



# **Lesson Plan Aid for Book Punch™ - From the Crazy Mixed-Up Files of Mrs. Basil E. Frankweiler**

Grade level 4  
Lexile Framework for Reading Measure 700L

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## **Introduction to Book Punch™**

Book Punch guides students through the steps of thinking and writing about well-known upper-elementary core literature. Students write paragraphs responding to interactive writing prompts. The program tutors students to develop ideas and organize their thinking about what they have read.

Each program in the Merit Book Punch collection focuses on one book title. Each contains 7 writing prompts, 600 supporting questions and 600 helpful tips to guide students through each step in the writing process. The program for each book title comprises three online interactive units as follows:

- Unit 1- Reading Check: Students write about important facts and/or events from the book to ensure that they have read it.
- Unit 2- Text-to-Self: Based on themes from the book, students write about their own experiences.
- Unit 3- Evidence and Inference: Students connect details with ideas in the book to infer a deeper meaning from what they have read.

Together, these units develop students' reading comprehension in complementary ways.

## **Printables**

Each Book Punch title includes 11 printable worksheets, a lesson plan aid, and the Book Punch™ Series Manual with detailed instructions for implementation. To view and print included documents, self-learners and teachers click the course name in My Learning Center; tutors and parents click the Programs link in My Learning Center and then click the Book Punch title.

## **Reading Check – unit 1**

The Reading Check unit evaluates students' paragraphs using a key point check to determine if the student has read the book. See the Reading Check writing prompt below and the list of questions that accompany it, the answers to which should be included in a satisfactory paragraph.

### **Reading Check Topic**

In the story, Claudia and Jamie run away from home for one week. They choose the Metropolitan Museum of Art in New York City as their hideout. Write a paragraph about the children's experiences during their week at the museum.

1. Where do the children hide while the guards are locking up the museum for the night? On what do they stand to avoid being discovered?
2. During their second day at the museum, the children choose a gallery to visit and study. What object do they see in the gallery? What is it called?
3. Where do the children take baths while they are living at the museum? What do they find when they bathe?
4. After the children leave the museum and return home, the guards find their instrument cases, one for violin and one for trumpet, which they left at the museum. What do the guards find inside the cases?

## **Text-to-Self – unit 2**

Text-to-Self writing prompts help to enrich students' reading experience. Students write paragraphs that help them relate their own experiences to what they have read in the book. See the topics listed below.

### **Text-to-Self Topic 1**

In the story, Claudia has to meet some challenges on her adventure at the Metropolitan Museum of Art. Think of a real or imaginary place where you would like to have an adventure. Write about a real or imaginary place you would like to go to and some of the challenges you might have.

*(This topic is recommended for students who have read through Chapter 4.)*

### **Text-to-Self Topic 2**

In the story, Jamie asks Claudia if she is homesick. They discuss the time they were both homesick. They were sent to stay with their aunt while their mother was giving birth to their little brother. Think about a time when you were homesick. Write about a time when you were homesick.

*(This topic is recommended for students who have read through Chapter 5.)*

### **Text-to-Self Topic 3**

In the story, Claudia doesn't want to tell Mrs. Frankweiler where they have been hiding because she doesn't want the adventure to come to an end. Mrs. Frankweiler tells Claudia that all adventures must come to an end. Think about an event you wanted to last forever. Write about an event you wanted to go on forever.

*(This topic is recommended for students who have read the entire book.)*

### **Evidence and Inference – unit 3**

See the writing prompts below and the accompanying list of questions, the answers to which should be included in a satisfactory paragraph. Help students determine whether they have recognized (inferred) the ideas in the book from the details (evidence) given.

#### **Evidence and Inference Topic 1**

Feeling underappreciated sometimes leads a person to take drastic action. In the story, Claudia's rebellion takes the form of her running away, but not in an "ordinary" manner. Write a paragraph describing Claudia's plans for leaving home.

*(This topic is recommended for students who have read through Chapter 1.)*

1. What is one reason Claudia isn't going to run away in the heat of an argument?
2. What does Claudia think is the best way to run away?
3. What are Claudia's requirements for a place to hide out?
4. Where does Claudia decide her hideout will be?

#### **Evidence and Inference Topic 2**

In the world of art, it is important to know where an object came from and who the artist was. In the story, Claudia is obsessed with proving that the little statue of an angel in the museum was sculpted by Michelangelo. Write a paragraph about Claudia's obsession with the statue called Angel and how she hopes to prove it was sculpted by Michelangelo.

*(This topic is recommended for students who have read through Chapter 8.)*

1. Why is it so important to Claudia that she find out who sculpted the Angel?
2. What is Claudia's plan for pushing the museum to investigate the origin of the sculpture?
3. Think about the reaction from the head of the museum to Claudia's plan. What happens?
4. How does Jamie feel about Claudia's need to discover the sculptor of the Angel?

#### **Evidence and Inference Topic 3**

Sometimes the best way to get the information you need is simply to ask. In the story, Claudia goes to the home of Mrs. Basil E. Frankweiler. Write a paragraph explaining why Claudia wishes to visit Mrs. Frankweiler and what happens during their visit.

*(This topic is recommended for students who have read the entire book.)*

1. Why does Claudia wish to visit Mrs. Basil E. Frankweiler?
2. How did Claudia and Jamie get their information about Mrs. Basil E. Frankweiler?
3. How does Mrs. Basil E. Frankweiler react to the children's request for information about the Angel?
4. What do the children discover at Mrs. Basil E. Frankweiler's home?

## Curriculum Integration

See the Book Punch™ Series Manual. The Reading Comprehension and Vocabulary section and the Beyond the Program section provide detailed instructions for implementing vocabulary, character and pre-writing lessons. The Book Punch™ Series Manual includes printable worksheets for these lessons.

### Vocabulary

See the Vocabulary Exploration worksheet in the Book Punch™ Series Manual. Thematic words from From the Crazy Mixed-Up Files of Mrs. Basil E. Frankweiler that can be explored include:

VOCABULARY	DEFINITION
art appreciation	Understanding the importance of art
personal identity	Being yourself
rebellion	Fighting against authority

Vocabulary particular to the time and setting of From the Crazy Mixed-Up Files of Mrs. Basil E. Frankweiler include:

VOCABULARY	DEFINITION
complications	A confused situation
corridors	Passages that lead to rooms
dismay	A feeling of fear or disappointment
extravagant	Going beyond what is usual
fatigue	Tiredness
Michelangelo	Famous Italian artist
mimic	Copy
ornately	Decorated in a fancy way
Renaissance	The “rebirth” of European culture

The Word Search Puzzle and Crossword Puzzle worksheets that are included contain many of the words above. They can be used to reinforce the vocabulary in the book.

### Character Exploration

See the Character Exploration worksheet and the Compare and Contrast worksheet in the Book Punch™ Series Manual. Here are suggested character exploration prompts for classroom discussion:

Imagine that Claudia is your friend in real life. Write words and phrases that would help you describe her to someone who doesn't know her. (What does Claudia look like? What kind of personality does she have? What does she like to do?) Why did you choose this character?

Compare and contrast Claudia with Jamie or another character in the book.

### ***Group Work and Discussion – Pre-writing***

See the Brainstorming worksheet in the Book Punch™ Series Manual. Here is a suggested topic for classroom discussion:

In the story, Claudia's plan to run away includes bringing along a companion. Write a paragraph describing whom Claudia chooses to take along with her and why she chooses this person.

*(This topic is recommended for students who have read through Chapter 1.)*

### ***Additional Writing Prompts***

See the Independent Follow-up worksheet in the Book Punch™ Series Manual. Using the context of From the Crazy Mixed-Up Files of Mrs. Basil E. Frankweiler, and the Independent Follow-up worksheet, students may continue the writing process after publishing their paragraphs from Book Punch. Here are two additional topics students can write about:

In the story, Claudia and Jamie have to figure out a way to hide in the museum. Write a paragraph that describes their plans for remaining hidden in the museum.

*(This topic is recommended for students who have read through Chapter 3.)*

By the time all her preparations for running away are final, Claudia has almost, but not completely, forgotten why she wants to leave. Write a paragraph that describes Claudia's reasons for wanting to run away from home.

*(This topic is recommended for students who have read through Chapter 4.)*

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See the Book Punch™ Series Manual for printable worksheets.