Out of My Mind: Novel Activities

Thank you for purchasing my Novel Activities packet to be used with Out Of My Mind by Sharon Draper! 🌟

Activities within this document were designed with the Common Core Standards in mind, particularly for the fifth grade. Many of these activities align with other grade-level standards.

Standards addressed include the following:

CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.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.

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.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-Literacy.RL.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.

CCSS.ELA-Literacy.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

CCSS.ELA-Literacy.RL.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.

I used each activity during or after reading selected chapters with my students. Please consider purchasing my summarizing book as well. My students used it to monitor their comprehension as we read all 33 chapters.

Feel free to contact me with any questions or constructive feedback. I hope you enjoy this wonderful book as much as my students and I did!

Kelly Martineau (Smarty Miss Marty)
Who is Melody? Using her words and inferences you can make about her, describe Melody. Be sure to support your inferences with evidence from the text.

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<th>Detail from the Text</th>
<th>Inference About Melody</th>
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Intelligence Test

Complete this intelligence test prior to reading Chapters 3 and 4.

Circle the green shape.

Which shape is a star?

Number the shapes in order from smallest to largest. Mark 1 for the smallest shape and 4 for the largest shape.

Which item does not belong in the group? Circle one.

Which animal gives birth to a calf? Circle one.
Using details from the text, what can you infer about Melody’s intelligence? Dr. Hugely has a strong opinion. As you find details and make inferences, decide if you agree with him.

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<tr>
<th>Detail From Text</th>
<th>Inference About Melody's Intelligence</th>
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**Respond to Text:** Dr. Hugely had an opportunity to evaluate Melody. It’s your turn. Even though you don’t yet have a lot of fancy degrees, you can make inferences about Melody’s intelligence based on what she thinks and does. Be sure to use text evidence in your evaluation.

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R.L.5.1
Out of My Mind: Chapters 5-6

1. Up to this point, what statement best describes the author’s message or “theme” of Out of My Mind?
   a. Melody is an intelligent young girl.
   b. Never judge a person based on his or her appearance or physical condition.
   c. Room H-5 is not the right classroom for Melody.
   d. Everyone should have the same opportunity to learn.

Why does this statement best describe the theme so far?
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2. After meeting the character Mrs. V, we ultimately know that she plays an important role in Melody’s life. Using details from the text, explain why Mrs. V. is such an important character. How does she help transform Melody’s life?

<table>
<thead>
<tr>
<th>Detail from Text</th>
<th>How It shows that Mrs. V. plays an important role in Melody’s life</th>
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**Out of My Mind: Chapter 8**

As you read Chapter 8, jot down characteristics of Melody’s fish, Ollie and her dog, Butterscotch. Using these characteristics, compare your observations of each pet to Melody.

<table>
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<tr>
<th>Ollie</th>
<th>How are Ollie and Butterscotch similar to Melody?</th>
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<tbody>
<tr>
<td><img src="image" alt="Fish" /></td>
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<table>
<thead>
<tr>
<th>Butterscotch</th>
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<tr>
<td><img src="image" alt="Dog" /></td>
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**After Reading:**

Atheneum Books for Young Readers, the company who published the book Out of My Mind, has requested that author Sharon Draper release a new copy of the book with a different cover.

Pretend you are Sharon Draper and write a letter to the publishing company explaining why you chose to make the cover of your book a picture of a fish jumping out of a bowl. Convince them that this is the best choice to support the topics in the novel.
Dear Atheneum Books for Young Readers,

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Sincerely,

Sharon Draper
In Chapter 11, Melody begins attending inclusion classes at Spaulding Street Elementary School. As you read, take notes about Melody’s feelings towards inclusion classes and interactions with her “regular” classmates.

**My Notes:**

Below, sketch a poster design to promote inclusion of students with disabilities in schools. Inspire other people to include students like Melody in their activities.
When reading Chapters 12-14, use this communication board instead of speaking.
Out of My Mind

Ch. 12-14 Communication Board Reflection:

1. You were asked to not speak and only communicate using the board that your teacher provided. How did using a communication board make you feel? Reflect on your experience.

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2. How did it help you connect with the main character, Melody? Explain.

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3. Make a prediction about how Melody will communicate as her story continues.

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Out of My Mind: Chapters 15 and 16

How has technology transformed Melody’s life in Out of My Mind?

Use details from previous events and Chapters 15 and 16 as evidence.

The beginning of the novel

After reading Chapter 16

In your journal: Analyze Melody’s first words using the Medi-Talker. Why are these words so significant? Explain using support from the text (p. 137-138).
In Chapter 17, Melody’s confidence in her ability to make the quiz team is affected by other characters’ words and actions. Using evidence from Chapter 17 (p.145-155) in *Out of My Mind*, analyze their perspectives on Melody’s intelligence after she scored 100% on the practice quiz.

<table>
<thead>
<tr>
<th>Character</th>
<th>Evidence from Text</th>
<th>Perspective on Melody’s Intelligence</th>
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<tbody>
<tr>
<td>Catherine</td>
<td>“What your body looks like has nothing to do with how your brain works! You ought to know that by looking in the mirror.” — Catherine to Claire p. 152</td>
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<tr>
<td>Mr. Dimming</td>
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<td>Rose</td>
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<tr>
<td>Claire</td>
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</table>

**Chapter 17**: On a separate sheet of paper, re-write Chapter 17 from the perspective of **one** of the characters in your chart. Think about how this character’s retelling of these events will be different than the story told from Melody’s perspective. Make sure you are writing from a first person point-of-view.
Out of My Mind: Chapter 20

The theme of any text is a short phrase that represents the author’s message. Themes typically teach the reader a powerful life lesson that can be applied in multiple situations. Think about possible themes for Chapters 20 as you read. Revisit the text and find evidence to support the theme that you choose to guide your journal response.

Theme: ________________________________

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<thead>
<tr>
<th>Evidence from Text</th>
<th>How it supports the theme</th>
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What is the author’s message in Chapter 20 of Out of My Mind? Use evidence from the text to support your theme. How could you apply the author’s message in your life?

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What qualities do successful teams have? Use your schema and experiences with teams to brainstorm a list:

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• ______________ 
• ______________ 
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• ______________ 

My notes about interactions between the Whiz Kids Quiz Team members:

Does Melody *feel* like a part of the Spaulding Elementary School Quiz Team? Use details from the text to explain.

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### Out of My Mind

**Chapters 24-25: Character Traits**

Winning the first Whiz Kids Quiz Competition is a great achievement for the Spaulding Street Elementary School quiz team. What do each characters’ words and actions after winning tell you about them? Use evidence from the text to make inferences about the following characters:

<table>
<thead>
<tr>
<th>Character and His/Her Reaction to Winning:</th>
<th>Character Traits: (identify at least 2)</th>
<th>How I Know</th>
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<tbody>
<tr>
<td>Rose: “I was on last year’s team, and we lost only by a few points, so it’s real exciting to win this time. I’m very proud of our team”. p. 225</td>
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<td>Connor: “I thought all the questions were super easy... I missed a few on purpose so the other contestants wouldn’t feel bad!” p. 225</td>
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<td>Claire:</td>
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**On a Separate Sheet of Paper:** Compare Claire’s comments to the news reporter after winning (p. 227) to her behavior prior to the competition. Why do you think Claire is acting differently towards Melody now?
Out of My Mind Chapters 26-27:

Think about Melody’s reaction to the newspaper article that was published about Melody after the Spaulding Street Elementary School quiz team won the regional competition. After going to school Melody told her teammates “Should have been all of us” p.242. Re-write the newspaper article and focus on the entire quiz team, not just Melody.
1. What did Melody mean when she said, “The morning started out like crystal, but it turned to broken glass”?
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2. Make a personal connection to Melody’s experience in Chapter 29. Compare an experience you have had with Melody being left behind as her team went to the national competition.
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<thead>
<tr>
<th>1. What was your initial reaction to the last event in Ch. 30?</th>
<th>2. What do you predict will happen to Penny and her family as a result of this event?</th>
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<tbody>
<tr>
<td>Head a headache. Mom had to change her shirt. Melody's mom spilled coffee on Melody. Penny and Melody ready for work and getting ready to go to school. Melody woke up on a rainy morning and talked to her dad. Despite feeling let down after not going to nationals, she wanted to go to school.</td>
<td>Dad was not looking. From dad. Went to get her backpack screamed until mom car and kicked and fought Catherine's mom. Melody realized she had forgotten Catherine's dart out yellow Rincocar. Penny saw Penny's Melody saw Penny's</td>
</tr>
<tr>
<td>Penny and Melody ready for work and getting ready to go to school. Melody woke up on a rainy morning and talked to her dad. Despite feeling let down after not going to nationals, she wanted to go to school.</td>
<td>Penny's and Melody's mom became angry with Melody. She very frustrated and out of the driveway and began to back the car.</td>
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<td>Insisted that she stay home but Melody wanted to go to school.</td>
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Think about how each event in Ch. 30 caused the following events (effects) to occur:

A CHAIN OF EVENTS

CHAPTER 30:
OUR OF MY MIND:
In the novel *Out of My Mind*, by Sharon Draper, there’s nothing Melody wants more than to be a “normal” kid. Getting her Medi-Talker was a huge step towards this, but she still struggles with many daily activities that her “normal” peers can automatically do.

**Directions:** Create an invention that will help Melody be more like a “normal” kid. Make an advertisement for this invention for other individuals with ALS.

**Step 1:** Make a list of tasks that Melody has difficulty with or needs an adult to do for her in the box below. Circle one of them that your invention is going to help her with. (You may not choose talking, since that’s why she has her Medi-Talker.

**Step 2:** Brainstorm ideas for your invention. How is it going to help Melody? What is it going to look like? You are going to need to provide a detailed description of your invention. All three parts will be blended together to form your full description.

Name of your invention: ______________________________________________________

Description of your invention (Part One):

What does your invention do?

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Description of your invention (Part Two):
   How is your invention going to help Melody?

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Description of your invention (Part Three):
   How is your invention going to transform the lives of other people like Melody?

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Part 3: A labeled diagram of your invention. Sketch your invention in the box below and label its parts. Be prepared to draw this in a larger space on your final copy with a lot of detail and color! Attach your description to the bottom.

Draw your final copy on a sheet of plain white paper or poster board.
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<th>Product Name:</th>
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Early Finishers: Commercial

Directions: Write a script for a commercial that advertises your invention. Choose your words carefully to persuade people to buy your product. Make sure you include a description of how your product works, how much it costs, where you can buy it and who would benefit from using it.

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