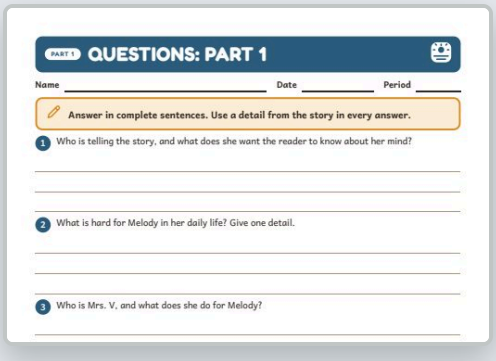
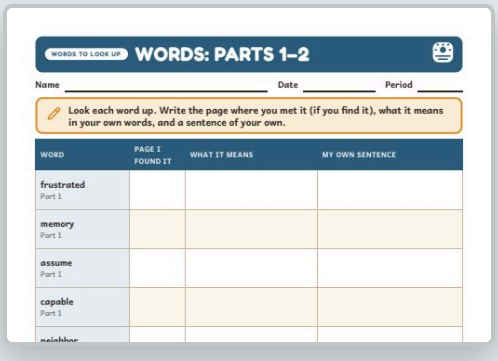
5TH–7TH · ENGLISH LANGUAGE ARTS

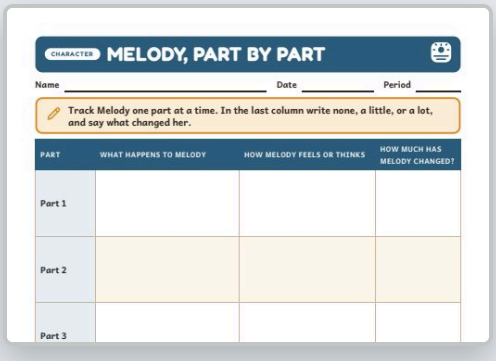
NOVEL STUDY

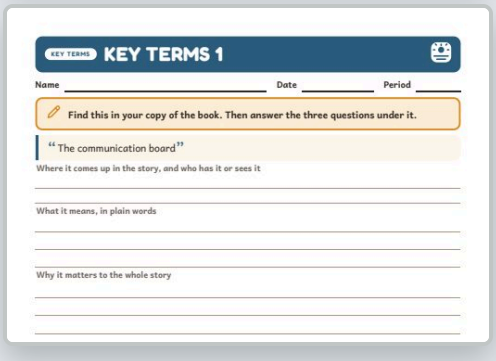
OUT OF MY MIND NOVEL STUDY

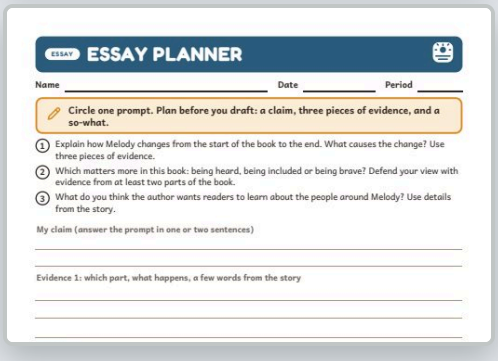
For use with the novel by Sharon M. Draper: five questions for each of 6 parts of the story, words to look up, a Melody tracker, key terms, themes and a planned essay. Answer keys, a reading log and a class grid. Type into the fields or print. PDF. Book not included.

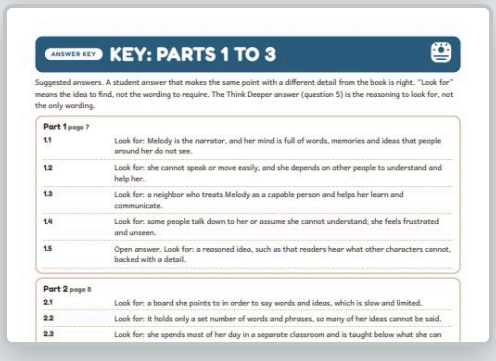












36 Pages | 30 Questions | 30 Words | 6 Keys

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PREVIEW

READING PLAN

THE SIX PARTS AT A GLANCE

The whole book on one page: what happens in each part, the study pages that go with it, and a blank for the chapters and dates your class will use.

PART	WHAT HAPPENS	PAGES	CHAPTERS IN MY EDITION, AND DATES
Part 1	Melody Brooks, who cannot speak or walk, shows the reader the words and ideas she carries in her mind.	6, 7	
Part 2	Melody uses a communication board and learns what it can and cannot do at school and at home.	6, 8	
Part 3	Melody joins classes with other students, meets classmates such as Catherine, and hears about the quiz bowl team.	9, 10	
Part 4	Melody gets the Medi-Talker, a device that speaks for her, and tries out for the quiz bowl team.	9, 11	
Part 5	The quiz bowl team competes, and Melody learns what it is like to be part of a team and to be left out of one.	12, 13	
Part 6	Melody faces what happened, and the people around her, and her family, must decide how to treat her and listen to her.	12, 14	

PREVIEW

Check against your edition

The story is cut into six parts by what happens, because chapter numbers differ by edition. Write the chapters for each part in the last column. Where a question is open, the key says “look for”: read the part against the edition in your room before you grade. Melody's disability, being left out and unkind treatment by classmates are described plainly; preview them for your class and handle them with respect.

OUR CLASS’S OWN EXPECTATIONS FOR WRITTEN ANSWERS (YOUR WORDING)

WORDS TO LOOK UP

WORDS: PARTS 1–2

Name _____ Date _____ Period _____

Look each word up. Write the page where you met it (if you find it), what it means in your own words, and a sentence of your own.

WORD	PAGE I FOUND IT	WHAT IT MEANS	MY OWN SENTENCE
frustrated Part 1			
memory Part 1			
assume Part 1			
capable Part 1			
neighbor Part 1			
communicate Part 2			
limited Part 2			
opportunity Part 2			
independent Part 2			
separate Part 2			

PREVIEW

PART 2 QUESTIONS: PART 2

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. What is Melody's communication board, and how does she use it?

2. What does the board not let her say? Give one example.

3. How does Melody's school treat her at the start of the story?

4. What do Melody's parents want for her, and how do you know?

5. THINK DEEPER Melody is smart but cannot show it. How might that feel? Give two reasons from the story.

PREVIEW

PART 3 QUESTIONS: PART 3

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. What changes about Melody's school day in this part?

2. How do some students treat Melody when she joins their class?

3. Who is Catherine, and how does she act toward Melody?

4. What is the quiz bowl team, as the story describes it?

5. THINK DEEPER Melody wants to be on the quiz bowl team. What does she have to offer a team? Give two details.

PREVIEW

WORDS TO LOOK UP

WORDS: PARTS 5–6

Name _____ Date _____ Period _____

Look each word up. Write the page where you met it (if you find it), what it means in your own words, and a sentence of your own.

WORD	PAGE I FOUND IT	WHAT IT MEANS	MY OWN SENTENCE
compete Part 5			
teammate Part 5			
betrayed Part 5			
humiliated Part 5			
excluded Part 5			
resilient Part 6			
respect Part 6			
advocate Part 6			
dignity Part 6			
voice Part 6			

PREVIEW

PART 6 QUESTIONS: PART 6

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. What does Melody do or say after the team trip?

2. How do the people close to her respond after what happened?

3. What does Melody learn about herself by the end?

4. What do other characters learn about Melody by the end?

5. THINK DEEPER Which idea matters most in this book: being heard, being understood or being brave? Give two details.

PREVIEW

CHARACTER THE PEOPLE IN MELODY'S STORY

Name _____ Date _____ Period _____

Every person in Melody's story shows something. Write what each one does, then what it shows.

CHARACTER	WHAT THEY SAY OR DO	WHAT THEY SHOW MELODY, OR THE READER
Melody Brooks the narrator, who has a great deal to say and few ways to say it		
Mrs. V a neighbor who works with Melody		
Catherine a classmate Melody meets at school		
Mr. Dimming an adult at Melody's school who is part of the quiz bowl team story		
Melody's family her parents and her little sister, Penny		
The quiz bowl team the students Melody competes alongside		

PREVIEW

KEY TERMS

KEY TERMS 2

Name _____ Date _____ Period _____

Find this in your copy of the book. Then answer the three questions under it.

“The quiz bowl team”

Where it comes up in the story, and who has it or sees it

What it means, in plain words

Why it matters to the whole story

“Melody’s memory”

Where it comes up in the story, and who has it or sees it

What it means, in plain words

Why it matters to the whole story

PREVIEW

WRITING

SENTENCE STARTERS

Name _____ Date _____ Period _____

Use these when you write about the story. Fill the blank with your own idea and a detail from the text.

Making a claim

- In *Out of My Mind*, the author shows that _____.
- Melody changes most when _____.
- The most important relationship in the story is _____ because _____.

Bringing in evidence

- In the part where _____, Melody _____.
- For example, when _____,
- The author describes _____ as _____, which _____.

Explaining the evidence

- This shows that _____.
- This matters because _____.
- Here the author wants the reader to _____.

Then and now

- At the start Melody _____, but by the end she _____.
- At first _____; later _____.

Ending

- In the end, _____.
- The book's message still _____ because _____.

Try two starters here

PREVIEW

ESSAY DRAFT

Name _____ Date _____ Period _____

Write your draft here. Start with your claim. Use the sentence starters if you get stuck.

Title _____

PREVIEW

ANSWER KEY KEY: PARTS 4 TO 6

Suggested answers. A student answer that makes the same point with a different detail from the book is right. "Look for" means the idea to find, not the wording to require. The Think Deeper answer (question 5) is the reasoning to look for, not the only wording.

Part 4 page 11

4.1	Look for: a device that can speak the words she types or selects, so she can say much more, much faster.
4.2	Look for: excitement and hope, with a detail from the story.
4.3	Look for: she can say what she knows and think in front of others, so people begin to hear her.
4.4	Look for: Melody gets a chance to try for the team, and Mr. Dimming is part of how that happens; accept the details the student finds.
4.5	Open answer. Look for: the idea that Melody was always the same person but now has a way to show it, with two details.

Part 5 page 13

5.1	Look for: she helps the team win rounds with what she knows.
5.2	Look for: some accept her and some are uneasy; accept the details the student finds in the text.
5.3	Look for: Melody is left out or left behind, and she cannot make anyone hear her in time.
5.4	Look for: hurt, anger and being unseen, with a detail from the story.
5.5	Open answer. Look for: a clear view with two details; accept any reasoned answer and the word the student chooses.

Part 6 page 14

6.1	Look for: she does not give up; accept the details the student finds in the text.
6.2	Look for: family and friends respond with care; accept details from the text.
6.3	Look for: her worth does not depend on what others think, and her voice matters.
6.4	Look for: they learn to see her as a whole person and to listen to what she has to say.
6.5	Open answer. Look for: a clear choice with two details from different parts of the story.

NOTES FOR THESE PARTS, GRADING REMINDERS (YOUR WORDING)

PREVIEW

ANSWER KEY KEY: PEOPLE AND THEMES

What to look for on the people and theme pages. Open pages: any detail from the book that fits is right.

The People in Melody's Story page 16

Melody Brooks	Bright, funny and frustrated at first; grows more sure that her voice matters. Look for how she uses her memory and the Medi-Talker.
Mrs. V	Believes in Melody and gives her words; look for what she does that others do not.
Catherine	A classmate whose treatment of Melody is shown in the text; look for the details the student finds and what they show.
Mr. Dimming	Look for his role in the quiz bowl story and how his choices affect Melody.
Melody's family	Love and worry for Melody; look for how they protect and support her and where they do not yet see all she can do.
The quiz bowl team	A group with different reactions to Melody; look for who accepts her, who is uneasy, and what happens on the trip.

Themes: evidence to expect page 19

Having a voice	The communication board and the Medi-Talker: look for what changes when Melody can be heard.
Judging by appearances	How classmates and teachers see Melody at first, set against what the reader learns from inside her mind.
Belonging and friendship	The quiz bowl team and Catherine: look for who includes Melody, who does not, and how it feels.
Perseverance	Melody after the trip: look for what she does next and what gives her the strength.

DISCUSSION QUESTIONS I WILL ADD FOR THE PEOPLE AND THEMES (YOUR WORDING)

PREVIEW

ANSWER KEY

KEY: WORDS

Plain meanings for all 30 words, in the order they appear.

WORD	PART	MEANING
frustrated	1	upset because you cannot do or say what you want
memory	1	the ability to keep and recall what you have learned
assume	1	to believe something is true without checking
capable	1	able to do something well
neighbor	1	a person who lives near you
communicate	2	to share ideas, thoughts or feelings with others
limited	2	kept within a small range or amount
opportunity	2	a chance to do something good
independent	2	able to do things without help from others
separate	2	kept apart from others
inclusion	3	bringing people into a group so they can take part
curious	3	wanting to know or learn about something
stare	3	to look at someone for a long time
contest	3	an event in which people try to win
strength	3	something a person does well

WORD	PART	MEANING
device	4	a tool made for a particular job
technology	4	tools and machines made using science
express	4	to put a thought or feeling into words
audition	4	a short try-out to show what you can do
determined	4	firmly decided not to give up
compete	5	to try to win against others
teammate	5	a person on the same team as you
betrayed	5	let down by someone you trusted
humiliated	5	made to feel embarrassed in front of others
excluded	5	left out of a group
resilient	6	able to recover after something hard happens
respect	6	treating someone as important
advocate	6	to speak up for a person or a cause
dignity	6	the worth every person has, and being treated with it
voice	6	a way of making your thoughts and wishes known

PREVIEW

Using the word pages

- The words are for talking about each part's events and ideas. They may or may not appear in your edition; students write the page where they met a word only if they do.
- The "What it means" column is in the student's own words; this key is the plain meaning to check against, not the wording to require.
- A sentence that uses the word correctly in a new setting counts; a sentence that copies the meaning does not.

CLASS GRID

CLASS PROGRESS GRID

CLASS OR PERIOD

MONTH

STUDENT	BEFORE	PT. 1	PT. 2	PT. 3	PT. 4	PT. 5	PT. 6	ESSAY

PREVIEW

How to fill this in

One row per student. In a part column write the question score (of 5) once that part's page is in. Before and Essay are check marks: one glance down a column shows who is behind.

Grouping for small-group time

Students with low question scores on two parts in a row usually need the word page first and the part read aloud. Students who finish early start the Melody tracker (page 15) or a key term page (page 17).

FAMILY PAGE

READING A NOVEL AT HOME

STUDENT | FROM | DATE

We are reading a novel in class, two parts at a time. Here is one question to talk about at home after each pair of parts, and room to write what was said.

TALK ABOUT IT AFTER…	WHAT WE SAID AT HOME
Parts 1–2: Melody has a lot to say and few ways to say it. What do you do to make sure the people around you feel heard?	
Parts 3–4: Melody joins classes with other students. How can a classroom make everyone feel welcome?	
Parts 5–6: Melody is left out and speaks up for herself. When have you spoken up for yourself or someone else?	

Three ways to help at home

- Ask your student to retell what happened in the part in two or three sentences before you talk.
- When they give an opinion, ask: "What in the book makes you think that?"
- The book is about being heard and being left out; ask how the part made your student feel.

OUR READING SCHEDULE AND WHAT IS DUE (TEACHER'S WORDING)

NOTE FROM THE TEACHER

NOTE FROM HOME

PREVIEW

ORGANIZER

BINDER COVER

Slide this into the front of a binder or folder. The divider tabs and a spine label to cut out are on the next page.

FOR USE WITH THE NOVEL BY SHARON M. DRAPER

OUT OF MY MIND

Novel Study · Six Parts

STUDENT _____ TEACHER _____ CLASS OR PERIOD _____

PREVIEW