Active Reading Journal for Freak the Mighty, Ch. 8-10 Grade 6 ELA

1. Use the following reading strategies for **Chapter 8** and record them in your ARJ:
2. INFER: character- Find a quote that shows a slight change in Max’s character, and write it on the left side. On the right side, explain Freak’s effect on Max and how your quote supports that.
3. INFER: Contrast and Contradiction signpost- Find a quote that shows how one of the characters—Grim, Gram, or Max—reacts to the incident in the millpond and record it on the left. On the right, explain why the character may be acting differently.
4. Use the following reading strategies for **Chapter 9** and record them in your ARJ:
5. MONITOR: question-Find a quote from this chapter that makes you question what Freak’s condition is, and write it on the left side. On the right side, write any questions you have about Freak’s condition.
6. INFER: characters- Find a quote that reveals something about Max and Freak’s bond of friendship and write it on the left side. On the right side, explain how your evidence reveals something important about their friendship.
7. Read **Chapter 10** independently using the following reading strategies:
	1. VISUALIZE: Find a quote from this chapter that describes the setting the night of Max and Freak’s quest and write it on the left side. On the right side, explain how this description helps to create a mood. What type of mood is created? Doodle a picture.
	2. PREDICT/QUESTION: Reread the last paragraph of this chapter, and record it on the left side. On the right side, make a prediction OR ask questions.
8. Update your unfamiliar words. After chapter 10, you should have at least **20** words. Be sure to number them.
9. On a separate sheet of paper, write a solid **paragraph** in which you **compare** and **contrast** the characters, Max and Freak. Your paragraph should contain a topic sentence, specific supporting details, and a closing sentence. Write neatly and watch your spelling, capitalization, punctuation, and sentence structure. The expectations for paragraph writing are on the back of this handout. Draw a Venn diagram below to help you plan your paragraph.

**Paragraph Writing -- 6th Grade Expectations**

**Topic Sentence (Introductory sentence)**

* State the topic of the paragraph.
* If it is a paragraph that answers a question, you need to echo the question.

**Body Sentences**

* Include facts, details, and examples that support the topic.
* There should be three or more sentences here.
* If responding to a question about written text, evidence from the text needs to be included.

**Closing Sentence**

* Begin with a transition word or phrase.
* Restate the topic (similar to the introduction, but worded differently).

**\*Mechanics:** Students should use capitalization and punctuation appropriately throughout.

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**Example**:

Paragraph prompt: ***What is your favorite sport?***

A good sixth grade example answer:

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| --- | --- |
| Intro/topic sentence --> Body sentences-->Closing sentence--> |  There are many sports that I enjoy, but my favorite would have to be skateboarding. It is a sport that you can do almost anywhere, and you do not need a lot of expensive equipment. It is difficult to learn some tricks in the beginning, but once you are able to do the basics, you will soon be doing other tricks. Skateboarding is also a really fun activity to do with friends. For all of these reasons, skateboarding is the favorite of all of my sports activities |