</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Project Choice #7</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #8</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #9</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

Instructions

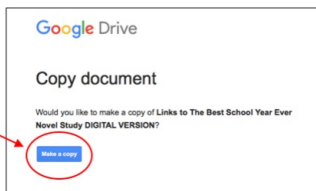
for Digital Version/Google™ Drive Document

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.

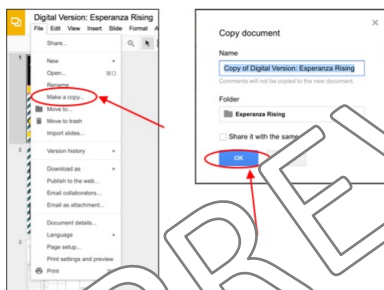
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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

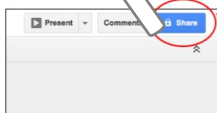


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want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

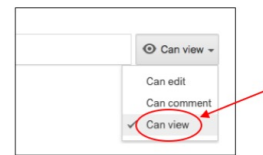


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

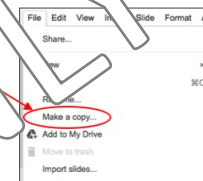


Note: Sharing with students can also be done through Google™ Classroom.

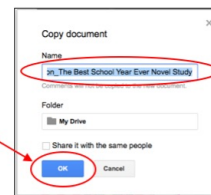
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



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 subject 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](#)

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	Text here	Text here
2	Text here	Text here
3	Text here	Text here
4	Text here	Text here

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.

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)



Effects writing area with 15 horizontal lines. A large 'PREVIEW ONLY' watermark is overlaid on the page.

Name _____

Setting: The 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 from the text that help to describe the setting. Then, write what events from the story occur in this setting. Then, write what emotions that setting makes you feel. Finally, illustrate the setting.

QUOTES:

STORY EVENTS THAT OCCUR HERE:

EMOTIONS:



ILLUSTRATION:

