The Indian in the Cupboard
Book Unit

Created by Gay Miller
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Gay Miller

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

The Indian in the Cupboard

Genre: Adventure ~ Fantasy

Interest Level ~ Grades 3 – 5

Grade level Equivalent: 5.9

Lexile Measure®: 780L
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Vocabulary Comparing the Movie to the Book
Chapter 1

coh erent (adjective) - logical and well-organized: easy to understand

synonyms: rational, sound, intelligible, lucid, reasonable

"The first coherent thought that came into Omri’s mind as he began to get over the shock was, "I must call the others!" meaning his parents and brothers.

Chapter 1

petrified (adjective) - very afraid or frightened of something: unable to move or act because you are afraid

synonyms: terrified, scared, alarmed, horrified, scared stiff, alarmed

He lay perfectly still in the dawn light staring at the cupboard, from which was now coming a most extraordinary series of sounds. A pattering; a tapping; a scrabbling; and surely? A high-pitched noise like well, almost like a tiny voice.

To be truthful, Omri was petrified. Who wouldn’t be?

Undoubtedly there was something alive in that cupboard.

Chapter 2

appall (verb) - to cause (someone) to feel fear, shock, or disgust

synonyms: horrify, shock, disgust, dismay, upset, sicken, outrage, distress

At the very best, the Indian must have passed a horrible day in that dark prison. Omri was appalled at the thought of it. Why had he allowed himself to be drawn into that silly row at breakfast instead of slipping away and making sure the Indian was all right?

Chapter 2

ravenous (adjective)- very hungry

ravenously – Adding -ly turns adjectives into adverbs.

synonyms: famished, starving, gluttonous, greedy

At first he tried to eat with his left hand, keeping the knife at the ready in his right, but he was so hungry he soon abandoned this effort, laid the knife close at his side and, grabbing the bread in one hand and the little crumb of cheese in the other, he began to tear at them ravenously.
This unit has practice with 24 vocabulary words. A 12-page practice book is provided. Each ½-page practices with 2 words. You can try out the first page for Chapter 1 on the next page. It is followed by the answer key.

Chapter 1 [coherent and petrified]

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

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Is coherent used correctly in the sentences below? True or False

2. _____ He had a coherent plan to recycle all the lunch packaging at the school festival.
3. _____ He was very upset and coherent after the accident.
4. _____ The medication made the girl use coherent nonsense.

Read the following definitions of petrified.

a) very afraid or frightened of something: unable to move or act because you are afraid
b) used to describe something (such as wood) that has slowly changed into stone or a substance like stone over a very long period of time

List which definition of petrified is used in each of the following sentences by writing a or b in the blanks in front of each sentence.

5. _____ These pieces of petrified wood are made mostly of quartz crystal.
6. _____ The paleontologists found the petrified bones of a fish.
7. _____ The girls were petrified with fear.
8. _____ He was petrified when he saw the snake slither across his foot.
Chapter 1 [coherent and petrified]

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

| intelligible | logical | reasonable |
| meaningless  | easy to understand | incomprehensible |
| indistinct   | reasonable | garbled |
| jumbled      | meaningless | well-organized |

Is coherent used correctly in the sentences below? True or False

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Comprehension

This section contains a one page printable comprehension practice for each reading selection. The chart below is the key to the types of questions for the comprehension questions. The section also contains 18 constructive responses exercises. The constructive response pages that are chapter specific list the chapters they should be used with. If chapter numbers are not listed the questions are flexible and may be used at different points in the story.

Types of Questions Key

- detail / inference
- main idea / summarizing / theme
- character/ setting / plot / events
- word meaning / figurative language
- text structure
- point of view
- different forms of the same story
- compare and contrast

Chapter 1 comprehension and constructive response question are provided in this sample.
Option 1

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.

Option 2

Students fill in the organizers only.
## 4th Grade: Common Core State Standards Reading: Literature

### Chapter 1 - Character Traits

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### Chapter 2 – Cause and Effect

- CCSS ELA: Literacy.RL.4.1

### Chapter 3 – Problem and Solution Chain

- CCSS ELA: Literacy.RL.4.2

### Chapter 4 – Point of View (Perspective)

- CCSS ELA: Literacy.RL.4.3

### Point of View

- CCSS ELA: Literacy.RL.4.4

### Chapters 5-6 – Course of Action

- CCSS ELA: Literacy.RL.4.5

### Chapter 7 – Comparing Characters

- CCSS ELA: Literacy.RL.4.6

### Comparing the Different Versions

- CCSS ELA: Literacy.RL.4.7

### Comparing Book Covers

- CCSS ELA: Literacy.RL.4.8

### Theme

- CCSS ELA: Literacy.RL.4.9

### Chapter 10 - Summarizing

- CCSS ELA: Literacy.RL.4.10

### Chapters 11-12 - Summarizing

- CCSS ELA: Literacy.RL.4.1

### Chapters 11-12 - Comparing Characters

- CCSS ELA: Literacy.RL.5

### Figurative Language

- CCSS ELA: Literacy.RL.6

### Character’s Actions

- CCSS ELA: Literacy.RL.7

### Theme

- CCSS ELA: Literacy.RL.8

### Plot Development

- CCSS ELA: Literacy.RL.9

### Comparing the Book to the Movie

- CCSS ELA: Literacy.RL.10
# Common Core State Standards Reading: Literature

## 5th Grade

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# 6th Grade

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~ Page 14 © Gay Miller ~
1. How did Omri feel when he first heard the noise coming from the cabinet?
   a. light-hearted
   b. confused
   c. discontented
   d. alarmed

2. Circle the correct answer in each set of brackets.

   The Indian in the Cupboard is told mostly from the [first, second, third] person point of view from the perspective of ________________ .

3. What can be inferred from the plastic toy coming to life?

   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

4. The Indian in the Cupboard fits into which of the following genres? Check one from each row.

   ? vs. ?
   ___ Fantasy vs. ___ Realistic Fiction
   ___ Modern vs. ___ Historical
   ___ Comedy vs. ___ Coming of Age

5. Check each of the following sentences from Chapter 1 that are examples of foreshadowing.

   _____ Oh that one! How very odd. That was the key to my grandmother's jewel box, that she got from Florence.
   _____ He got his dearest wish-a skateboard complete with kickboard and kryptonic wheels from his mum and dad.
   _____ The alley was a narrow passage that ran along the bottom of the garden where the dustbins stood.
   _____ He had thought he heard a little noise but no. All was quiet. His eyes closed again.

6. Match each character with a character trait.

   _____ Omri  a) eldest brother
   _____ Gillon  b) protagonist
   _____ Patrick  c) owes Dad money
   _____ Adiel  d) key giver
   _____ Mum  e) best friend of Omri

7. Sequence the following events by numbering them in the correct order.

   _____ After school, Omri's family gave him presents.
   _____ Patrick gave Omri a plastic Indian for his birthday.
   _____ The Indian stabbed Omri with his knife.
   _____ Omri found a key that would fit into the lock of the cabinet.
   _____ Mom came in to wake up Omri.
   _____ Before he went to bed, Omri put the plastic Indian in the cupboard and locked it.

8. Read this line from the end of Chapter 2.

   And as Omri peered closer, and his breath fell on the tiny huddled figure, he saw it jump to its feet; its minute hand made a sudden, darting movement toward its belt and came to rest clutching the handle of a knife smaller than the shaft of a tack.

   Neither Omri nor the Indian moved for perhaps a minute and a half. They hardly breathed either.

   The word minute is a ____________________ .
   The first means ____________________ .
   The second means ____________________ .
1. How did Omri feel when he first heard the noise coming from the cabinet?
   a. light-hearted
   b. confused
   c. discontented
   d. alarmed

2. Circle the correct answer in each set of brackets.

   The Indian in the Cupboard is told mostly from the [first, second, third] person point of view from the perspective of _____Omri_______.

3. What can be inferred from the plastic toy coming to life?

   The cabinet or key, possibly the combination of the two, has magical powers.

4. The Indian in the Cupboard fits into which of the following genres? Check one from each row.

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<td>✗ Realistic Fiction</td>
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<td>✔ Modern</td>
<td>✗ Historical</td>
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<td>✗ Comedy</td>
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5. Match each character with a character trait.

   a) eldest brother
   b) protagonist
   c) owes Dad money
   d) key giver
   e) best friend of Omri

6. Sequence the following events by numbering them in the correct order.

   1. Patrick gave Omri a plastic Indian for his birthday.
   2. After school, Omri’s family gave him presents.
   3. Omri found a key that would fit into the lock of the cabinet.
   4. Before he went to bed, Omri put the plastic Indian in the cupboard and locked it.
   5. The Indian stabbed Omri with his knife.
   6. Mom came in to wake up Omri.

7. Read this line from the end of Chapter 2.

   And as Omri peered closer, and his breath fell on the tiny huddled figure, he saw it jump to its feet; its minute hand made a sudden, darting movement toward its belt and came to rest clutching the handle of a knife smaller than the shaft of a tack.

   Neither Omri nor the Indian moved for perhaps a minute and a half. They hardly breathed either.

   The word minute is a __homograph__.

   The first means _a unit of time equal to 60 seconds_.

   The second means _very small_.

~ Page 16 © Gay Miller ~
Chapter 1 ~ Constructive Response – Character Traits

Describe the Indian based on the details in Chapter 1. In the center box, draw a picture of the Indian.

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CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

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.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Chapter 1 ~ Constructive Response – Character Traits

Describe the Indian based on the details in Chapter 1. In the center box, draw a picture of the Indian.

Quality
brave
Proof from Text
This Indian—his Indian was behaving in every way like a real live Indian brave, and despite the vast difference in their sizes and strengths, Omri respected him and even, odd as it sounds, feared him at that moment.

Quality
frightened of Omri
Proof from Text
His bare, bronze shoulders rose and fell, and were shiny with sweat. The single feather sticking out of the back of his headband quivered, as if the Indian were trembling.

Quality
fierce
Proof from Text
The Indian gave a fantastic leap into the air. His black hair flew and the fringes on his leggings fluttered. His knife, raised above his head, flashed. He gave a shout, which, even though it was a tiny shout to match his body, was nevertheless loud enough to make Omri jump.

Quality
authenic dress
Proof from Text
He was a splendid sight. He was just under three inches tall. His blue-black hair, done in a plait and pressed to his head by a colored headband, gleamed in the sun. So did the minuscule muscles of his tiny naked torso, and the skin of his arms. His legs were covered with buckskin leggings, which had some decoration on them too small to see properly. He wore a kind of bandolier across his chest and his belt seemed to be made of several strands of some shiny white beads. Best of all, somehow, were his moccasins.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
The first skill lesson is included in this sample on the next 5 pages.
Troublesome Words
Among or Between / Sit or Set / Lie or Lay

Each pair of troublesome words has a foldable organizer and a printable practice page. The sentences on the practice page come directly from The Indian in the Cupboard. I don’t think the sentences will give away the plot, but if you are concerned about this you can drop this practice to the end of the unit.

Foldable Organizers
Two versions of each organizer are provided.

- The first version contains lines where students list information.
- The second copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent during instruction.

Instructions for Making the Organizers
1. Print the organizer on colored paper.
2. Have students cut out the two large rectangles
3. Cut on the solid line between the two flaps up to the dotted fold line on the top page only.
4. Glue the top and bottom pieces together up the left side where indicated.
5. Have students fill in missing information.
**Among** is a preposition used with three or more persons or things. Use *among* when speaking about **more than two things**.

Omri looked *among* the keys to find one that would open the cupboard.

**Between** is a preposition used with two people or things. Use *among* when speaking about **two things**.

A disagreement is sure to break out *between* Little Bear and Boone.
Practice Using Among and Between

Fill in each blank space with among or between.

1. He sat down cross-legged ________________ the paint lids to eat, dipping some of yesterday’s stale bread in as a spoon.

2. With one quick movement he had picked up the Indian by the waist ________________ his thumb and forefinger.

3. Then, so slowly you could scarcely notice, he edged toward him, making strange hissing sounds ________________ his clenched teeth that almost seemed to hypnotize the horse.

4. Then, to Omri’s horror, he laid down the bow ________________ the folds of the vest, reached for his knife, and began to advance on the prostrate cowboy.

5. Each pair of sticks had to have another, short stick glued ________________ them.

6. He raced toward him across the hall, dodging in and out ________________ the tables.

7. "What!" Omri gasped out ________________ panting breaths, but he had no need to go on.

8. He was still holding Little Bear and Boone in his hand, and he put them down ________________ the figures in the cow-boys-and-Indians box.

9. Listen, you redskin!" he shouted through cupped hands across the yawning gulf ________________ Patrick and Omri.

10. Who wants to eat something that's descended ________________ two layers of cloth and collected bits of dust and fluff?

Write a sentence using among.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Write a sentence using between.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Practice Using Among and Between

Fill in each blank space with among or between.

1. He sat down cross-legged **among** the paint lids to eat, dipping some of yesterday's stale bread in as a spoon.

2. With one quick movement he had picked up the Indian by the waist **between** his thumb and forefinger.

3. Then, so slowly you could scarcely notice, he edged toward him, making strange hissing sounds **between** his clenched teeth that almost seemed to hypnotize the horse.

4. Then, to Omri's horror, he laid down the bow **among** the folds of the vest, reached for his knife, and began to advance on the prostrate cowboy.

5. Each pair of sticks had to have another, short stick glued **between** them.

6. He raced toward him across the hall, dodging in and out **among** the tables.

7. "What!" Omri gasped out **between** panting breaths, but he had no need to go on.

8. He was still holding Little Bear and Boone in his hand, and he put them down **among** the figures in the cow-boys-and-Indians box.

9. Listen, you redskin!" he shouted through cupped hands across the yawning gulf **between** Patrick and Omri.

10. Who wants to eat something that's descended **between** two layers of cloth and collected bits of dust and fluff?

Write a sentence using among.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Write a sentence using between.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Figurative Language Organizers

Three Door Flip

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces.
- To make the organizer, trim around the four edges on the lines indicated. Fold the page in half vertically on the dotted lines. Cut on the lines indicated on the inside of the organizer, up to the fold so that the organizer opens with three flaps.
Lesson 1 - Different Types of Sequencing Essays

Different Types of Sequencing Essays (Foldable Organizer)

This organizer comes in three versions:

- The first version contains lines where students list information.
- The second copy of the organizer includes the definitions with key words missing for students to fill in.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent during instruction.
Lesson 2 - Planning the Essay

Planning the Essay (Graffiti Notes)

Having students draw and color notes (a left brain activity) while learning facts (a right brain activity) promotes active learning since both sides of the brain are active. The improved communication helps students focus and retain information.

I have included a “Graffiti Notes” printable along with a photo of a completed page for you to see an example of the end results.

Instructions

Print the first copy for students to write their notes. The second copy may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent during instruction.

NOTE: By trimming the page down, the “Graffiti Notes” page may be glued into an interactive notebook to use as a reference sheet.
Lesson 3 ~ Hook and Introductory Paragraph

Activity #1 ~ Writing a Hook for a Process Essay (Foldable Organizer)

This organizer comes in three versions:

- The first version contains lines where students list information.
- The second copy of the organizer includes the definitions with key words missing for students to fill in.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent during instruction.

Activity #2 ~ What Belongs in the Introductory Paragraph (Graffiti Notes)

This page is very similar to the “Graffiti Notes” page in Lesson 2. Print the first copy for students to write their notes. The second copy may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent during instruction.
Lesson 4 - The Body of Your Essay including Transition Words

Activity #1 ~ Active or Passive Verb Tense (Foldable Organizer)

This organizer comes in two versions:

- The first version contains lines where students list information.
- The second copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent during instruction.

Activity #2 ~ Outline (Printable)

A printable is provided for students to outline their essays. This outline contains spaces for seven steps. The number of steps a student needs will depend on the process. More or less may be needed depending on how complicated the project is.

Activity #3 ~ Transition Words (Graffiti Notes)

This page is very similar to the “Graffiti Notes” page in Lessons 2-3. Print the first copy for students to write their notes. The second copy may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent during instruction.
Lesson 5 - The Conclusion Paragraph

Three versions of the organizer are provided.

- The first version contains lines where student lists information.
- The second copy of the organizer includes the definitions with key words missing for students to fill in.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent during instruction.
Lesson 6
- **Proofreading and Editing**

A checklist and two different rubrics are provided.

- **Craftivity**

An open book printable is provided for student to write the final drafts of their process essays.

**Instructions for Use**

- Print the pages. If you wish for the final product to be a free standing 3D project, I recommend using heavy weight paper. The one pictured was printed on lightweight paper.
- The first page contains a blank page for a drawing or photo.
- Students can use as many of the second printable as needed to write their essays.
- Cut out the book shapes.
- Fold the pages in half. The pages are symmetrical, so they will fold perfectly down the middle.
- Place glue on the back of one half page. Press this page back-to-back with the next folded half page. You may wish for students to number the pages first, so they don’t glue the pages in the wrong sequence.
- If you wish for students to stand their book up next to the project, they will need to use at least 3 pages. The book pictured contains four pages.
- Books will also lay flat. The pages will turn like a traditional book.
Lesson on Giving a One Minute Demonstration

Activity #1 – Overview for Giving a Presentation Foldable Organizer

Two versions of the organizer are provided.
- The first version contains lines where student lists information.
- The second copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent during instruction.

Activity #2 – Outline Printable

Activity #3 – Graffiti Notes for How to Use Cue Cards
If you like this unit, you might also like some on the following book units found at Teachers Pay Teachers:
More to Come