

Freak the Mighty

Book Unit



Created by Gay Miller



Gay Miller

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<http://www.teacherspayteachers.com/Store/Gay-Miller>

This unit contains graphic organizers for an interactive notebook and game activities covering vocabulary, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.



Freak the Mighty

By Rodman Philbrick

Genre ~ Young Adult, Coming-of-Age

Interest Level ~ Grades 5 – 8

Grade level Equivalent: 5.5

Lexile Measure®: 1000L

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Lesson Plans at a Glance

Read	Vocabulary	Vocabulary Practice Book	Comprehension Practice	Constructed Response Question	Skill Practice
Chapters 1-2	unvanquished mainstream	Page 1	Chapter 1-2	Point of View	Flashback and Foreshadowing Organizer
Chapters 3-4	bulkhead sobriquet demeanor	Page 2	Chapters 3-4	Chapter 4 ~ Summarizing	Flashback and Foreshadowing Printable
Chapters 5-6	abide swill	Page 3	Chapters 5-6	Chapter 4~ Figurative Language Chapters 1- 6 ~ Figurative Language	Figurative Language Organizers
Chapters 7-8	trajectory vegetate	Page 4	Chapters 7-8	Chapter 7 ~ Problem and Solution Chain	Figurative Language Response Cards
Chapters 9-10	divulge optimum	Page 5	Chapters 9-10	Chapters 9-10 ~ Characters Traits	Figurative Language Activities
Chapters 11-12	urgency rubbish	Page 6	Chapters 11-12	Chapter 11~ Comparing Characters Chapter 12 ~ Mood	Prefix Organizers
Chapters 13-14	gruel obligation	Page 7	Chapters 13-14	Chapters 12-14 ~ Sequence of Events	Suffix Organizers
Chapters 15-16	gizmo furrowed	Page 8	Chapters 15-16	Chapters 11 and 16 ~ Character Analysis	Root Word Organizers
Chapters 17-18	dysfunctional illiterate	Page 9	Chapters 17-18	Chapters 17-18 ~ Cause & Effect	Word Part Activity
Chapters 19-20	accommodations scrabbling	Pages 10-11	Chapters 19-20	Chapter 20 ~ Course of Action	Analogy Organizers
Chapters 21-22	aberration prodigy	Page 12	Chapters 21-22	Setting	Analogy Activity
Chapters 23-24	facilitate terminology	Pages 13-15	Chapter 23	Theme Character Change	Context Clues Organizer
Chapter 25	lame	Page 16	Chapters 23-25	Plot Development	Context Clues Tasks Cards
	Vocabulary Test			Comparing the Book to the Movie	

Chapter 25 [lame]

Read these three definitions of **lame**.

- (a) not able to walk well; disabled
- (b) sore and difficult to move
- (c) not adequate; poor

Write a, b, or c in the blanks to show the correct meaning of the word **lame** in each sentence.

1. _____ The horse has a **lame** leg after falling in the last race.
2. _____ It is better just to accept the blame for your mistakes and not give **lame** excuses for what you did wrong.
3. _____ Laura's leg was **lame** after wearing the cast for 6 weeks.
4. _____ I gave my teacher a **lame** excuse for not turning in my homework.

~~~~~

5. Sort the following words in the correct locations on the T-chart.

|          |              |                |
|----------|--------------|----------------|
| flimsy   | insufficient | incapacitated  |
| crippled | maimed       | unsatisfactory |

| lame meaning disabled | lame meaning not adequate |
|-----------------------|---------------------------|
|                       |                           |
|                       |                           |
|                       |                           |

## Chapters 1-2 [unvanquished mainstream]

1. Circle six words in the box that are synonyms of **unvanquished**.

|            |            |              |
|------------|------------|--------------|
| overcome   | unbeaten   | overpowered  |
| beaten     | bested     | undefeatable |
| victorious | successful | winning      |
| crushed    | triumphant | conquered    |

~~~~~

2. Is **mainstream** used correctly in the sentences below? True or False

_____ Teenagers often rebel against the **mainstreamed** traditions of the past generation.

_____ The boy was **mainstreamed** away from the normal population.

~~~~~

3. Circle six words in the box that are synonyms of **mainstream**.

|                    |              |              |
|--------------------|--------------|--------------|
| normal             | conventional | regular      |
| unusual            | ordinary     | odd          |
| strange            | typical      | quirky       |
| middle-of-the-road | exceptional  | unacceptable |



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- (c) not adequate; poor

Write a, b, or c in the blanks to show the correct meaning of the word **lame** in each sentence.

6.     **a**     The horse has a **lame** leg after falling in the last race.
7.     **c**     It is better just to accept the blame for your mistakes and not give **lame** excuses for what you did wrong.
8.     **b**     Laura's leg was **lame** after wearing the cast for 6 weeks.

    **c**     I gave my teacher a **lame** excuse for not turning in my homework.

9. Sort the following words in the correct locations on the T-chart.

|          |              |                |
|----------|--------------|----------------|
| flimsy   | insufficient | incapacitated  |
| crippled | maimed       | unsatisfactory |

| <b>lame meaning disabled</b> | <b>lame meaning not adequate</b> |
|------------------------------|----------------------------------|
| crippled                     | flimsy                           |
| maimed                       | unsatisfactory                   |
| incapacitated                | insufficient                     |

## Chapters 1-2 [unvanquished mainstream]

1. Circle six words in the box that are synonyms of **unvanquished**.

|                   |                   |                     |
|-------------------|-------------------|---------------------|
| overcome          | <b>unbeaten</b>   | overpowered         |
| beaten            | bested            | <b>undefeatable</b> |
| <b>victorious</b> | <b>successful</b> | <b>winning</b>      |
| crushed           | <b>triumphant</b> | conquered           |

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|---------------------------|---------------------|----------------|
| <b>normal</b>             | <b>conventional</b> | <b>regular</b> |
| unusual                   | <b>ordinary</b>     | odd            |
| strange                   | <b>typical</b>      | quirky         |
| <b>middle-of-the-road</b> | exceptional         | unacceptable   |

# Freak the Mighty ~ Chapter 11

1. Why do you think Gram made Max promise not to go to the Testaments?

- a. Gram didn't want Max to learn about his father.
- b. Gram thought the people there would teach Max about religion.
- c. Gram was afraid Max would get hurt or into trouble.
- d. Gram didn't want Max to meet Iggy.

2. Sequence the following events by writing numbers to order them.

\_\_\_\_\_ The lady calls a large, hairy man with tattoos over.

\_\_\_\_\_ Loretta figures out who Max and Kevin are.

\_\_\_\_\_ Loretta tries to rub Freak's head for luck.

\_\_\_\_\_ Loretta pokes and tickles Iggy saying he should find out how strong Max really is.

\_\_\_\_\_ Max knocks on a door at the New Tenements.

2. What was the effect of Iggy learning that Max was Killer Kane's son?

- a. Iggy told Max stories about the old times he and Max's father had.
- b. Iggy let Max and Freak leave the apartment.
- c. Iggy tested Max to see how strong he was.
- d. Iggy took Max's and Freak's money.

3. List three words that describe the mood of Chapter 11.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Explain the play on words in Chapter 11's title "The Damsel of Distress."

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Categorize the words in the box into two groups on the T-chart below.

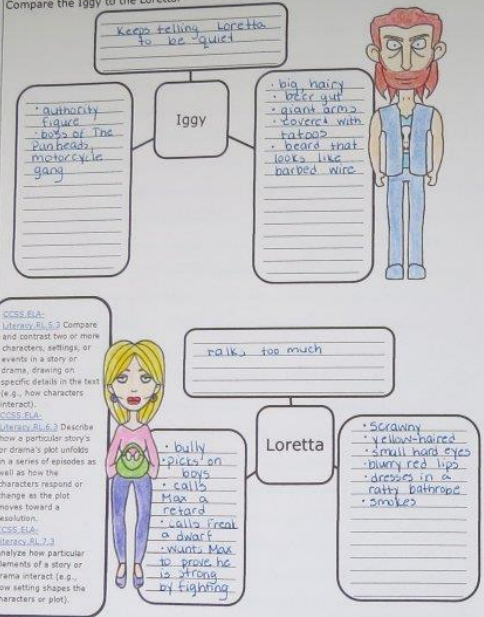
|                 |                  |
|-----------------|------------------|
| scrawny         | blue tattoos     |
| boss            | small, hard eyes |
| blurry red lips | red barbed wire  |
| cigarette       | hairy            |

| <b>Iggy</b> | <b>Loretta Lee</b> |
|-------------|--------------------|
| _____       | _____              |
| _____       | _____              |
| _____       | _____              |
| _____       | _____              |



Chapter 11 - Constructive Response - Comparing Characters

Compare the Iggy to the Loretta.



CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-Literacy.SL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Iggy and Loretta are interesting characters in *Freak the Mighty*. They on unusual relationship. Loretta talks all the time, and Iggy is always telling her to be quiet.

Iggy is the authority figure. This tough dude is the leader of the Panheads, a motorcycle gang. He is big and hairy. He has a large beer gut and these giant arms all covered with blue tattoos. He's got a beard that looks like it's made out of red barbed wire.

Loretta is a bully. She tries to pick on Max and Freak. She called Max a retard and Freak a dwarf. She tries to get Max to fight by goading Max. She wanted him to prove he was strong. Loretta is a scrawny, yellow-haired woman with small, hard eyes and blurry red lips. She wears this ratty old bathrobe. Loretta smokes cigarettes and squints at Max and Freak.

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

# Chapter 11 ~ Constructed Response – Comparing Characters

Compare Iggy to Loretta.

\_\_\_\_\_

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Iggy

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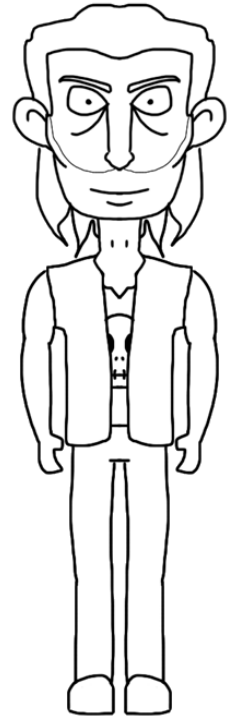
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[CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

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[CCSS.ELA-Literacy.RL.7.3](#) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Loretta

\_\_\_\_\_

\_\_\_\_\_

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# Freak the Mighty ~ Chapter 11

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- 1 Max knocks on a door at the New Tenements.

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- b. Iggy let Max and Freak leave the apartment.
- c. Iggy tested Max to see how strong he was.
- d. Iggy took Max's and Freak's money.

4. List three words that describe the mood of Chapter 11.

- frightening, terrifying, scary
- fear, distress, alarming
- upsetting, panicking

5. Explain the play on words in Chapter 11's title "The Damsel of Distress."

The common phrase is "The Damsel in Distress." In literature, the hero comes in to rescue the female who is in trouble. In Chapter 11, the reverse is true. It is a female character who is causing the trouble or "distress."

6. Categorize the words in the box into two groups on the T-chart below.

|                 |                  |
|-----------------|------------------|
| scrawny         | blue tattoos     |
| boss            | small, hard eyes |
| blurry red lips | red barbed wire  |
| cigarette       | hairy            |

| Iggy            | Loretta Lee      |
|-----------------|------------------|
| blue tattoos    | scrawny          |
| boss            | small, hard eyes |
| red barbed wire | blurry red lips  |
| hairy           | cigarette        |

# Chapter 11 ~ Constructed Response – Comparing Characters

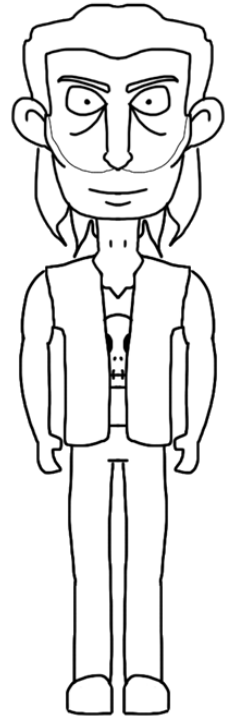
Compare Iggy to Loretta.

Iggy repeatedly tells Loretta to be quiet.

Iggy

Iggy is more in control of the situation and the one who holds more authority. Also, he is the boss of The Panheads, this bad-news motorcycle gang.

Iggy is this big hairy dude, he's got a huge beer gut and these giant arms all covered with blue tattoos and he's got a beard that looks like it's made out of red barbed wire.



Loretta likes to run her mouth.

Loretta

Loretta is a bully. She picks on the boys trying to stir up a confrontation. She calls Max a retard and Freak a dwarf. Loretta wants Max to prove he is strong by fighting.

Loretta is a scrawny, yellow-haired woman with small, hard eyes and blurry red lips. She's wearing this ratty old bathrobe and she's smoking this cigarette and squinting at us and making a face.



[CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

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