

Heather Hossenlopp

**Unit Plan Topic:** From the Mixed-up Files of Mrs. Basil E. Frankweiler

**Grade:** Sixth

**Overview:** This unit involves reading the book From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg and completing projects that enrich the reading.

**Rationale:** While reading this book the students will also be doing activities that involved learning about parts of a newspaper, learning about Museums, learning about Michelangelo and the Renaissance.

**Materials:**

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

Copies of the following pages in A Guide for Using From the Mixed-up Files of Mrs. Basil E. Frankweiler in the classroom by Mari Lu Robbins: p 15

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## **Timeline**

**Day One:** Chapter one, Introduce Museum project, pick partners for project.

**Day Two:** Vocabulary for chapters one and two, Museum project workday

**Day Three:** Chapter two, Crossword puzzle clues

**Day Four:** Chapter one and two review, introduce and start newspapers, complete crossword puzzles

**Day Five:** Chapter 3, handout writing assignment, workday (newspapers then museum)

**Day Six:** Vocabulary for 3 and 4, Chapter 4, class review of three and four,

**Day Seven:** Chapter 3 and 4 quiz, Vocabulary word search, Michelangelo back drawing and worksheet.

**Day Eight:** Newspapers for 3 and 4 and museum workday

**Day Nine:** Chapter 5 and 6 with partners and write summaries

**Day Ten:** Research Crossword Puzzle at library, Writing Assignments due

**Day Eleven:** Go over Chapter 5 and 6 summaries, Vocabulary sentences for 5 and 6, newspaper for 5 and 6, logo worksheet

**Day Twelve:** Finish newspaper for 5 and 6, Chapter 7, museum workday

**Day Thirteen:** Chapter 8, newspaper for 7 and 8

**Day Fourteen:** Quiz on 7 and 8, Last Museum Workday

**Day Fifteen:** Chapter 9 and 10, Any Questions activity, Newspaper for 9 and 10

**Day Sixteen:** Review for unit test, finish newspaper for 9 and 10,

**Day Seventeen:** Unit Test, Museum project display and party

## **Day One**

The teacher will pass out book and ask the students what they think of the story will be about from the cover picture. The teacher will read a brief summary of the book found on page 7 of the Literature Guide. The teacher will ask students to describe what the cover pictures shows now that they have an idea of what the story is about. The class will read chapter one out-loud by popcorn reading. At the end of the chapter the teacher will ask some questions to review what they just read.

The teacher will introduce the museum project. Students will be working in pairs for this project. Each pair will make a museum exhibit on any topic that they wish. The exhibit will be done in a box, shoe boxes work great. Along with the exhibit should be a pamphlet about the exhibit. The pamphlet should include a general summary paragraph about the exhibit topic, and a list of ten things in the exhibit with 2-3 sentences about each thing. Once partners are picked they should immediately pick their topic and tell the teacher their topic. Remind students to bring in a box for this project, if they have extra boxes at home bring them in for someone that doesn't have them.

## **Day Two**

The teacher will write 12 vocabulary words on the board. The students will look up the definitions in dictionaries and write the word and definition in their notebooks. Once the class is finish we will go over each definition and students will be called on to make a sentence using the words. After this the students may have the rest of the period to work on their museums.

## **Day Three**

Students will read chapter 2 by popcorn reading. After the chapter is finish the teacher will ask some comprehension questions about what has happened so far in the story. The teacher will write a list of vocabulary words on the board, students should copy down these words in the same order. After they have the words copied down they are to write clues to guess the words as if they are the answers to a crossword puzzle.

## **Day Four**

Students will work in partners to complete the chapter one and two review sheet. After they have completed it the teacher will go over the worksheet with the class. The teacher will hand out crossword puzzles and the clues that were written the day before. Each student will get someone else's clues.

The teacher will pass out sheets on how to write a newspaper article and a letter to the editor. The teacher will explain how to do each to the class. The students will be asked to hold on to these sheets because they will use them as a guide for their newspaper project. For the project students will work in groups of three. Every two chapters the groups will get together and make a newspaper page. One person will write the article, another the letter and the last will draw an editorial cartoon. The teacher will show the class examples of editorial cartoons and explain that these cartoons illustrate the cartoonist's opinion. These newspapers will be based on the book, nothing else.

### **Day Five**

The class will read chapter three out loud by popcorn reading. The teacher will review the story with the class after reading the chapter. The teacher will pass out a writing assignment that will be due on day 10. The teacher will go over what is expected out of each paragraph of the assignment. Students will have the rest of the period as a museum or newspaper project workday.

### **Day Six**

The teacher will write vocabulary on the board and students will copy these words into their notebooks. They may work in partners to look up the definitions. The teacher will go over the definitions with the class. The class will read chapter four by popcorn reading. After reading the chapter the teacher will review the story. The teacher will concentrate on reviewing chapters three and four because there will be a quiz on them the next day.

### **Day Seven**

The students will take the quiz for chapters three and four. As they finish the students will work on a vocabulary word search. Students will be given a worksheet that will be used to write how they thought Michelangelo felt before painting the Sistine Chapel. Students will get a chance to lie on their backs to complete a coloring sheet. After this activity they will return to the worksheet and fill out how they think Michelangelo felt after painting the Sistine Chapel.

### **Day Eight**

Today will be a workday for the newspapers chapters 3 and 4 and the museum projects.

### **Day Nine**

The students will break of into pairs and read chapters five and six with their partners. After reading they will write chapter summaries together for each chapter.

### **Day Ten**

Students will meet for class in the library to complete a Renaissance crossword puzzle. They will have to conduct research like Jamie and Claudia did in the book. Writing assignments are due today.

### **Day Eleven**

The class will read their summaries of chapter five and six out-loud. The teacher will ask comprehension questions about the chapters. The teacher will write the vocabulary words for chapters five and six on the board. Students must look up definitions to be able to write a sentence using each word. After completing the sentences students will be randomly called on to share some of their sentences with the class. The teacher will pass out a worksheet (p). On this worksheets students will be able to create their own logo. Michelangelo's "logo" was three intersecting rings with an "M" in the middle. They students will be making their own that can be identified as theirs. After completing their logos students may start on their newspapers for chapters five and six.

### **Day Twelve**

Students will finish their newspapers for chapters five and six. After they are completed the class will read chapter seven together by popcorn reading. While they read they will be filling out a chapter organizer. They will be asked to name the main points and key events of the chapter. The rest of the period will be used as a museum project workday.

### **Day Thirteen:**

Students will read chapter eight individually as they fill out their chapter organizers. The teacher will go over both chapters seven and chapters eight with the class. Students will be called on to share what they wrote on their chapter organizers. There will be a quiz on these chapters the next day. Students may spend the rest of the class period writing their newspapers for chapters seven and eight.

### **Day Fourteen:**

Students will take a quiz on chapters seven and eight. The rest of the time will be devoted to the last museum workday.

**Day Fifteen:**

The class will read chapters nine and ten by popcorn reading. The students will fill out their chapter organizers for both chapters. The teacher will pass out the Any Questions worksheets. In groups of three students may come up with more unanswered questions about the book. Individually students must choose three questions to answer themselves. The rest of the period the students may work on their last newspaper page, chapters nine and ten.

**Day Sixteen:**

The teacher will lead the class in a review for the unit test that they will take on the next day. The rest of the period will be used to finish up newspapers.

**Day Seventeen:**

The students will take the unit test for the book. After the tests are completed they will set up their museums and the class will have an exhibit opening party complete with food and beverages. The students may browse through the museum that they created.

**Resources:**

From the Mixed -up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg

A guide for Using From The Mixed-Up Files of Mrs. Basil E. Frankweiler by Mari Lu Robbins

## Content Outline

### Vocabulary Lists

#### Chapters One and Two:

Knapsack  
Injustice  
Tycoon  
Transistor

Chain mail  
Tyranny  
Monotony  
Percolator

Suburbs  
Stowaway  
Neanderthal  
Temptation

#### Chapters Three and Four:

Curator  
Chancellor  
Embalm  
Tapestry

Canopy  
Acquisition  
Ornate  
Urn

Chauffeur  
Mediocre  
Renaissance  
Sarcophagus

#### Chapters Five and Six:

Petit fours  
Telepathy  
Embroider  
Pedestal

Pagan  
Sawhorse  
Corpuscle  
Sprite

Stonemason  
Dismal  
Emblem  
Executive

#### Chapters Seven and Eight:

Biographer  
Sari  
Heroine  
Mastaba

Muzzle  
Quarry  
Pharaoh  
Consensus

Abrasion  
Derby  
Topaz  
Solemn