



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Indian in the Cupboard

based on the book by
Lynne Reid Banks

Written by
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ABOUT THE AUTHOR

Lynne Reid Banks

Lynne Reid Banks has written numerous books for both children and adults. She is best known for the children's novel *The Indian in the Cupboard*, which has sold over 10 million copies and was made into a film.

Banks an only child was born in London in 1929. During World War II she evacuated to Canada but returned to London when the war was over. Before her writing career Banks was an actress, and was one of the first women to work as a television journalist in Britain. In 1962 Banks emigrated to Israel and married Chaim Stephenson. They had three sons and returned to England in 1971.

Banks currently lives in Dorset with her husband.

CHILDREN'S NOVELS INCLUDE:

The Indian in the Cupboard Series:

The Indian in the Cupboard
The Return of the Indian
The Secret of the Indian
The Mystery of the Cupboard
The Key to the Indian

OTHER WORKS INCLUDE:

Tiger Tiger
The Adventures of King Midas
Alice-By-Accident
Angela and Diabola
The Dungeon
Maura's Angel
One More River
Broken Bridge
The Fairy Rebel
The Farthest-Away Mountain
Harry the Poisonous Centipede
Harry the Poisonous Centipede Goes To Sea
Harry the Poisonous Centipede's Big Adventure
I, Houdini
Stealing Stacey
Melusine

INTRODUCTION *The Indian in the Cupboard*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Indian in the Cupboard*. It includes twenty-one lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the concept of friendship. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. As a class, preview the study guide questions and vocabulary worksheet, and begin reading the novel.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on the students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students have completed reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **group theme project** in this unit in which students will research Indians, cowboys, or pioneers and present their findings to the class.

There are three **writing assignments** in this unit, each with the purpose of persuading, informing, or writing to entertain. In the first assignment, students write a persuasive letter that convinces one of the book's characters to keep his secret *or* convinces him to tell someone. In the second assignment, students compose an original folktale. In the third assignment students will write an

essay from the information they gathered in the group assignment.

There is a **non-fiction reading assignment** that ties in with the group project. Students must read non-fiction magazines, books, etc. to gather information about Indians, cowboys, or pioneers.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit tests** come in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES *The Indian in the Cupboard*

1. Through reading Lynne Reid Banks's *The Indian in the Cupboard*, students will reflect upon friendship and how it evolves and changes over time.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will be given the opportunity to practice reading orally and silently to improve their skills in each area.
4. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Indian in the Cupboard* as they relate to the author's theme development.
5. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
6. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate the ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language
7. Students will read orally, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENTS *The Indian in the Cupboard*

Date Assigned	Assignment	Completion Date
	<i>Assignment #1</i> Chapters 1-2	
	<i>Assignment #2</i> Chapters 3-5	
	<i>Assignment #3</i> Chapters 6-7	
	<i>Assignment #4</i> Chapters 8-9	
	<i>Assignment #5</i> Chapters 10-12	
	<i>Assignment #6</i> Chapters 13-14	
	<i>Assignment #7</i> Chapters 15-16	

UNIT OUTLINE *The Indian in the Cupboard*

1 Introduction PVR Ch. 1-2	2 Study ? Ch. 1-2 Legends, Myths, Folktales	3 Legends, Myths, Legends Group Reports	4 PVR Ch. 3-5 Oral Reading	5 Study ? Ch.3-5 Writing Assignment #1
6 PVR 6-7 Complete Writing Assignment #1	7 Study ? Ch. 6-7 Writing Assignment #2	8 PVR 8-9	9 Study ? Ch. 8-9 Introduce Group Project Non-fiction Writing Assignment #3	10 PVR 10-12
11 Study ? Ch. 10-12	12 PVR 13-14	13 Study ? Ch. 13-14 Group Work	14 PVR 15-16	15 Study ? Ch. 15-16 Group Work
16 Extra Discussion ?s	17 Group Work	18 Group Project Presentations	19 Vocabulary Review	20 Unit Review
21 Unit Tests				

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce *The Indian in the Cupboard* unit
2. To discuss the meaning of friendship
3. To preview the study questions and vocabulary for Chapters 1-2
4. To read Chapters 1-2

Activity #1

Brainstorm about the term "friendship" by having students list the qualities they look for in a friend. Discuss what qualities are most important and why. Elaborate on the concept of "best friend" by discussing how a best friend differs from a regular friend or an acquaintance. Inquire about the benefits of having friends who are different from you. Can friendship change over time? Can you be mad at or jealous of a friend?

Share the following quote by Henry David Thoreau: "The language of friendship is not words but meanings." Discuss what the quotation implies about the nature of friendship.

Transition: Tell students the book they are going to read is about a boy, Omri, and the life-changing decisions he must make regarding friendship, trust, and responsibility for one's actions.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides

Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test. **Read through the study questions for Chapters 1-2 orally as a class.**

Vocabulary

Prior to each reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test. **Do the vocabulary worksheet for Chapters 1-2 with your class to show them how they will do the other vocabulary worksheets in this unit.**

Reading Assignment Sheet

You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on the side blackboard or bulletin board and leave it there for students to see each day, or you can make copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center

The Unit Resource Materials portion of this LitPlan contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use.

WRITING ASSIGNMENT #1 *The Indian in the Cupboard*

PROMPT

In Chapter Three, Omri realizes Little Bear is not just a toy come to life, but a real person who somehow magically came out of the past. Omri thinks that maybe he ought to tell someone about Little Bear. While he is deciding if he wants to give up his secret, he realizes the enormity of his responsibility toward Little Bear. Should Omri tell someone about Little Bear?

Your assignment is to write a persuasive letter to Omri that will convince him to tell or not tell about Little Bear.

PREWRITING

Jot down notes regarding the following questions: Should Omri tell someone about Little Bear? Why or Why not? Who should Omri tell? Another child or an adult? Will he be able to care for Little Bear? What might happen to Little Bear if Omri doesn't tell? What might happen to Little Bear if he does tell? What will happen when Omri and Little Bear get older? What might happen to Omri if he keeps Little Bear to himself? Then fill out this chart of reason to (or not to) tell about Little Bear.

REASON TO TELL ABOUT LITTLE BEAR	REASONS NOT TO TELL ABOUT LITTLE BEAR

DRAFTING

Introduction

Topic sentence (Your opinion as to whether or not Omri should tell about Little Bear)

Sentence 1 _____

Sentence 2 _____
