

Name: _____

Date: _____

Dean's Magical Mix Up: The Principal's Pin

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STANDARDS COVERED

FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

- a. Identify and define the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes, such as -ly, -less, and -ful.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

- a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
- b. Use conventional spelling for high-frequency words, including irregular words.
- c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.
- d. Write legibly in manuscript; write all lower and uppercase cursive letters.

FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns.
- d. Form and use regular and irregular verbs.
- e. Form and use simple verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs correctly.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.
- j. Capitalize appropriate words in titles.
- k. Use commas in addresses.
- l. Use commas and quotation marks in dialogue.
- m. Form and use possessives.
- n. Write a cohesive paragraph with a main idea and detailed structure.



FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- i. Use sentence-level context as a clue to the meaning of a word or phrase.
- ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root.
- iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.

- i. Distinguish the literal and nonliteral meanings of words and phrases in context.
- ii. Identify real-life connections between words and their use.
- iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

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Chapter 1

Many authors begin their books with an "action lead" where the chapter starts in the middle of an action. Write a different "action lead" to begin this book.

What are some reasons the author states as to why Dean doesn't like school?

How would you describe the character of Dean in chapter one?



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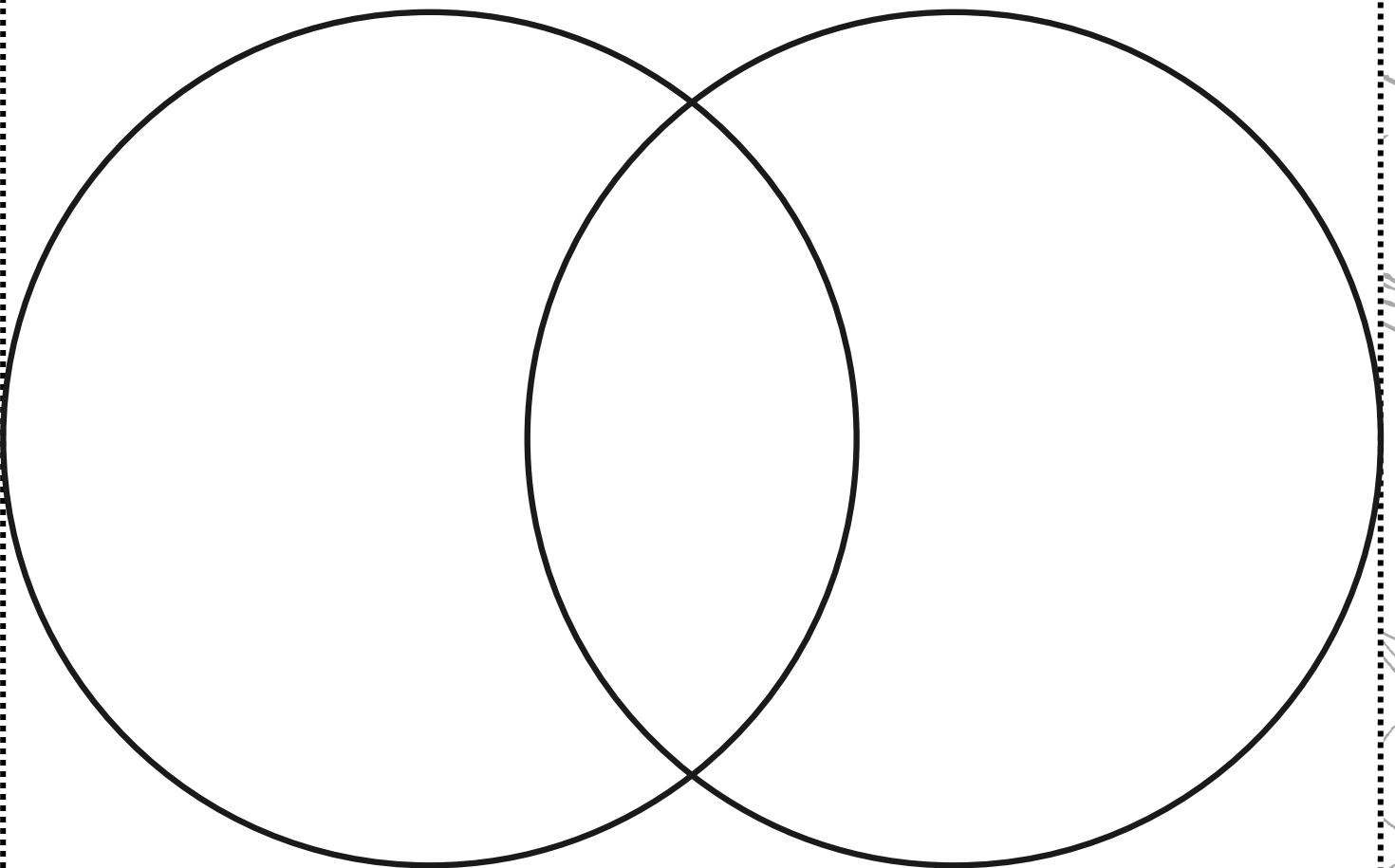
Chapter 1



Compare and contrast yourself with Dean using the Venn diagram below.

Me

Dean



Name: _____

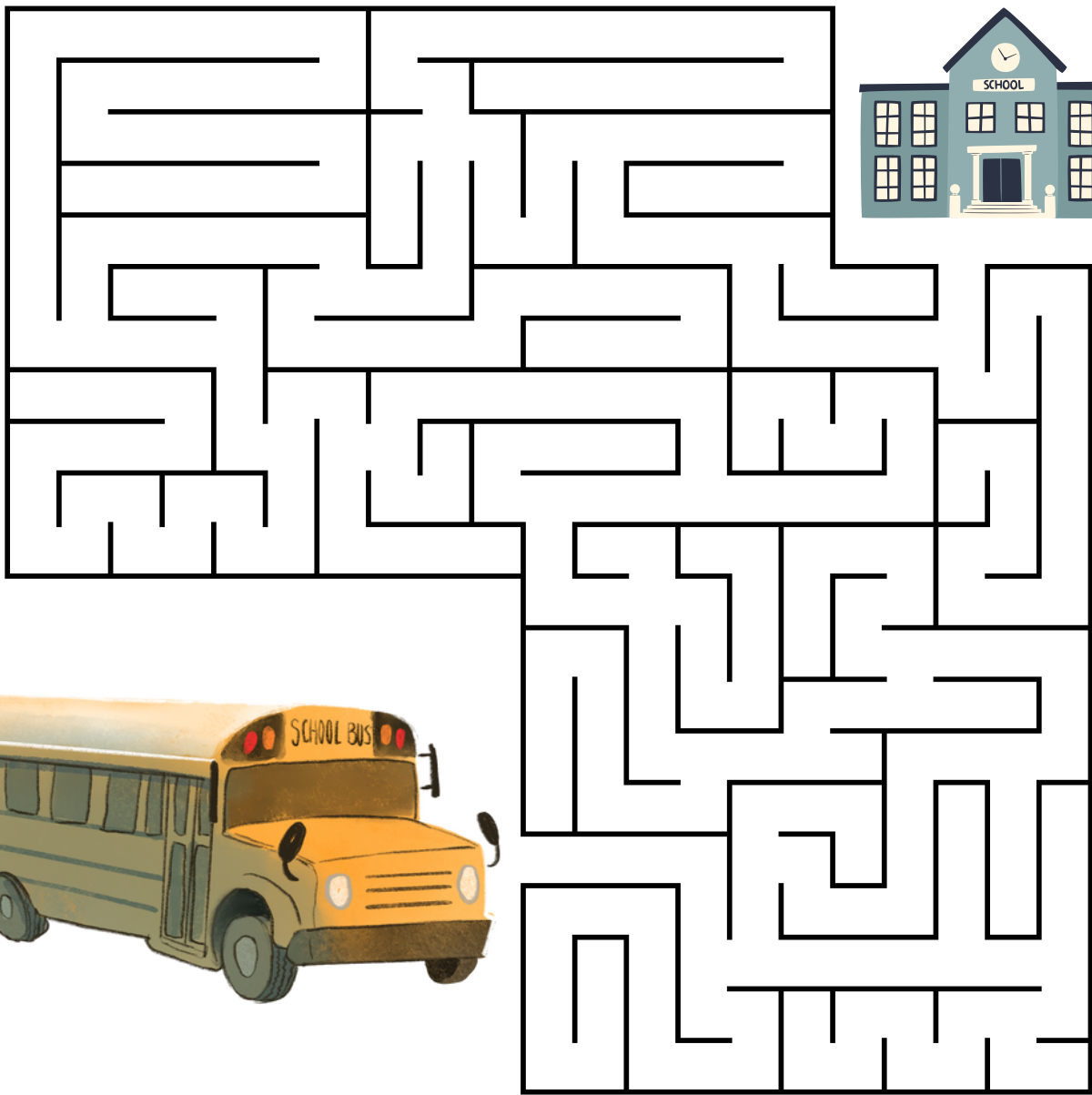
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Chapter 1



Dean doesn't like going to school, but he still has to go. Get Dean from his house to school without any issues.



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Chapter 2



In chapter 2, the author describes the pin as winking at Dean, "It almost seemed to wink at Dean when he looked at it." Why do you think the author made the pin seem alive? Why does Dean pay special attention to the pin? Do you think this will be important to the plot?

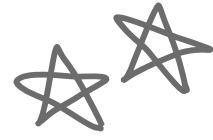


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Chapter 2



Dean loves soccer, what are a few things that you like about school and why?



What are some things that you don't like about school and why?

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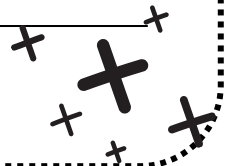
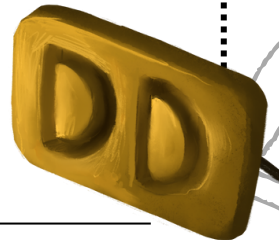
Chapter 3

In chapter 3, Dean ends up stealing the Principal's pin after noticing the pin glimmering on the floor.

Why do you think Dean took the pin?

Do you think the pin "wanted" Dean to take it? Why or why not?

What would you have done if you were Dean?



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Chapter 4



Personification is when something that is non-human, takes on human-like characteristics.

One example of personification is when the author describes the gray sky as being “angry with thunder”. Why do you think the author described the sky that way instead of simply saying, “there was thunder”?

How are the sky and Dean alike in chapter two?

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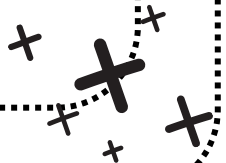
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Chapter 4

Make 3-5 of your own sentences using personification

Why do you think the pin suddenly feels heavy in Dean's fist?



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Chapter 4



Often when we do something we know we shouldn't have done, we carry the weight of that guilt inside of us. What is one thing you said or did, that made you carry the weight of guilt? Write a sentence and draw a picture below.



A large rectangular area with a dotted border, intended for drawing a picture related to the prompt.

Three horizontal solid lines provided for writing a sentence.

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Chapter 4

During this chapter, the author mentions how Dean and his mom retreat "from the storm outside" what other "storm" could be occurring?

Sometimes when we are angry, we hurt the people we love with our words. What does Dean say to his mom to upset her?

What could Dean have done differently do have a better day?

Dean goes to bed wishing he was an adult. If you could be anyone, who would you want to be and why?

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Chapter 5

Why do you think Dean doesn't realize he has changed when he wakes up?

What would you do if the principal of the school walked in wearing sweatpants and a tight shirt, and acted like a student?

Do you think Dean's transformation is really happening, or is it just a dream?

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Chapter 5

What would you wear if you were the principal? Decorate your clothes below!

