

Literature Circle Guide:

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

by Perdita Finn

S C H O L A S T I C
PROFESSIONAL BOOKS

**New York • Toronto • London • Auckland • Sydney
• Mexico City • New Delhi • Hong Kong • Buenos Aires**



Scholastic Inc. grants teachers permission to photocopy the reproducibles from this book for classroom use. No other part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without permission of the publisher. For information regarding permission, write to Scholastic Professional Books, 555 Broadway, New York, NY 10012-3999.

Guide written by Perdita Finn
Edited by Sarah Glasscock
Cover design by Niloufar Safavieh
Interior design by Grafica, Inc.
Interior illustrations by Mona Mark

Credits:
(Cover) FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKWEILER by E. L. Konigsburg. Cover art copyright © 1967 by E.L. Konigsburg. Used by permission of Random House Children's Books, a division of Random House, Inc.

Copyright © 2001 by Scholastic Inc. All rights reserved.

ISBN 0-439-16360-9

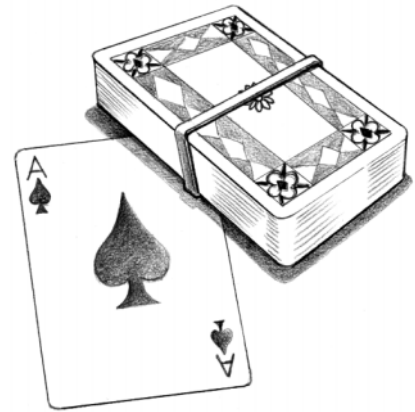
Printed in the U.S.A.

Contents

To the Teacher	4
Using the <i>Literature Circle Guides</i> in Your Classroom	5
Setting Up Literature Response Journals	7
The Good Discussion	8
About <i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i>	9
About the Author: E.L. Konigsburg	9
Enrichment Readings: Michelangelo, Art Mysteries, Museums	10
Literature Response Journal Reproducible: Before Reading the Book	13
Group Discussion Reproducible: Before Reading the Book	14
Literature Response Journal Reproducible: Chapter 1	15
Group Discussion Reproducible: Chapter 1	16
Literature Response Journal Reproducible: Chapter 2	17
Group Discussion Reproducible: Chapter 2	18
Literature Response Journal Reproducible: Chapter 3	19
Group Discussion Reproducible: Chapter 3	20
Literature Response Journal Reproducible: Chapter 4	21
Group Discussion Reproducible: Chapter 4	22
Literature Response Journal Reproducible: Chapter 5	23
Group Discussion Reproducible: Chapter 5	24
Literature Response Journal Reproducible: Chapters 6-7	25
Group Discussion Reproducible: Chapters 6-7	26
Literature Response Journal Reproducible: Chapter 8	27
Group Discussion Reproducible: Chapter 8	28
Literature Response Journal Reproducible: Chapters 9-10	29
Group Discussion Reproducible: Chapters 9-10	30
Reproducible: After Reading	31
Reproducible: Individual Projects	32
Reproducible: Group Projects	32
Literature Discussion Evaluation Sheet	33

Name _____ Date _____

*From the Mixed-up Files
of Mrs. Basil E. Frankweiler*
Chapter 1



Reading Strategy: Collecting Information

Before putting a jigsaw puzzle together, you must first turn over the pieces and study them. For the moment, you accept that you don't know what the big picture looks like and you try to recognize what you can. Here is a piece of sky; this is a corner of the girl's dress; here is a corner piece.

Beginning a book involves the same process—you are noticing and collecting bits and pieces of information about the characters and story. There are some things you don't understand. In fact, most of the pieces don't fit together yet, and you can expect to be confused about what you are reading. To help you organize your understanding, try writing down anything you've noticed or figured out as you've read. Write down your questions, too. Before long, you'll be connecting more and more pieces of the puzzle.

Writing in Your Literature Response Journal

A. Write about one of these topics in your journal. Circle the topic you chose.

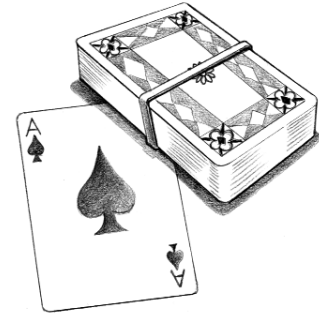
1. This book begins with a **prologue**, a piece of writing before the first chapter. In this case, it is a letter from Mrs. Basil E. Frankweiler to her lawyer. What obvious and not-so-obvious things do you notice about this letter? What does it tell you about the story you are beginning to read?
2. Claudia is running away. What prompted this action? What kind of person is she? Does Claudia remind you of anyone you know? If so, how does she resemble this person? What do you think about Claudia's plans?

B. What were your predictions, questions, observations, and connections as you read? Write about one of them in your journal. Check the response you chose.

Prediction Question Observation Connection

Name _____ Date _____

*From the Mixed-up Files
of Mrs. Basil E. Frankweiler*
Chapter 1



For Your Discussion Group

- * In this first chapter, E.L. Konigsburg introduces three very interesting people—Claudia, Jamie, and Mrs. Frankweiler herself. On the one hand, Konigsburg explains a great deal about these characters—Claudia is “cautious” and Jamie is “adventurous”—but much of what we learn about them comes from watching how they behave and talk. For instance, what kind of person would run away to the Metropolitan Museum of Art? As readers, we can use these details as clues to interpret who these characters are.
- * As a group, choose one of the characters to discuss. Then have each member of the group recall a specific action of that character from the first chapter. Talk together about what each action suggests about the character. Different group members may have different interpretations of the same actions.
- * On pages 13–17, Claudia has a long conversation with her brother about her plans to run away. Form pairs and act out this scene, speaking the words and performing the actions that Konigsburg describes. What new things do you learn about the characters from actually seeing and hearing them talk together?

Writer’s Craft: Prefixes

“Indecent, not undecent,” Claudia corrected.

Both *in-* and *un-* are small words, **prefixes**, that come before words to mean “not.” The word *indecent* means “not decent.” As Claudia realizes, even though these two prefixes have the same meaning, they are not interchangeable.

The English language we speak today comes from the mixing of different, earlier languages. There are the short, blunt words of Anglo-Saxon from the early inhabitants of England; then the complicated, learned Latin of the Roman invaders; and later the medieval French of William the Conqueror. *In* is a Latin word for *not* and usually is combined with longer Latin words like *decent* and *convenient*. *Un* is the Anglo-Saxon negative and usually combines with short Old English words like *tidy* and *safe* and *sure*.

As you read, see which words use *in-* and which use *un-* as prefixes.