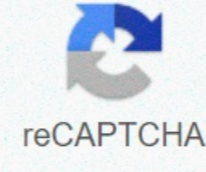




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Freak the mighty literature guide secondary solutions

1 Freak the Mighty ISBN 13: ISBN 10: by Rodman Philbrick Literature Guide Developed by Kathleen Woken-Rowley for Secondary Solutions 2006 Secondary Solutions. All rights reserved. A classroom teacher who purchased this guide can only copy the material in this publication for use of the classroom. The use or reproduction of a part or an entire school or school system, at for-profit counselling centers and as institutions, or for commercial sale, is strictly prohibited. No part of this publication may be reproduced, transmitted, translated or stored without the express written permission of the publisher. Created and printed in the United States. Secondary solutions The first solution for the secondary teacher 2 Freak the mighty literature guide table of contents about this literature guide ... 4 How to use our literature guides ... 5 Preparation for pre-reading... 6 Author Biography: Rodman Philbrick ... 6 Standards Focus: Exploring Expository Writing ... 7 Anticipation/reaction guide before reading... 8 Anticipation / Reaction Guide Reflection ... 9 Vocabulary List Chapters A five understanding Check Standards Focus: Note-taking and Summary Standards Focus: Figurative Language Assessment Preparation: Vocabulary Extension Chapters Six Ten Understanding Check Standards Focus: Note-taking and Summary Standards Focus: Character Development Assessment Preparation: Word Origins Etymology Chapters Eleven Fifteen Understanding Check Standards Focus: Note-taking and Summary Standards Focus: Setting and Mood Assessment Preparation: Synonyms life skills improving your character chapters Sixteen Twenty Comprehension Check Standards Focus: Elements of Style Standards Focus: Editing Written Work Assessment Preparation: Analogies Chapters Twenty-One Twenty-Five Comprehension Check Standards Focus: Note-taking and Summarizing Standards Focus: Elements of Plot and Conflict Standards Focus: Understanding and Analysis Assessment Preparation: Vocabulary in Context Anticipation/Reaction Guide After Reading Just for Fun! Vocabulary Crossword Chapters Vocabulary Crossword Chapters Vocabulary Crossword Chapters Chapters Last Test Review Crossword Quiz: Chapters Chapters Chapters Vocabulary Quiz: Chapters Chapters 6-10 Vocabulary Quiz: Chapters Quiz: Chapters Quiz: Chapters Quiz: Final Exam Secondary Solutions Freak the Mighty 3 Final Exam: Multiple Choice Version Teacher Guide Novel Summary Teacher Notes Guide for the Teacher from the Author of this Literature Guide Vocabulary with Definitions Pre-Reading Ideas and Activities Post-Reading Ideas and Alternative Assessment Essay/Writing Ideas Sample Project Rubric Answer Notes Key, Ideas, and Inspiration Secondary Solutions Freak the Mighty 4 About this literature guide is the endeavor of a high school English teacher who could not seem to find appropriate materials to help students master the necessary concepts at the high school level. She grew tired of spending countless hours researching, creating, writing, and revising lesson plans, spreadsheets, quizzes, tests and expansion activities to motivate and inspire her students, while addressing these ominous content standards! Materials available were either youth in nature, skimpy in content, or were moderately engaging activities that did not come close to meeting the content standards that her students were tested on. Frustrated and tired of trying to get by with inappropriate, inane lessons, she finally decided that if the right materials were to be available to her and other teachers, she had to do this herself! Mrs Bowers set to work to create one of the most comprehensive and innovative Literature Guide sets on the market. Together with a middle school teacher with 21 years of high school experience, Secondary Solutions began and has matured into a specialized team of intermediate and high school teachers who have developed for you a set of materials unmatched by anyone else. Prior to the innovation of Secondary Solutions, materials that could be purchased offered a reproducible student workbook and a separate set of teacher materials at an additional cost. Other entities provided the teacher only with student material, and very often the content standards were ignored. Secondary Solutions provides all necessary materials for full coverage of the literature units of the study, including author biographies, pre-reading activities, numerous and varied vocabulary and understanding activities, study guide questions, graphic organizers, literary analysis and critical thinking activities, essay-writing ideas, extension activities, quizzes, device tests, alternative assessment, online teacher help, and much, much more. Each guide is designed to address the unique learning styles and levels of understanding of all students in the classroom. All material is written and presented at the grade level of the learner, and includes comprehensive coverage of the content standards. As an added bonus, all teacher materials are included! As a busy teacher, you don't have time to waste reinventing the wheel. You want to get down to the business of teaching! With our professionally developed teacher-written literature guides, Secondary Solutions has given you the answer to your time management problems, while saving you hours of tedious and exhausting work. Our guides will allow you to focus on the most important aspects of teaching the personal, one-to-one, practical instruction you like most when you became a teacher in the first place. Secondary Solutions The first solution for the secondary teacher! Secondary solutions Freak the Mighty 5 How to use our literature guides Our literature guides are based on the National Council of Teachers of English and the International Readers Association's national English/language art curriculum and content area standards. The materials we offer allow you to teach the love and all joy of literature, while addressing the concepts on which your students are assessed. These guides are designed to be used in their sequential whole, or can be divided into separate parts. Not all activities must be used, but in order to achieve full understanding and mastery of the skills involved, it is recommended that you use everything each guide has to offer. Most importantly, you now have a number of valuable materials to choose from, and you are not forced into extra work. There are several different categories in each literature guide: Understanding check: Exploring expository writing spreadsheets designed to address the exploration and analysis of functional and/or information material Author Biography biographies of nonfiction characters Relevant news and magazine articles, etc. Understanding Check Similar to exploring expository writing, but designed for understanding narrative text study questions designed to guide students as they read the text. In other words, have they read? Questions are intended to check simple understanding and can be deliberately set at lower levels of questioning. Standards Focus spreadsheets and activities that directly address the content standards and allow students extensive practices in literary skills and analysis. Standards Focus activities can be found in each chapter or section. These include higher-level interrogations. Some examples: Figurative language irony Flashback Note: Although there is a specific focus for these Standards Focus activities, other standards are addressed at the same time. See your state's content standards frequently for these specific correlations. Assessment Preparation Vocabulary activities that mimic the types of vocabulary/grammar skills that students are tested in state and national assessments. Assessment Preparation activities can be found in each chapter or section. Some examples: Context Clues Connotation/Denotation Word Roots Note: Although there is a specific focus for these Standards Focus activities, other standards are addressed at the same time. See your state's content standards frequently for these specific correlations. Quizzes and test quizzes are included for each chapter or paragraph; final tests as well as alternative assessment are available at the end of each guide. These include: Multiple Choice Matching Short Response Pre-Reading, Post-Reading Activities, Essay/Writing Ideas plus Classifieds Each Guide also has its own unique pre-reading, post reading and essay/writing and alternative assessment activities. We hope you can effectively use all aspects our literature guides have to offer to make things easier for you! If you need more help, please us at: For specific information on how the guides are directly correlated with your state's content standards, please write us one, including the name of your state, and send it to: Thank you for choosing secondary solutions The first solution for the secondary teacher! Secondary Solutions Freak the Mighty 6 Pre-Reading Preparation Author Biography: Rodman Philbrick Rodman Philbrick was born on May 22, 1922, in New York City. He grew up in Rye Beach, New Hampshire and attended Rye Schools. He started writing for his own pleasure in sixth grade, but felt that writing wasn't cool like being good at sports or being in the crowd, so he kept it to himself. At the age of sixteen, Philbrick completed his first novel, a book-long series of stories about two characters, similar to Freak the Mighty. The book was never published. He graduated from Portsmouth High School in 1969, and went on to attend the University of New Hampshire. He dropped out in his second year, started working on various jobs as a carpenter, longshoreman and boat builder, and even started a couple of companies that didn't succeed. However, he never gave up his true passion, and continued to write in his spare time. Eleven years after the first attempt, he was still unpublished. Determined to become a writer, he decided to write a genre novel, as suggested by one of the publishers he had contacted. In a relatively short time, he wrote and published mysteries, detective stories, thrillers what he could sell. After a couple of years, he was able to give up his part-time jobs and settle into writing to live. He learned a lot about writing while working on the genre novels and actually liked it. In the end, he lived a living doing something he liked. Soon he decided that he should try to write for children. It was a break from the security of writing genre novels, but he had to do it, even though he felt it had no commercial possibilities. He just couldn't let the story go; the inspiration to write Freak the Mighty was too strong. He found that there was no work for him; it was fun! The most important novel of his career was finished in just six weeks. While continuing to write and publish adult thrillers under pen name William R. Dantz, W.R. Philbrick, and Chris Jordan, continued to write many books for teenagers, with Freak the Mighty (1993), The Fire Pony (1996), Max the Mighty (1998), Last Book in the Universe (2000), REM World (2000), The Journal of Douglas Allen Deeds (2002), The Young Man and the Sea (2003), Lobster Boy (2005) and The Mighty (1998, a reissue of Freak the Mighty) among them. He has also written several other with his wife Lynn Harnett. Freak the Mighty won many awards, including Judy Lopez Honor Book '93, ALA Best Books for Young Adults, ALA Recommended Books for Reluctant Readers, California Young Readers Medal Winner and Arizona Young Readers Medal Winner. Philbrick lives with his wife Lynn, whom he married in 1980, and they divide their time between homes in Maine and Florida Keys. Secondary Solutions Freak the Mighty 7 Standards Focus: Exploring Expository Writing Directions: Using the biographical information about Rodman Philbrick on page 6, answering the following questions. Write the letter with the correct answer on the line. 1. What is the author's purpose in writing this biography of Rodman Philbrick? A. Persuading the reader to read Philbrick's books B. To describe Philbrick's life experiences C. To inform the reader about Philbrick's life and work D. To entertain the reader before reading Philbrick's novel 2. Based on the information provided in section 2, the reader can assume that a. Philbrick wrote Freak the Mighty when he was sixteen b. Philbrick never graduated from college c. Philbrick really liked to write d. Philbrick wrote the genre novels because he knew through them that he could make a living. Why didn't he just keep writing them exclusively? A. It was boring to write the same kind of story over and over again b. He felt he had a more important story to tell c. He ran out of ideas for mysteries d. Children pleaded for several of his novels on 4 May 1945. Where would be the best place in the biography to insert information about Philbrick's childhood? A. In section 1 b. Between paragraphs one and two c. Before paragraph one d. After paragraph two Directions: Answer the following questions using complete sentences. 5. The term genre novel is used in this biography. Using context clues from the information provided, what do you think is the meaning of the term? 6. If you had the opportunity to interview Rodman Philbrick for an article to be published in your school newspaper, what three or four questions would you ask him? 2006 Secondary Solutions Freak the Mighty 8 Freak the Mighty Expectation/ Reaction Guide Before You Read Directions: For each of the following statements, compose a well-written sentence that gives your reaction to the statement in your response. An example is made for you. (Be prepared to read some of the answers aloud in class.) Ex. Everyone in any situation should always be treated equally. Sometimes people have different needs, and treating everyone the same in any situation can even be unfair under certain circumstances. 1. It is always best to tell the truth, no matter what the consequences. 2. A true friend is a friend for life one who will always agree with everything you do and back you up in any situation. 3. Almost all that bullying is a bad thing, and for that reason it can be concluded that most people who bully others really do not realize that they do it. 4. People are most comfortable spending time with others who are just like themselves. 5. Children raised by their natural parents are an undoubtedly simpler life than those raised by someone who is not their natural parent. 6. Only smart people or those who work very hard will be really successful in life Secondary Solutions Freak the Mighty 9 Freak the Mighty Anticipation/ Reaction Guide Reflection Pre-Reading Individual Reflection Directions: After several students have shared their answers with the whole class, get into small groups and discuss your answers as well as group members answers. Listen carefully to their answers, pay attention to their individual opinions. After discussing the answers before reading, you must answer the following questions below or on a separate sheet of paper. Be sure to write in full sentences and number your answers. 1. What statement triggered the most thought-provoking or interesting discussion among your group members? Summarize the discussion/debate. 2. For any statements you discussed, what were some of the reasons, and they ruled the Earth for a hundred million years. How is this quote related to Kevin and Max? 2006 Secondary Solutions Freak the Mighty 18 chapter nine 1. Kevin tells Max that the compass is actually a rare and valuable object passed down for generations. Lancelot used it, as did Sir Gawain, and for a while black knight held it on a chain next to his heart. What does this statement tell you about Kevin? 2. What does Max do to help? What do they end up doing? 3. Why does Max not seem embarrassed to have Max pull him in the wagon? Chapter 4 1. Why does Max refer to his mother as Fair Gwen of Ayr? 2. Describe Kevin's fascination with knights. 3. Describe the relationship between Kevin and today's robots. 4. According to Kevin, what is robotics and how is it used? 5. When you compare TV with books, says Kevin, books are like truth serum if you don't read, you can't figure out what's real. What do you think he means by this? 6. Explain why Gwen is so worried about Kevin being with Max. Chapter Five 1. Why is Gwen calling to apologize? 2. Why do you think Max feels so uncomfortable having dinner with Kevin and Gwen? 3. What does Freak mean when he says: What she means is that you are a splitting image of your father? 4. Why does Max start crying while lying on the bed that night? 2006 Secondary Solutions Freak the Mighty 12 Standards Focus: Note-taking and Summary some students, reading can be a difficult, tedious task. Part of the problem is that many students don't have the tools they need to read for meaning, and lose interest because they can't follow the action, don't understand, or can't relate to the events or characters. Below is a chart that you will complete when reading Freak the Mighty. It is designed to help you understand the action, conflict and characters, and ultimately appreciate the author's reasons for writing the book. Directions: In chapters 1-5, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each main event in the chapter. Try to keep the summaries short just a few words or phrases. Don't write in full sentences! Chapter 1 is made as an example for you. Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 4 Setting No real setting given; He just flashes back to tell how he met Freak in kindergarten, but doesn't describe the scene. Action Summary (Plot) and Characters Involved Max flash back to meeting Kevin in kindergarten. Seeing him again in a special bus when he's in about 3rd grade, then he moves into a duplex down the street the summer before 8th grade. Important to remember from this chapter Max had a temper called Kicker; Kevin (Freak) had leg braces even then. Max really grows, and Grim and Gram notice that he's starting to look like his father. Now that you've read and taken notes on chapters 1-5, make a prediction (educated guess) about what you think will happen next in the novel. My prediction: 2006 Secondary solutions Freak the Mighty 13 Standards Focus: Figurative Language One of the most compelling aspects of good literature is the use of figurative language, or ideas communicated beyond their literal importance to create an image in the mind of the reader or the audience. There are several types of figurative language, also called speech characters. In this exercise, you will use the following voice numbers: metaphor - a comparison made between two as opposed to objects. The pillow was as a cloud. simile - a comparison made between two as opposed to objects, using the words as or in the comparison: The pillow was like a marshmallow. personification - provide human qualities or characteristics to non-human objects: The wind sang its sad song, describe tenements. 2. When the boys have second thoughts about being there, why don't they leave? 3. Write a short but colorful description of Iggy and Loretta. 4. What happened to the money from Loretta's wallet? 5. Max looks familiar to Iggy and Loretta. Why? 6. What does Iggy mean, Life is in life? 7. Loretta tells Kevin that his father was a magician. Was that a good or bad thing? Why? Chapter Twelve 1. What do Max and Gram do to get him ready for school? What does Max think of that? 2. Why do Max and Kevin get to be in all the same classes at school? Why is Gram worried about it at first? 3. In Mrs. Donelli's class, the children start to say some pretty cruel things. So what happens then? Have you ever been in a similar situation? Explain. 4. I'm standing there with Freak high above me, and it feels right. How does Max feel? 5. What do you think can happen to the kids in class when they cry out. Freak the Mighty, Freak the Mighty? 6. Why do you think Mrs. Addison falls for Freak's story? Do you think they'll be punished? Why or why not? Chapter Thirteen 1. What kind of extra attention has Freak given Max that is likely to help him do better at school? 2. Why do you think Max has talking in front of a class? How does he compare reading to writing? So why is he having trouble writing? 3. Why does Mrs. Addison call Max into her office? 4. What do you think Max expresses when he repeats, I don't want to hear it! I don't want to hear it! Don't do it! Don't do it! Not? 5. Why does Kevin have to go to the hospital? 6. Why do you think Max thinks it was Kevin who had the bad Friday the 13th. What does this say about his character? 2006 Secondary Solutions Freak the Mighty 25 Chapter Fourteen 1. What is Kevin's explanation of what is physically wrong with him? 2. What is all the shouting about upstairs? What's unusual about screaming in the house? 3. Under what conditions is Max's father parodied? 4. If Grim gets a gun, he can't tell Gram about it. Why is this important? Chapter Fifteen 1. Why says Grim, I tell stories, my dear, not lies. Lies are bad things, and stories are meant to entertain? Do you agree or disagree with him? Explain. 2. When they open their gifts, how are Grim and Gram like your grandparents, or

the grandparents you want to have? 3. What makes Kevin's gift so special to Max? 4. What do you think happens when the chapter ends? 2006 Secondary Solutions Freak the Mighty Mighty

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