

**The Resource Room
Comprehension
Compendium
to accompany ...**



This workbook comprises comprehension activities related to the novel **Freak the Mighty** by Rodman Philbrick. It demonstrates that teaching comprehension skills such as vocabulary, inferences, and character and quote analysis can be closely tied to literature.

A couple of thoughts from the author:

- **Keep reading fun!** Choose some, but not all, of the exercises for each chapter. It may be appropriate to just to complete a learning log, or to discuss activities and answers instead of writing things down.

- **The learning log can be completed before or after other activities.** Some students will find it much easier to do it one way or the other.

Do it the easy way — the objective here is to learn to understand literature, not to make everything as difficult as possible.

- **The chapters in Freak the Mighty are short** — sometimes you might just keep reading.

Sincerely,

Susan L. Jones

WORD PART: UN

Complete the “First Day’s” exercises, given below, or complete all the exercises for four words on the worksheet. (I’ll bet you’d like to know what “unvanquished” means!)

Un- means “not.” Other prefixes do, too, but they have slightly different meanings.

Here are some activities to practice using and thinking about **un-** words. Discussing your ideas for these activities will help even more with understanding how these words are used. Choose some words from this list — a few familiar ones, and some **unfamiliar** ones.

Un- words are usually verbs, such as **unplug** and **untie**, or adjectives, such as **untidy** and **unbreakable**.

Suggested timeline for activities:

First day: Write the word and what it means. Be able to explain what it means in your own words.

Second day: Draw a picture to go with it.

Third day: Discuss your picture, then answer the question about it.

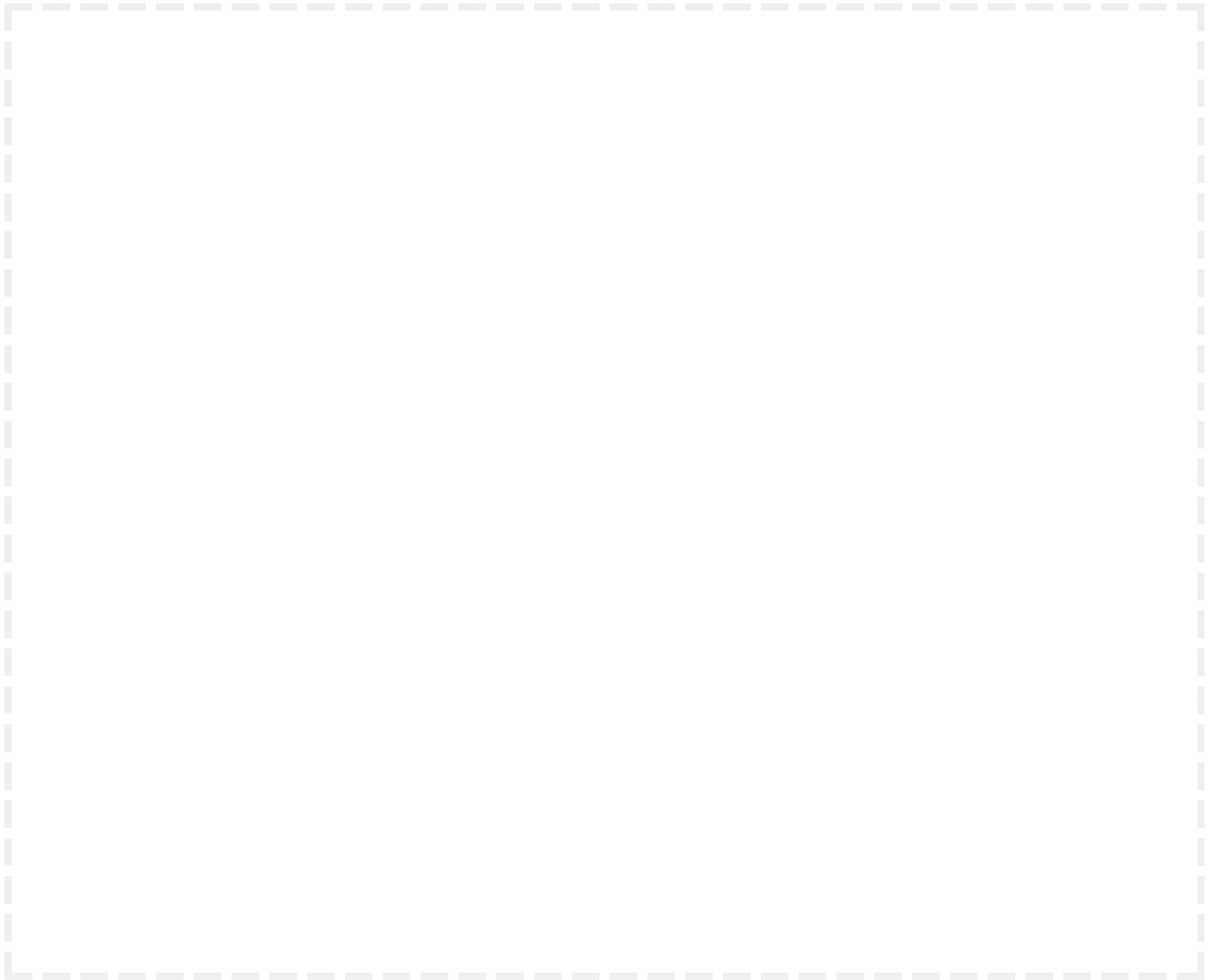
Fourth day: Discuss examples and answers to questions, and study the vocabulary.



WORD: unplug

DEFINITION/EXAMPLE: to take a plug out of; to disconnect from electricity, or to take out something blocking the way. Examples: you can unplug a toaster or unplug a hole that had been plugged up.

PICTURE: Draw something **unplugged** from electricity *and* an **unplugged** pipe.



QUESTION FOR DISCUSSION: What is **unplugged** music?

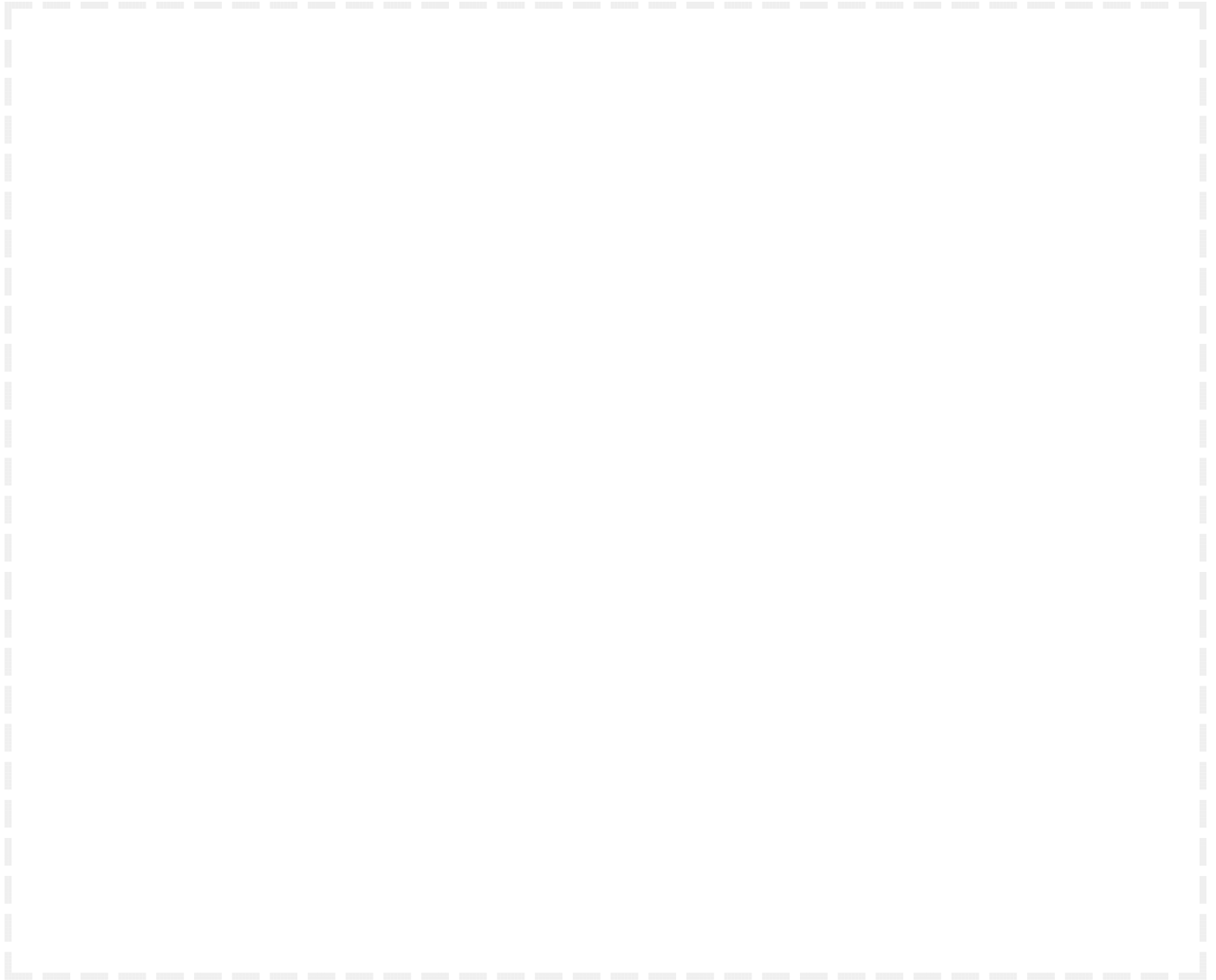
Freak the MIGHTY

WORD: untidy

DEFINITION: not tidy; not neat and orderly

EXAMPLES: untidy desk

PICTURE: an untidy place (room, desk, car)



QUESTION FOR DISCUSSION: What are three places that can get untidy?

Name a place you know that is usually tidy.

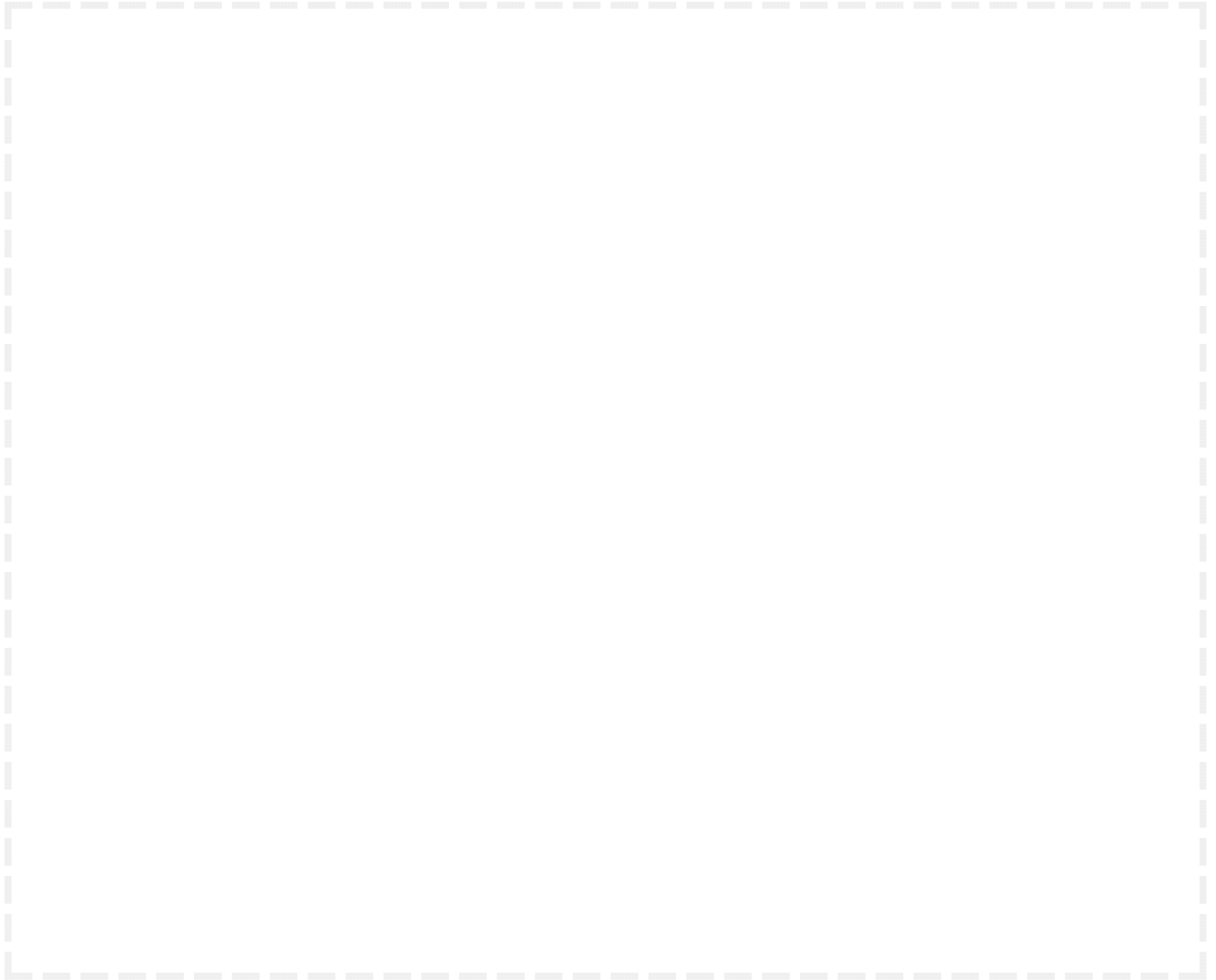


WORD: unbreakable

DEFINITION: not able to be broken

EXAMPLE: a sturdy plastic cup

PICTURE: two things that are unbreakable (or nearly so)



QUESTION FOR DISCUSSION: What are two things that should be unbreakable, and why?

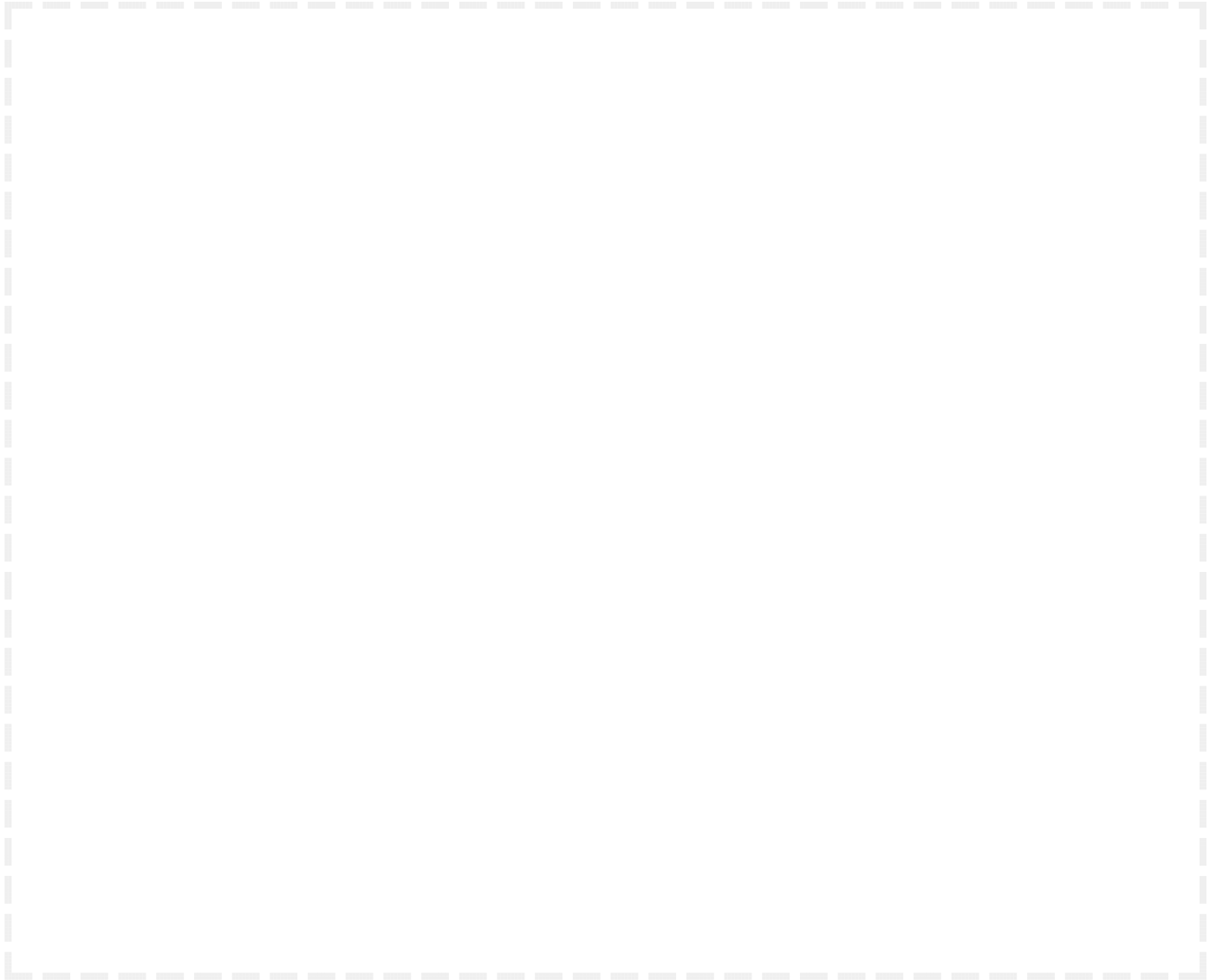
Freak the MIGHTY

WORD: unruly

DEFINITION: not following rules; hard to manage

EXAMPLES: unruly children, unruly hair

PICTURE: An unruly child with unruly hair



QUESTION FOR DISCUSSION: What would an unruly crowd at a football game be like?

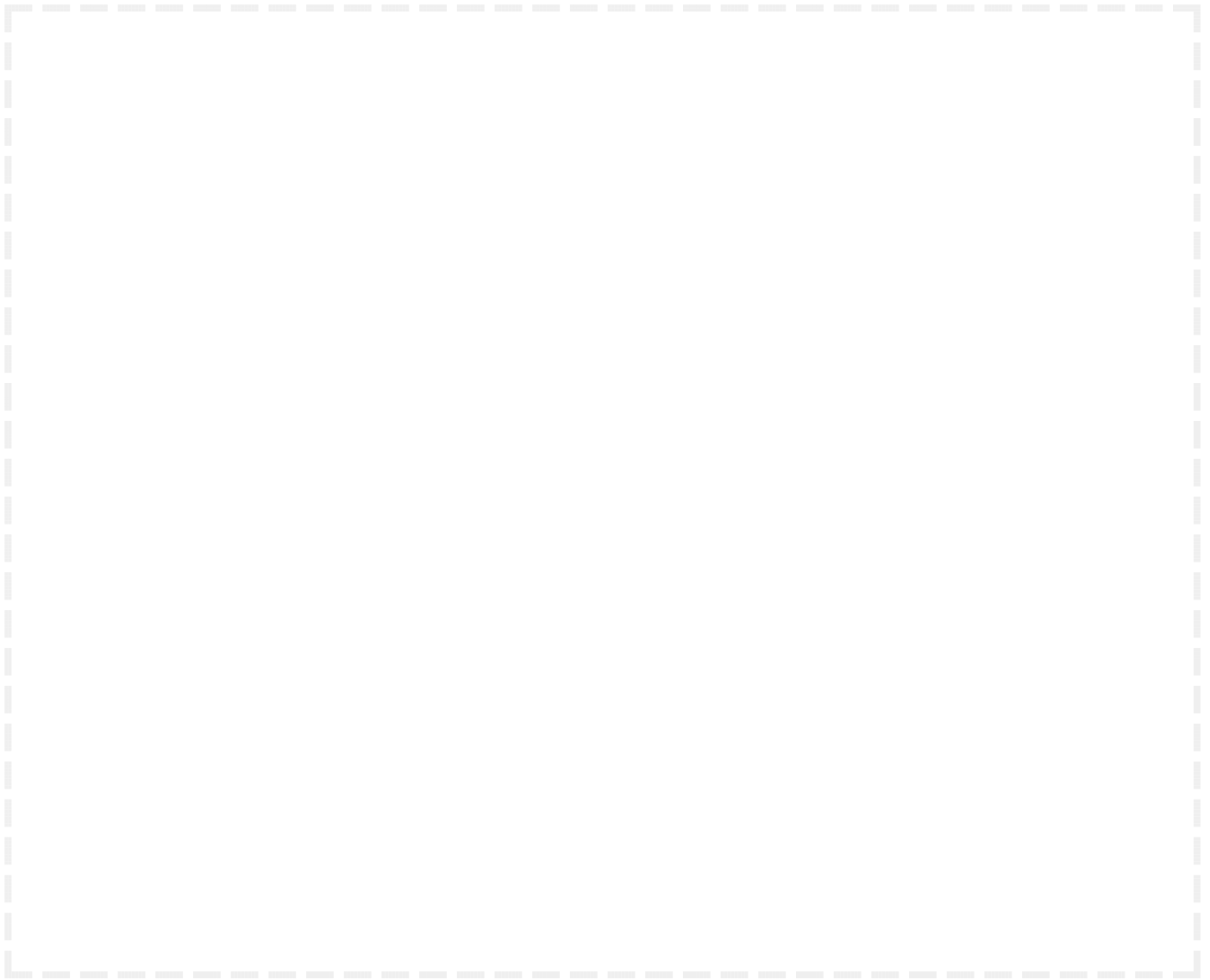
Freak the MIGHTY

WORD: unvanquished

DEFINITION: not vanquished; not beaten down, never giving up.

EXAMPLES: Anyone (or a group of people) who keeps going even though there are many problems.

PICTURE: Someone who is unvanquished.



QUESTION FOR DISCUSSION: Can you name a person or group of people you know to be unvanquished?

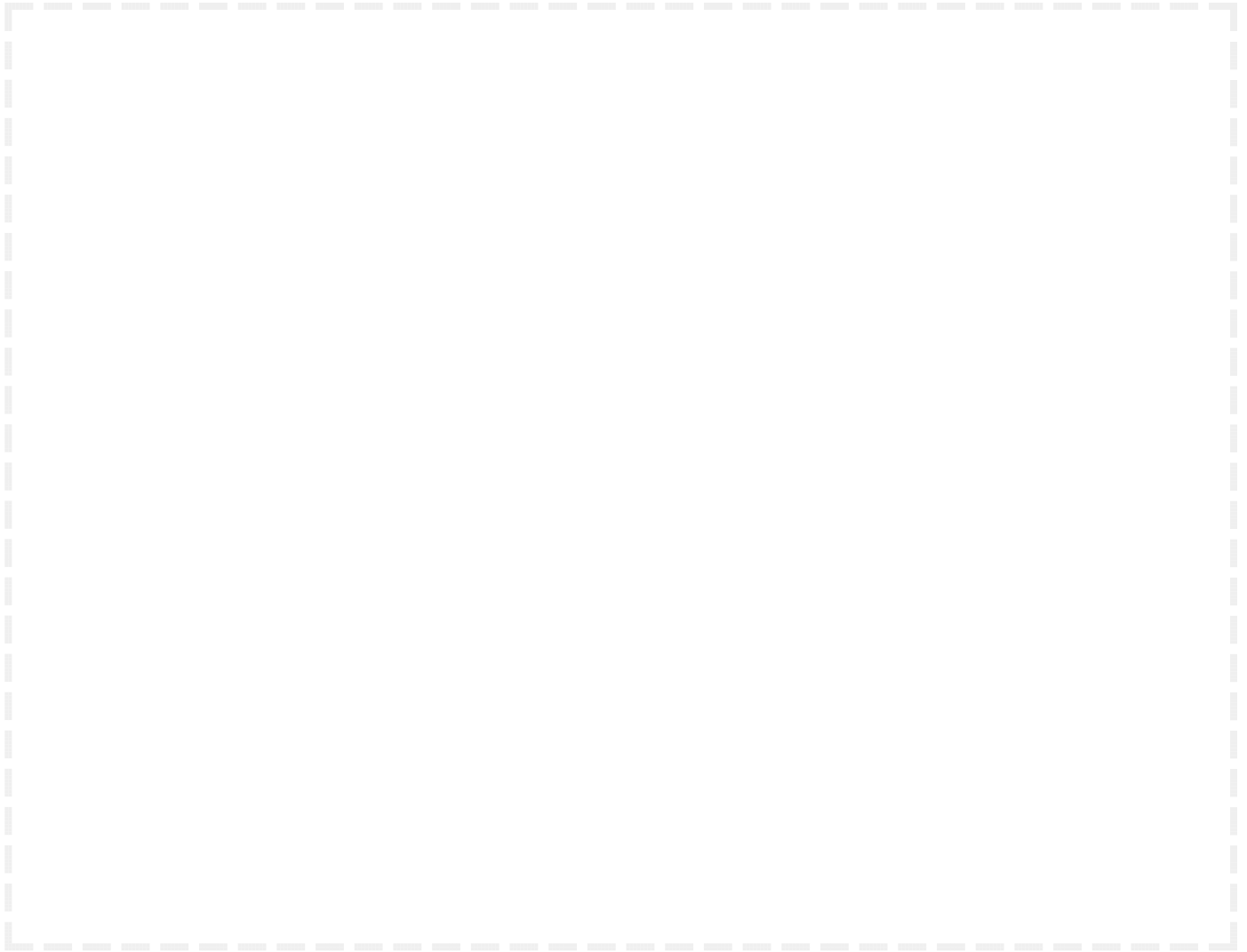


WORD: unconditional

DEFINITION: without conditions; not limited in any way.

EXAMPLES: “Unconditional love” means loving whether someone loves you back or not, and no matter what the other person does;
“unconditional surrender” means you give up everything, totally.

PICTURE: [NOTHING SUGGESTED]



QUESTION FOR DISCUSSION: Here’s a situation: Kim and Jan are fighting over a case of sodas. Jan unconditionally surrenders. What does this mean? Could Jan have surrendered with conditions?

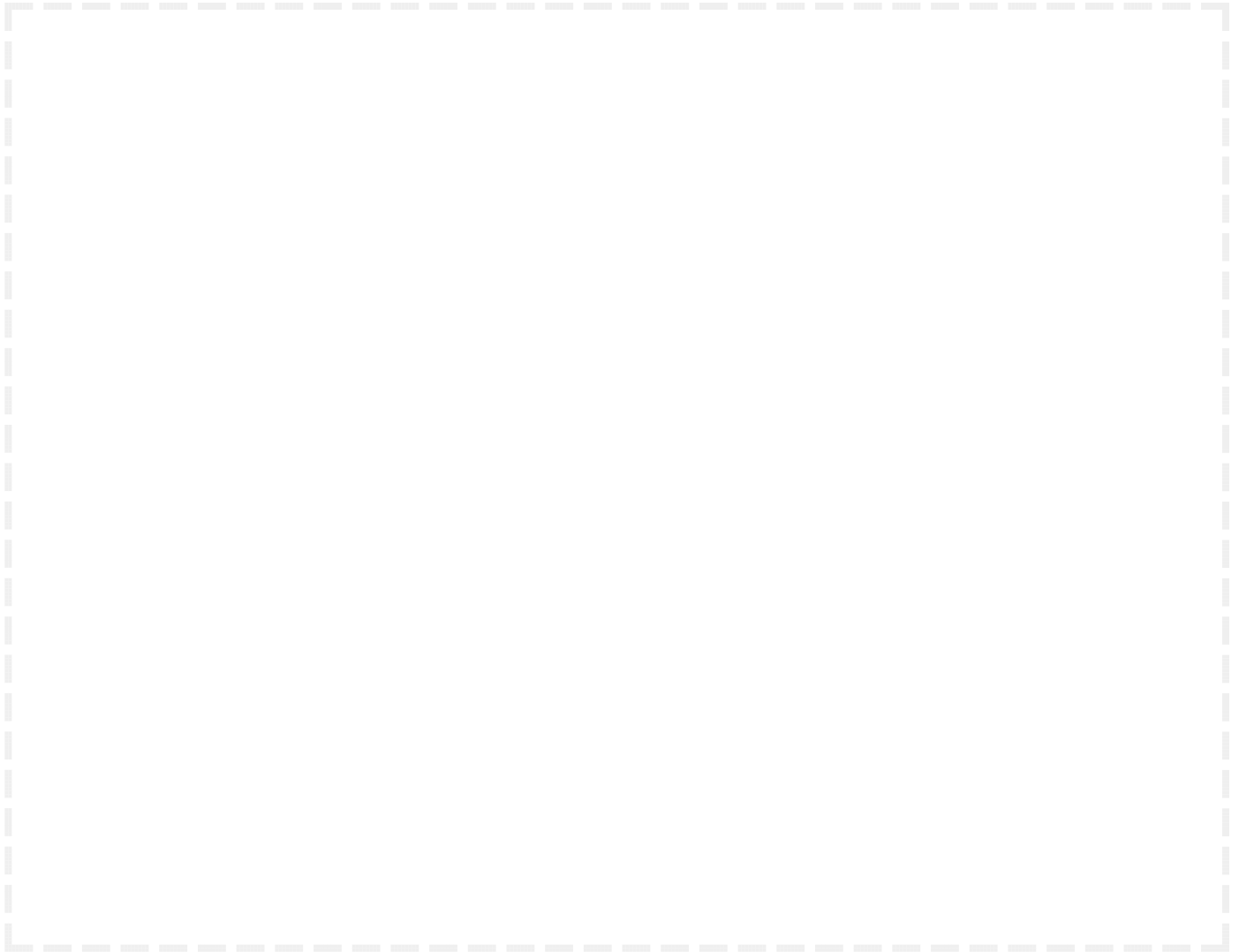
Freak the MIGHTY

WORD: uncertain

DEFINITION: not sure about something, or something that is not clearly one thing or another.

EXAMPLE: uncertain weather (you can't tell what's going to happen), uncertain game (who's going to win?), a student uncertain about the answer to a test question

PICTURE: uncertain weather



QUESTION FOR DISCUSSION: What are two things you are uncertain about?

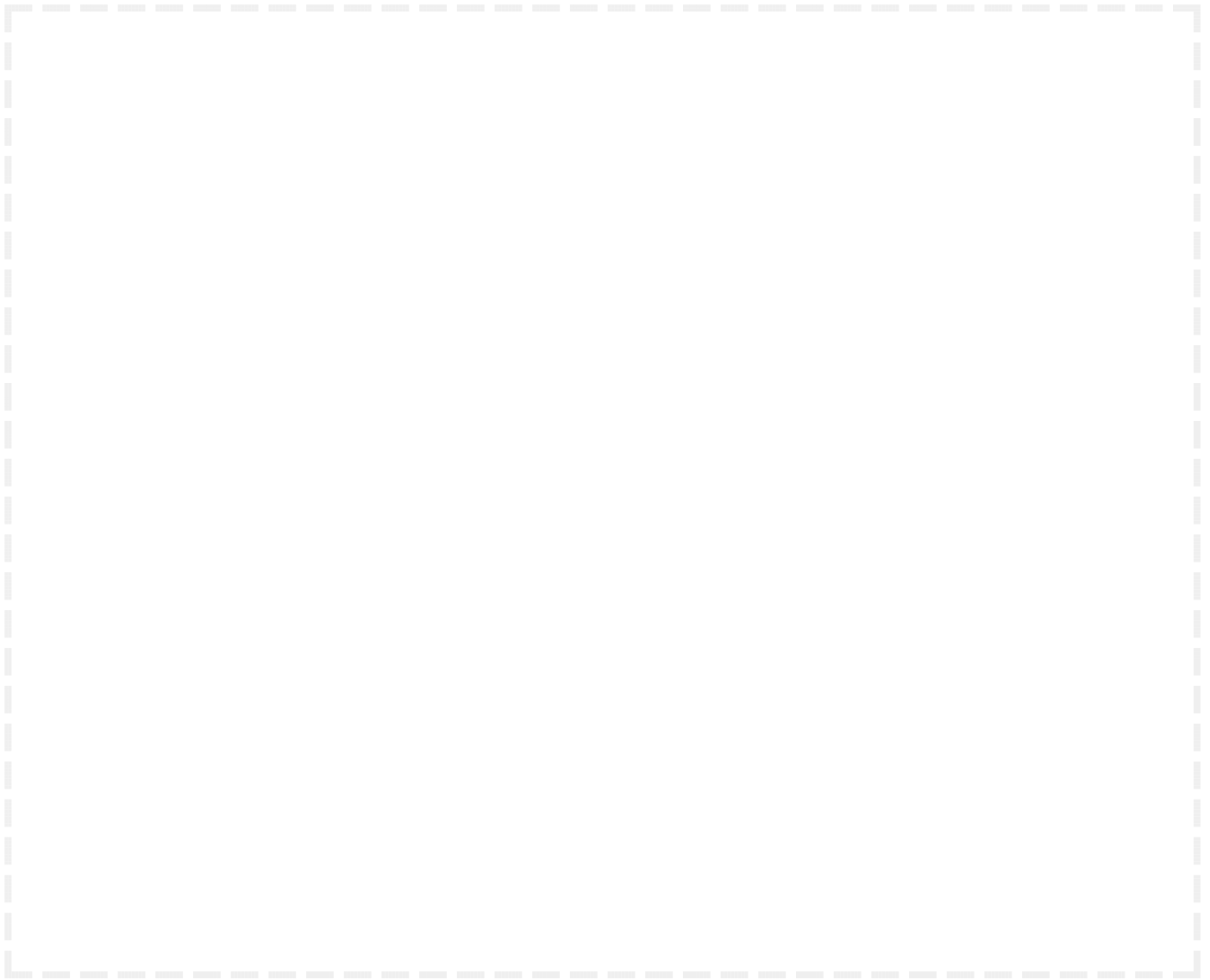
Freak the MIGHTY

WORD: unselfish

DEFINITION: thinking of other people's feelings or needs before your own.

EXAMPLE: Opening the door for someone is an unselfish act.

PICTURE: Someone doing something unselfish



QUESTION FOR DISCUSSION: What are three unselfish things a person could do?

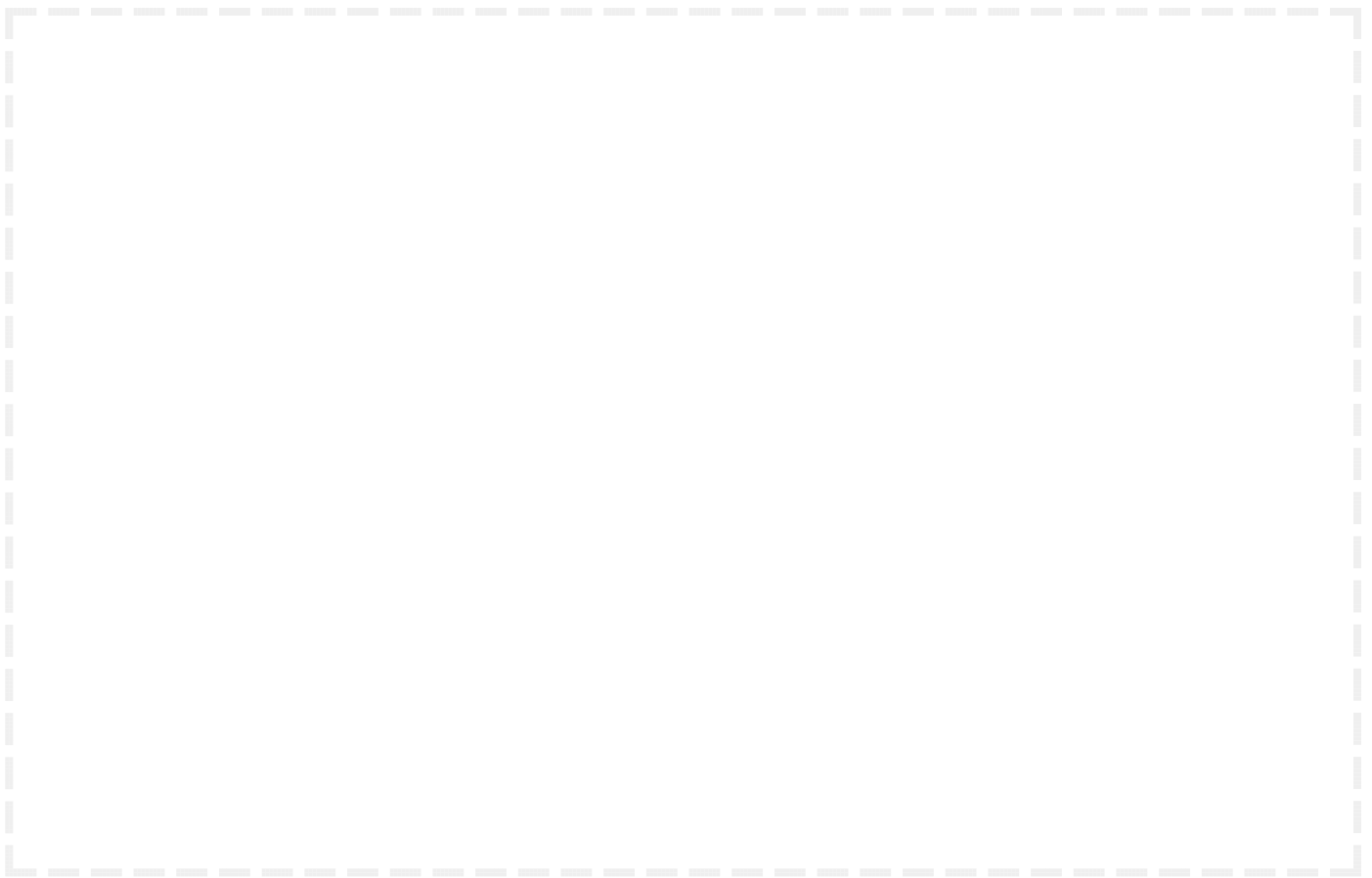


WORD: unthinkable

DEFINITION: Something that goes against what is reasonable, wanted or likely to happen.

EXAMPLE: Serving the moldy leftovers from the back of the refrigerator to someone else would be unthinkable. Swimming across the ocean is unthinkable. Of course, at one time, sending a man to the moon was considered unthinkable. Slavery is unthinkable in our current society but hasn't always been.

PICTURE: A fish doing something unthinkable.



QUESTION FOR DISCUSSION: Why was traveling to the moon unthinkable in 1900?

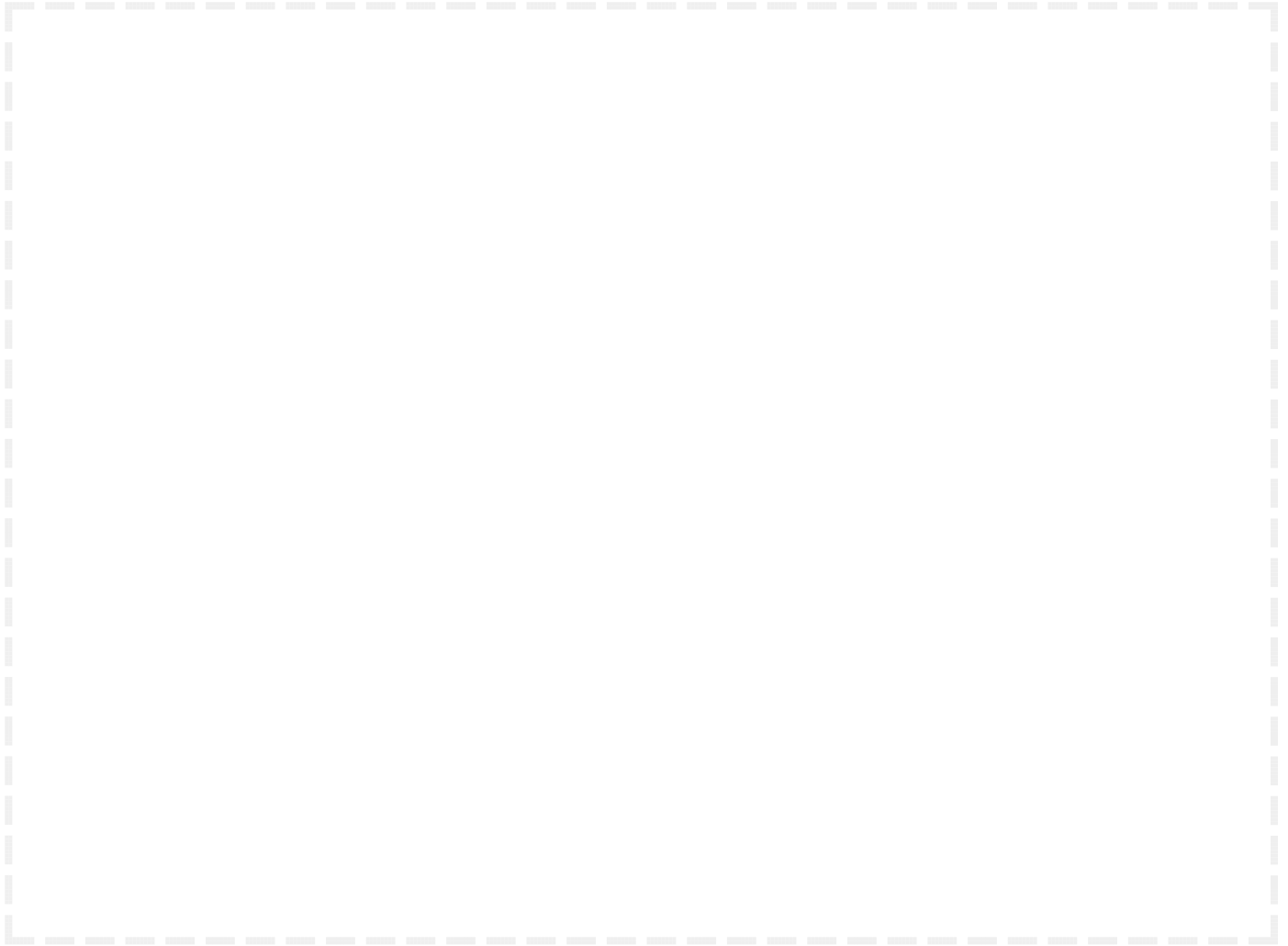
Freak the MIGHTY

WORD: unveil

DEFINITION: to remove a veil or a covering, *or* to make something publicly known.

EXAMPLES: Taking the cover off a painting so people can see it, or showing people the newest model of a car.

PICTURE: Something (other than a painting) being unveiled



QUESTION FOR DISCUSSION: What are three things that could literally be unveiled? (Literally means there is an actual veil covering an actual object.)

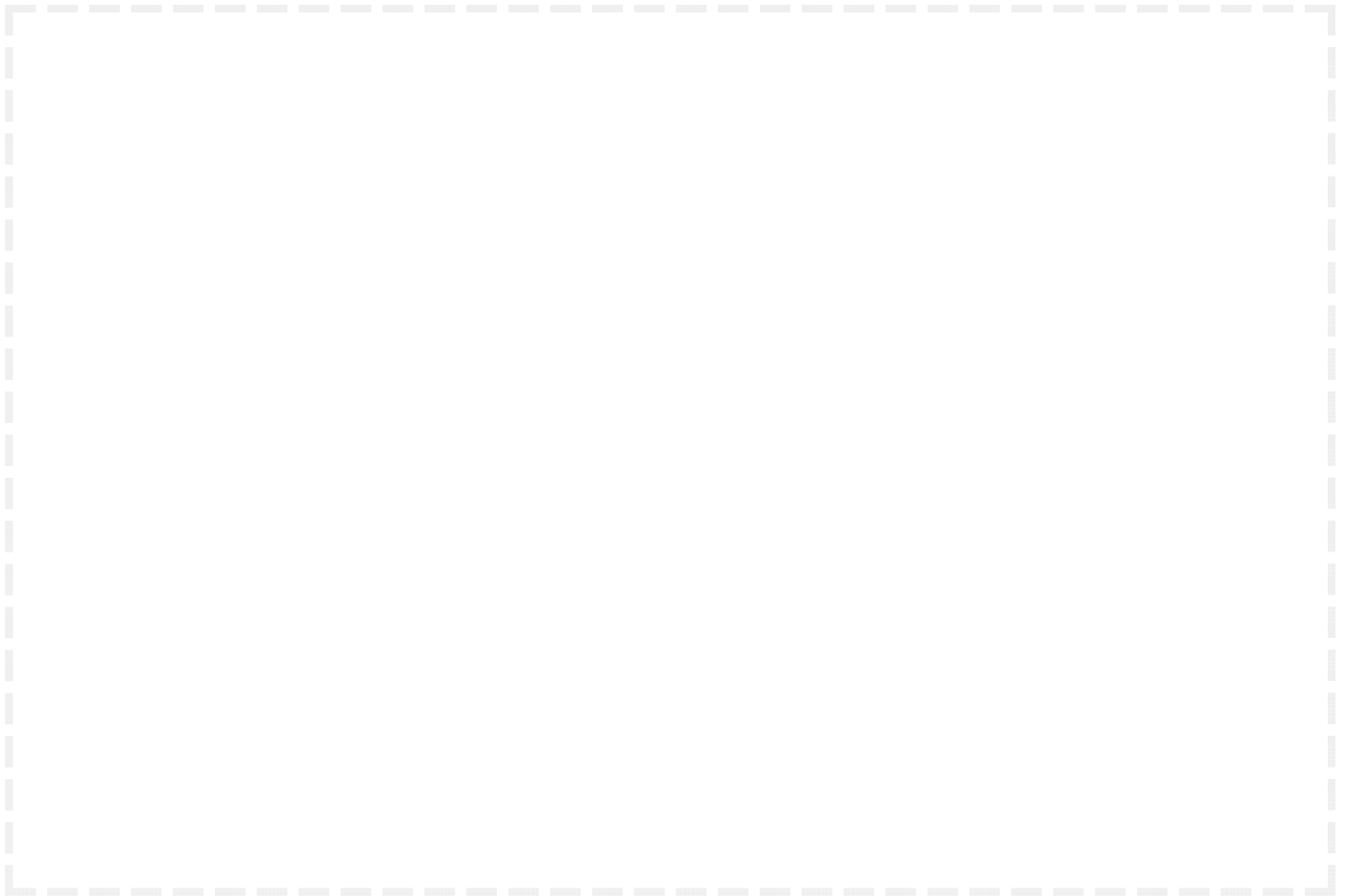


WORD: unconscious

DEFINITION: not conscious; not aware of what is going on. You can be medically unconscious — knocked out — or simply unaware of a specific thing.

EXAMPLES: Getting hit on the head can make a person unconscious. A person can also be unconscious that another person is madly in love with her or him; a person in an office with no windows could be unconscious of a fierce thunderstorm outside. You are unconscious of millions of things happening in the world that you aren't aware of.

PICTURE: An unconscious person.



QUESTION FOR DISCUSSION: What are two things you could be unconscious of even though you are awake and alert?

Freak the MIGHTY

Other **un-** words:

unabated	unreconstructed	unalloyed	unstoppable
uneasy	unfair	unfortunate	unhappy
unfetter	unfurl	unkempt	unwise
unleash	undoing	unlawful	unflinching
uncharted	unscrupulous	unavailable	unknown

Freak the MIGHTY

SIGNAL WORD: BUT

When you read the word **but** in a sentence, you know that you're about to read something that is different from what came just before it, maybe something you wouldn't expect.

You wouldn't expect to read, "He lost the game but he was happy," because you wouldn't expect losing a game to make someone happy.

Complete the following five sentences so that they make sense. There are many different ways to finish them.

1. Max kicked some people in day care, but he

2. Gram and Grim liked to hug Max, but Max

3. Freak was little, but

4. Gram and Grim knew Max's father's name, but



5. Most kids went to day care every day, but Freak

INFERENCES

To infer something is to figure it out from hints. The more hints you have, the more likely you are to be right.

If a boy walks in from outside with a dripping umbrella, you might infer that it's raining.

You make inferences without even trying to — but you get smarter when you learn to make them on purpose. When you read and ask yourself, “Why?” and think of possible answers, you’re making inferences. Asking “Why?” at the right places while you read can help you understand what you’re reading.

Freak the Mighty gives us a lot of information to ask about in the first chapter. You’ll know Max and his friend a lot better from the start if you ask yourself “Why?” along the way, and think of possible answers.

On the next page are some questions asking “Why?” for you to try to answer. If you don’t know the answer for sure, take a guess — and look and listen for the answer as you read the book.

1. Grim means serious, not happy. Why would Max call his grandfather “grim?”
-
-



2. Max said Gram and Grim “took me over.” This means they started taking care of him. What are two reasons this could happen?

First reason: _____

Second reason: _____

3. What does Max mean when he says he “had a way of saying things with my fists and my feet?”

4. Why might Max say that “hug stuff” was “a lie?”



5. Why might Gram and Grim talk about Max's father "like his name is too scary to say?"

6. Why might Max's father be scary?

7. Why might Freak be called Freak?



LEARNING LOG

A. Give this chapter a new title. Consider what has happened and the feelings expressed in the chapter.

NEW TITLE:

B. Describe the main setting of the chapter.

TIME:

PLACE:

C. In one or two sentences, summarize what happens in this chapter.



What are two questions you could ask about the characters you've been introduced to?

QUESTION 1:

QUESTION 2:



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the chapter.

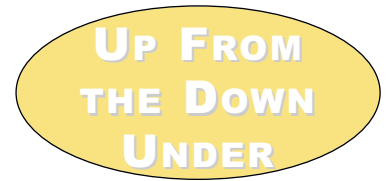
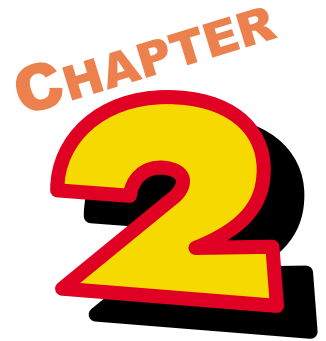
Time: _____

Place: _____

(where important things happened, or the two locations for this chapter)

C. In one or two sentences, summarize what happens in this chapter, or draw an important scene from it.

D. Max meets several people in this chapter. Ask two questions about these characters or what they will have to do with Max.

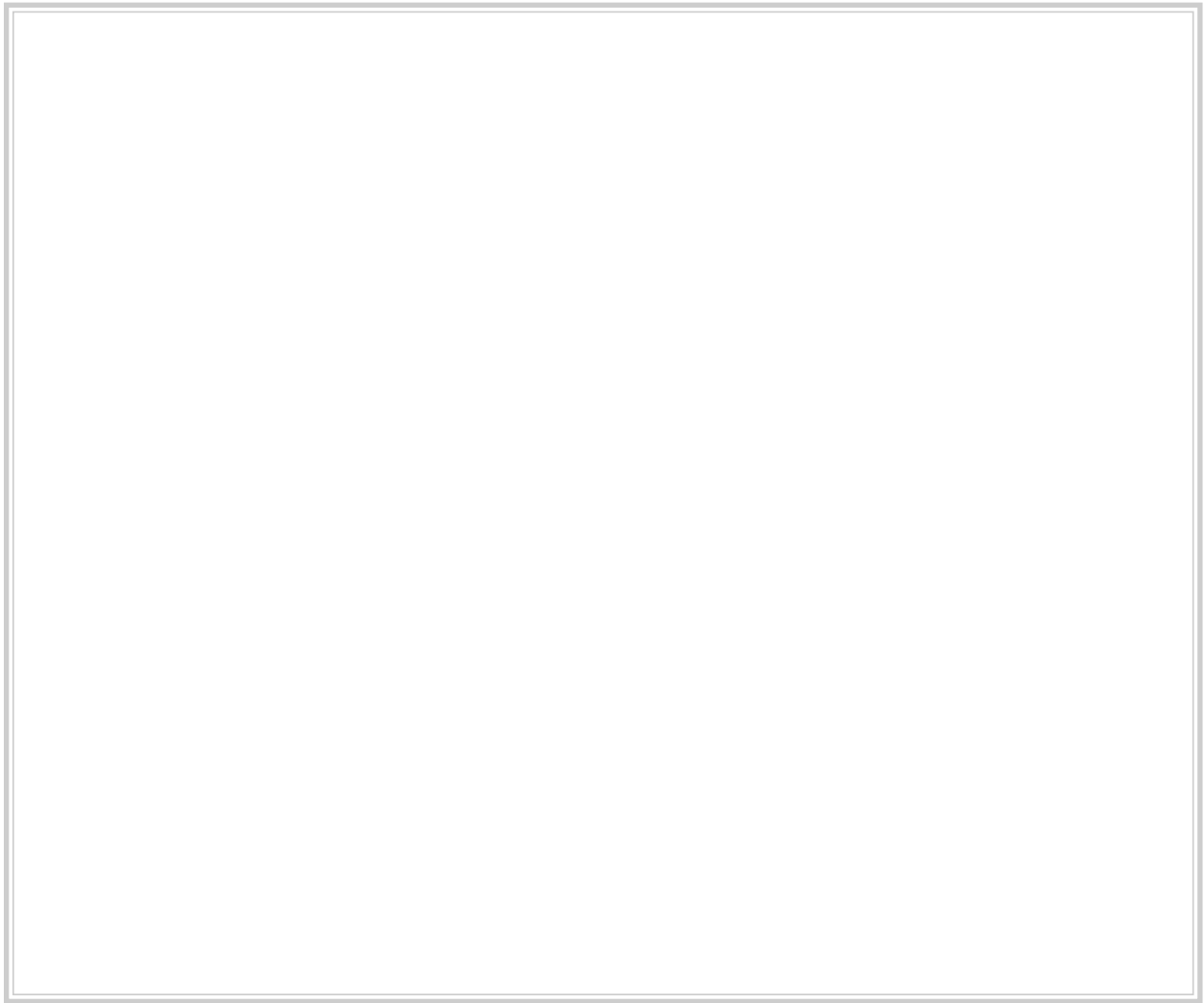


PICTURE IT!

In the box below, draw the room where Max Lives. Do this especially if you don't think you are good at drawing. Use the words from the story to make a picture in your mind of Max's bedroom.

Pretend you are Max, "down under." Look around your room (Max's room, really). What would you see? See how many details you can include and make up at least one that would make sense based on what you already know about Max.

Draw it, even if you have to write "this is a bed" next to the bed.



Freak the MIGHTY

What are two things Max likes about his room in the basement?

What is one thing he might want to change or add if he could?

VOCABULARY

Complete the second set of exercises from the Word Parts exercises, or complete all the exercises for four other words.

SIGNAL WORDS: BECAUSE/BUT

When you read “because,” you are about to read the reason for something. For example, “I got wet because it rained on me.”

Remember, “but” means you’re about to read something that contradicts or goes against what you just read, such as “It is raining, but I did not get wet.”

Complete these sentences so that they make sense.

Max’s room in the basement was not fancy, but

Max figured out that Gwen looked familiar because



Freak's head was normal size, but

Max thought that Freak hated him, because Freak

Gwen sent Kevin (Freak) to the back yard because

CONFLICT

Conflict is a struggle, a fight for or against something. It's the part of the story that makes you want to know what's going to happen — how is that struggle going to end up?

FOUR COMMON KINDS OF CONFLICT ARE:

1. Conflict with another character

example: being in a swimming race with someone

2. Conflict with nature or natural disasters

example: trying to climb Mount Everest or survive a tornado

3. Conflict with self — feelings of fear, anger, self-doubt

example: having to speak in public but having stage fright

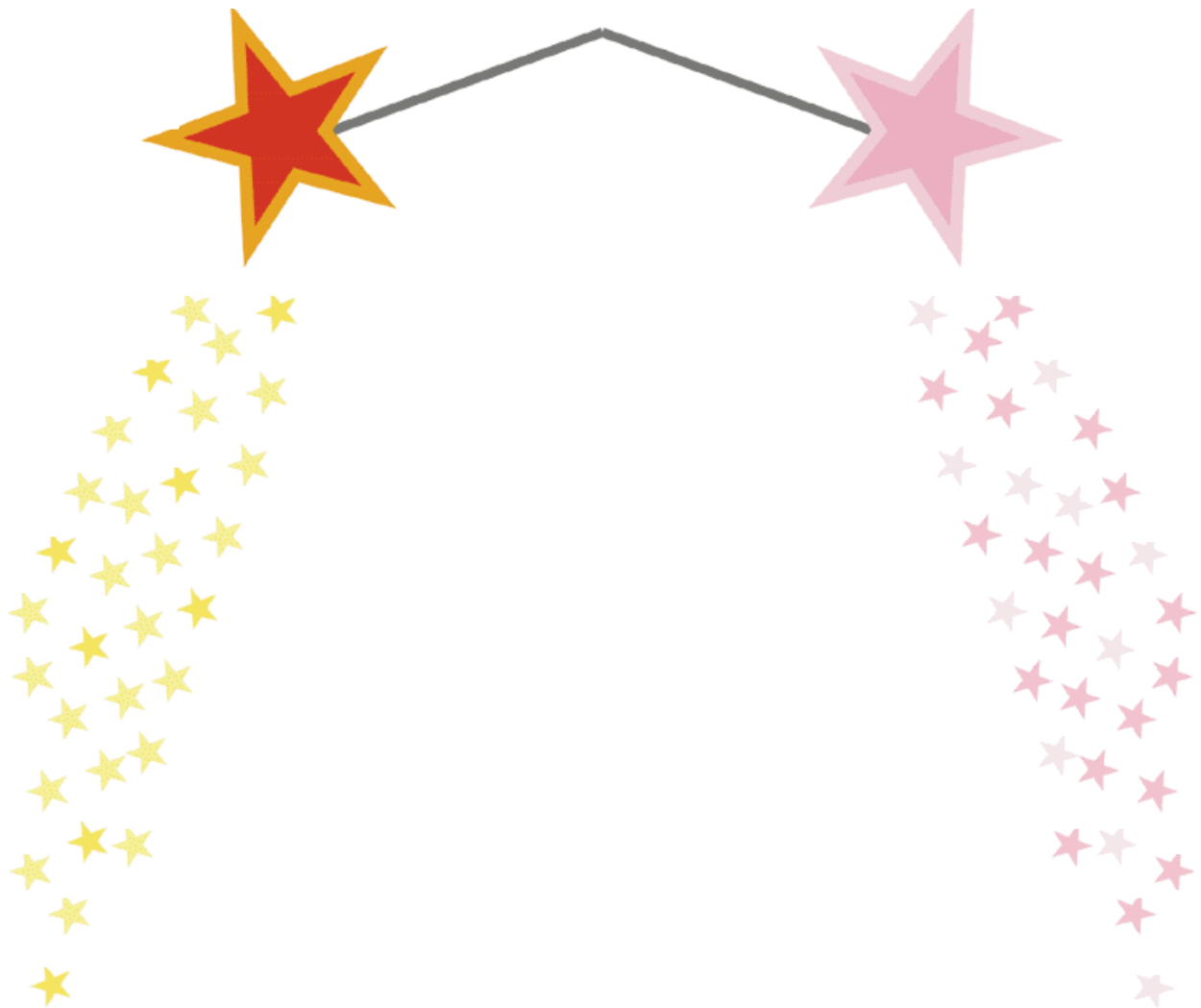
4. Conflict with society or a group — struggling with written or unwritten rules, laws, customs

examples: not being a failure even when it is expected of you, sticking up for someone unpopular



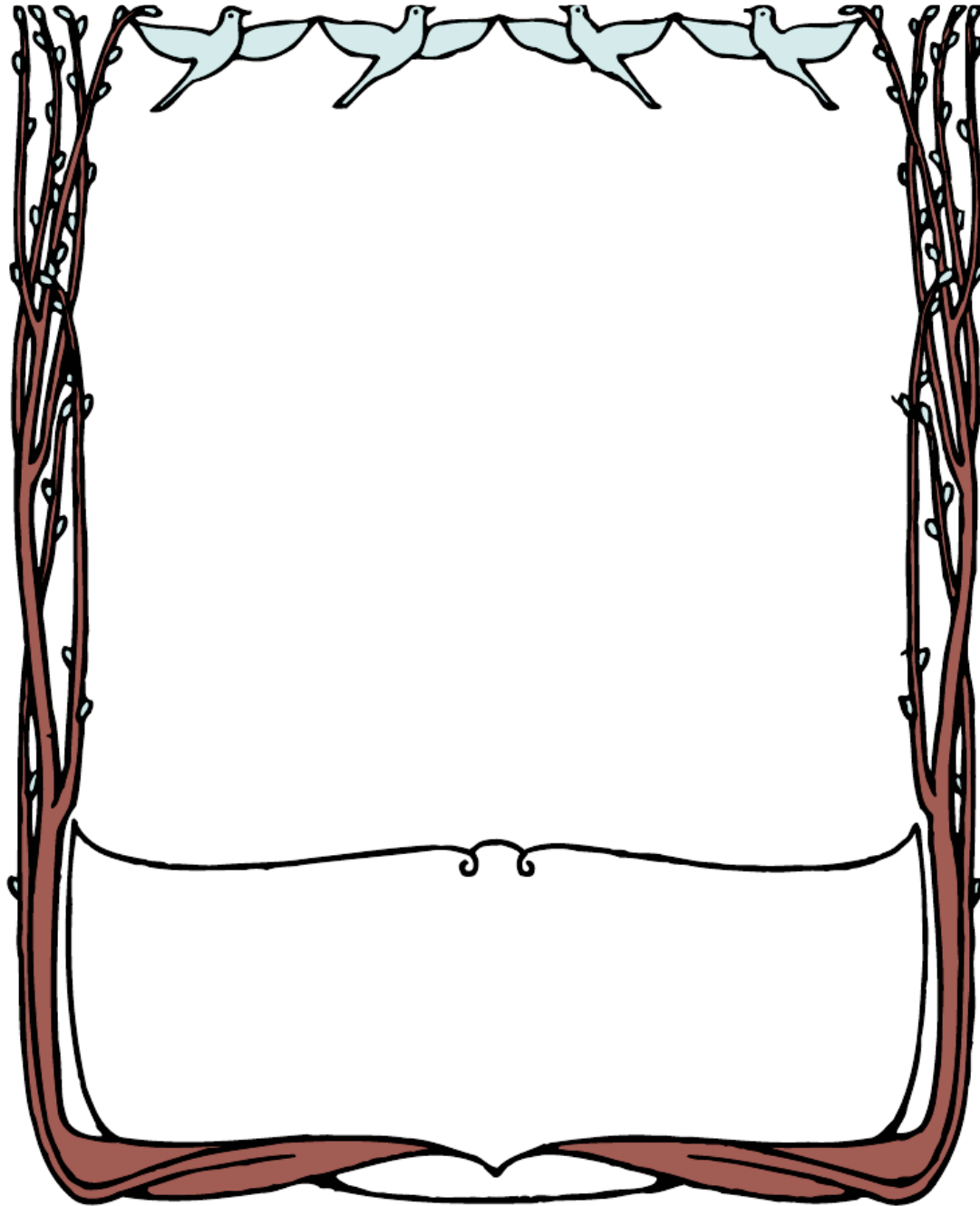
Make up your own examples for each kind of conflict. You may write or draw your examples.

1. CONFLICT WITH ANOTHER CHARACTER



Freak the MIGHTY

2. CONFLICT WITH NATURE OR NATURAL DISASTERS



Freak the MIGHTY

3. CONFLICT WITH SELF — FEELINGS OF FEAR, ANGER, SELF-DOUBT



Freak the MIGHTY

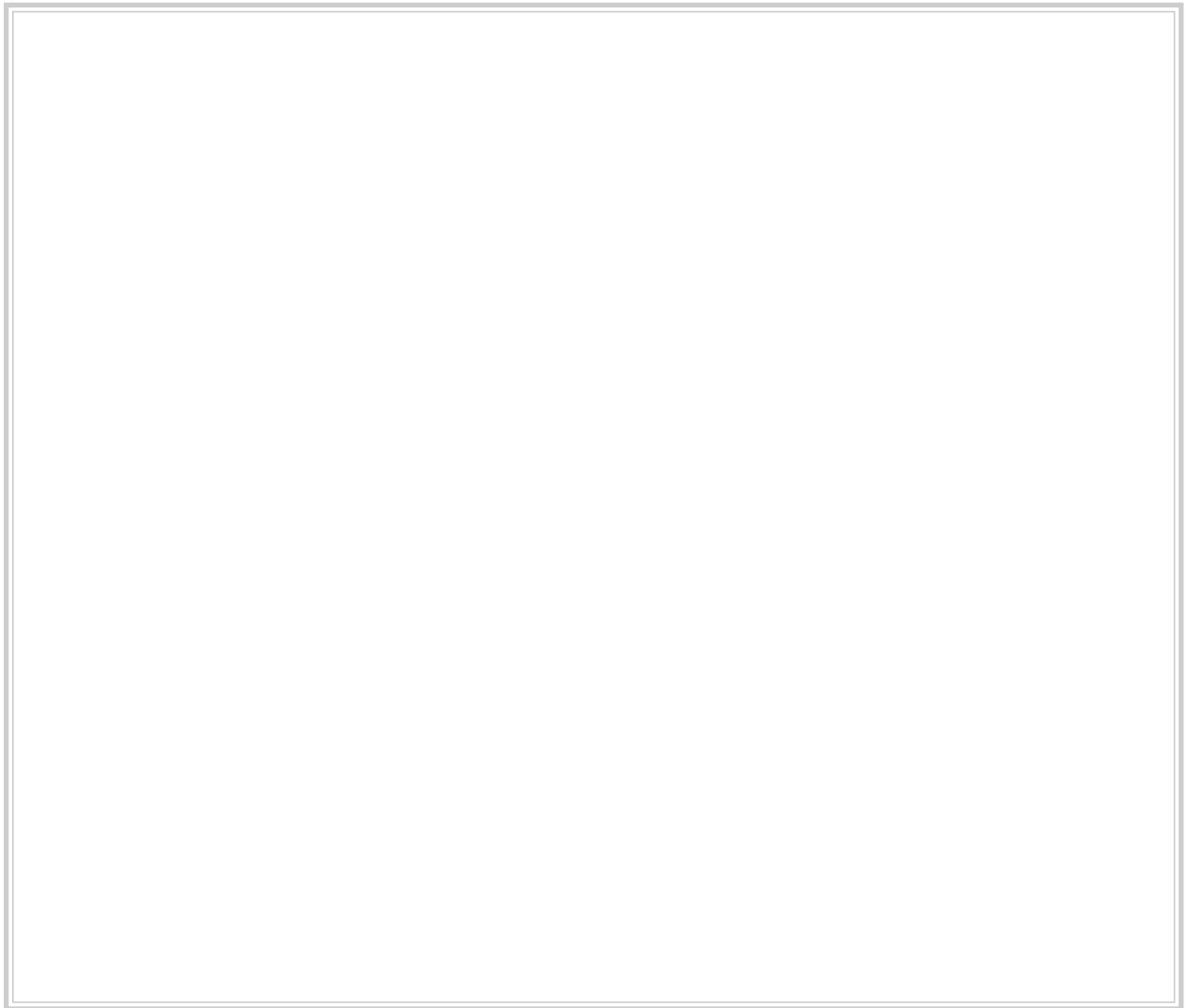
4. CONFLICT WITH SOCIETY OR A GROUP — STRUGGLING WITH WRITTEN
OR UNWRITTEN RULES, LAWS, CUSTOMS



Freak the MIGHTY

CHAPTER 2 CONFLICTS

Max and Freak have a conflict at the end of this chapter. Describe it in words or a drawing.



FOR DISCUSSION: WHY DO YOU THINK FREAK SAYS, "THEN DIE, EARTHLING, DIE!"?

Freak the MIGHTY

LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the chapter.

Time: _____

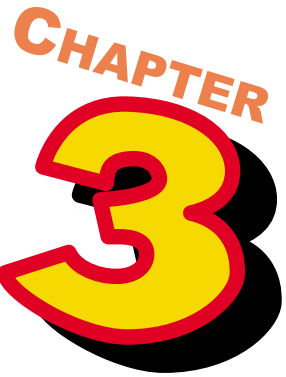
Place: _____

(where important things happened, or the two locations for this chapter)

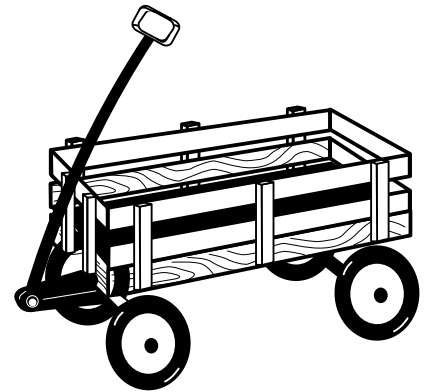
C. In one or two sentences, summarize what happens in this chapter, or draw an important scene from it.

D. Max meets several people in this chapter. Ask two questions about these characters or what they will have to do with Max.

QUESTION 1:



QUESTION 2:



CONFLICTS

A. What are the four different kinds of conflicts? (To review, see page 24)

CONFLICT #1:

CONFLICT #2:

CONFLICT #3:

CONFLICT #4:



B. When Max goes outside again, Freak is having another conflict. What is the conflict? What kind of conflict is it?



VOCABULARY REVIEW

Continue to review and use the “un” words you’ve been learning.

Here are eight words followed by six sentences, each one missing one word. Complete each sentence with the right word from the word list.

unvanquished	unplug	unconscious	unruly
unbreakable	unselfish	unthinkable	unconditional

1. Max’s grandparents are always afraid he will become _____ and cause trouble.
2. At first, Freak was _____ of Max, who was watching him from behind the fence.
3. To Freak, leaving the paper thing in the tree was just _____. He was going to find a way to get it down.
4. Freak was determined to find a way to get the paper thing down from the tree. Thanks to Max, he was _____.
5. Max had to be careful with the paper thing because it was not _____.
6. Max was _____ when he gave the paper thing back to Freak carefully.



CHARACTER ANALYSIS

A characteristic is used to describe a character. When you “see something” in a character, you identify him with a characteristic.

For each characteristic, write the name of the character (Max or Freak) who has that characteristic.

EXAMPLES:

1. Doesn't live with brothers or sisters: Max and Freak
2. Lives with his grandparents: Max
3. Can't walk or run well: Freak

YOUR TURN!

1. Likes to use big words: _____
2. Thinks he is stupid: _____
3. Doesn't have many friends: _____
4. Likes computers and books: _____
5. Ran away when he got confused: _____
6. Went to day care: _____



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

Title: _____

B. Setting: Identify the setting of the chapter.

Time: _____

Place: _____

(where important things happened)

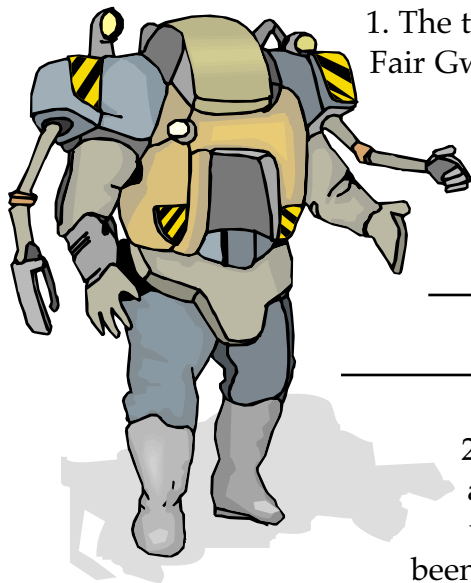
C. In one or two sentences, summarize what happens in this chapter.
Or go to the next page and draw an important scene from the chapter.





Freak the MIGHTY

QUESTIONS



1. The title of this story is “What Frightened Fair Gwen.” Who is “Fair Gwen” and what frightened her?

2. What is a question you could ask about one of the characters — one whom you’ve met or one who’s just been talked about?

Freak the MIGHTY

MAIN IDEA

Words fall into groups, as you can see here:

PLANETS

Mars
Earth
Mercury
Pluto

BOYS' NAMES

Harry
Tyrone
Kevin
Max

YOUR TURN: WRITE DOWN A GOOD TITLE THAT EACH GROUP OF WORDS
WOULD BELONG TO. IT CAN BE ONE WORD OR A PHRASE.

Gwen
Linda
Mary
Nancy

steps
hills
ladders
elevators



sword

knife

scissors

saw

helmet

armor

shoulder pads

knee pads

books

newspapers

road signs

magazines

BONUS

lawn mower

motorcycle

drill

jackhammer

wheelchair

crutches

cane

walker

Freak the MIGHTY

QUOTE ANALYSIS

INTRODUCTION TO QUOTE ANALYSIS

An author can describe important events in a story by telling you about them, such as, "... Fair Gwen grabs Freak and puts him in the wagon and I swear, she almost runs home, like if she doesn't get away quick something really bad is going to happen."

Sometimes, though, things characters say are just as important, telling us what the speaker is like, and often telling us what has happened or what to expect.

You can explain what a quote means in four parts, called a "quote analysis."

1. Write the quote.
2. Explain who said the quote and to whom they were talking.
3. Paraphrase the quote. That is, put it in different words, that you understand, that mean the same thing.
4. The thinking part: Explain what this quote says about either the character or the plot that you might not have known without it. Here are important questions to ask:
 - * What kind of person would say these things?
 - * Why would they say that?
 - * What might they know, or be thinking about?
 - * What important thing are they talking about that affects the story?



EXAMPLES

Quote: “Grim would be, I suppose, a sobriquet for your grandfather, based on his demeanor.”

Characters: Freak says this to Max, when Max tells him that he eats “upstairs with Grim and Gram.”

Paraphrase: In other words, you gave your grandfather the nickname Grim because he’s always acting so serious, right?

What does this tell you? Freak uses words most people his age wouldn’t know (maybe to show off so they realize that just because he is in a wheelchair, he is still smart), and that he’s listening to what Max says and trying to figure it out.

YOUR TURN: CHOOSE ONE OF THESE QUOTES AND COMPLETE A QUOTE ANALYSIS FOR IT.

* “Oh, it talks.” (Freak, Ch. 3, p. 12.)

* “The design limitations of the human body. You know, like we’re not bullet-proof and we can’t crush rocks with our bare hands.” (Freak, Ch. 4, p. 18)

* “Huh?” (Max, Ch. 4, p. 18)

* “Books are like truth serum — if you don’t read, you can’t figure out what’s real.” (Freak, Ch. 4, p. 19).



QUOTE ANALYSIS WORKSHEET

1. Write the quote.

2. Explain who said the quote and to whom they were talking.

3. Paraphrase the quote.

4. Explain what this quote says about either the character, or the plot of the story, that you might not have known without it.



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the chapter.

Time: _____

Place: _____

(where important things happened)

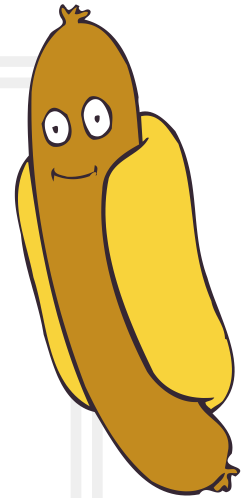
C. In one or two sentences, summarize what happens in this chapter, or draw an important scene from it on the next page.

CHAPTER

5

SPITTING
IMAGE

Freak the MIGHTY



D. What is a question you could ask about one of the characters — one whom you’ve met or one who’s just been talked about?

INFERENCES

Freak explains to Max that his mother is nervous because Max is the “spitting image of your old man.” (Page 25) What are two other things she says about Max’s father (either in your own words or in quotes)?

Because of what she says, what do you think Max’s father might be in jail for?



MORE QUOTE ANALYSIS

Chapter 5 gives the reader a chance to learn about “Fair Gwen,” Kevin’s mother. Complete a quote analysis below about this passage from the book:

When Max goes to Gwen’s house for dinner, she talks so fast he can hardly understand her: “Inever. . . couldabidethatmanIalwaysthought hewascrazyand. . . scaryisitokaytosaythattoyou?” (I never . . . could abide that man. I always thought he was crazy and scary. Is it okay to say that to you?”)

1. Write the quote:

2. Explain who said the quote and to whom they were talking.

3. Paraphrase the quote.

4. Explain what this quote says about either the character, or the plot of the story, that you might not have known without it.



INFERENCES

Gwen does not flinch when Max hands her a knife. What does Max infer about how Gwen feels about him?

VOCABULARY

1. Max says he needs to eat because his “fuel cells are depleted.” What does that mean? What would it mean if your supply of paper was depleted?

Review the meanings of these words, then answer questions about them.

credible	convertible	collapsible
reversible	irresistible	comprehensible
compatible	visible	possible
invincible	responsible	eligible



1. What are two credible reasons for Max's father to be in prison?

Credible reason 1: _____

Credible reason 2: _____

2. What does an unconscious person look like?

3. Why was Max uncertain about going to Gwen's house for dinner?

4. What are two kinds of reversible damage to a car?

5. What is one way to make something you read more comprehensible?



6. What is one way you can tell that Max and Kevin are compatible, even though they are different?

7. What is one very visible difference between Max and Kevin?



8. "Eligible bachelor" means someone is available for dating or marrying someone. What are two things that would make someone an eligible bachelor?

FIRST THING:

SECOND THING:



LEARNING LOG

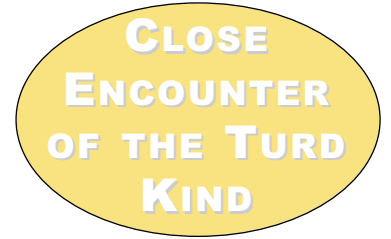
A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the chapter.

Time: _____

Place: _____

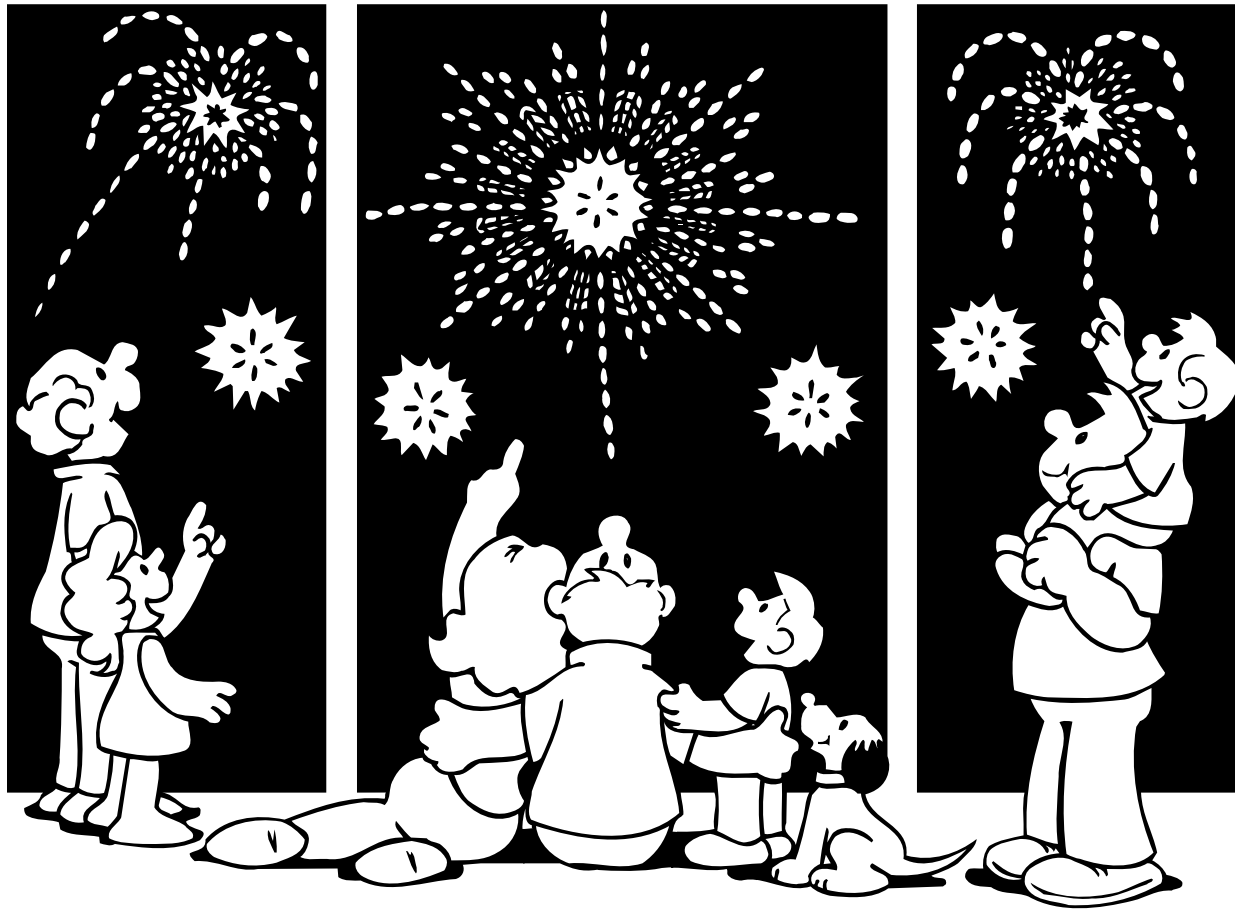
(where important things happened)



C. In one or two sentences, summarize what happens in this chapter, or draw an important scene from it.



Freak the MIGHTY



D. What is a question you could ask about one of the characters — one whom you've met or one who's just been talked about?

INFERENCES

You make inferences whenever you notice something and think you know why it is. You might not even realize you're doing it.

Max describes Tony D. as being called "Blade" and having been to court three or four times. What does he infer about Tony?

Kevin doesn't know anything about Tony. He just knows that Max is big, and scares most people. What does Kevin infer that makes him say rude things to Tony?



CONFLICT

There are four kinds of conflict:

1. Conflict with another character

example: being in a swimming race with someone

2. Conflict with nature or natural disasters

example: trying to climb Mount Everest or survive a tornado

3. Conflict with self — feelings of fear, anger, self-doubt

example: having to speak in public but having stage fright

4. Conflict with society or a group — struggling with written or unwritten rules, laws, customs

examples: not being a failure even when it is expected of you, sticking up for someone unpopular

Which kind of conflict happens in chapter six? Who is the conflict between?



1. LEARNING LOG

A. The title of this chapter is “Walking High Above the World.” Who is high above the world?

How?

B. Setting: Identify the setting of the chapter.

Date: _____

Time: _____

Place: _____

C. In one or two sentences, summarize what happens in this chapter, or draw an important scene from it, OR draw two or three scenes that show what happened.

D. Ask a question about what the cops say at the end of this chapter.



CHARACTER ANALYSIS

Match the character and the characteristics.

For each of these characteristics, identify whether it's Blade or Freak that has that characteristic.

- _____ has a "mean and dirty laugh"
- _____ thinks of a plan when he gets stuck in the mud
- _____ gets scared when he gets stuck in the mud
- _____ has a knife and knows how to use it
- _____ yells "warp speed!!"
- _____ whistles with his fingers



CONFLICT

What are the four kinds of conflict? (For a refresher, turn to page 24.)

1. _____

2. _____

3. _____

4. _____

Which kind of conflict happens in Chapter 7?

Who is involved in the conflict?



MAIN IDEA

For each list below, write a group each word belongs to in the line above it. Be as specific as you can.

FOR EXAMPLE:

THINGS THAT FLY

bees

birds

planes

helicopters

WAYS TO GREET SOMEONE

wave

say "hello!"

nod

shake hands

lemonade

soda

water

tea

slime

mud

ooze

gunk



bottles

candy wrappers

cans

whistling loudly

waving arms wildly

shouting, "We need assistance!"

Freak the MIGHTY

CHARACTER ANALYSIS

To understand a character's role in a story, it helps to look at the character from several angles.

When you're asked to describe or analyze a character, think **SADDR**, which stands for four of these ways of looking at a character: **S**peech, **A**ction, **D**escription, **D**rawing, and **R**eaction of others.

If you look at only one of these, you might come to the wrong conclusion. For example, if you only pay attention to Kevin's description, you might think he sat in a wheelchair and never did much. His speech and action and the reaction of others tell a different story!

By looking at all of these, you can figure out a character's personality and reasons behind what he or she does.

SPEECH: WHAT DOES THE CHARACTER SAY? WHAT DOES THIS TELL YOU ABOUT THE CHARACTER?

For instance, Max often says "Huh?" This tells you that he sometimes gets confused by what people say.

On the other hand, Kevin says, "We're nine feet tall, in case you hadn't noticed."

What does this tell you about Kevin?



ACTION: WHAT DOES THE CHARACTER DO? WHAT DOES THIS TELL YOU ABOUT THE CHARACTER?

For instance, Max gets Kevin's fragile flying toy from the tree and gives it back to him. This is a clue that he doesn't pick on people, even though he looks big and mean.

When Kevin goes to see where Max lives, he gets out of the wagon and humps down the steps. He's wheezing by the time he gets to the bottom. What does this tell you about him?

DESCRIPTION: WHAT DOES THE AUTHOR SAY ABOUT THE CHARACTER? WHAT DOES THAT DESCRIPTION TELL YOU ABOUT THE CHARACTER?

For example, Kevin's mom is described like this: "She looks like some kind of movie star. Wearing these old jeans and a baggy T-shirt, and her long hair is tied back and she's probably sweating, but she still looks like a movie star. Like she has this glow, a secret spotlight that follows her around and makes her eyes light up."

This gives you a picture of Kevin's mother.

YOUR TURN:

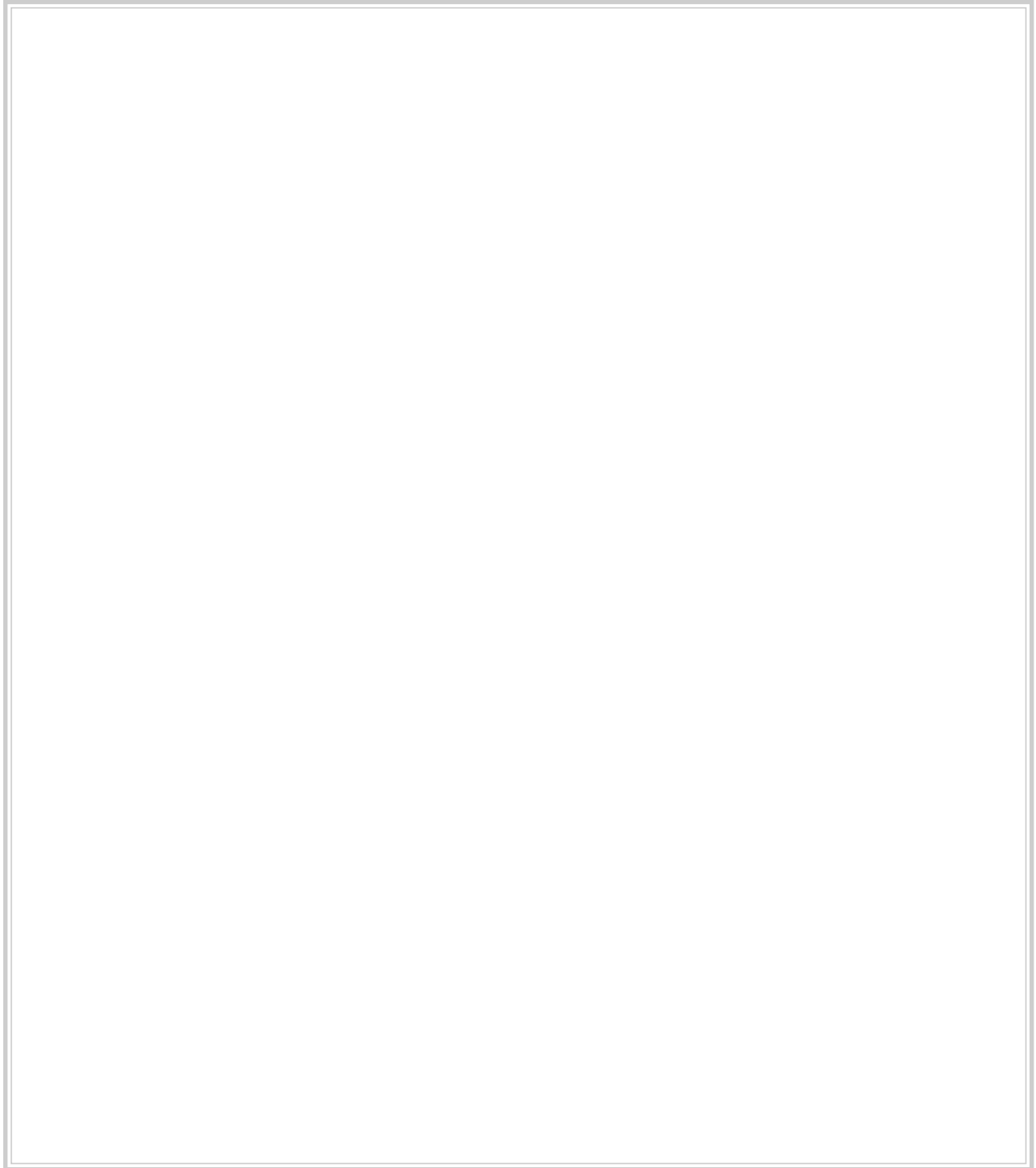
On pages 37-38, Blade says, "Get some rocks, it's target-practice time!"

What does this tell you about what he thinks of himself?



**DRAWING: DRAW THE CHARACTER IN AN IMPORTANT SCENE FROM
CHAPTER 7.**

Include at least three details (either about the character, or the rest of the picture) that tell you what is happening.



Freak the MIGHTY

REACTIONS OF OTHERS: HOW DO OTHER CHARACTERS IN THE STORY

REACT TO THIS CHARACTER?

How does Max react to Blade? What does this tell you about Blade?



UNDERSTANDING CHARACTERS

Use the SADDR structure to analyze Blade's character using what he says and does in chapter 7.

SPEECH

What does the character say? What does this tell you about the character?

ACTION

What does the character do? What does this tell you about his character?

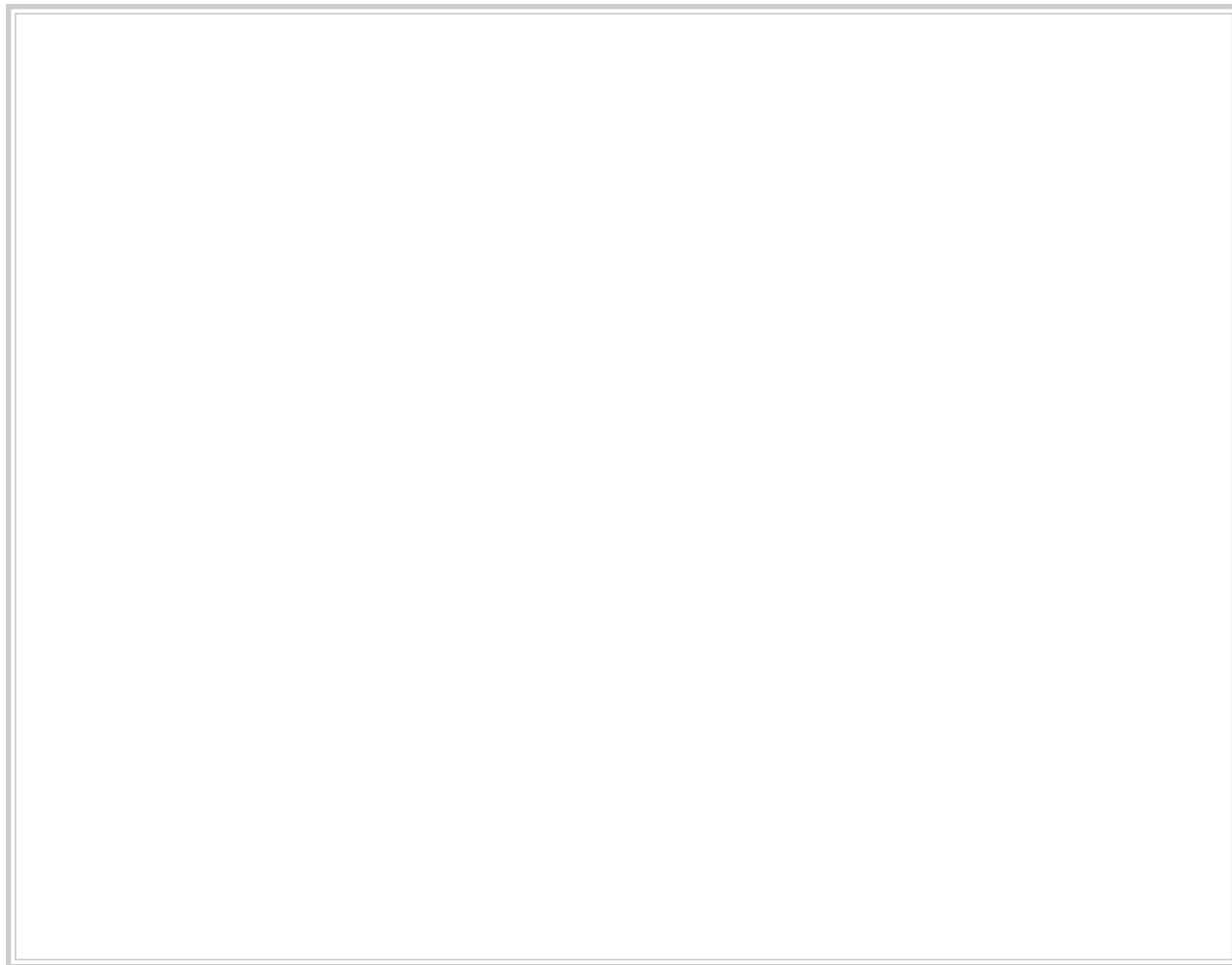
DESCRIPTION

What does the author say about the character? What does that description tell you about the character?



DRAWING

Draw the character. Include at least three details and be able to explain what these things say about the character (clothes, what he's carrying, or who he is with).



REACTION OF OTHERS

How does Max react to Blade? What does that tell you about Blade?

Freak the MIGHTY

VOCABULARY

Review the meanings of these words. Then complete the sentences below with words from the list.

compatible responsible comprehensible visible
untidy unvanquished unthinkable uncertain

1. Freak waved his arms wildly so he would be more _____ to the cops.
2. When Freak told Max to go to the left, Max was _____ which way he should go because he wasn't sure which way left was.
3. When Freak kicked Max with his left foot, that was a _____ signal and Max knew which way to go.
4. Even though they had been chased around and chased into a pond, Max and Freak were _____ in the end.
5. Even though they were very different, Freak and Max were _____ as friends.
6. At first, Max ran around the pond because running into that disgusting muck was _____, but when Blade's swishing knife was right behind him, he didn't think, he just ran.
7. When they were helped out of the muddy pond, Freak and Max were very _____.
8. At the end of the chapter, Freak is _____ for coining the name "Freak the Mighty."

Freak the MIGHTY

LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

Title: _____

B. Setting: Identify the setting of the chapter.

Time: _____

Place: _____

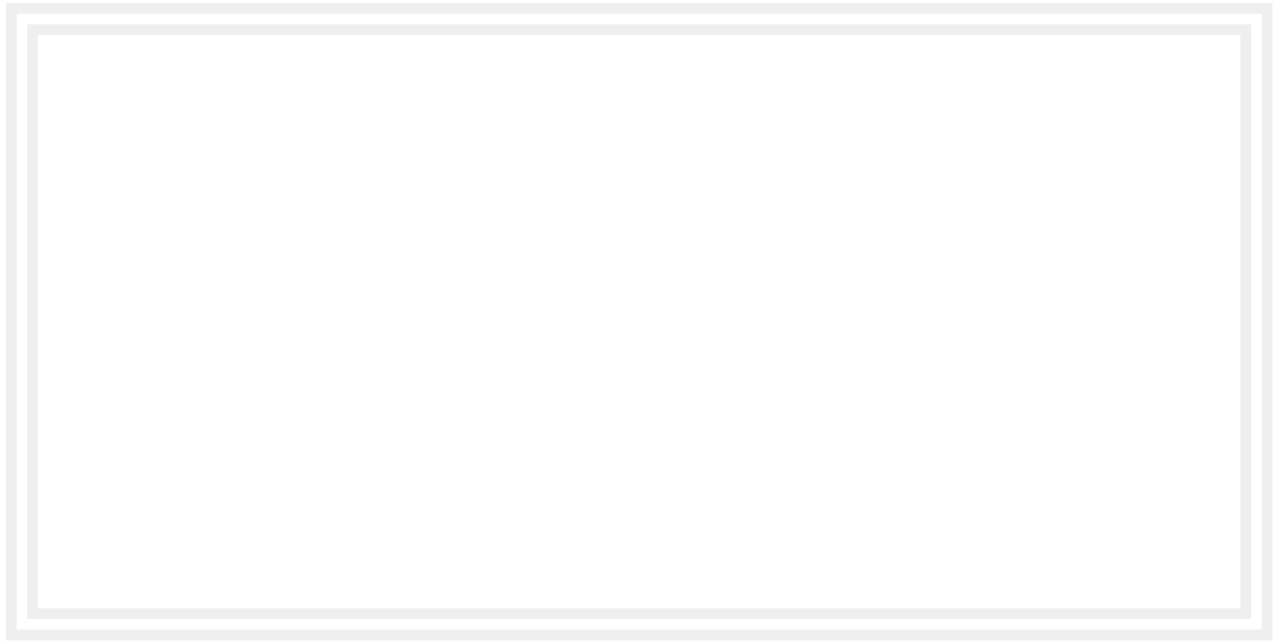
C. In one or two sentences, summarize what happens in this chapter. Or, go to the next page and draw either one important scene from Chapter 8, or draw two or three scenes that show what happened.

CHAPTER



DINOSAUR
BRAIN





Freak the MIGHTY



Freak the MIGHTY

D. Ask a question about something that happened in this chapter, or what might happen.

INFERENCES

When you make an inference, you should be able to back it up with your reasons.

Gram and Grim inferred at first that Max was in trouble. Their reasons for that inference? Well, the police brought Max home, and Max is a teenager. Of course, that inference was wrong.

For each of these inferences, give another reason why the reader would think they were true.

1. Grim and Gram really think Max helping out Freak is a special and wonderful thing.

Reason 1: Gram gets out the special china that they never use.

Reason 2: _____

2. Freak loves words. He uses lots of big ones and looks up any that he doesn't know.

Reason 1: He uses lots of big ones and looks up any that he doesn't know.

Reason 2: _____



SIGNAL WORD: IF

When a sentence starts with **if**, it should have two parts: what might happen and then what will happen if the first thing happens.

Finish each of these sentences with something that makes sense.

EXAMPLES:

If it rains, the road will get wet.

If Freak sees Blade, he will try to get away from him.

YOUR TURN:

1. If Max is still asleep when Freak comes by,

2. If Freak doesn't know what a word means,

3. If Max didn't have Freak to hang around with in the summer, he would

4. If Freak needs to get somewhere, Max

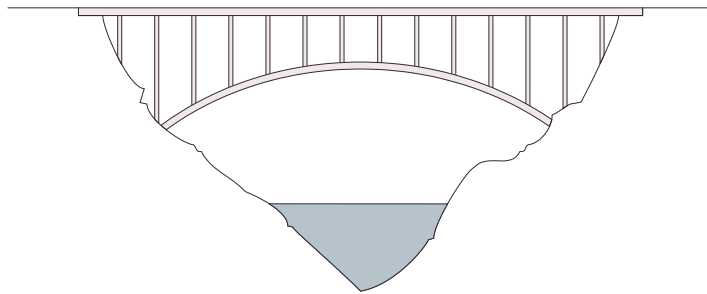


WORD PART: ARCH

arch — leader or government

Arch is the first in a series of words frequently used in social studies content.

Arch: By itself this word means “a typically curved structural member spanning an opening and serving as a support.” It would look like this:



When **arch** is found in longer words it usually has one of these meanings:

1. ruler or leader — “a “monarch” is one kind of leader, a king or queen.
2. Most fully embodying the qualities of the kind — an “arch-enemy” is the biggest enemy, someone you would constantly have to be on the lookout for.

(**Arch** can also mean ancient or very old, as in archaeology and archaic.)




ARCHETYPE

Write the word: _____

archetype means *the original model or a perfect example of something, of which all things of that same type are based on.*

Knights from the days of King Arthur are considered an archetype of the male hero. Gandalf in The Lord of the Rings is an archetype of a “wise old man.” Many characters in the Harry Potter series are archetypes.

In the box below, draw an archetype of a hero (or superhero, like Superman), with at least three specific details that make what you draw the “perfect example” of a hero.



How would you describe the archetype of a good teacher? A good student?



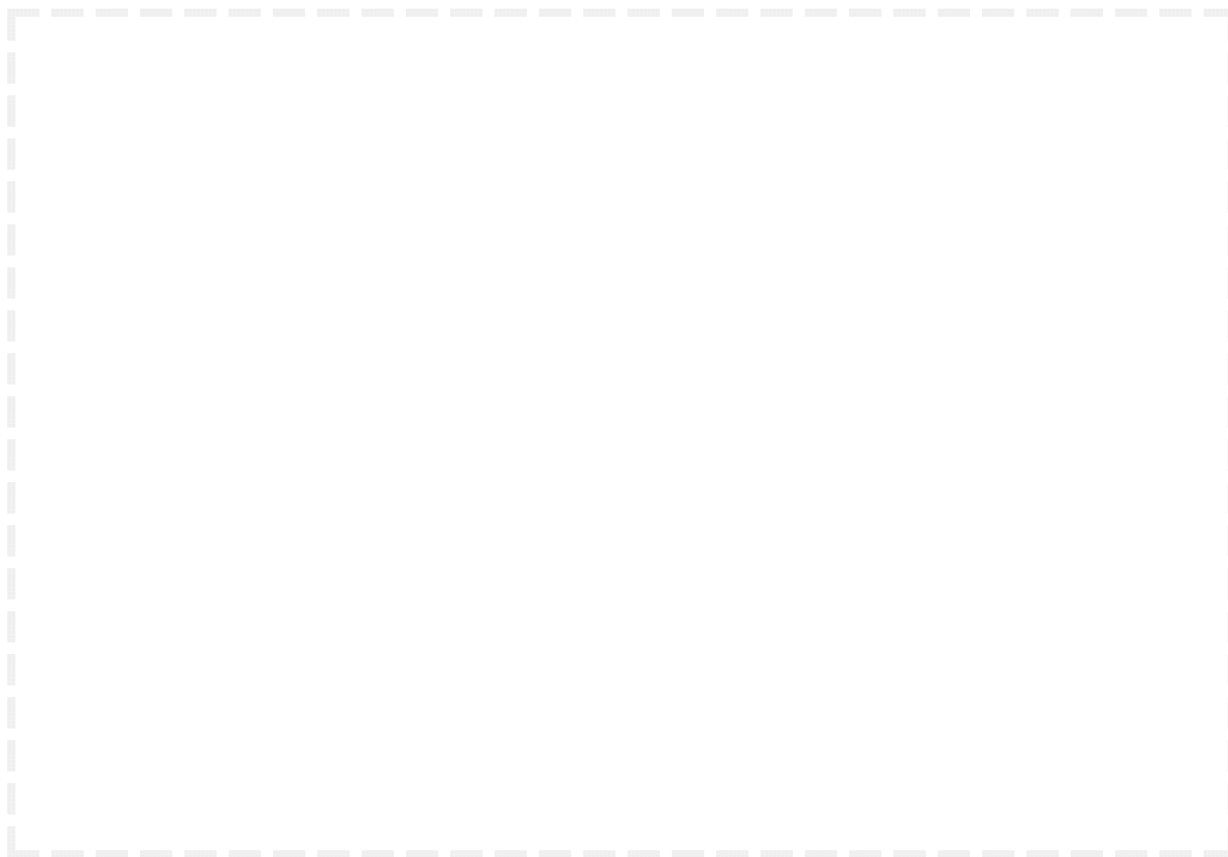
ARCHENEMY

Write the word: _____

archenemy means *the worst or main enemy* (usually in a story).

Example: In The Wizard of Oz, the Wicked Witch of the West is Dorothy's archenemy.

In this box, draw someone — maybe your archetype superhero — and that person's archenemy. Label or explain how your drawing shows who the archenemy is.



What is another example of an archenemy?



ARCHBISHOP

Write the word: _____

archbishop means *a bishop of the highest rank*, someone who is in charge of an archdiocese (which is an important diocese or group of churches).

Example: EXAMPLE TO COME

In this box, draw some of the garments an archbishop would wear.



What are three things a traveling archbishop would have in his suitcase that would be clues to his job as archbishop?

Freak the MIGHTY

MONARCH

Write the word: _____

monarch has two common definitions: *one person who rules a state, territory, or country; such as a king or queen, or a kind of butterfly.*

Example: Queen Elizabeth is a monarch; King Arthur was, too.

In this box, draw a picture of the most visible item a monarch would wear, which is a crown.



What are three things a traveling monarch might have in his or her suitcase that would be clues that he or she was a monarch?



MONARCHY

Write the word: _____

monarchy means *government by one person, usually someone who inherited the position*. The word is from mono (one) and archy (government).

Example: Romania is a monarchy.

In this box, draw a picture of a monarch, ruling over his or her monarchy.



If you were the monarch of your own country, what are three things you would do with your power to rule the whole monarchy?



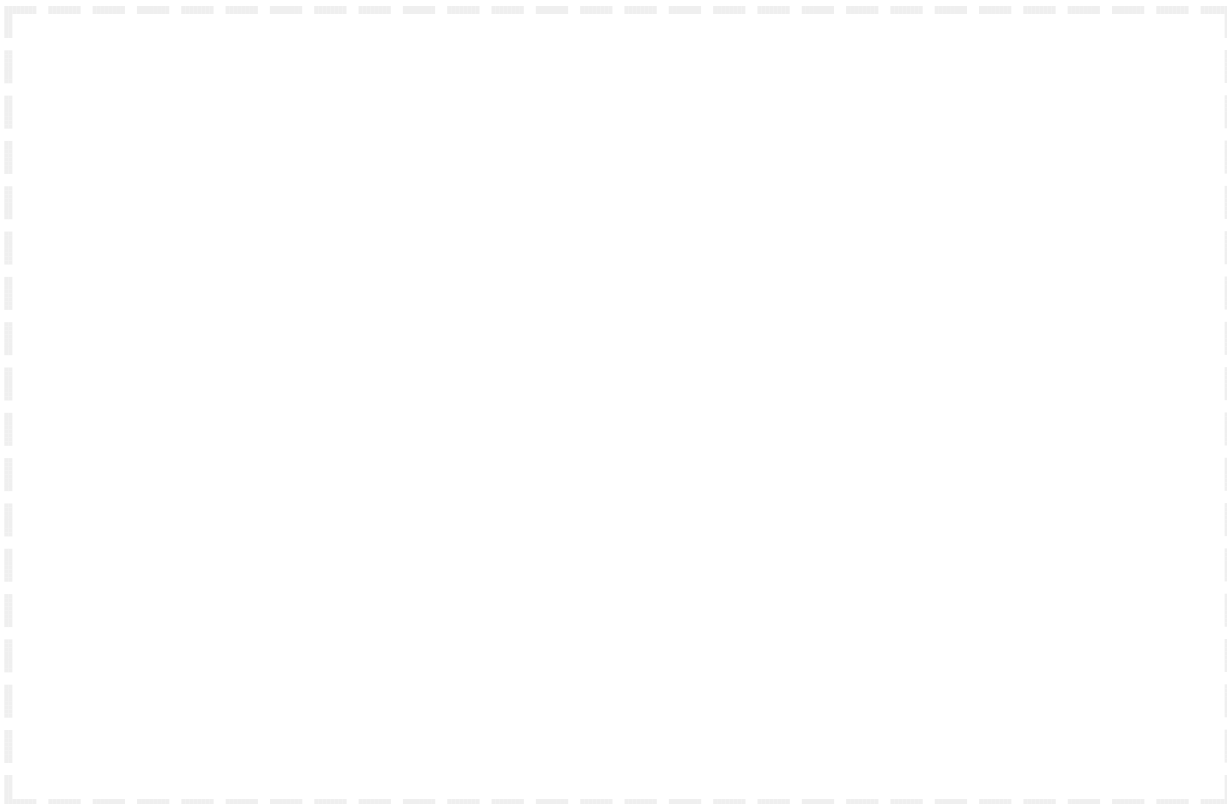
ANARCHY

Write the word: _____

anarchy means *no formal government at all, or nobody being in charge or enforcing laws*. The word comes from an (not) and archy (government).

Example: If all adults left a school, there would be anarchy unless someone took charge and made rules.

In this box, INSTRUCTIONS TO COME



What would be one good thing, and one bad thing, about an anarchy?



ANARCHIST

Write the word: _____

anarchist means *a person who believes there should be no government or laws, that people should be free to make their own rules*. Historically, anarchist groups have been associated with riots and violence.

Example: An anarchist would not want to pay taxes.

In this box, draw a picture of an anarchist doing something you'd expect an anarchist to do.



What are three things that anarchists think we could do without?
(Any three things — including laws — that come from the government,
or that taxes pay for).



OLIGARCHY

Write the word: _____

oligarchy means *the conditions under which a small group controls a state or territory, especially a corrupt group that benefits themselves.*

Example: In an oligarchy, if you were not in the “in group,” you would not have any say in what goes on. If you were in the “in” group, you could get things done your way (so a highway would be built where it was convenient for you, or the laws would be changed to make life easier for you).

In this box, draw a picture of the leaders of an oligarchy having a meeting. Label (or explain orally) three details that tell you this is an oligarchy.



What are two things one of the leaders in an oligarchy might say?



ARCHANGEL

Write the word: _____

archangel means *chief angel* (also a certain kind of angel or an order of angel — groups of religious people or things are sometimes called “orders”)

Example: EXAMPLE TO COME

In this box, draw a picture of an archangel



Where would someone go to find an angel?

Freak the MIGHTY

Complete these sentences with the **arch-** word from the list:

1. Many Christmas songs include angels and _____.
2. Queen Elizabeth is a _____.
3. We went to church and saw the _____ there!
4. Dan would not vote because he was an _____ and didn't want to participate in the government.
5. Those four girls think they are an _____ and want to rule the class!
6. There were no rules, no laws. It was pure _____.
7. Superman's _____ is always trying to destroy him.
8. Cinderella is an _____ of a fairy tale.

NOTE TO TEACHERS

Freak refers to the “second” definition of archetype — “a universal symbol or idea in the psyche, expressed in dreams or dreamlike images” — specifically referring to Carl Jung’s psychological theory that ideas or modes of thoughts can be inherited (and an archetype is one of these ideas as present in the unconscious).

The first definition is more common and more useful. For an extra challenge, students can figure out the connection between the definitions and learn both. (For an even more interesting challenge, consider the differences and similarities between **archetypes** and **stereotypes**.)



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

Title: _____

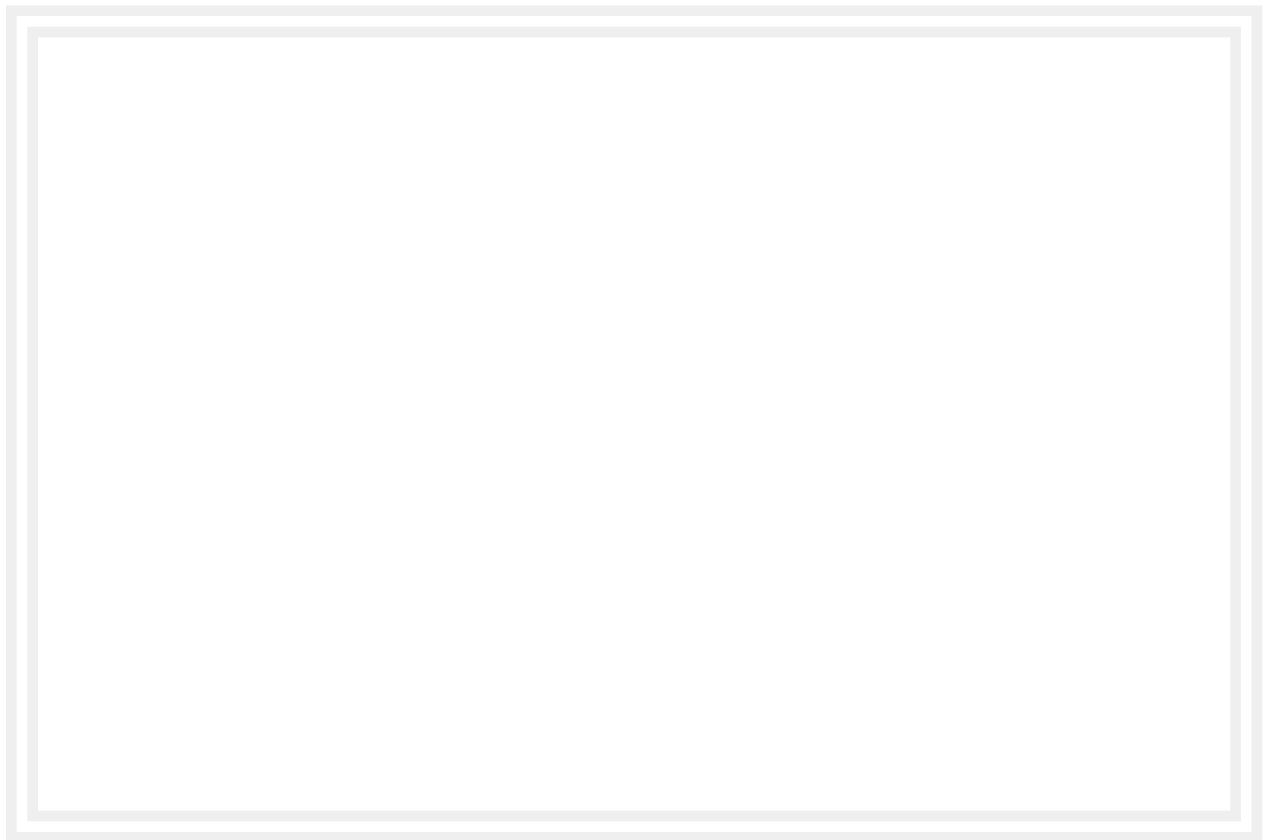
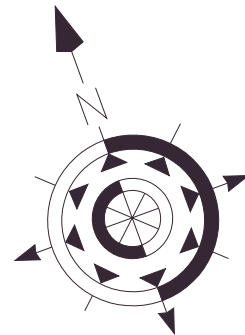
B. Setting: Identify the setting of the chapter.

Time: _____

Place: _____

C. In one or two sentences, summarize what happens in this chapter, or go to the next page and either draw an important scene from Chapter 9 or draw two or three scenes that show what happened.





Freak the MIGHTY

D. Ask a question about something that happened in this chapter, or what might happen.

VOCABULARY

Go to the word part **arch** and answer the questions about the words. Also answer these questions, which use older vocabulary words:

What are three incredible things that Freak says in this chapter?

What experimental operation does Freak say he is eligible for?



INFERENCES

When you make an inference, you should be able to back it up with your reasons.

Gram and Grim inferred at first that Max was in trouble. Their reasons for that inference? Well, the police brought Max home, and Max is a teenager.

Of course, that inference was wrong.

For each of these inferences, give another reason why the reader would think they were true. You may want to glance back at other chapters.

1. The medical research center at the hospital is an important place for Freak.

ONE INFERENCE:

He makes Max walk a long way to show it to him.

YOUR REASON:



2. Freak knows how to make up a good story out of an ordinary situation.

ONE REASON:

He calls going out to do something “going on a quest.”

YOUR REASON:

3. Max doesn’t always understand what Freak is saying.

ONE REASON:

He doesn’t know what an archetype is.

YOUR REASON:



LEARNING LOG

A. This chapter's title is "Rats or Worse." Use your imagination: What are two or three things that could be worse than rats on this quest?

B. Setting: Identify the setting of the chapter.

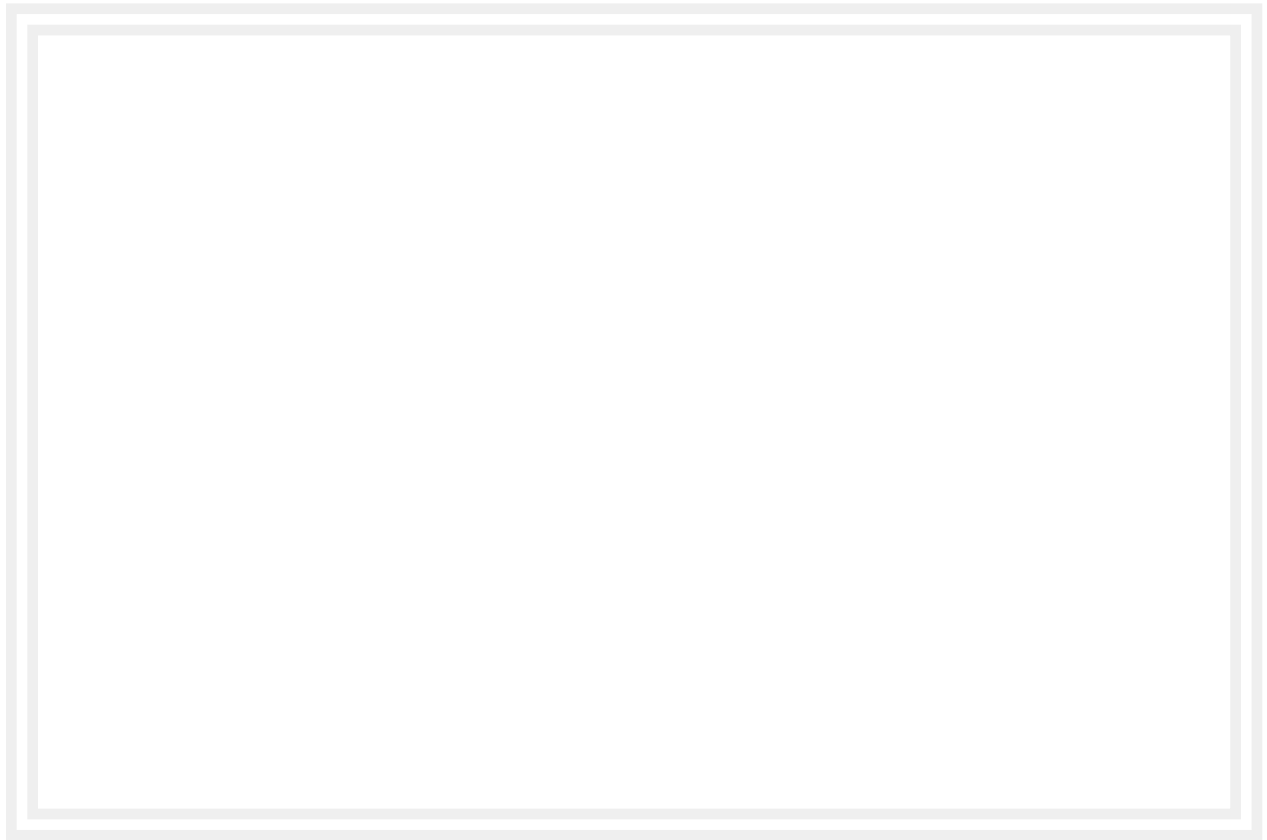
Time: _____

Place: _____

C. In one or two sentences, summarize what happens in this chapter, or go to the next page and either draw an important scene from Chapter 10 or draw two or three scenes that show what happened.



Freak the MIGHTY



Freak the MIGHTY

D. Ask a question about something that happened in this chapter, or what might happen.

SIGNAL WORDS: BUT, BECAUSE

Finish these sentences so that they make sense, keeping the signal word in mind.

EXAMPLES:

Freak wants to go on a quest, but Max isn't sure he wants to.

Max is uncertain about going on a quest because he had to walk so far the last time they went out and his feet still hurt.

1. Max didn't hear Freak come into his room because

2. Freak seems to know exactly where he wants to go, but Max



3. Freak wants to go out at 3 a.m. because

4. Freak hands Max a black shirt, but

5. Max tries to get to sleep, but

6. Freak and Max know who the purse belongs to because

7. Freak says Loretta Lee is a “damsel in distress,” but Max



PICTURE IT!

IMPORTANT LITTLE WORDS: **IN** AND **OF**

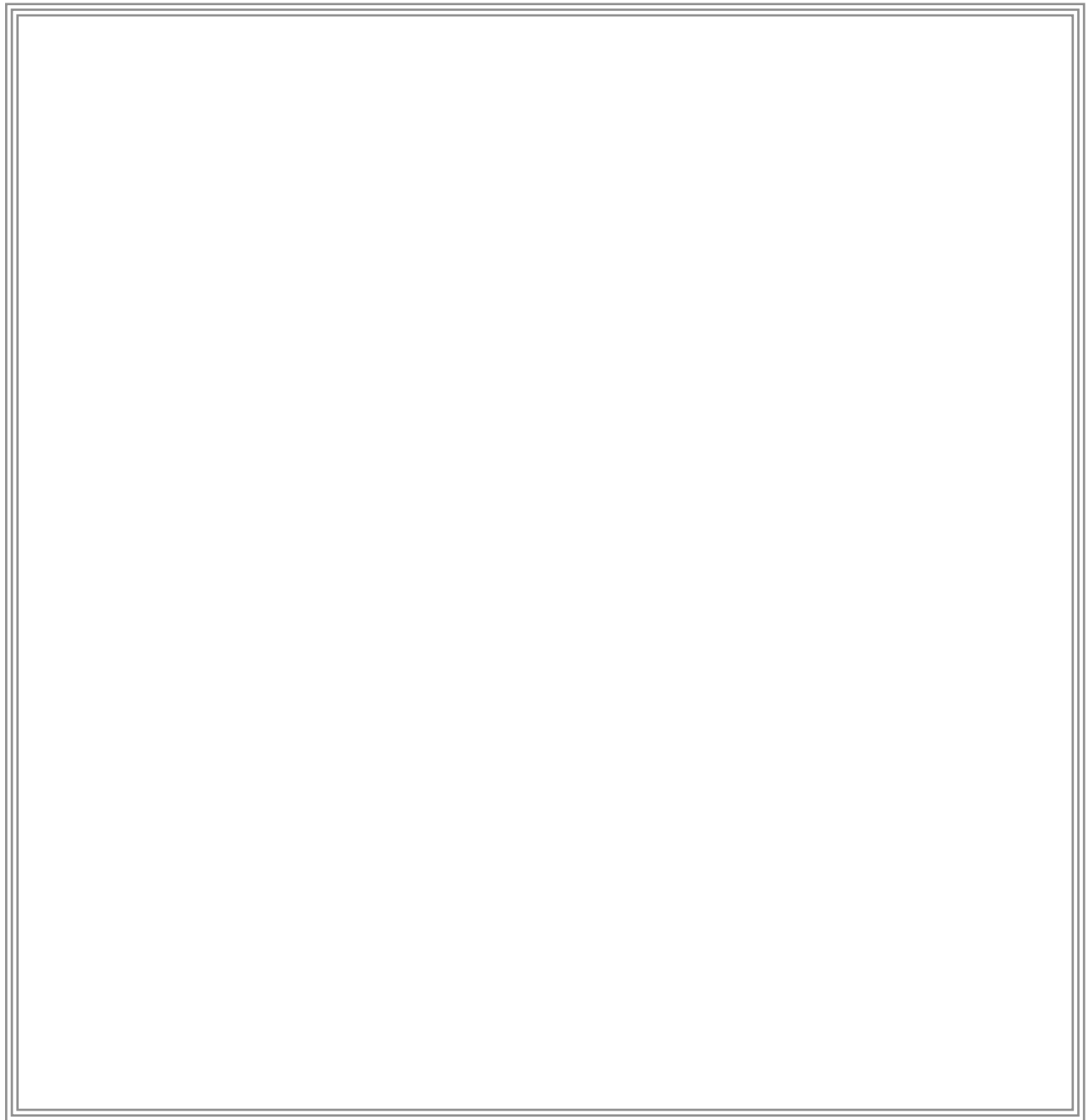
This chapter ends with Max musing about Loretta Lee. Freak thinks she is a “damsel in distress,” but Max says that we’ll find out that she is a “damsel of distress” — that she is not in trouble, but will cause them trouble. (A damsel is a lady, by the way.)

Little words can really change the meaning of a phrase. Illustrate this by drawing the following four things:

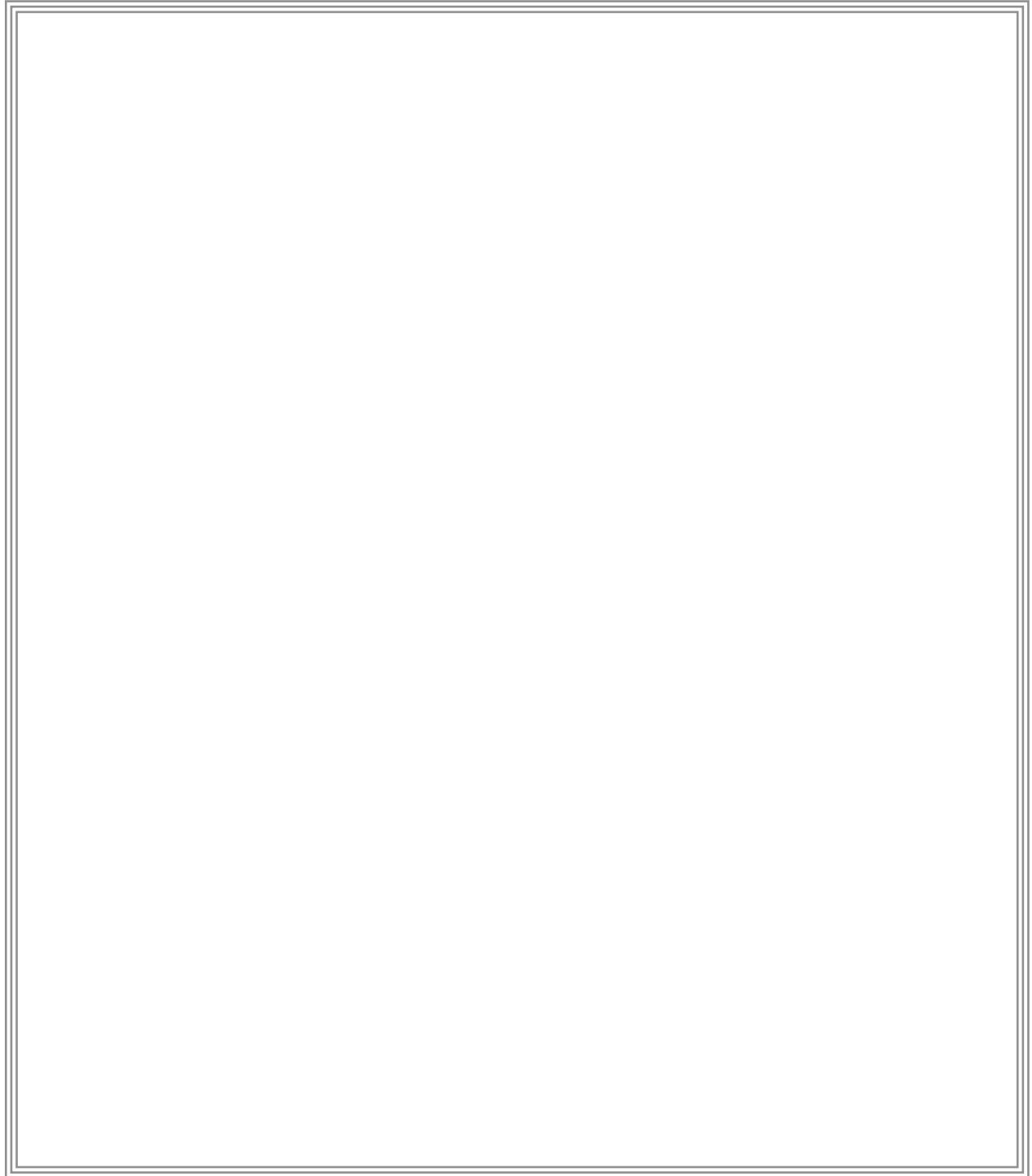
A PAINTING, IN A BUCKET



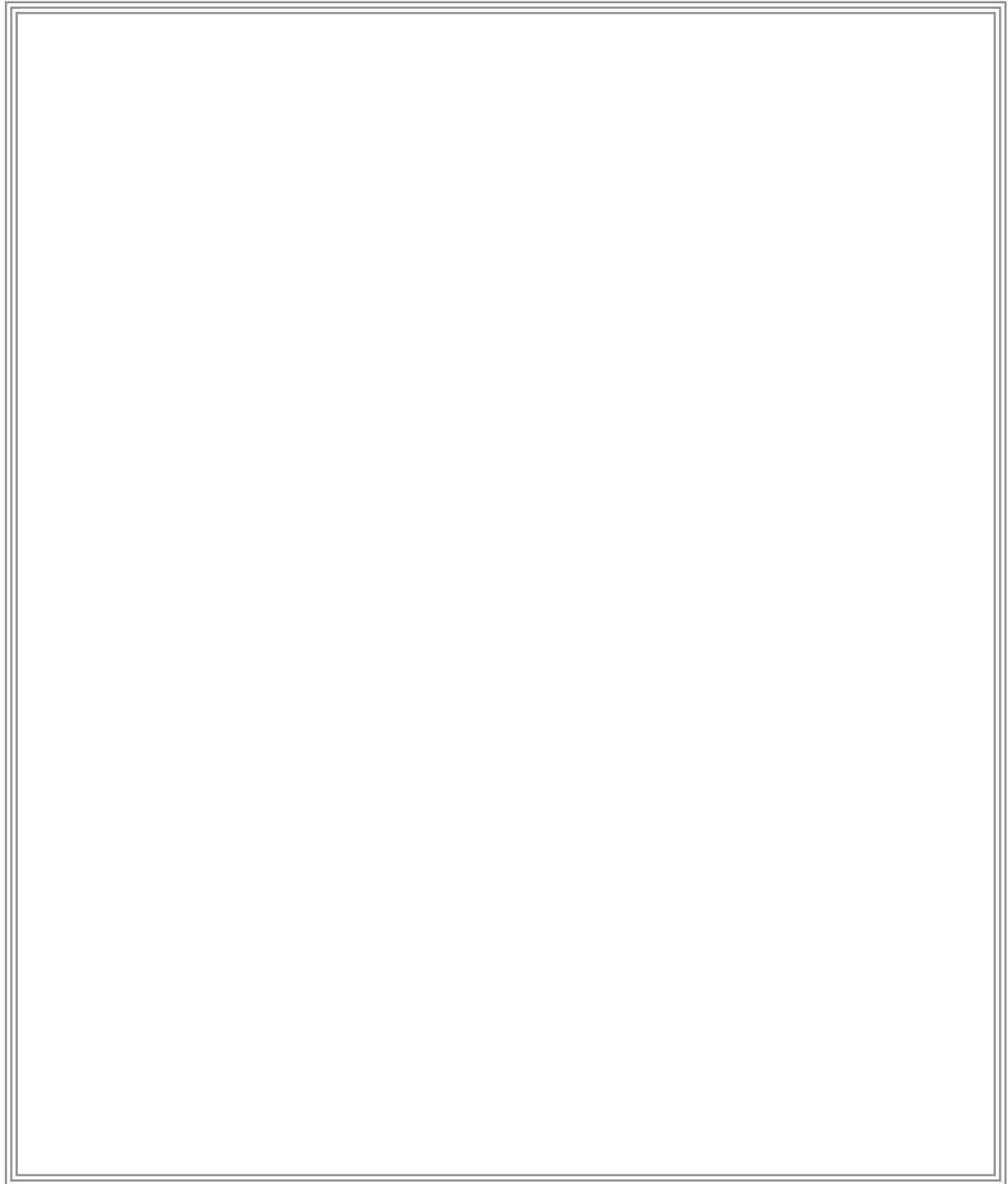
Freak the MIGHTY



Freak the MIGHTY



Freak the MIGHTY



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the important events of this chapter.

Time: _____

Place: _____

C. In one or two sentences, summarize what happens in this chapter.

D. Ask a question about something that happened in this chapter, or what might happen.



VOCABULARY REVIEW

Complete these sentences with the correct **arch** word from the list:

archetype	archenemy	archbishop	archangel
monarch	oligarchy	anarchy	anarchist

1. Many Christmas songs include angels and _____.
2. Queen Elizabeth is a _____.
3. We went to church and saw the _____ there!
4. Dan would not vote because he was an _____ and didn't want to participate in anything that had to do with government.
5. Those four girls think they are an _____ and want to rule the class!
6. There were no rules, no laws. It was pure _____.
7. Superman's _____ is always trying to destroy him.
8. Cinderella is an _____ of a fairy tale.

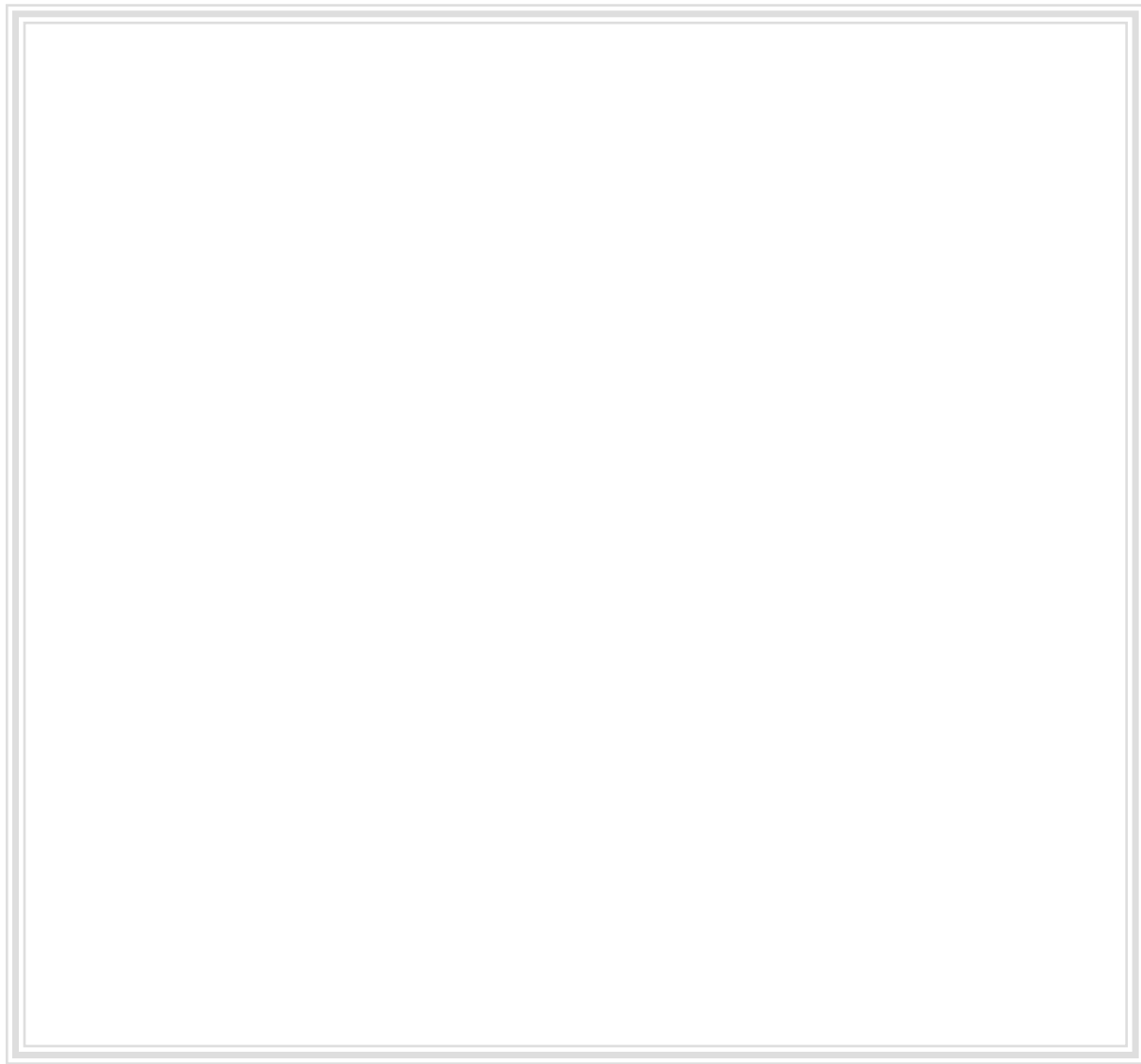


PICTURE IT: THE NEW TESTAMENTS

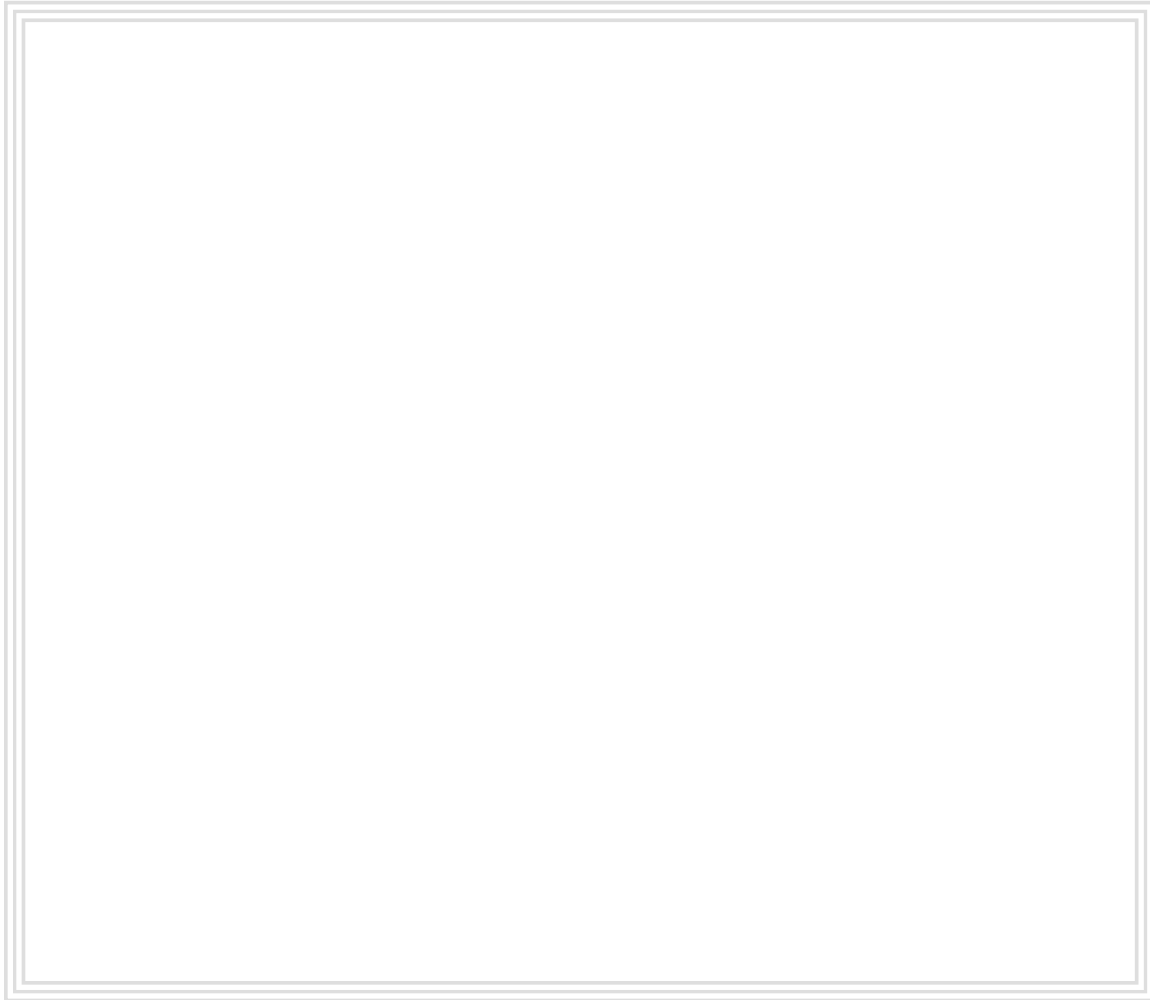
Little words can really change the meaning of a phrase. Changing a few letters in a word can change its meaning, too.

Draw two pictures, one of the New Testament and the other of “the new tenements.”

THE NEW TESTAMENT



Freak the MIGHTY



IRONY

“Irony” is what English teachers call something in a story that’s exactly what you wouldn’t expect. Why is “New Testaments” an ironic name that Gram calls a joke for the “new tenements?”



CHARACTER DESCRIPTION: SADDR

Chapter 11 introduces two new characters, Loretta Lee and Iggy.
Choose one of them and complete a SADDR analysis of the character.

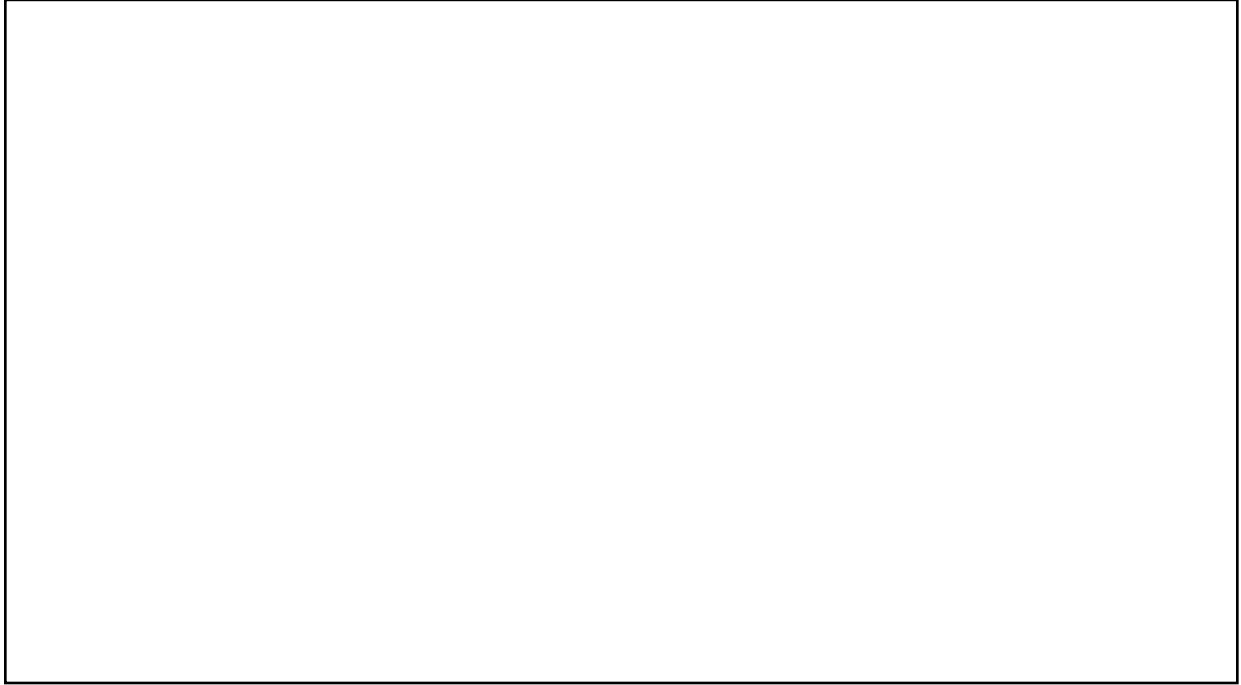
SPEECH: WHAT IS A GOOD EXAMPLE OF WHAT THIS CHARACTER SAYS? WHAT
DOES THIS TELL YOU ABOUT THE CHARACTER?

ACTION: WHAT DOES THE CHARACTER DO? WHAT DOES THIS TELL YOU
ABOUT THE CHARACTER?

DESCRIPTION: WHAT DOES THE AUTHOR SAY ABOUT THE CHARACTER? WHAT
DOES THAT DESCRIPTION TELL YOU ABOUT THE CHARACTER?



DRAWING: DRAW THE CHARACTER IN AN IMPORTANT SCENE. INCLUDE AT LEAST THREE DETAILS (EITHER ABOUT THE CHARACTER, OR THE REST OF THE PICTURE) THAT TELL YOU WHAT IS HAPPENING.



REACTIONS OF OTHERS: HOW DO OTHER CHARACTERS IN THE STORY REACT TO THIS CHARACTER? IF YOU'RE DESCRIBING IGGY, HOW DOES LORETTA LEE REACT TO HIM? IF YOU'RE DESCRIBING LORETTA, HOW DOES IGGY REACT TO HER?



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the important events of this chapter.

Time: _____

Place: _____

C. In one or two sentences, summarize what happens in this chapter.

D. Ask a question about something that happened in this chapter, or what might happen.

CHAPTER
12

**KILLER
KANE, KILLER
KANE, HAD A
KID WHO GOT
NO BRAIN**

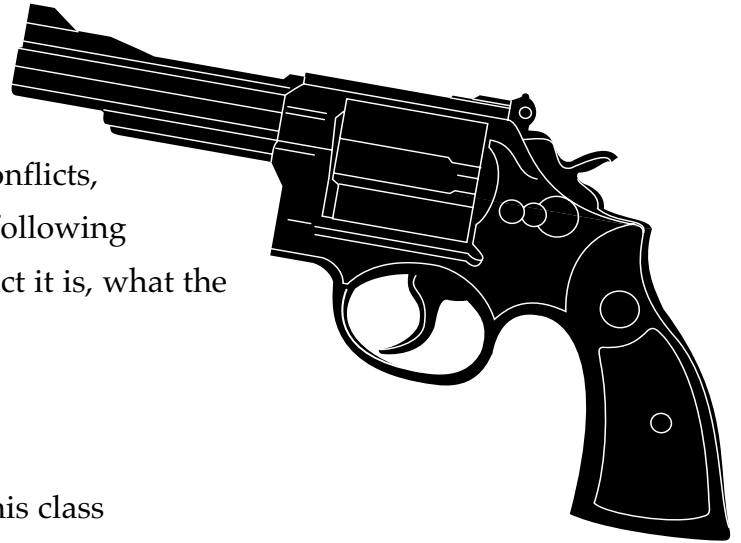
Freak the MIGHTY

VOCABULARY REVIEW

Review the question section of the word part **arch**. How many questions can you answer without reviewing the meaning again?

CONFLICT

This chapter is loaded with small and large conflicts, whether at the mall or in school. For each of the following examples of conflict, explain which kind of conflict it is, what the conflict is about, and how it ends.
(This could be done as a discussion.)



Conflict between Max and the other students in his class

Conflict between the students and Mrs. Donelli

Conflict between Freak and the assistant principal



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the two important events of this chapter.

Time: _____

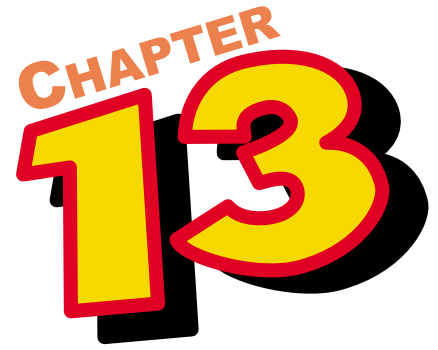
(what times of day for each)

Place: _____

(what rooms in the school for each)

C. Summarize the two alarming events that happen in this chapter.

D. Ask a question about something that happened in this chapter, or what might happen.



SYMBOLS

English teachers really like to talk about a thing called “symbolism” in literature. It’s not as complicated as it sounds.

A symbol is something real and concrete — something you can put your hands on — that stands for an abstract idea, such as hope or heroism. These are things you can’t actually put your hands on, but you know when they’re there.

Advertisements are full of these symbols. A truck that is “like a rock” uses the rock as a symbol. The rock is a real, concrete thing you can put your hands on.

Rocks last a long time without changing much. The idea of something lasting a long time — durability — is not something you can put your hands on, but you know it’s there.

In *Freak the Mighty*, knives are symbols of fear — and of trust conquering that fear. Blade even takes part of the knife as his name, and uses the knife to threaten and hurt people.

When Max hears the knife swishing behind him, he runs into the mucky pond, fearing for his life. But he decides that Gwen is okay because when he hands a knife to her, she does not flinch.

She isn’t scared of Max even though he is big and his father is in jail for something horrible, not even when he has a knife.

When discussing symbols in literature, it helps to describe them in four steps: Draw the symbol (and label it), Describe it in a few words or phrases, Explain the Idea it stands for, then give an Example from the story of the idea.

When you describe a symbol, be sure to focus on connections between the symbol (the knife) and the story. A knife can be very useful — it can even be used for art — but that doesn’t happen in this story.

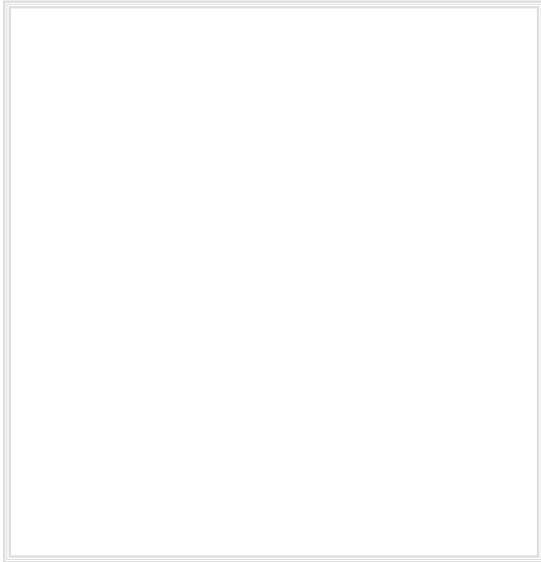


SYMBOL ANALYSIS:

KNIFE,

DICTIONARY

The dictionary is another example of a symbol. It's more than a book with words — it is Freak's favorite book, which lets Max know that Freak is curious and likes to share knowledge. Intelligence, curiosity and sharing knowledge are all abstract ideas. Use the four-step method to show how the dictionary is a symbol in Freak the Mighty. First, draw the symbol:



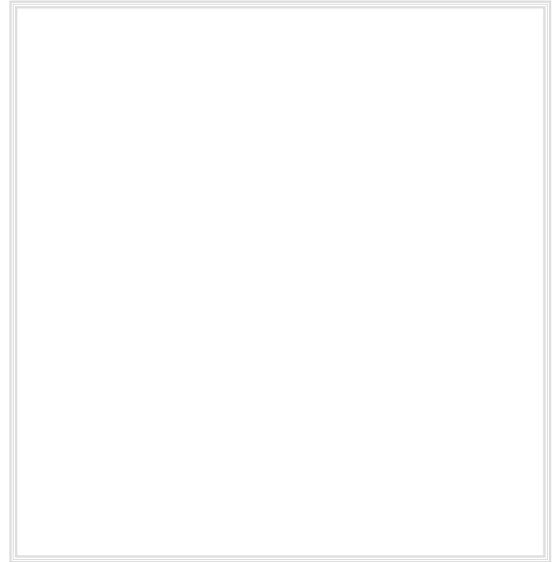
DESCRIPTION:

Knives are dangerous and are used to threaten and hurt people.

EXPLAIN THE IDEA:

In this story, knives symbolize danger and threat from other people. For example, Blade swishes his knife just to scare people, and enjoys his reputation for hurting people.

GIVE ANOTHER EXAMPLE:



DESCRIPTION:

What idea could the dictionary symbolize (there are many possible answers here)?

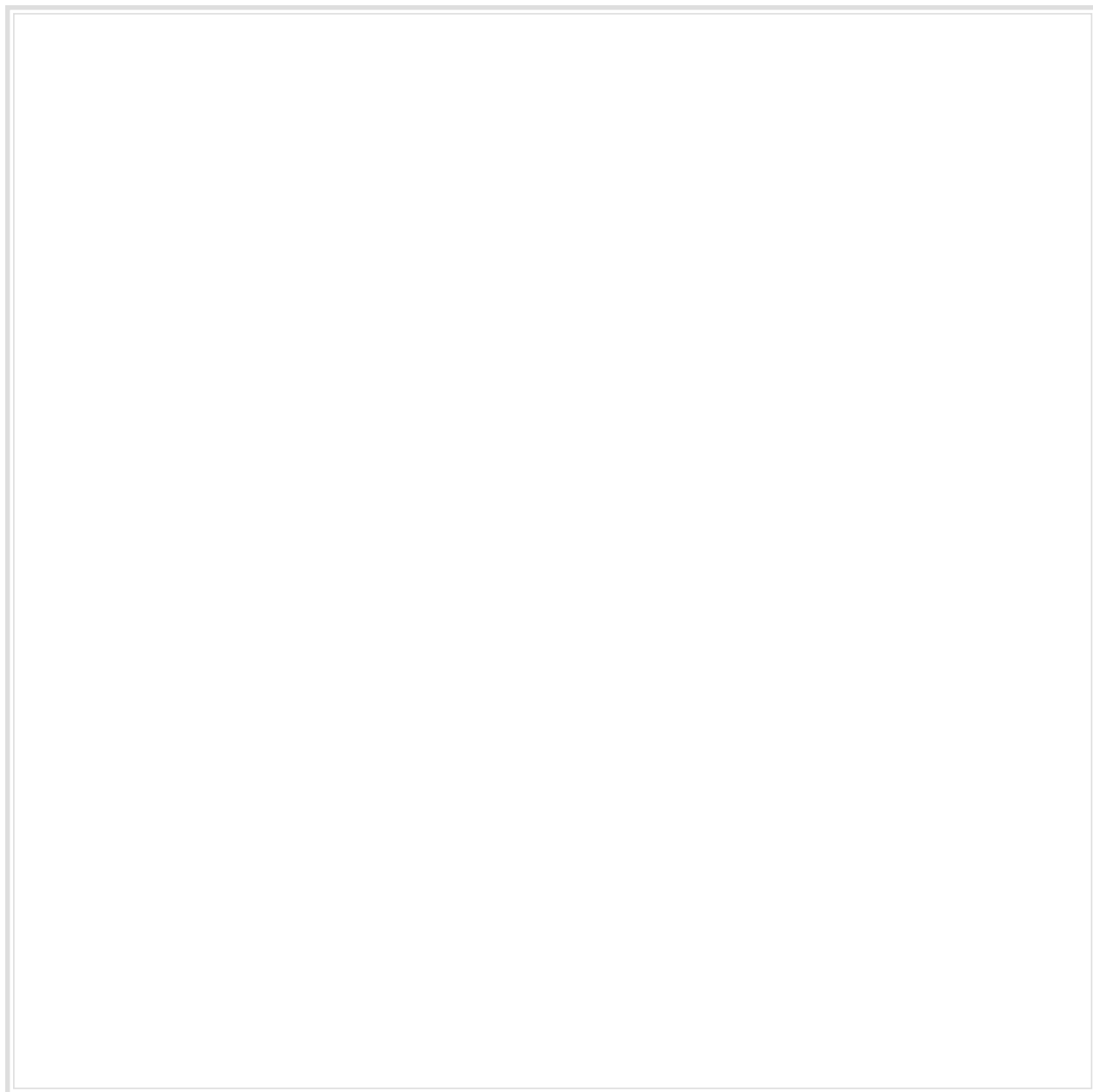
What is at least one example from the story of that abstract idea?



PICTURE IT: TIMES TWO

There are two important events in this chapter.

Sketch the scene for each of them. Include at least three details that show what happened.



Freak the MIGHTY



Freak the MIGHTY

Freak the MIGHTY

INFERENCES

People make many inferences in this chapter.

For example, Mrs. Donelli infers that Max doesn't know the answers because he doesn't answer questions in class. Mr. Meehan has inferred that Max is lazy and stubborn.

When Max gets the note requesting his presence in the principal's office, what does he infer first?

When Max sees Mrs. Addison and the way she is trying to smile, he wonders why she would be smiling, since she's "not really a smiling kind of person." What does he infer?

When Max sees that the nurse is crying, what does he infer?

Max is more worried about Freak than about himself. What does Mrs. Addison infer about Max?



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

Title: _____

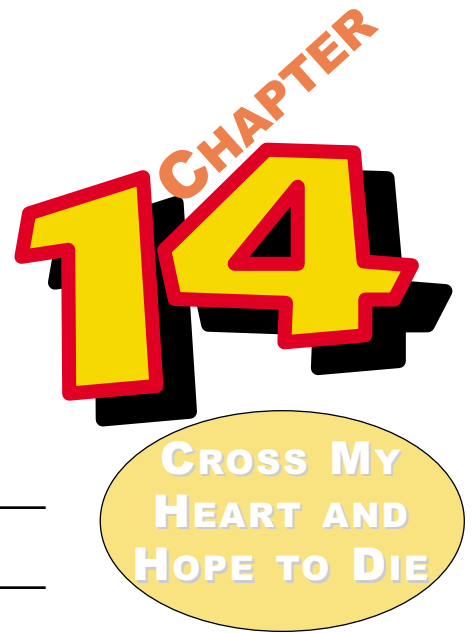
B. Setting: Identify the setting of this chapter.

Time: _____

Place: _____

Mood: _____

(calm, happy, scared, excited)



C. What does Max learn in this chapter?

D. Ask a question about something that happened in this chapter, or what might happen.

VOCABULARY WORD PART: BIO

Bio is found in many scientific words. It means living, or life.

Freak says “biogenic intervention” will help him; he means ways that the doctors will generate life in order to give him a new body.

Pick four of these words, then complete a word part exercise for each one:

biology	biography	autobiography	antibiotic
symbiosis	biosphere	biodegradable	biopsy
biohazard	bioluminescence		



BIOLOGY

write the word: _____

biology means *the study of life*

In this box, draw three things a biologist would study



Write the names of 10 living things a biologist could learn about. Make them as different from one another as you can.

Freak the MIGHTY

BIOGRAPHY

write the word: _____

biography means *the story of someone's life*

In this box, draw a biography



What would be a good title for a biography?

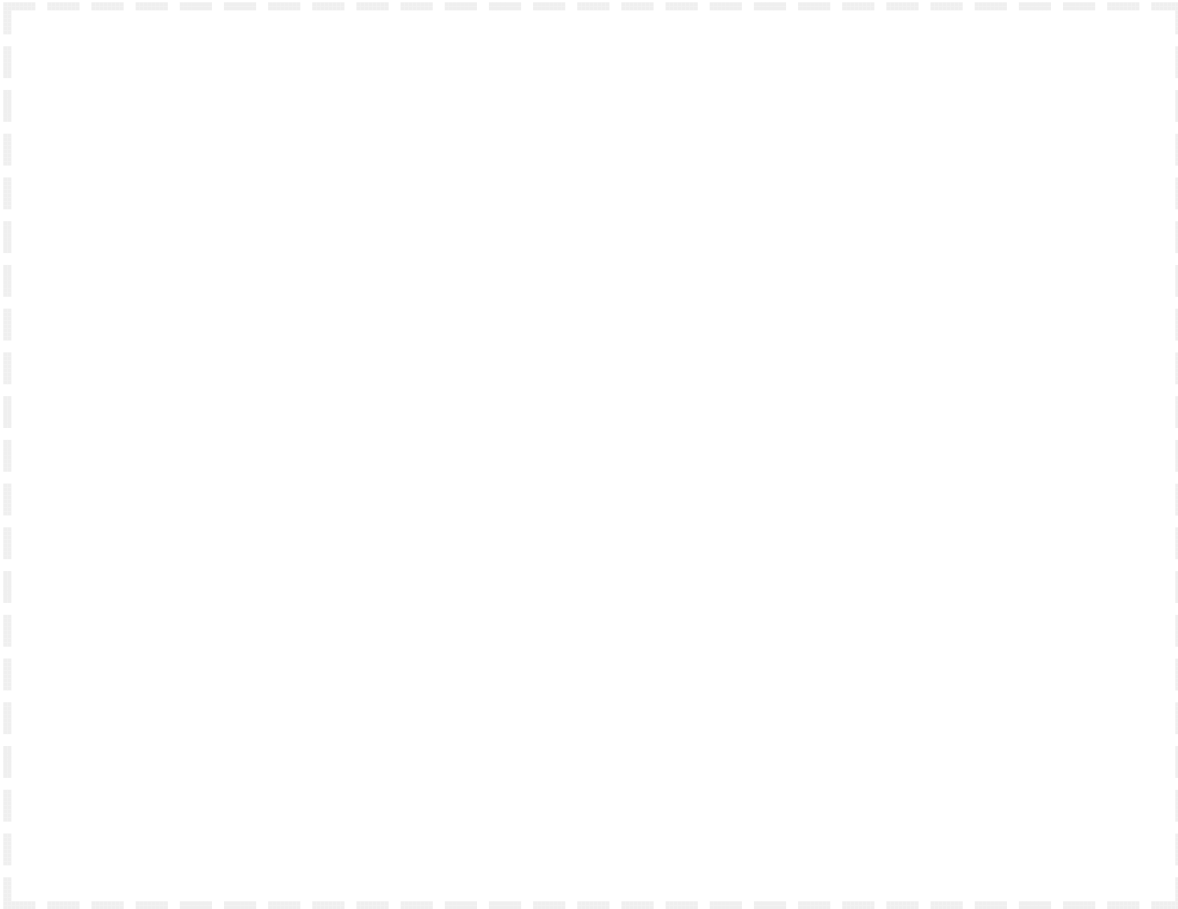


ANTIBIOTIC

write the word: _____

antibiotic means: *medicine to kill bacteria, such as penicillin*

In this box, draw a bottle of antibiotics



Why did more children die before antibiotics were discovered?




AUTOBIOGRAPHY

write the word: _____

autobiography means *the story of someone's own life*

In this box, draw an autobiography



Who are 10 people who have written autobiographies?



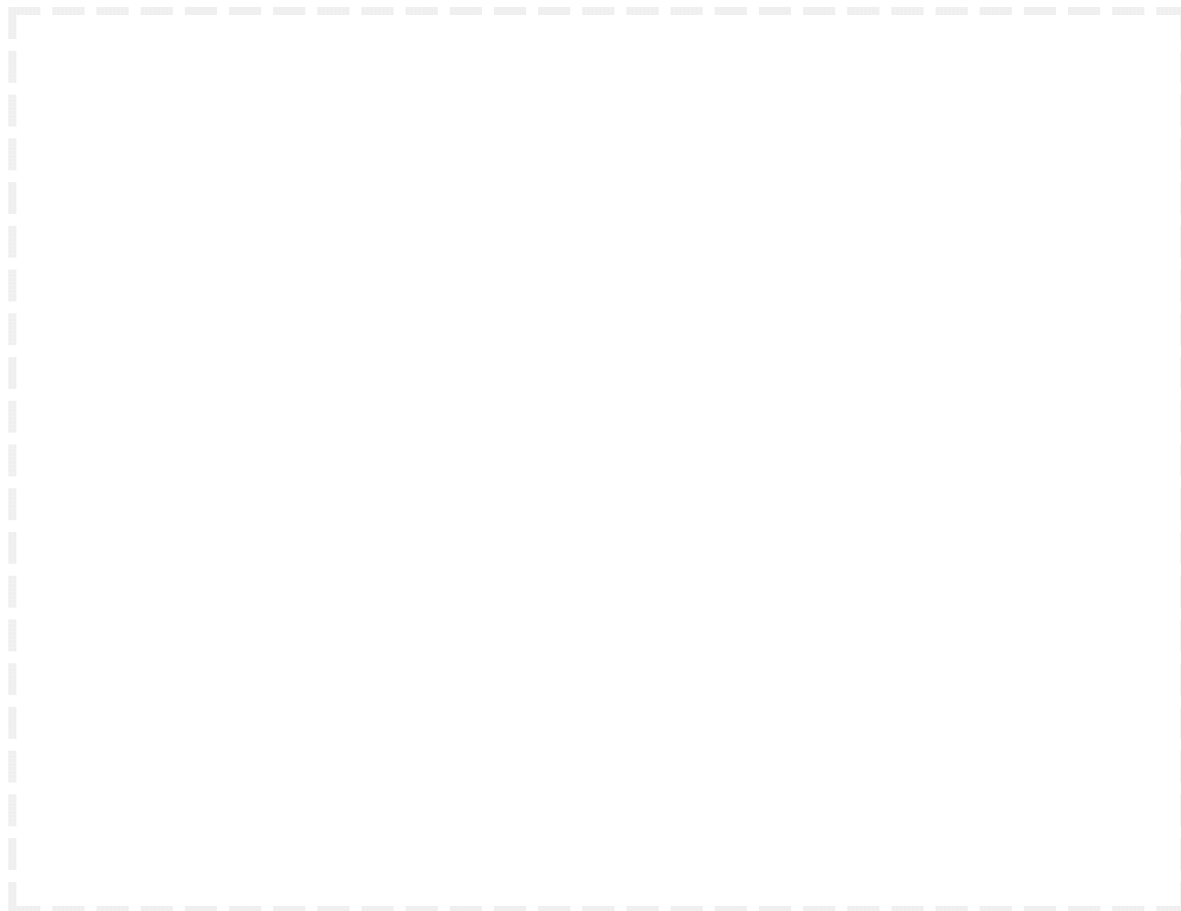
SYMBIOSIS

write the word: _____

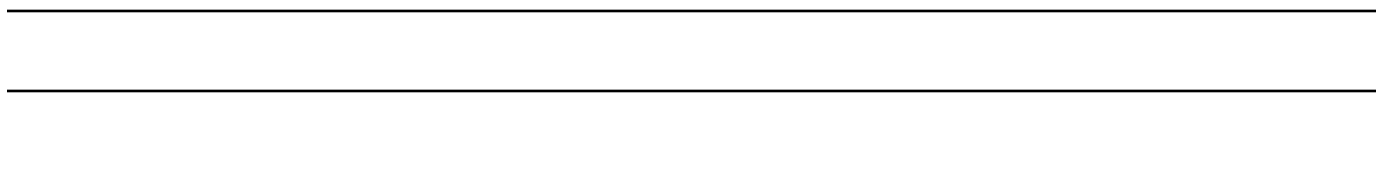
symbiosis means *when two kinds of living things have a close relationship*

— such as bacteria living in a cow’s stomach that help digest grass, or
bees that get food from flowers and help spread their pollen

In this box, draw a symbiotic relationship



What might the “sym” in symbiosis mean?



BIOSPHERE

write the word: _____

biosphere means *the layer on the earth that has living things*

In this box, draw the whole biosphere



Name three places on the biosphere that would have very different kinds of life:



BIODEGRADABLE

write the word: _____

biodegradable means *able to be broken down*, usually into harmless things. In nature, tree stumps and paper are biodegradable, plastic is not

In this box, draw three things that are biodegradable



What is a problem with things that are not biodegradable?



BIOPSY

write the word: _____

biopsy means *taking out and examining living tissue from a living thing*,
such as taking out a piece of a tumor to see if it is cancerous

In this box, draw a doctor taking a biopsy.



Who would do a biopsy?



BIOLUMINESCENCE

write the word: _____

bioluminescence means *light made by living things*, like lightning bugs
or some fish

In this box, draw a bioluminescent animal



Where would you find a bioluminescent animal?

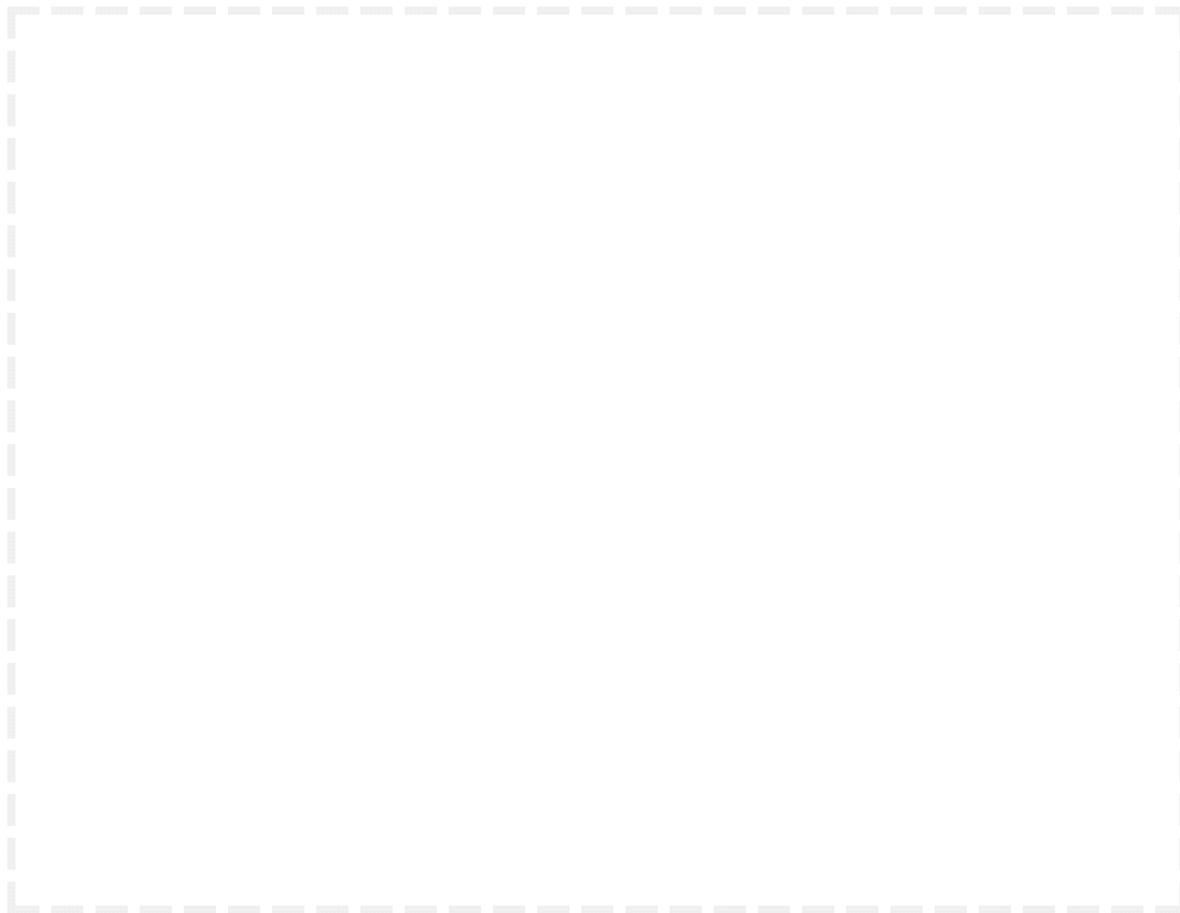


BIOHAZARD

write the word: _____

biohazard means *something that could harm living things*, such as radioactive material or poisonous chemicals

In this box, draw a label that would be put on a biohazard



What are three things that could be biohazards?



Complete these sentences with words containing the word part **bio**.

Be sure to mix these sentences with words learned in previous lessons.

1. My brother had a _____ done on the lump on his elbow.

2. A _____ class is where you learn about living things

3. You would have to write your own _____.

4. Termites could not eat wood without other animals living inside them that digest the wood; this is an example of _____.

5. An _____ will help cure some diseases like strep throat.

6. Things that might spread an infection at a hospital have a _____ label on them.

7. When fish glow in the dark it is called _____.

8. I want to read the _____ of the first president of the United States.

9. The desert, the swamps and the rain forest are all part of the big _____.

10. If you put something _____ in the dump, eventually it will rot away.



CONFLICT

This short chapter has several conflicts, of different kinds.

What are the four different kinds of conflicts?

CONFLICT #1:

CONFLICT #2:

CONFLICT #3:

CONFLICT #4:

What are examples of two different kinds of conflict in this chapter?



CHARACTER ANALYSIS

We see a different side of Max's grandfather's character in this chapter: He and Gram actually shout.

Complete a SADDR character description using actions and quotes and descriptions from this chapter.

SPEECH: WHAT DOES MAX'S GRANDFATHER SAY TO HIS GRANDMOTHER?

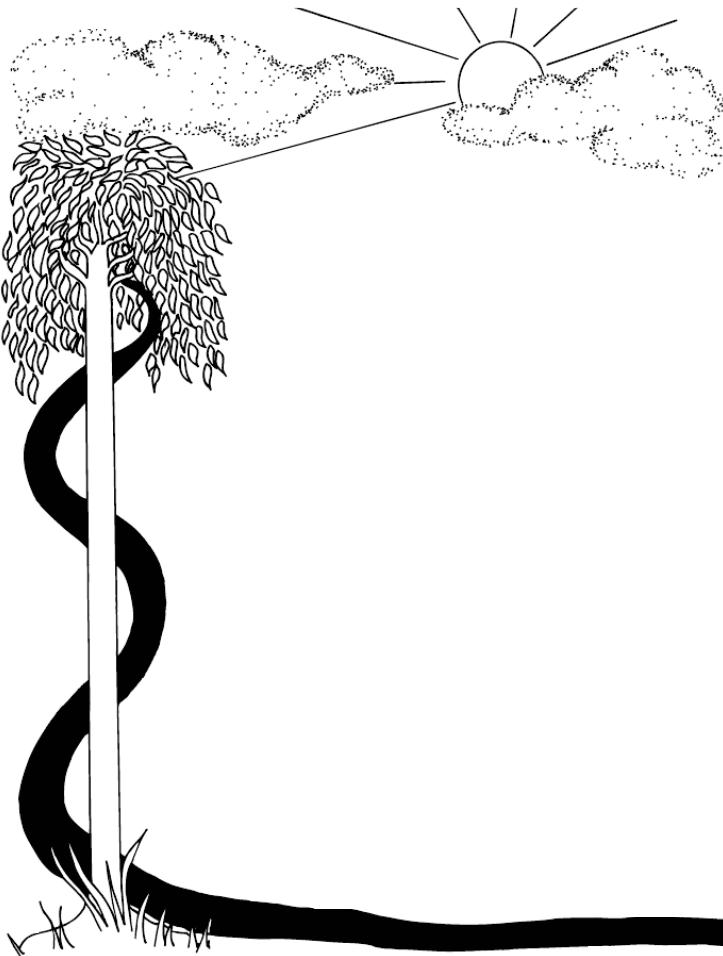
WHAT DOES THIS TELL YOU ABOUT THE CHARACTER?

ACTION: WHAT DOES THE CHARACTER DO? WHAT DOES THIS TELL YOU ABOUT HIS CHARACTER?



DESCRIPTION: WHAT DOES THE AUTHOR SAY ABOUT THE CHARACTER? WHAT DOES THAT DESCRIPTION TELL YOU ABOUT THE CHARACTER?

DRAWING: DRAW THE CHARACTER. INCLUDE AT LEAST THREE DETAILS AND BE ABLE TO EXPLAIN WHAT THESE THINGS SAY ABOUT THE CHARACTER (CLOTHES, WHAT HE'S CARRYING, OR WHO HE IS WITH).



Freak the MIGHTY

REACTION OF OTHERS: How does Max react to his grandfather?

What does that tell you about his grandfather?



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

Title: _____

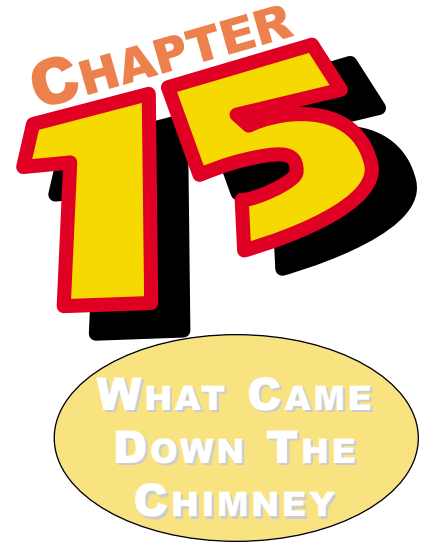
B. Setting: Identify the setting of this chapter.

Time: _____

Place: _____

C. Summarize what happens in this chapter:

D. Ask a question about something that happened in this chapter, or what might happen.



VOCABULARY WORD PART: BIO

Complete the exercises for four more words in the Bio word parts exercise. They are on pages 112 to 121.



MAIN IDEA

Write down a good title that each group of words would belong to. It can be one word or a phrase. Example:

PLANETS

Mars

Earth

Mercury

Pluto

BOYS' NAMES

Harry

Tyrone

Kevin

Max

presents

tree

good food

decorations

coal

wood

oil

natural gas

snow

sleet

freezing rain

slush

pyramid

cone

sphere

cube

Freak the MIGHTY

sweater

jacket

parka

coat

dictionary

encyclopedia

telephone dictionary

almanac

apple core

orange rind (peel)

peach pit

watermelon seeds

Freak the MIGHTY

LEARNING LOG

A. What does the phrase “A chip off the old block” mean?

Does Max want to be “a chip off the old block?”

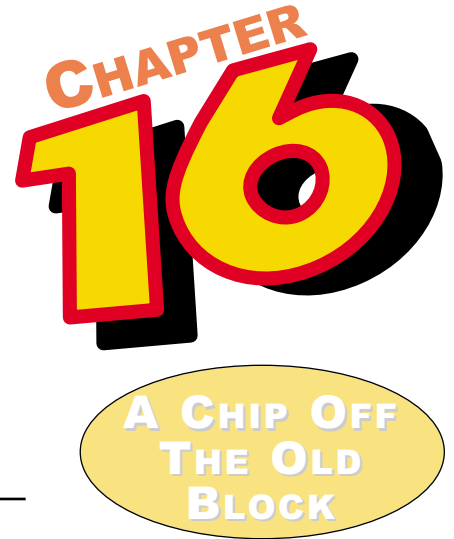
B. Setting: Identify the setting of the beginning of this chapter.

Time: _____

Place: _____

MOOD (CALM, HAPPY, SCARED, EXCITED):

C. Summarize what happens in this chapter:



D. Ask a question about something that happened in this chapter, or what might happen.

VOCABULARY WORD PARTS

Review the meanings of all the words you've learned. If you've forgotten some, review them tomorrow, too.



SADDR: CHARACTER ANALYSIS

We finally get to meet “Killer Kane” in action. Use what happens in this chapter to complete a SADDR sheet for him.

SPEECH

What is a typical example of something Mr. Kane says in this chapter?
What does this tell you about him?

ACTION

What does Max’s father do? What does this tell you about him?

DESCRIPTION

What does the author say about Mr. Kane? What does that description tell you about him?



DRAWING

Draw the character in an important scene. Include at least three details (either about the character, or the rest of the picture) that tell you what is happening.



Reactions of Others

How does Max react to his father? What does this tell you about him?
Also remember how other people — police officers, Loretta Lee and Iggy, and Gwen — have reacted when they hear his name.



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the beginning of this chapter.

Time: _____

Place: _____

Mood (CALM, HAPPY, SCARED, EXCITED)

C. Summarize what happens in this chapter:

D. Ask a question about something that happened in this chapter, or what might happen.



VOCABULARY WORD PARTS

Review the meanings of all the words you've learned. If you've forgotten some, review them tomorrow, too.



CHARACTER ANALYSIS

FOR COMPLICATED CHARACTERS

We see yet another side of Max's father in this chapter — the actor. After all, he convinced the parole board that he had "found Jesus" and was no longer dangerous. This chapter shows both sides of him.

This SADDR worksheet is partially done. Finish it.

SPEECH

Max's father says several things to Max to convince him that he's really a nice guy, including "I never killed anybody." What are two other things he says for that reason?

ACTION

Throughout this chapter, Max's father does things that don't match the things he says to Max. Even when he cries, there is "no crying in his voice." What is one action that says he is still a dangerous man?

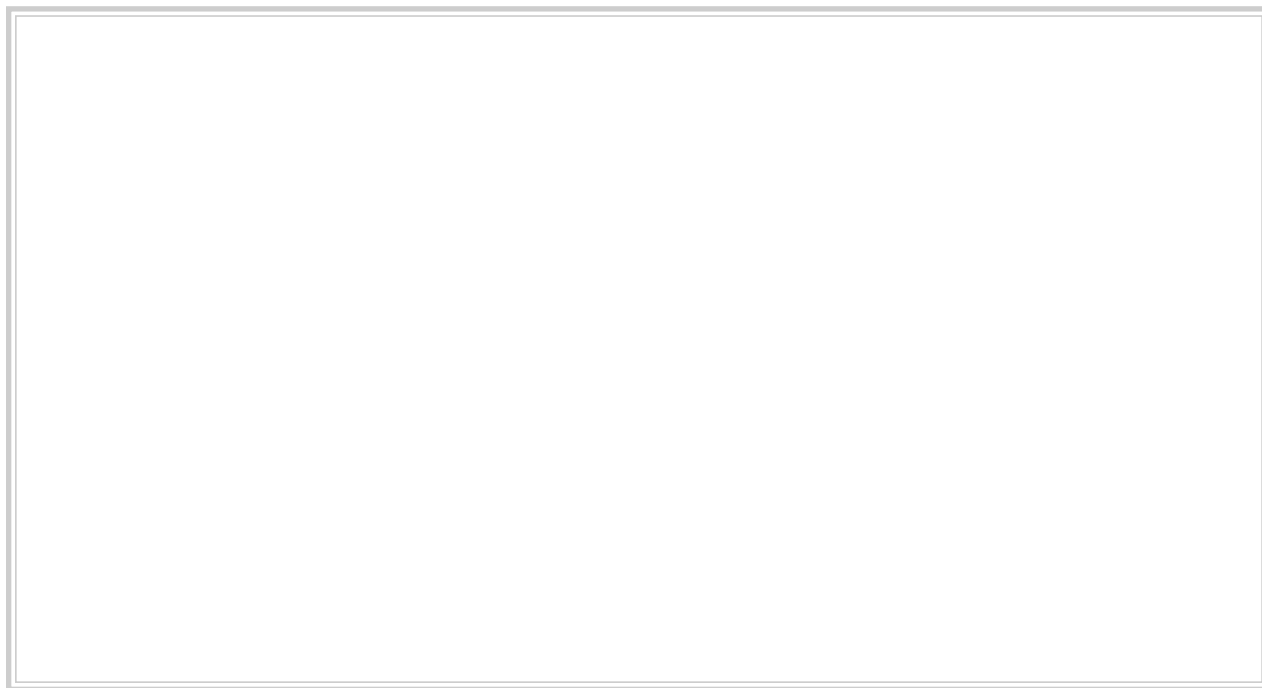


DESCRIPTION

“His hand shoves through my hair and I can feel how strong he is, even though he doesn’t hurt me.” What does that description tell you about Max’s father?

DRAWING

Draw the character in an important scene. Include at least three details (either about the character, or the rest of the picture) that tell you what is happening.



Freak the MIGHTY

Iggy goes along with everything Max's father says, even though he is the leader of a motorcycle gang. What does this tell you about Max's father?

INFERENCES

1. Even though he says he is a good father, he also makes a point of making sure Max will obey him. He insists that Max answer him, "No, Sir, we can't have that."

"No, Sir" isn't enough for him. At the end of the chapter when Max doesn't answer right away, his father says, "I asked you a question, boy."

What can we infer about Max's father from this?

2. Max has a lot of trouble answering the question "are you satisfied?" with his father's explanation of being in jail. The last sentence in the chapter describes Max as "like a lump until the sun comes up, trying not to think about things I didn't want to remember."

What might he be trying not to think about?



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the beginning of this chapter.

Time: _____

Place: _____

MOOD (CALM, HAPPY, SCARED, EXCITED)

C. Summarize what happens in this chapter:

D. Ask a question about something that happened in this chapter, or what might happen.



VOCABULARY: REVIEW WORDS DAILY

Review the meanings of all the words you've learned. If you've forgotten some, review them tomorrow, too.

SIGNAL WORD: THEREFORE

When something happens for a reason, we can start with what happened and then explain why, using the word "because" as a signal word. For example: "I am using an umbrella because it is raining."

When we start with the reason, and then explain what happens, we can use the word "therefore." Usually it starts a new sentence. For example: "It is raining. Therefore, I am using an umbrella."

Complete these pairs of sentences so that they make sense. (There may be many different ways to do this.)

1. Loretta was sent to get food, but there was "nothing open this morning." Therefore,

2. Max hasn't eaten in a long time. Therefore,

3. Max knows his father is very dangerous. Therefore,

4. Max's father doesn't know about Freak. Therefore,

5. Max's father wants to get rich. Therefore,



INFERENCES

1. When Max's father asks about how Freak knew where Iggy was, Max tells him about trying to return Loretta's purse. What does Max's father infer?

2. Max's father asks Iggy to get a firearm (a gun) and transportation. What might he be planning to do?



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the beginning of this chapter.

Time: _____

Place: _____

MOOD (CALM, HAPPY, SCARED, EXCITED)

C. Summarize what happens in this chapter:

D. Ask a question about something that happened in this chapter, or what might happen.



VOCABULARY: REVIEW WORDS DAILY

Review the meanings of all the words you've learned. If you've forgotten some, review them tomorrow, too.

SIMILARITIES AND DIFFERENCES

To understand things around us, it helps to think of how they are alike, and how they are different.

This is called "comparing and contrasting."

One way to show this visually is with a chart showing some things that two things "have in common" (ways they are alike), and showing other ways that they are different.

We usually compare things that do have a lot in common. Comparing and contrasting an earthworm and a bathtub probably isn't very useful. Looking at how earthworms and snakes are similar and different is more interesting to most folks.

Start with good questions that can be answered about BOTH things. Look for questions that are meaningful.

The letter that begins the name of something is usually not a good choice; what it is used for is. Also, compare the same kinds of information — make sure you are answering the same question about both things.

If you say that baseball is often showed on television, and basketball is played indoors, I can't tell whether basketball is shown on television or baseball played indoors.



Some good things to compare and contrast include:

books and movies

basketball and baseball

pizza and spaghetti

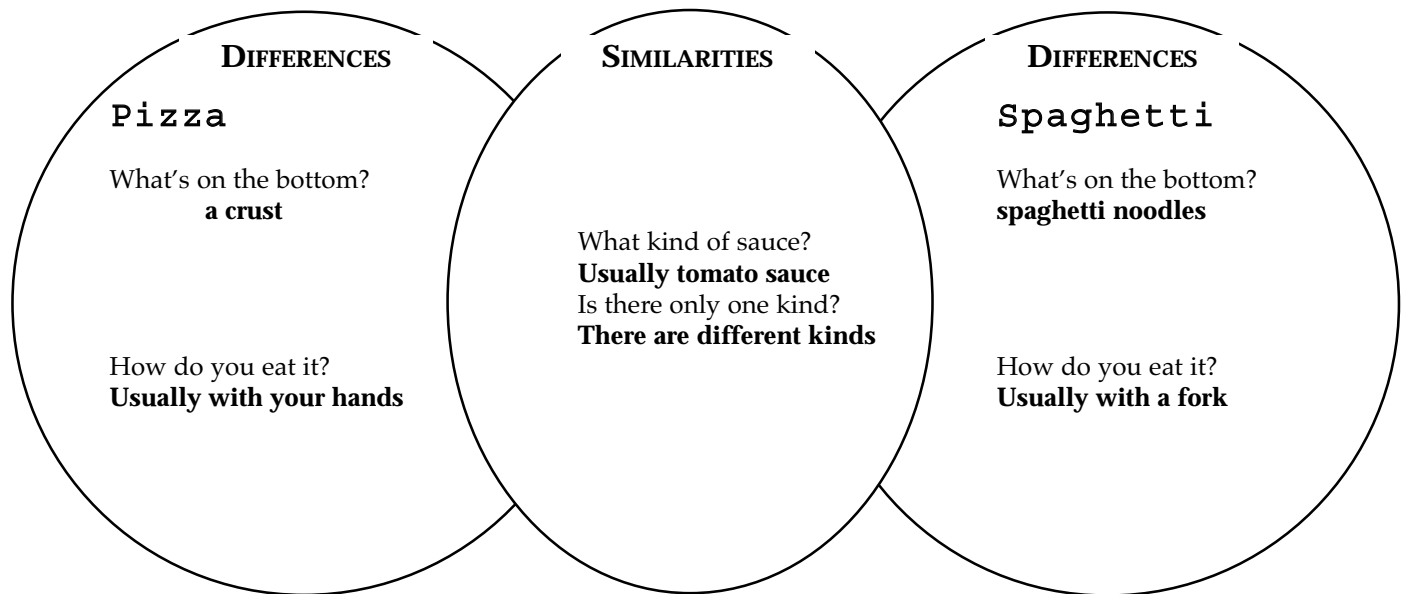
LD classes and regular classes

Freak and Max

Grim and Iggy

Max's father's gun and Freak's gun

COMPARE AND CONTRAST: PIZZA AND SPAGHETTI



YOUR TURN!

COMPARE AND CONTRAST: FREAK AND MAX

DIFFERENCES Freak	SIMILARITIES	DIFFERENCES Max
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

1. Where does he go to school?
2. Is he a good student or not?
3. How big is he?
4. Does he blend in with a group, or get treated differently?

Freak the MIGHTY

TRY THIS ONE!

COMPARE AND CONTRAST: ROOMS

DIFFERENCES Max's room	SIMILARITIES	DIFFERENCES Father's room
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

Max has a room in his house. In Chapter 19, his father takes him to another room.

1. Is it upstairs or downstairs?
2. Does Max like it, and why?

INFERENCES

1. Loretta says that the plan is: "Iggy keeps him [Max's father] busy while I get you loose ... there's enough cops up there to start a war."
What can you infer from this?



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.



B. Setting: Identify the setting of the beginning of this chapter.

Time: _____

Place: _____

MOOD (CALM, HAPPY, SCARED, EXCITED)



C. Summarize what happens in this chapter:

D. Ask a question about something that happened in this chapter, or what might happen.



VOCABULARY

Answer these questions about the “bio” words you’ve learned.

1. What are 10 small things that a biologist might study?

_____	_____	_____
_____	_____	_____
_____	_____	
_____	_____	

2. Name 10 people who have had a biography written about them.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



3. What is an antibiotic good for?

4. Where would you go to find a bioluminescent organism?

5. What are 5 things that are not biodegradable?

6. What biohazard does Freak say he has in his squirt gun?

7. What is an example of symbiosis?

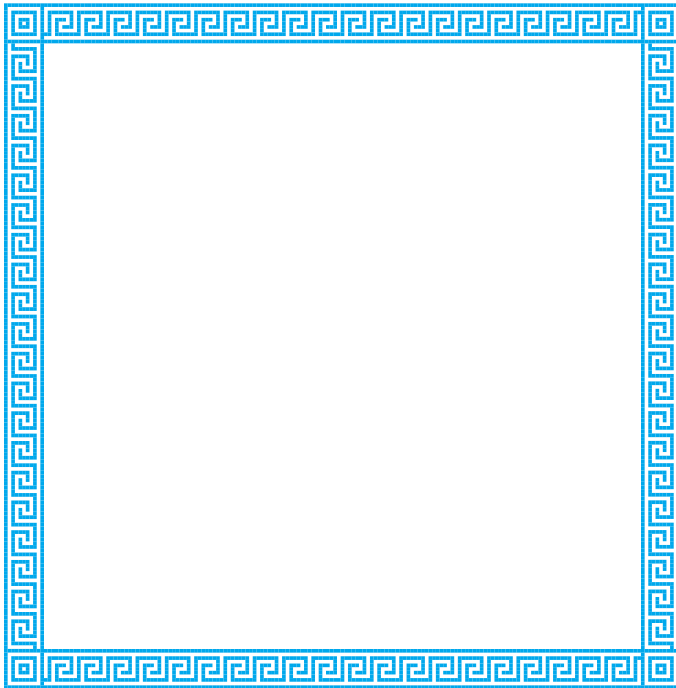


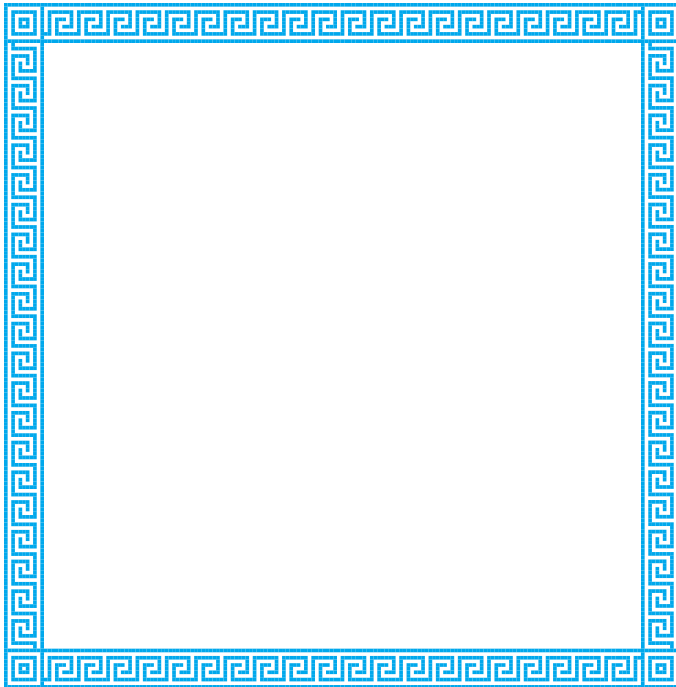
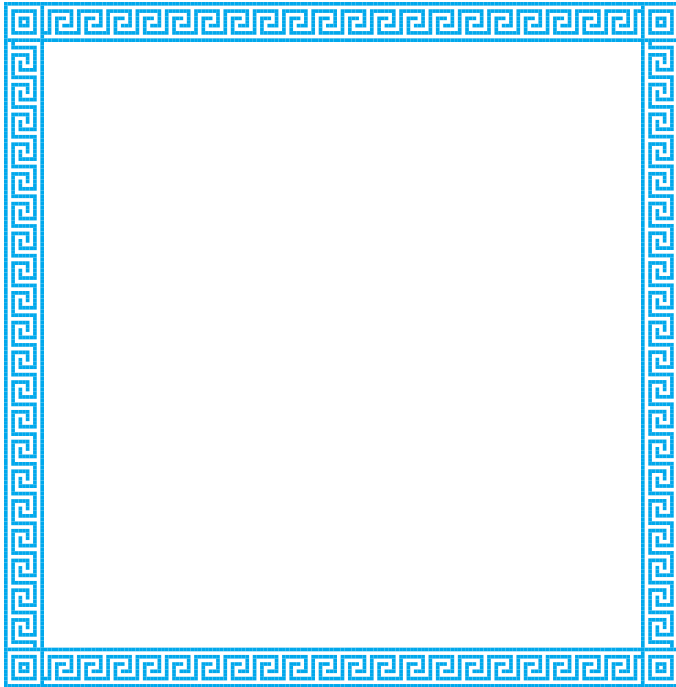
PICTURE IT: YOUR OWN COMIC STRIP

Draw four or five scenes, starting at the beginning of the chapter, that show the important events of this chapter in order.

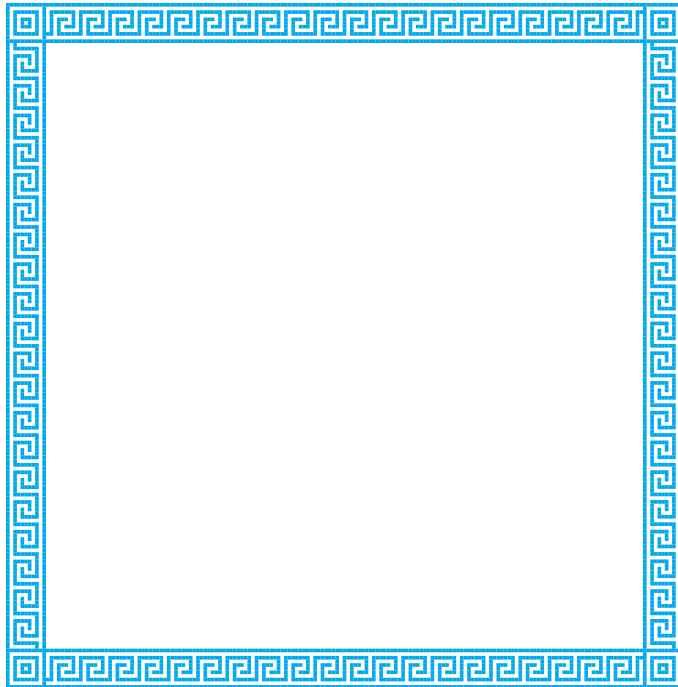
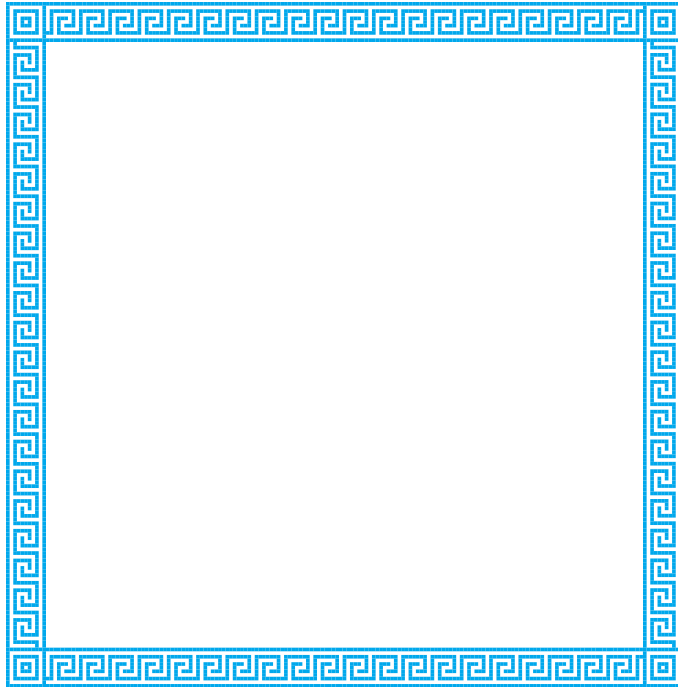
Finish with the scene at the end of the chapter.

Include at least 3 details, including what the characters are saying in each scene.





Freak the MIGHTY



Freak the MIGHTY

SIMILARITIES AND DIFFERENCES

Choose two of these pairs and complete a compare and contrast chart for them.

books and movies

basketball and baseball

Bicycles and cars

bicycles and motorcycles

LD classes and regular classes

Grim and Iggy

Max's father's gun and Freak's gun

COMPARE AND CONTRAST

DIFFERENCES	SIMILARITIES	DIFFERENCES
_____	_____	_____
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

Questions:

1. _____
2. _____
3. _____
4. _____



COMPARE AND CONTRAST

DIFFERENCES

1. _____

2. _____

3. _____

4. _____

SIMILARITIES

DIFFERENCES

Questions:

1. _____
2. _____
3. _____
4. _____

LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the beginning of this chapter.

Time: _____

Place: _____

Mood (CALM, HAPPY, SCARED, EXCITED)

C. Summarize what happens in this chapter:

D. Ask a question about something that happened in this chapter, or what might happen.



CHARACTER DESCRIPTION: SADDR

Complete a new SADDR for Iggy, showing his positive side in chapters 20 and 21. How does Max react to him now?

SPEECH

It's Iggy who says "Easy! Take it easy, kid! You're okay!" in Chapter 20 (p. 133). What does this tell you about him?

ACTION

What good things does Iggy do?

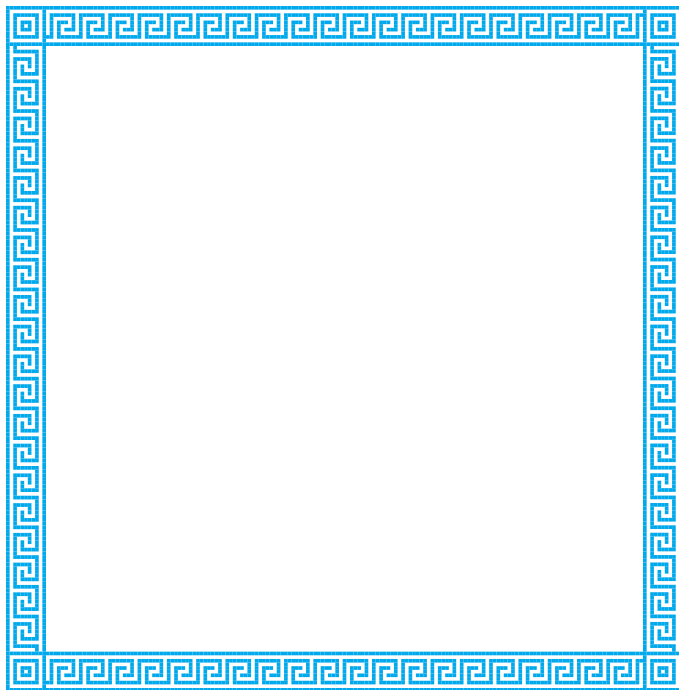
DESCRIPTION

What does the author say about Iggy in these past two chapters?



DRAWING

Draw Iggy at the hospital. Include at least three details (either about the character, or the rest of the picture) that tell you what is happening.



REACTIONS OF OTHERS

What does Max think of Iggy now?

LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the beginning of this chapter.

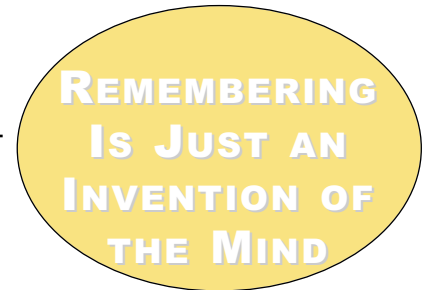
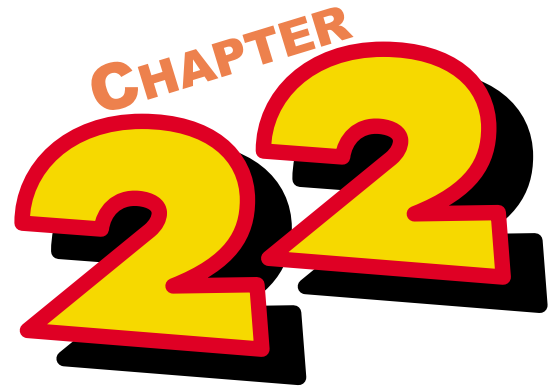
Time: _____

Place: _____

MOOD (CALM, HAPPY, SCARED, EXCITED)

C. Summarize what happens in this chapter:

D. Ask a question about something that happened in this chapter, or what might happen.



INFERENCES AND FORESHADOWING

A writer is “foreshadowing” when he or she gives you a hint about something that hasn’t happened yet.

Often, a foreshadowing sentence or paragraph comes at the end of a section of the book. For example :

“First, you need to invent a time machine,” I say. “So you can go back there and give all the cavemen a hard time about indoor plumbing.”

Freak goes, “You don’t need a time machine if you know how to remember.”

Which is something I’ll always remember, him saying that and me trying to figure it out.

— *Freak the Mighty*, p. 142.

In the book, a blank line follows this statement. When you find extra in a book, it’s usually a good time to stop and think about... .

The reader should pause and wonder why that moment was so memorable. What is going to happen to make Max “always remember” that moment? We don’t know yet.

(Note to teachers: you might call attention to the “nested quotes” here. Note to my editor: this could use some format polishing :-)



At the end of this chapter, Freak has to go to the hospital. What are three hints earlier in the chapter foreshadowing that something like this might happen? Look for things that tell you people are worried about Freak's health.

FIRST HINT:

SECOND HINT:

THIRD HINT:



LEARNING LOG

A. The title of this chapter is "The Empty Book." What can you do with an empty book?

B. Setting: Identify the setting of the beginning of this chapter.

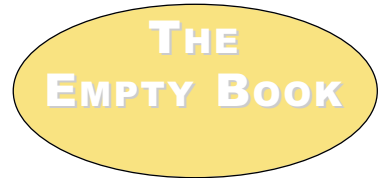
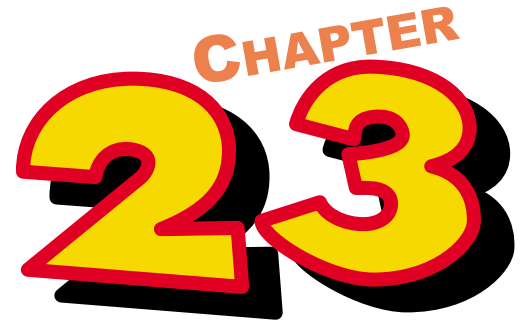
Time: _____

Place: _____

MOOD (CALM, HAPPY, SCARED, EXCITED)

C. Summarize what happens in this chapter:

D. Ask a question about something that happened in this chapter, or what might happen.



VOCABULARY: WORD PART TELE

TELE TELE means FAR This is another word part that is found in a lot of common, concrete words. "Tele" can also simply be short for "telephone" as in the words "telethon" or "telegenic."

telephone television telescope teleconference
telemeter telemetry telepathy telegram
teleconference telephoto

I. FOR EACH WORD: 1. Write the word 2. Write what it means 3. Draw a picture to go with it 4. Answer the question about it. word meaning and example what to draw question to answer (you may draw your answer, too)



TELEPHONE

telephone means *an instrument for producing sounds at a distance (or the action of using such an instrument)*

write the word: _____

In this box, draw two kinds of telephones



What are two things that are a lot easier to do because of the telephone?

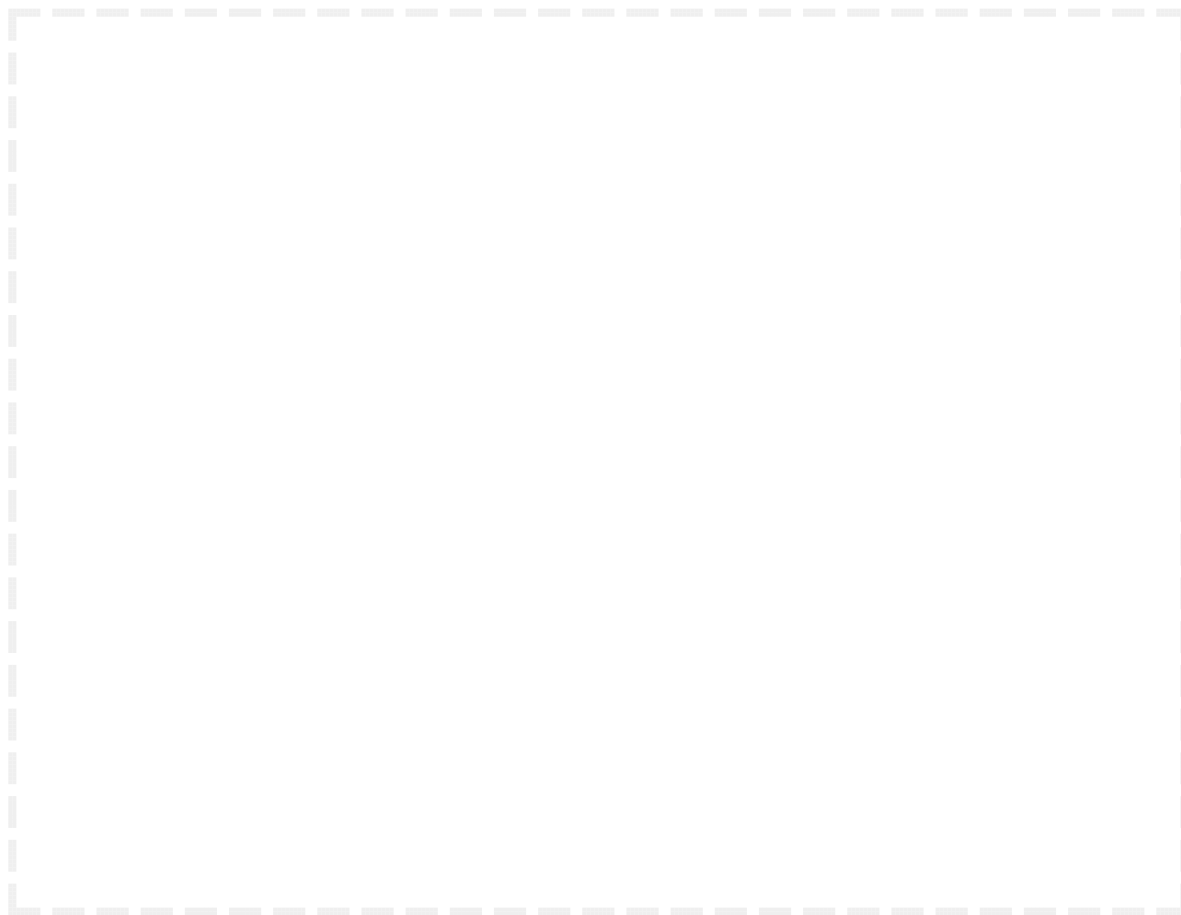


TELEVISION

write the word: _____

television means *an instrument for receiving electrical waves from a distance and changing them into pictures and sounds*

In this box, draw two different kinds of televisions



What are two things you wouldn't know about without television?



TELESCOPE

write the word: _____

telescope *means* an instrument for looking at very distant objects

AND/OR: (optional) to become forced together lengthwise with one part entering the other as the result of a collision; to become compressed or condensed (like a collapsing telescope).

In this box, draw a telescope



Who would want to own a telescope?



TELEGRAM

write the word: _____

telegram means *a message sent over distance by coded signals*, commonly used for very important messages before telephones were reliable; messages were as short as possible because each word added to the cost. Often someone would be sent to a person's house to deliver the telegram.

In this box, draw someone delivering a telegram



What are two messages that would be important enough for someone to send a telegram?



TELEPATHY

write the word: _____

telepathy means *communication from one mind to another through "extrasensory" means* -- sending thoughts or feelings directly into someone's mind from yours, or knowing what they are thinking. (This usually happens in science fiction stories.)

In this box, draw someone getting a telepathic message



What are two things you would do if telepathy were possible?

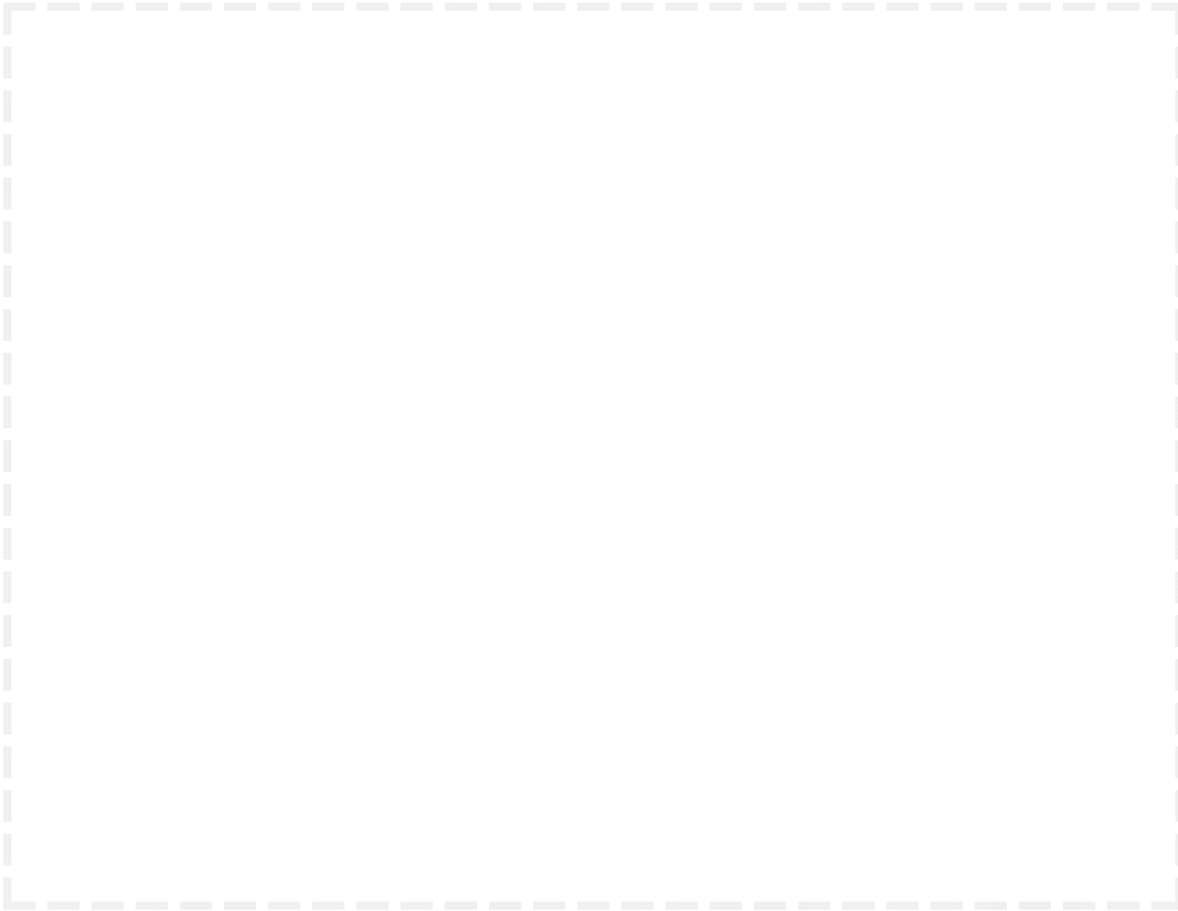


TELECONFERENCE

write the word: _____

teleconference means *a meeting of several people who are in different, distant places* by using telephones or computers

In this box, draw people having a teleconference.



What are two reasons to have a teleconference?



TELEPHOTO

write the word: _____

telephoto means *a lens system that makes far-away things look closer*

In this box, draw a house as seen through a telephoto lens



Where are two places where a telephoto lens would be a good thing to have?



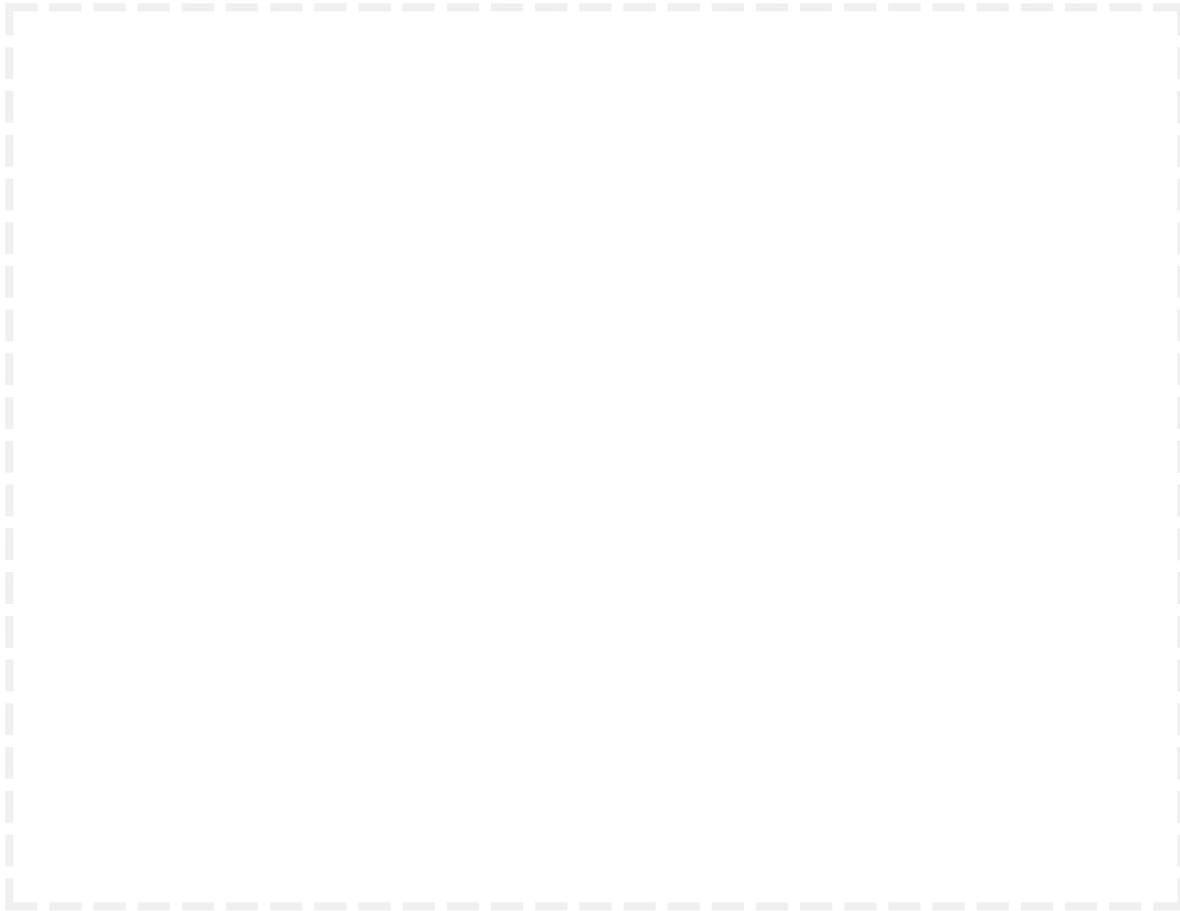
TELEMETRY

write the word: _____

telemetry means *sending information over a distance by machines.*

Satellites use telemetry to take information and then send it to different places; hospital systems use telemetry to send medical information to nurses' stations.

In this box, draw something that uses telemetry



What are two things that telemetry makes easier for people?

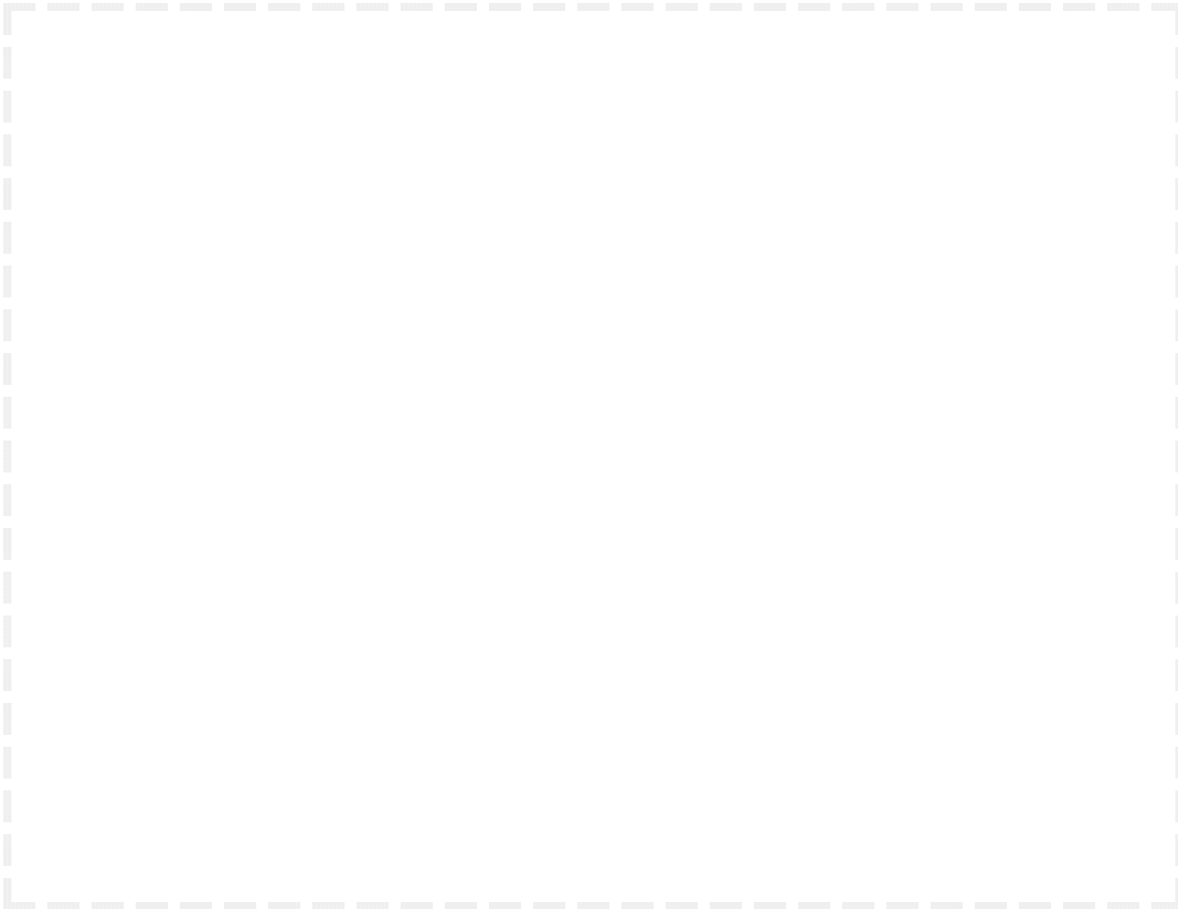


TELEMETER

write the word: _____

telemeter means *an instrument for measuring the distance of an object from the observer*, or an instrument to send measurements over a distance (such as from Mars to the Earth)

In this box, draw *both* kinds of telemeters



What are two things you could do with a telemeter?



Complete these sentences with the "tele" word. Be sure to mix these sentences with words learned in previous lessons.

1. There will be a video _____ and people from all over the world will be joining.

2. The army sent the soldier's wife a _____ when he was killed in action.

3. The reporter took a picture of the actress from half a mile away with a _____ camera. television, telescope, telemeter, telepathy,

4. Some people think talking on the _____ while you are driving should be against the law.

5. The robot on Mars uses _____ to send information about the land and atmosphere to scientists on Earth.

6. When people have known each other for a long time, they can sometimes know what the other is thinking or feeling without a word spoken -- it's like _____.

7. We used a _____ to figure out how far we were from the ground.

8. There is a huge _____ in New Mexico that is used to look at far distant stars.



SPEECH

It's Iggy who says "Easy! Take it easy, kid! You're okay!" in Chapter 20 (p. 133). What does this tell you about him?

ACTION

What good things does Iggy do?

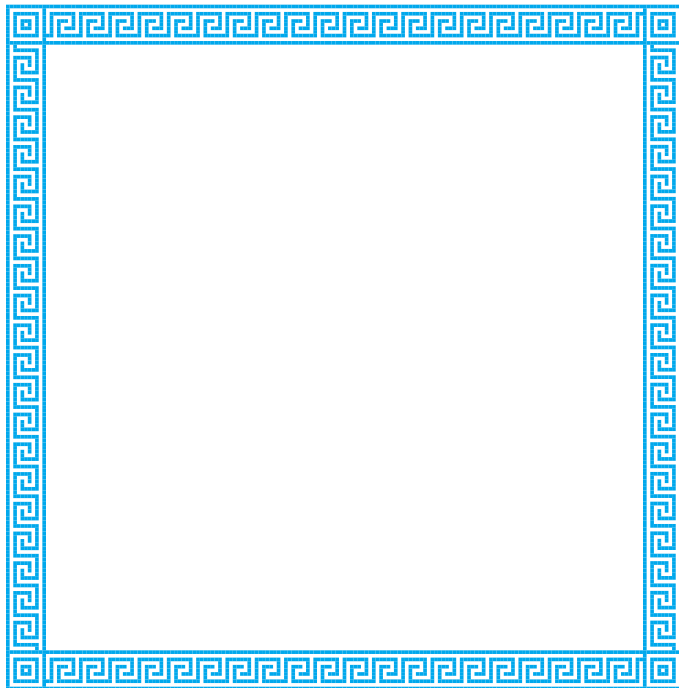
DESCRIPTION

What does the author say about Iggy in these past two chapters?



DRAWING

Draw Iggy at the hospital. Include at least three details (either about the character, or the rest of the picture) that tell you what is happening.



REACTIONS OF OTHERS

What does Max think of Iggy now?

LEARNING LOG

A. "Kicker" was what Max was called when he was in day care and would kick people. Why is that the title of this chapter?

B. Setting: Identify the setting of the beginning of this chapter.

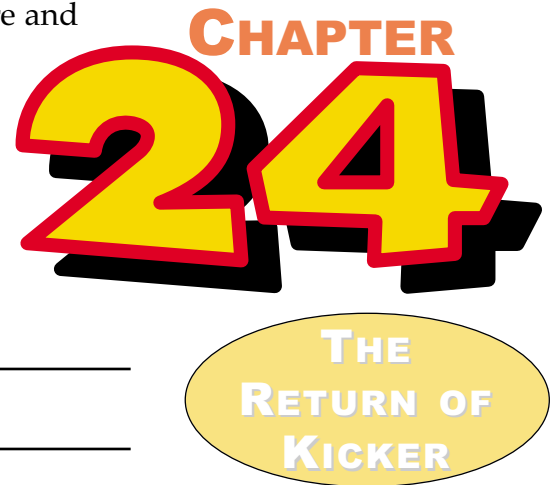
Time: _____

Place: _____

MOOD (CALM, HAPPY, SCARED, EXCITED, SAD, WORRIED)

C. Summarize what happens in this chapter:

D. Ask a question about something that happened in this chapter, or what might happen.



VOCABULARY

Go back to the vocabulary exercises for the word part “tele” on pages 163 to 174. Answer the questions that pertain to four more words you chose.

INFERENCES AND FORESHADOWING

A writer is “foreshadowing” when he or she gives you a hint about something that hasn’t happened yet. The title of this chapter tells us that something is going to happen that will make Max “return” as “Kicker.”

Paragraphs that are only one sentence long are often “foreshadowing” paragraphs. They are so short to make us pause and think. What is an example of that on the first page of this chapter?

What are two of the clues that make Max infer that something bad has happened to Kevin?

Why do you think Kevin told Max that he was going to be getting a new body?



LEARNING LOG

A. Give this chapter a new title. Consider what happened and the feelings of the chapter.

B. Setting: Identify the setting of the beginning of this chapter.

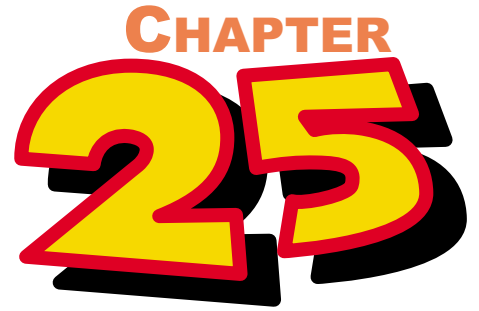
Time: _____

Place: _____

MOOD (CALM, HAPPY, SCARED, EXCITED, SAD, WORRIED)

C. Summarize what happens in this chapter:

D. Ask a question about something that happened in this chapter, or what might happen.



VOCABULARY

Go back to the vocabulary exercises for the word part “tele” on pages 163 to 174. Answer the questions that pertain to the last two words in the list.

CONFLICTS AND RESOLUTIONS

What are the four different kinds of conflicts?

CONFLICT #1:

CONFLICT #2:

CONFLICT #3:

CONFLICT #4:

Max has a conflict with himself in this chapter. What is he fighting with himself about?



What does he do when Loretta says, “Nothing is a drag, kid. Think about it.”

What are two ways Max has changed from the beginning of this book until now?

