

The Bungled Bike Burglaries

By Christy Barritt & Kathy Applebee

Novel study

This packet includes the following:

Overview of materials

Four (4) book club assignment sheets

Project sheets with 24 projects for your students to choose from

Author study/scavenger hunt on Christy Barritt

These detailed assignments (worksheets)

Creating a poster

Show me, don't tell me writing

Character traits

Sequencing/cause and effect activity

Vocabulary of literature flash cards

Bookmark template

Point of view activity

Vocabulary of careers flash cards

Gabby job interview role play & rubric

Direct quotation activity

Culminating role plays:

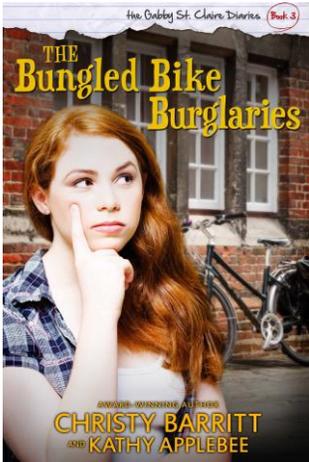
TV Show culminating Activity (easiest)

TV Show Rubric

Career Connection Gabby job interview role play (intermediate)

Career Connection rubric

Closing the case role play (advanced)



Comprehension passages and questions for chapters 1-3 are available separately

Overview of materials

Welcome to the world of snooping, I mean investigating, literature. Use any and all of these resources to lead literature circles, discussion groups or create assignments based on the novel *The Bungled Bike Burglaries* by Christy Barritt and Kathy Applebee.

Good readers build their vocabulary as they read. The bookmark can be reproduced, folded and glued shut to not only keep place while reading but to also collect interesting words, character information, clues with the corresponding page numbers.

The novel has been divided into four reading assignments with questions and tasks to go with each one. Nothing is sacred about doing it in four assignments; change to suit your group. The task sets a purpose for reading and preparing students for discussion in a group.

Other materials are designed for independent work so that students may be working while the teacher is meeting with another group. They provide practice and reinforce the skills that good readers need to succeed. They include comprehension, visualization, point-of-view, summarizing, connecting to the text, identifying character traits, and identifying the setting.

The materials give students extra practice in writing not only to explain their thinking and to demonstrate their understanding, but to become better writers. A variety of ways to respond to the novel are provided for differentiated instruction and to cover a number of Gardner's multiple intelligences. SOL numbers are given on the literature vocabulary cards that correspond to the Virginia Standards of learning. We are indebted to Jennifer Presson for the idea for these.

Since many young readers will be able to identify with Gabby getting her first paying job in *The Disappearing Dog Dilemma* (the book just prior to *Bungled Bike Burglaries*), an activity about getting paying job serves as a launch point to discuss how one gets a part time job.

Book: *The Bungled Bike Burglaries*, by Christy Barritt & Kathy Applebee

Day/Date of my next meeting _____

Chapters I need to read by my next meeting: 1-5

Things to snoop, I mean investigate:

1. New or interesting words I want to use, share and remember:

Word: _____ Page _____

Meaning: _____

Word: _____ Page _____

Meaning: _____

2. Once you have finished your reading, write two questions to ask your group at your next meeting. Try to make them OPINION questions, such as “Why do you think...”, or “How did you feel when...”, or “What would you do if...”

3. Personal journaling prompt

Make a connection. If you were going to put items in a time capsule to be opened 40 years from now, what 6 items would you want to include? Where would you hide or bury it?

Book: *The Bungled Bike Burglaries*, by Christy Barritt & Kathy Applebee

Day/Date of my next meeting _____

Chapters I need to read by my next meeting: 5-15

Things to snoop, I mean investigate:

1. New or interesting words I want to use, share and remember:

Word: _____ Page _____

Meaning: _____

Word: _____ Page _____

Meaning: _____

2. Select a passage (one paragraph or two) that is either a favorite part or a part that you think is important. It may be important because it provides a clue to solving the mystery or because it reveals something crucial about a character. Bookmark or put a sticky note at the passage so you can easily read it to the group to talk about. Jot a note about why you selected it.

3. Personal journaling prompts to choose from

Gabby often speaks rashly and later regrets saying something. We call that “Putting her foot in her mouth”. That is an idiom that means saying something stupid, regrettable or too hastily. In one way or another you say the wrong thing at the wrong time to the wrong person. Jot down a time you, Gabby or someone else has “put their foot n their mouth” What was the effect of that mistake?

If I were (character) I would have done this differently.....

Book: *The Bungled Bike Burglaries*, by Christy Barritt & Kathy Applebee

Day/Date of my next meeting _____

Chapters I need to read by my next meeting: 15-25

Things to snoop, I mean investigate:

1. A new or interesting words I want to use, share and remember:

Word: _____ Page _____

Meaning: _____

2. Select a quote from *The Bungled Bike Burglaries* that shows one character's opinion or an event or another character. Then, choose a different character whose opinion would be quite different. Make up a quote from his or her point of view about the same event or character. Share with others in your group without telling them which character you wrote it as. Can they guess who it is?

Write quote #1 (found on page #_____).

“

_____”

What did you learn about the character or events from this quote?

Choose a character _____ and write a quote from their point of view below _____

“

_____”

How do their points of view differ and why?

3. Personal journaling prompts to choose from

If I were going to date a character in *The Bungled Bike Burglaries* it would be (character) because.....

If Gabby (or another character) were my best friend I would advise her to

When I discovered the bike was stolen, I would have

Predict: Why did Dr. Bullock call? What will happen about Mrs. St. Claire's cleaning job?

Book: *The Bungled Bike Burglaries*, by Christy Barritt & Kathy Applebee

Day/Date of my next meeting _____

Chapters I need to read by my next meeting: All of them!

Things to snoop, I mean investigate:

1. New or interesting words I want to use, share and remember:

Word: _____ Page _____

Meaning: _____

Word: _____ Page _____

Meaning: _____

2. Good readers evaluate what they read: Think of one or two questions you can ask the group to generate discussion. Your questions can cover the accuracy of the technical details (how crimes are solved, bike thefts). Did the dialogue sound like kids at your school? Did the author avoid stereotypes? Did the setting work? Did you have enough facts to solve the mystery when the protagonist did? Prepare to share what you liked best and least.

3. Personal journaling prompts to choose from

If *The Bungled Bike Burglaries* were being made into a movie, I'd like to play the part of (character) because.....

If I were writing a sequel I would have the following happen in the first two chapters.....

The Bungled Bike Burglaries
Point of View activity after chapter 7

1. Point of view is the author choice of whose eyes you will see the action, whose thoughts you will have access to and whose feelings will be described as well as see through their actions. Which character in The Bungled Bike Burglaries is telling this story? How do you know?

2. Good detectives size up the people involved in a crime and make notes to refer to. Tell at least three things that you have learned about each of these characters so far. Compare with others when the group meets.

Gabby:

The Diva:

Pete:

3. Good detectives and readers predict what they think will happen next. Make a prediction about one of the above characters.

Projects for The Bungled Bike Burglaries

(Note to teachers. Point values should be edited to suit your class)

Go for a 100 by completing a series of projects ranging from simple to complex. You choose the ones that appeal to you. Each task is assigned a maximum point value. Do it well for all the points. Keep choosing until you reach that 100 and an A+ grade.

10 Point journal prompts

- A. If you could change places with one of the characters in the novel which one would it be? Why would you pick this character? Use specific examples and details from the story and write a short explanation.
- B. Move the setting of the story by changing the setting (time and the place). Explain how this would change the novel. Give examples from the story.**
- C. Write a poem that tells about a piece of the story: the plot, a character, the setting, or the conflict. Write a brief explanation of the poem and what it means to the novel. (you may complete this task 3 times per project) You may choose to do a biopoem or acrostic.
- D. Which one of the characters would make a good friend? Explain why you would pick them as your friend. Give specific examples from the story.**
- E. If you could give any character in the novel a present to help them in the story what would you give them and why? Explain using details from the story how this would help the character.
- F. Create a book mark that illustrates the story. On the back of the book mark pick 5 words that describe the novel and write a short reason for each word. Make sure the title and authors of the books are on the bookmark.**
- G. Create an advice column for the characters. Write letters asking for advice from the characters based on the problems they face in the novel. Respond back with advice that could help them. (You may do this up to three times as three separate projects as long as you use a different character for each letter) You should make connections to your own life and the events in the book.

15 Point TASKS

- A. Write and perform a radio or TV commercial (1 minute long) to sell The Bungled Bike Burglaries. Use detail. A written copy must be handed in.
- B. Write a letter to the author explaining your thoughts about the novel. What you liked, what you did not like and how you connected to the characters in the novel.**
- C. Create a new character to add to the novel or to appear in a sequel. Describe this character and tell what role they would play in full detail giving examples from The Bungling Bike Burglaries where they would be added or make an impact.
- D. Create a collage using magazine pictures and words that describe The Bungled Bike Burglaries (plot, characters, both). Fill the space creatively and so it is pleasing to the eye. Write a brief blurb to be posted underneath it.**

- E. Redesign the front and back cover of *The Bungled Bike Burglaries*. Include all the important information about the novel; a story blurb, information about the author, etc. (look at different book covers in the same genre for ideas)

25 Point TASKS

- F. Interview a character. Write the interview questions and the answers the character would give in the interview. You must have at least 15 open ended questions and answers. Can be done in writing or as a role play.**
- G. Gabby wrote a monologue about Hope Q to perform. Imagine you wanted to be in the *Evening of Monologues*. Choose a character from history or literature and write your monologue.
- H. Draw a picture of one of the characters in the novel that is described well. Using quotes from the book point out different things about the character on your picture. You must have at least 7 quotes for your picture.**
- I. Create a Time Capsule. The time capsule must have at least 8 objects in it that represent something about you and the time and place you live in. Each item must have a short written explanation of why it was included and a description of where you would bury or hide the time capsule and why.

40 Point TASKS

- A. Summarize the plot of the novel by creating a cartoon version of the novel. Use at least 8 frames to tell the story of the book. Use color and words.
- B. Design the front page of a newspaper with headlines and a story about what happened in the book. There must be at least one picture on the front page. Other newspapers can provide a template and creative ideas for the layout and story.**
- C. Create a visual time line of the events in the story. Use a virtual timeline like one found at the readwritethink website or on mural paper. Include 15-20 events with blurbs and a visual.
- D. Is there something mentioned in *The Bungled Bike Burglaries* that you would like to know more about? (say... police procedures, acting, the Civil Rights Movement?) Research that topic (after getting approval) and write a report about it. Make sure you include a paragraph explaining why you picked this and how it relates to your novel.**
- E. Pretend you are a character from the story and write a diary for that character explaining the events of the story as seen from their point of view. Include what happens as well as how they felt during this time. You must have at least 6 diary entries. These entries must be at least 2 paragraphs long.
- F. Research and write a report about Christy Barritt, the author of the novel. Include information about her life and books they have written.**
- G. Create a News Show about the novel. Your newscast must be at least 3 minutes long and include information about *The Bungled Bike Burglaries*. Have some type of visual besides the book to accompany your newscast.

The Bungled Bike Burglaries

Author Study on Christy Barritt

Purpose: To encourage students to become life-long readers with a love of being read to and reading for pleasure.

Lesson Objectives:

1. Students will read, analyze and respond to literature
2. Students will develop an awareness & appreciation of authors, genres and styles
3. Students will make a connection between The Bungled Bike Burglaries and the author who wrote the novel, gaining insight that authors are real people with families, hobbies, etc.
3. Students will use technology to research authors and collect information
4. Students will organize author information into a presentation and communicate with others
5. Students will consider writing as a hobby or profession

Students use technology to research, summarize and write.

Links to websites

Personal website: www.christybarritt.com

Lighthouse Publishing: <http://lighthousepublishingofthecarolinas.com/christy-barritt-2/>

Good Reads http://www.goodreads.com/author/show/770315.Christy_Barritt

Author Study questions (for students who might need them)

1. Where and when was Christy Barritt born?
2. What type of writing does the author do? What audiences might enjoy her books?
3. What events, jobs, people etc in the author's biography or interviews may have had an influence on her writing?
3. What is the author's life like today? Where does she live? Is she married? Kids, pets or hobbies?
4. What other books has Christy Barritt written?

The Bungled Bike Burglaries
Advertising 101
Design a marketing poster

Role: Advertising executive (or team)

A: the public (or a segment of the public likely to enjoy The Bungled Bike Burglaries)

F: Poster

T: Design a Poster that will persuade others to read The Bungled Bike Burglaries

Requirements

1. Visual(s) (graphics, pictures, clip art, etc.) that are related to the book, attractive and appealing
2. Title and Author (spelled correctly) that stands out clearly. (Hint: Word Art works great for computer generated projects)
3. A Blurb in your own words – Invite the reader to look more closely with 4 sentences describing the storyline. Do not tell how the book ends. (Hint: use a text box for ease in moving around)
4. A Personal Recommendation – Write a couple of sentences telling why you think the viewer would like the book. Include specifics! Use quotation marks around your recommendation, and then type your name below as the originator of the quote.
5. **Bold Adjectives** that draw attention to the poster (Hint: Word Art. Example: suspenseful!)

The Bungled Bike Burglaries

Show Me, Don't Tell Me

Most published authors use the main character's actions or dialogue to show the reader what is happening or to describe a character. Find examples from the beginning, the middle, and the end of the book that demonstrate this.

Page	Character	Actions or dialogue that show
Beginning of book		
Middle of book		
End of book		

The next step: Show me!

Write one sentence about the following characters that show an emotion or character trait. For example: Show me: Donabell the Diva is mean. You write: The Diva screamed at a sixth grader, "Get out of my way, you twerp."

OR Show me: Gabby was mad. You write: Gabby slammed the car door.

Pick a couple of these below and Show me by writing sentences of your own.

Show me: Gabby is worried about her sick dad. Show me: Officer Glenn was confused.

Show me: Pete was frustrated.

Show me: Gabby was embarrassed.

Show me: Principal Black calmed down The Diva when her bike was stolen.

Show me: Becca was happy

Show me: Mrs. St. Clair was tired.

The Bungled Bike Burglaries

Sequence of events

- 1. Detectives often have to sequence events to solve a mystery. This helps them remember what has happened and discover possible cause and effect relationships. Jot down 7 or 8 developments in the plot thus far.**

a.

b.

c.

d.

e.

f.

g.

h.

If one event was caused by another earlier event draw an arrow from the CAUSE to the EFFECT. Here is an example:

CAUSE: Gabby forgets to get her Civics book.

EFFECT: Gabby goes to the auditorium to get it.



The Bungled Bike Burglaries

Character Traits

1. Collect some evidence. Gabby collects information on the people she suspects of being involved in the burglaries including character traits of those suspects. A trait is a word or even phrase that describes a character's personality (such as thoughtless, wise, fearful, brave, selfless, lazy or dishonest). Select a main character from this book and two traits that could describe him or her. Collect evidence from the text: (character's words, thoughts, and deeds) that show that trait.

Character: _____

1. Trait _____

Evidence in Words: _____

Evidence in Thoughts: _____

Evidence in Deeds: _____

1. Trait _____

Evidence in Words: _____

Evidence in Thoughts: _____

Evidence in Deeds: _____

The Bungled Bike Burglaries

Literature Vocabulary Connections

<p>7.6c</p> <p style="text-align: center;">fact</p>	<p>a statement that can be proven</p> <p>Officer Glenn is a cop. Gabby has red hair.</p>
<p>7.6c</p> <p style="text-align: center;">opinion</p>	<p>a statement that is NOT based on facts</p> <p>Pete is gorgeous. Gabby's hair is dreadful.</p>
<p>7.6a</p> <p style="text-align: center;">internal text structures (to enhance comprehension)</p> <p>Because Raff had previously been convicted of a crime, Gabby suspects he stole the bikes.</p>	<p>how information is organized in a passage</p> <ul style="list-style-type: none"> • Cause/effect relationships • Comparison and contrast • Listing or enumeration • Sequential or chronological • Concepts/definition • Generalizations
<p>7.6a</p> <p style="text-align: center;">signal words for organizational patterns</p>	<ul style="list-style-type: none"> ◦ <i>as a result of, consequently</i> for cause-and-effect ◦ <i>similarly, on the other hand</i> for comparison/contrast ◦ <i>first, three</i> for enumeration or listing ◦ <i>today, meanwhile</i> for sequential or chronological ◦ <i>refers to, thus</i> for concept/definition ◦ <i>always, in fact</i> for generalization ◦ <i>begins with, in order to</i> for process

<p>7.6a external text structures (to enhance comprehension)</p>	<ul style="list-style-type: none"> • Boldfaced or italics type • Underlining • Indentation • Sidebars • Illustrations, graphics, photos • Footnotes and annotations • Headings and Subheadings
<p>7.4a root word</p>	<p>base of a word where prefixes and suffixes are added (Example: Detective)</p>
<p>7.4a prefix</p>	<p>affix placed at the beginning of a word to change its meaning or to create a new word <i>(examples: rewrite, misplace)</i></p>
<p>7.4a suffix</p>	<p>An affix added to the end of a word to change its meaning /function or to form a new word. <i>(example thinking)</i></p>
<p>SOL 6.7f Dialogue (inside “ “)</p>	<p>the words spoken by characters in a book, a film, or a play, or a section of a work that contains spoken words</p>

<p>6.4 a Setting The Bungled Bike Burglaries –Modern day, Virginia Beach, a few weeks)</p>	<p>When and where a story takes place (time, place, and duration)</p>
<p>6.4 a plot</p>	<p>Sequence of events that support the central conflict and resolution in a story</p>
<p>6.4 a conflict</p>	<p>A struggle or problem between opposing forces A character can have internal and external conflicts</p>
<p>6.4 a resolution (No peeking at the back of the book to see)</p>	<p>The solution to the conflict or problem</p>
<p>6.4 a sequence</p>	<p>The order of events in a story</p>

<p>6.4 a</p> <p>character traits</p>	<p>What a character says, thinks, does, and how they respond to other characters</p>
<p>6.4 a</p> <p>theme</p>	<p>The central idea or purpose in a story.</p>
<p>6.4b</p> <p>Genre (The Bungled Bike Burglaries can be considered mystery, chick-lit or romance)</p>	<p>Different categories of literature such as historical fiction, biography, or science fiction</p>
<p>6.4b</p> <p>fiction</p>	<p>A made-up story: short story, novel, plays, folk tales</p>
<p>6.4b</p> <p>novel</p>	<p>An extended work of fictional literature</p>

<p>6.4g internal conflict (Should Gabby keep, sell or donate the time capsule?)</p>	<p>A conflict that takes place within a character (when a character struggles to make a tough decision)</p>
<p>6.4g external conflict (Will Gabby find the Diva's bike? Will the thief be caught?)</p>	<p>When a character is struggling against an outside force such as another character or a natural event.</p>
<p>8.5 b,c Foreshadowing (We can't tell you or we'd give away the surprise)</p>	<p>The author's use of clues to hint at what might happen later in the story. Writers use this to build their reader's expectations and to create suspense.</p>
<p>8.5 b,c Flashback (Gabby thinking her brother's disappearance)</p>  <p>about</p>	<p>a scene within a story that interrupts the sequence of events to relate events that occurred in the past</p>

<p>CE.12a-d</p> <p>aspiration</p>	<p>The desire or ambition to achieve something. What is Ed Laskin's and Michael Cunningham's aspiration? Gabby's?</p>
<p>CE.12a-d</p> <p>Correlation Are there any correlations between you and Gabby or another character?</p>	<p>A relationship in which two or more things are mutual or complementary, or one is caused by another.</p>
<p>CE.12a-d</p> <p>Attitude</p>	<p>An opinion or personal feeling toward something.</p>
<p>self-assessment</p>	<p>A self examination of ones own strengths weaknesses and abilities. How does Gabby rate herself?</p>
<p>CE.12a-d</p> <p>Skill What skills would you link with Mrs. Baker? Brandon? Gabby? Becca? You?</p>	<p>The ability to do something well, usually gained through experience and training.</p>



The Bungled Bike Burglaries



Who said it?

1. Select a quote from the book that involves a character telling others about an event or another character. Copy it into the quote #1 box. Then choose another character that would have a different point of view on the same event or character. Pick a character who probably feels differently than the original character. Create a direct quote (use proper punctuation) from that character's point of view about the event or other character. At your next meeting share the original quote. Then share yours and allow others to guess who might have said it. Discuss why.

Quote #1 (found on page #_____).

Quotation from the character _____

Quote #2 _____

Character whose point of view the quote was based:

The Bungled Bike Burglaries

TV Show Role Play

Objective: To encourage deeper understanding of character, making inferences from reading, practice creating a script and oral language skills students will choose characters from The Bungled Bike Burglaries to role play on a mock radio or TV interview.

Overview: Students will select characters from The Bungled Bike Burglaries, a TV show with an interview format (real or fictional) and will develop an episode where the host interviews different characters.

Process: Students read the novel The Bungled Bike Burglaries and choose a character to portray on the radio/TV show. The host of the radio show can be a real or fictional radio or TV host. (Radio works if costumes and props are not wanted) After students have selected a character, select a date to have students come dressed and ready to act like his or her chosen character. Send a letter home to parents explaining the activity. Also, spend time in class with students brainstorming possible props and costume ideas. This information can go home on the note to parents so it can help parents prepare the student.

The activity: Explain that students will answer questions based on how they think their character would answer. Since they could be asked a question that was unrelated to the novel, they will need to do some deeper character analysis. They should plan an appropriate costume and possibly props.

Students can be placed in groups of 4-6 with either the teacher or one of the students serving as the interviewer. Alternatively students may opt to be characters OR writers for the show. In that case, the writers devise the questions for the interviewer to ask.

For the performance, set chairs for the guests on the “stage”. Radio/TV interviewer should welcome listeners/viewers to the show and describe what will take place. Each character can come 1 by 1 or as a group to be interviewed.

Social Studies/Cross Curricular Connection: Questions may include those from current events or history. (Sierra, which candidate for office do you support and why? Or Gabby, how would you rearrange government spending?)

Sample dialogue

Game Show Host: Welcome to our show. Today, visiting all the way from Norfolk, Virginia are various characters from the novel *The Bungled Bike Burglaries*. Let us welcome them with a round of applause. (Characters enter)

Tell us who you are. (Characters introduce themselves as the character from the book) Thank you. Now for some more in depth information from each of you. (Interviewer asks questions of each of the characters)

To end the interviewer can thank the characters for being on the show, ask for a final round of applause and invite viewers/listeners to tune in again tomorrow.

Sample questions

These can be used for samples, practice or even the interview.

1. How would you describe yourself?
2. How would your best friend or a family member describe your personality?
3. Where do you live?
4. What kind of transportation do you use most often?
5. What is your favorite subject to study?
6. What qualities do you consider important in a friend?
7. Describe an exciting event in your life.
8. What do you do to chill (relax)?
9. What type of friends do you have right now? Would you like to have?
10. What would you like to do for fun on the weekend?
11. Tell us about a time you were afraid? Sad? Happy? Confused?
12. If you could meet another character from another novel who would that be and why?
13. Who would you choose to play your character if *The Bungled Bike Burglaries* became a movie or TV show? Why?
14. What kinds of foods do you like?
15. Who is most important to you?
16. If a hurricane was making its way to Virginia Beach, Virginia what three things would you take from our home?
17. What is your best quality?
18. What is your favorite holiday? How do you like to celebrate it?

The Bungled Bike Burglaries TV Show Rubric

CATEGORY	4	3	2	1
Characterization	Student can accurately answer 4 or more questions as their character. Answers were creative, did not conflict with information from Hazardous Duty and believable.	Student can accurately answer 2-3 questions as their character. Answers were creative, did not conflict with information from Hazardous Duty and believable.	Student can accurately answer several questions as their character. 1 or 2 answers were not believable or directly conflicted with the novel.	Student cannot accurately answer questions as their character.
Preparation	Before the interview, the student prepared several questions for the interview. Questions were open ended and helped the character come to life.	Before the interview, the student prepared several questions for the interview. Most of the questions were open ended and a few helped the character come to life.	Before the interview, the student prepared 2 or more questions for the interview.	The student did not prepare any questions.
Costume and props	Props and costume fit the character.	The costume fit the character.	Costuming and props showed minimal effort or seemed generic	No costume or props.
Sound Quality	The interviewer and/or the person being interviewed can be heard/understood very clearly.	The interviewer and/or the person being interviewed can be heard/understood.	Most of the time the interviewer and/or the person being interviewed can be heard/understood.	It was difficult to hear most of the interview.

The Disappearing Dog Dilemma

Career Connection Role Play

Rationale and objective of activity: Settling on a career can often be as difficult as getting the training you need to work well in your chosen profession. Using Gabby St. Claire’s part time pet sitting job in *The Disappearing Dog Dilemma*, help students explore career options and practice interviewing skills.

Topic starter discussion questions or journaling prompts:

What kind of part time job do you think you might enjoy?

Think of two or more paths to this job. How long would the paths take to complete? What would be some “road signs” along the way to indicate you were on track? What would some “danger signs” look like?

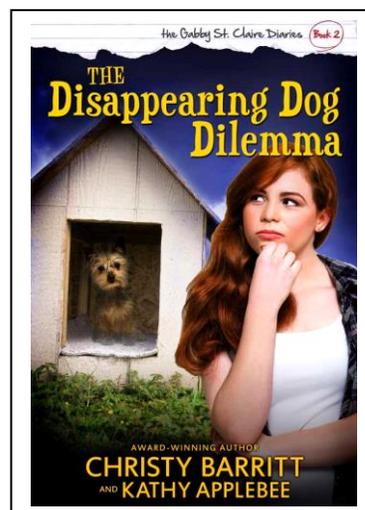
Mock Interview

Let’s do a mock interview! Separate students into groups of three do a mock interview. One person prepares to play Gabby interviewing for a pet sitting job; another is the pet owner and interviewer. The third person watches and provides feedback. Allow adequate time to prepare and all three should be familiar with the questions to be asked and the rubric prior to completing their preparations. (In real life most successful people being interviewed have a good idea of what questions they could be asked and have prepared and sometimes even rehearsed answers to those questions.)

Do the activity two more times rotating roles until everyone has done all three roles.

The interviewer will ask 8 questions and Gabby will answer. The person watching can fill out the rubric to help give feedback on how the interview went and how both Gabby and the interviewer could improve.

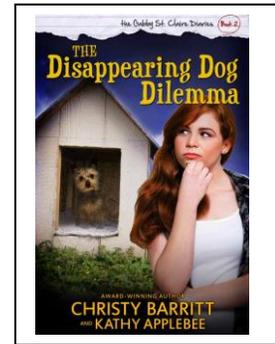
OPTIONAL: Change pet sitting to babysitting



The Disappearing Dog Dilemma

Gabby Gets a Job Rubric

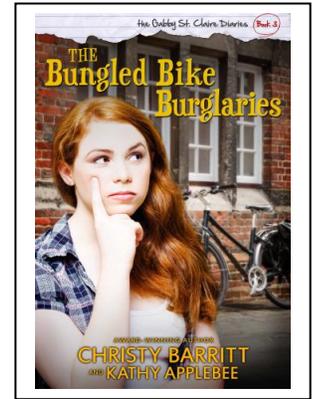
Student Name: _____



CATEGORY	4	3	2	1
Preparedness	Gabby is completely prepared and has obviously rehearsed.	Gabby seems pretty prepared but might have needed a couple more rehearsals.	Gabby is somewhat prepared, but it is clear that preparation was lacking.	Student does not seem at all prepared to interview
Content	Gabby is able to confidently & accurately answer questions posed by the interviewer. She adds information without being boring or wandering from the topic.	Gabby is able to accurately answer most questions posed by the interviewer. She adds information but did wander from the topic once or twice.	Student is able to answer some questions but seemed unsure or wandered considerably from a professional interview's topics.	Student is unable to accurately answer questions.
Posture and Eye Contact	Stands & sits up straight, looks relaxed and confident. Has a firm, warm, dry handshake. Establishes eye contact & maintains it.	Stands and sits up straight most of the time, looks confident. Shakes hands. Establishes eye contact.	Sometimes stands up straight and establishes eye contact. Handshake is too hard, wimpy or sweaty.	Slouches and/or does not look at people during the presentation. Forgets to shake hands.
Vocabulary & Closing	Uses vocabulary appropriate for the interview. Thanks interviewer at end using interviewer's name.	Uses vocabulary appropriate for the interview. Thanks interviewer for the interview.	Uses some appropriate vocabulary and some slang or informal terms.	Uses slang throughout. Forgets to thank interviewer

The Bungled Bike Burglaries

Closing the Case Role Play



Before you close the case, summarize your learning:

- Each week you have done the following:
- Responded to what you have read by writing in your journal
- Discussed your reading responses with your Literature Circle
- Increased your vocabulary

Plan a Character Get-together

After chapter 25, make preliminary plans to do a character get together after finishing the novel *The Bungled Bike Burglaries*. This helps everyone analyze the characters more thoroughly and recognize connections between the characters.

Each student will role play a main character and participate in a scenario in which that character will appear.

Planning Session One: After chapter 10

- Discuss the character(s), major and minor, which are adequately portrayed.
- Decide who will tentatively role play which character.
- During the next few planning sessions prepare by becoming familiar with the character you will portray. Reread sections of the novel and discuss what you see about your character and ask for suggestions from group members. Jot down notes for later reference.

Planning Session Two: After chapter 20

- Work together to analyze the personalities of the characters chosen. Suggest props or costumes. Finalize who will portray whom.
- List 4-5 possible settings in *The Bungled Bike Burglaries* that could become to setting of your scenario.
- Check ahead to the criteria that will be used to evaluate your presentation

Planning Sessions Three: After chapter 30

- Get a scenario from your teacher or group leader. With the scenario in mind finalize your choice of setting and report that to the teacher.
- Bring possible costumes and props. Try them out. Practice talking to each other in the role of your character.

Planning Sessions Four: After finishing *The Bungled Bike Burglaries*

- Write a loose script for your presentation leaving room for improvisation.
- Rehearse

Presentations

Each scenario should be about 5 - 10 minutes long. Although you want your group's presentation to be entertaining keep in mind you will be peer and teacher evaluated on the following criteria:

- Validity of content—dialogue reflects the characters points of view and personalities and do not directly contradict information in the book. Characters should say and do what would seem logical based on our knowledge of them through reading and discussion.
- Believable connections between characters and characters and the situations. Who says what to whom about certain topics should be based on previous interactions that occurred in the book.
- Creativity – can include additions to the scenario, costumes or props
- Preparation – notes or not used or barely used without undue attention.

For the teacher/leader

Use current events to guide you as you devise scenarios. Have a musical group, politician, sports figure, hurricane, holiday, local problem or fun activity like a carnival or something else come to Virginia Beach. Give the scenario some parameters like the time of day, season of the year or a list of three emotions or props that must be used.

Sample: The group goes to Page Turner's Novel Ideas to buy a gift for Pete OR to see Officer Glenn to report a series of weird messages on their phones from a mysterious caller or the sighting of what may be an alien ship. OR the group discovers \$1000 in cash and must decide what to do with it.