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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

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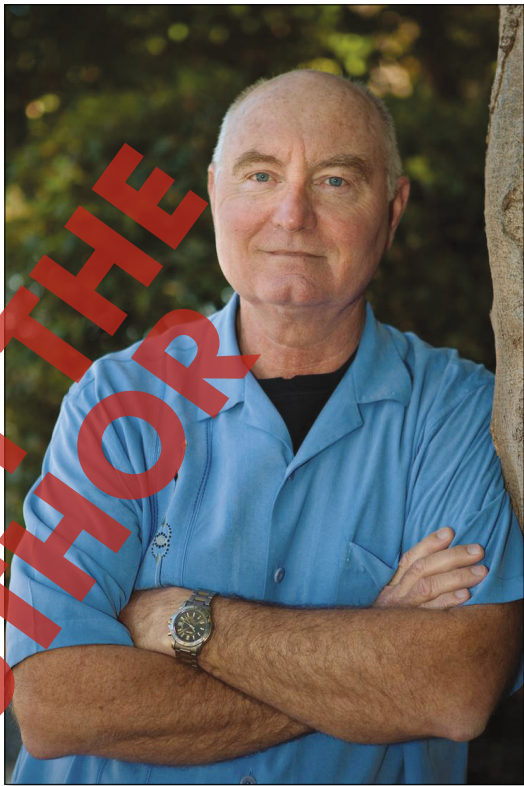
FREE!





Rodman Philbrick

Author Rodman Philbrick first started his career by writing mystery stories for adults. *Freak the Mighty* was his first book for young adults and was the start of many more books for children and teens. Because *Freak the Mighty* was so popular, he wrote a sequel. The second book is called *Max the Mighty*.



Growing up in New England, Philbrick liked to fish. He also had some experience building boats. His novel *The Young Man and the Sea* captures this time of his life. In 2010, Philbrick won a Newbery Honor for *The Mostly True Adventures of Homer P. Figg*. He has also written books with his wife, Lynn Harnett.

When *Freak the Mighty* was made into a movie, Philbrick wrote a script but was turned down for another screenplay author. The movie company also changed the name of the movie to *The Mighty*. They thought this title would interest more people.

Philbrick always knew he wanted to be a writer and wrote stories as early as sixteen. His advice to people who want to be writers is to listen to their own voice and to remind themselves that getting started is easy!

- Rodman Philbrick still writes books for adults.
- He wrote a sequel to *Freak the Mighty* called *Max the Mighty*.
- He thought about other jobs—like an astronaut—before being a writer.

Did You Know?



Chapters Four to Five

Answer the questions in complete sentences.

1. At the end of Chapter three, Max pulled Freak in the wagon. How do you think Freak felt about that?

2. The next Chapter is called "What Frightened the Fair Gwen." What do you think will scare her?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	wheezing	An adventure to find an item.	A
2	quest	Cannot be beat.	B
3	dim	To bring back.	C
4	invincible	Fancy or advanced.	D
5	fuming	Hard and noisy breathing.	E
6	demeanor	How a person behaves.	F
7	regurgitate	Very mad.	G
8	delighted	Very glad.	H
9	maniac	Low amount of light.	I
10	sophisticated	Someone who is excited or insane.	J



Chapters Six to Eight

1. Fill in each blank with the correct word from the Chapters.

- a) They call him Blade, he's at least seventeen and been to _____ court three, four times.
- b) He's kind of _____ up there until he grabs hold of my hair to steady himself.
- c) I can hear _____ before I can see him.
- d) The mud is up over my knees, and I'm _____ in place.
- e) Like I said, it turns out to be a pretty _____ summer.

2. Finish each sentence with a word from the list.

razor cretin fireworks millpond confrontation

- a) Max lifts Freak on his shoulders so he can see the _____ better.
- b) Freak insults the bully by calling him a _____.
- c) It is decided Max should avoid a _____ with Blade and his gang.
- d) Blade is rumored to have cut someone with a _____.
- e) The boys get stuck in the mud after running into the _____.

Chapters Six to Eight

Answer each question with a complete sentence.

1. Why does Gram agree to let Max go to the fireworks?

2. How does Freak handle the first encounter with Blade and his gang? Explain why he acts this way.

3. Where does Freak take them to get away from Blade and his gang? Why?

4. What happens at the millpond?

5. How did Max's grandparents react to the events at the millpond? How does this change how they see Max?

6. Why did Freak claim that they were "Freak the Mighty"?



Journaling Prompt

Max mentions that his summers were usually spent inside and were boring. Once he meets Freak, the summer is different. Freak suggests going on quests, is full of energy, and encourages Max to try new things. Get into pairs. Interview each other on how you usually spend your summer vacation. Then, discuss how you would influence each other. Describe what your summer break would be like spent together in your journal entry.



Chapters 9 to 10

Lost and Found

Freak and Max take on a very secret quest during the summer. Freak leads Max out in the middle of the night to fish out a soggy, wet purse from a sewer. Freak claims it was left there by Blade and his gang.

When an important item or pet goes missing, people often create a 'Lost and Found' poster to put up in their neighborhood. They often include a picture of the missing item, a written description of it, and sometimes a reward. Make a 'Lost and Found' poster for the missing purse and imagine what items might be in it.



Chapters 14 to 15

A Christmas Gift for Max

On Christmas Eve, Freak gives Max a special dictionary. It has some of Freak's favorite words and their meanings. It is a gift that will also help Max with his reading. Dictionaries list their words in alphabetical order. Make a dictionary of your own like the one Freak made for Max. Write down some of your favorite words with their meanings.

You should have at least 10 different words. The words should be in alphabetical order and have the right definition beside them. You may need to use an actual dictionary to get the definitions and correct spelling. Or, make up your own meanings using your own words. If it is a word that is special to you, make sure you explain what it means and how it is used when talking.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

abduction	delighted	humanoid	smidgen
aberration	dim	mastodons	stabilized
abscissa	evasive	perspective	telemetry
atoms	fantasy	prodigy	trial
bugle	goon	puny	vacant
cavalry	gruel	scuttle	yonder

a	d	i	m	m	t	r	p	r	o	d	g	y	m	a	i	
b	x	b	r	l	g	i	v	m	t	y	o	r	s	p	b	h
s	m	t	k	o	p	b	a	a	c	s	f	h	a	a	e	d
c	a	y	o	n	d	e	r	z	c	t	u	e	t	s	r	q
i	s	n	w	e	e	s	d	b	y	a	k	v	n	c	r	b
s	t	c	c	f	l	h	g	e	h	b	n	i	a	u	a	y
s	o	a	g	a	i	u	r	v	g	i	b	t	f	t	t	r
a	d	v	r	v	g	m	s	a	x	l	m	c	k	t	i	t
w	o	a	u	s	h	a	g	s	b	i	l	e	e	l	o	e
a	n	l	e	c	t	n	y	i	u	z	o	p	k	e	n	m
e	s	r	l	r	e	o	x	v	t	e	f	s	q	n	j	e
t	d	y	t	p	d	i	n	e	r	d	w	r	y	h	r	l
o	s	m	o	t	a	d	s	m	i	d	g	e	n	n	u	e
r	a	s	r	h	c	g	i	l	a	w	t	p	c	v	u	t
a	b	d	u	c	t	i	o	n	l	b	e	l	g	u	b	p



Comprehension Quiz

Answer each question in a complete sentence.

- Why did Freak once introduce himself as Robot Man?

- What happened the night after Freak moved in?

- According to Freak, what were the knights?

- Did Gwen know Max's family in the past?

- Why did Freak stand up to Blade and his gang?

- List two tests that Freak gets done at the Medical Research building.

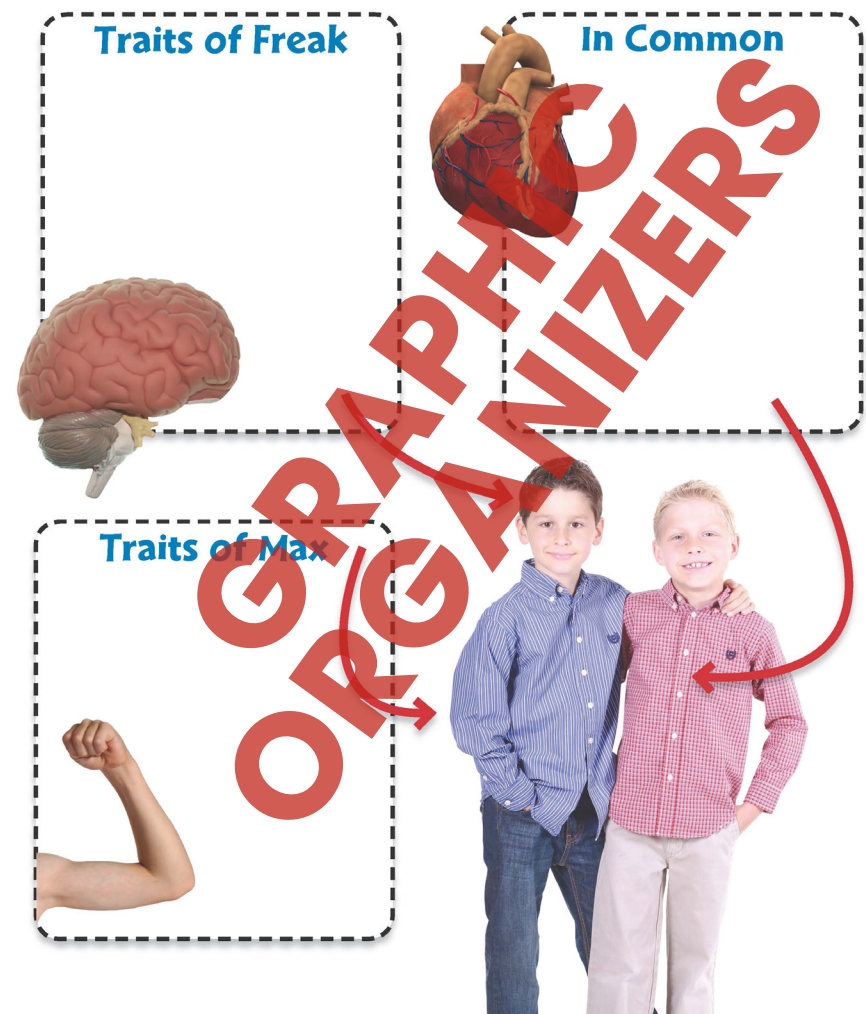
- Why do Max's grandparents decide to let him join the regular class?



SUBTOTAL: /11

The Brain and Body of Freak the Mighty

In their friendship, Freak is considered to represent smarts and Max shows strength. We learn that both boys share qualities of brains and body as they grow together. In the diagram, list traits of Freak on the head, Max on the arms and legs, and things they have in common in the heart.



NAME: _____

After You Read 



Chapters Sixteen to Seventeen

Answer each question with a complete sentence.

1. What does Max's dad claim Grim and Gram have done to Max?

2. Where does Max's dad first take him? What do they do there?

3. Why does Loretta call Max's dad 'Preacher Kane'?

4. Where are Max and his dad staying?

5. Does Max's dad trust him? Why or why not?

6. What is Kane's version of the truth about his crime?

Journaling Prompt

Max's dad claims he is telling the truth about the crime and his own innocence. Assume he is right and describe what he may be feeling now that he and Max are together. Does he have a plan? How will he convince Max to go along with it?

1.

He claims they poisoned Max's mind against his father.

2.

He takes Max to Iggy's apartment at first. They eat hamburgers.

3.

She calls him 'Preacher Kane' because he is rumored to have turned over a new leaf in prison.

4.

They hide in an apartment with an old lady who is on vacation.

5.

He does not trust Max as he ties him up to his waist so he can't run away.

6.

Killer Kane says he is innocent of murdering Max's mother.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

Answers will vary.

1.

- a) black
- b) snow

c) inside

- d) beam
- e) fire
- f) pipes

- g) underfoot
- h) smoke

2.

- a) A
- b) C

- c) D
- d) C

1.

Max is tied to a boiler by his hands and feet and his mouth is gagged.

2.

The plan is to get an RV and travel as a preacher who tricks people out of money.

3.

Max's dad wants to take money from ignorant people by being dishonest.

4.

Kane asks Iggy for a firearm and transportation.

5.

Loretta tries to help Max escape by trying to untie him.

6.

His true character is shown when he starts to choke Loretta and seems to want to kill her.

31

32

33

34

EASY MARKING ANSWER KEY



Freak the Mighty

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.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.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.