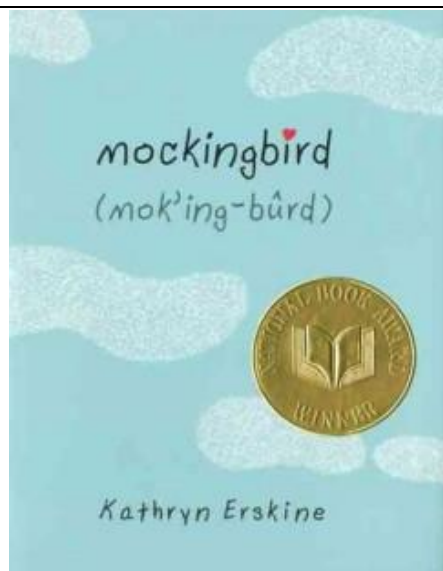


# FULL LENGTH BOOK EXTENDER: *Mockingbird*

## Group Reading Aligned to Common Core

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### *Mockingbird*

By Kathryn Erskine (2010)  
GRADES 2 – 12

#### **SUMMARY OF BOOK:**

In Caitlin's world, everything is black or white. Things are good or bad. Anything in between is confusing. That's the stuff Caitlin's older brother, Devon, has always explained. But now Devon's dead and Dad is no help at all. Caitlin wants to get over it, but as a ten-year-old girl with Asperger's, she doesn't know how. When she reads the definition of closure, she realizes that is what she needs. In her search for it, Caitlin discovers that not everything is black and white—the world is full of colors—messy and beautiful.

#### **Grade 6 Discussion Questions**

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Throughout the course of the novel, Caitlin tries to understand the meaning of closure. With a partner, discuss the events you recall reading that help her achieve closure and record them on the activity sheet provided. How does her understanding of the concept of closure change?**

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Devon explains to Caitlyn what the meaning of *To Kill a Mockingbird* was. The title of this novel is *Mockingbird*. Caitlyn chooses a mockingbird to put on top of Devon's chest. How might all of this tie together? What do you think it all means?**

RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

***Mockingbird* is told in first person; how would the story be different if someone besides Caitlin were telling it? Do you think changing the point of view would make the story better or worse? Why?**

#### **Grade 6 Activities**

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Pick any section of the novel to change. Write a brief description of the event(s) from that section. Then, change the event(s). What changes would you make? Be creative. How would these changes affect the novel, its plot, or the ending? Do you think your version would be better than or just as good as the original?**

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**With a partner, develop and write a script for a book trailer. Once the script is in final form, create the book trailer using a digital tool (Animoto, iMovie, MovieMaker, etc.) and save to School Youtube channel.**

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Using a digital cartoon creator, create a cartoon strip that demonstrates a sequence of events from one of the chapters you read in the novel.**