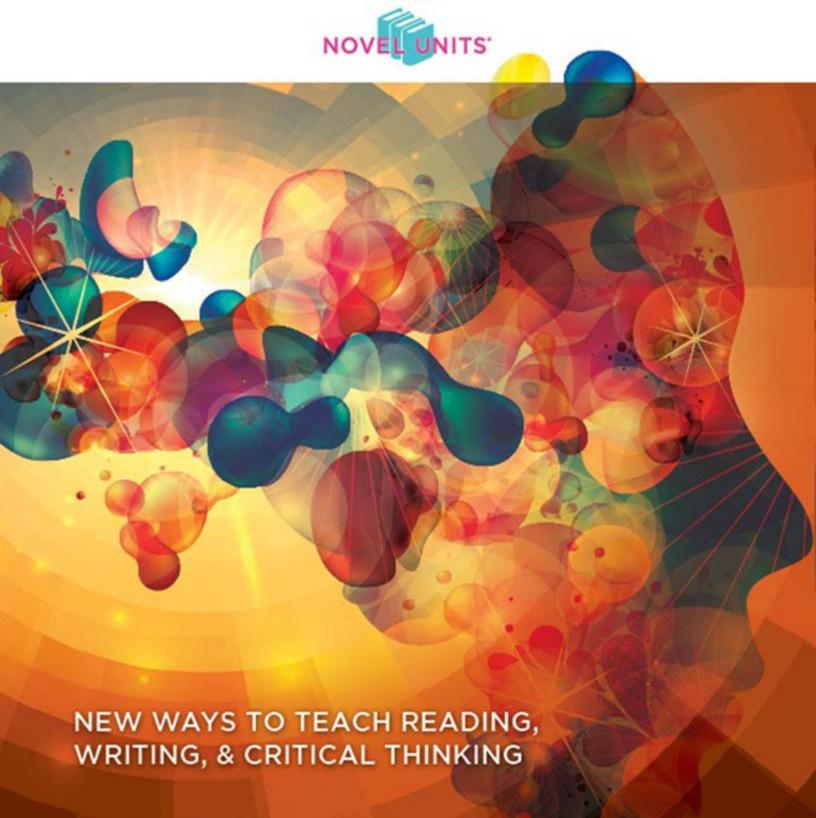
The True Confessions of Charlotte Doyle

Avi





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THE TRUE CONFESSIONS OF CHARLOTTE DOYLE

by Avi

Teacher Guide

Written by Anne Troy

Note

The Avon Flare paperback edition of the book was used to prepare this guide. The page references may differ in the hardcover or other paperback editions.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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Assessment.......44

Skills and Strategies

Thinking

Brainstorming, classifying and categorizing, comparing and contrasting, evaluating, analyzing details, problem solving, synthesizing, making judgments, decision making, making generalizations

Listening/Speaking

Participation in discussion, participation in dramatic activities

Writing

Chapter titles, narrative, journal

Vocabulary

Synonyms/antonyms, using context, multiple meaning words, root words, prefixes/ suffixes

Comprehension

Predicting, sequencing, cause/effect, inference, fact vs. opinion, reality/fantasy, story mapping

Literary Elements

Character, setting, plot development, irony, conflict, figurative language, suspense, foreshadowing characters and sometimes the writer shifts the point of view from one person to another. Who tells most of the story of *The True Confessions of Charlotte Doyle?*

Prediction:

What troubles will there be for Charlotte?

Supplementary Activities:

- 1. Writing: This novel does not have have have likes. After students complete a chapter, they will write a suggestic for the in cooperative groups or with the whole class, these titles will be builting, bup may vote on the bottom. These chapter titles may become part to the ullicun board.
- 2. A story ap it are utine that helps you to uncersued and remember the story better. What lo you was about the story after eading only the first chapter?
 - ne setting? • Who the main laracter? hu. • What is the problem? e story is read, more characters my be added and the setting and the problem may change, so additions it. y to made. Fill in the story man to o on page 14.

Chapter 2— 2ac .. 10 26

Vocabula

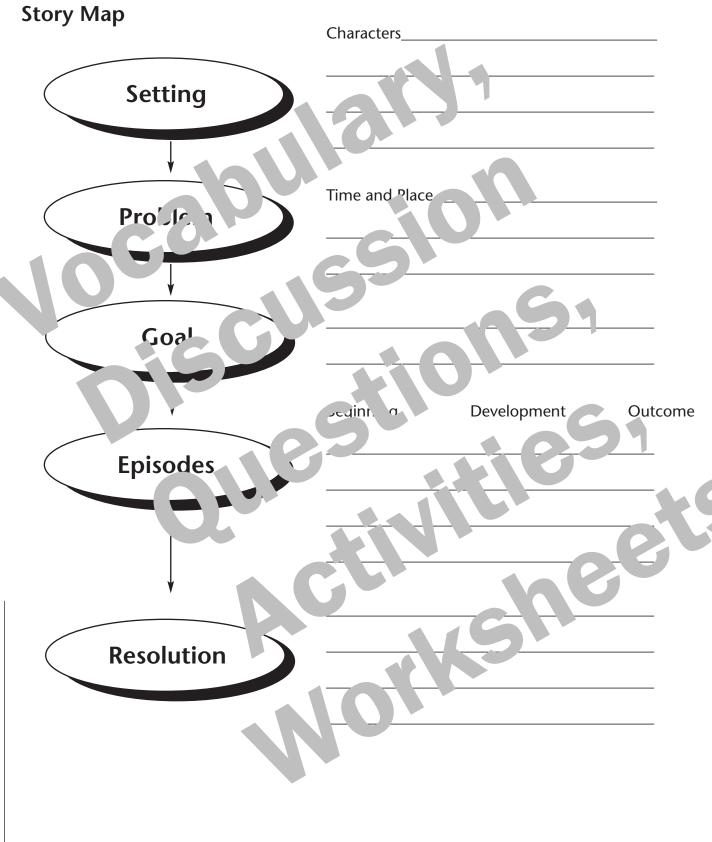
fc etlik 16 succumbing 18 decrepit 19 me, d 18 ve. : 21 co, plia de 20 deputized 20 vexation mar spikes 22 chaotic epidation 23 dirk incomprehensible 16 scrimshaw 25 rasping

Vocabulary Activity

Students will make redic on out how the author will us the reaculary, such as setting characters, problem, stic and sailing vocabulary

Discussion Questions and Activities:

- 1. Why was Mr. Keetch an unattral ave hours on the ship? (page 16, small in a shapping dressed; unsmiling, nerv dar q, I focused eyes, ferretlike fc.
- sincere? Why do you this that Keetch spoke in an nnecess rily loud voice"? (Page 16-17, Keetch wanted the other shipmats to a hat he was saying. He may have been sincere about the fact that she should not a well by herself, or, perhaps because of what he knew was going to hap, and believe a young girl should be aboard.)
- 3. Why do you think the sa rs in Ind overheard the conversations of Keetch, Grummage, and Charlotte see looking at her with hostility? Charlotte had done nothing to them. (Page 17, C. rlotte's appearance on board may cause them trouble.)



Decision-making Grid

The decision-making grid below is supposed to make it as r to find the best solution to a problem. Give examples of other questions you shourse f when you are trying to "weigh" different solutions. Then fill in the grice of the following problem: My best friend has been telling lies about me. See if classmers agree vit. the colution you decide is best.

Problem	Crı rion #1	riter . '?	Criterion #3
State the problem	Will the solution hurt someone?	L'ill ma ne feel	
ion #1	3CO	SON	31
Solution #.	1185		251
Solution #3			66
Solution #4		1/5	