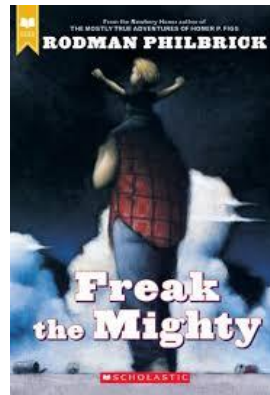


Freak the Mighty



ISBN-10	0-439-77129-3
ISBN-13	978-0-439-77129-0
Author	Philbrick, Rodman
Publisher	Scholastic Paperbacks
Copyright	1993
Lexile	930L
Genre	Young adult fiction
Synopsis	Two boys – a slow learner stuck in the body of a teenage giant and a tiny Einstein in leg braces – forge a unique friendship when they pair up to create one formidable human force.
Themes	Stereotypes and Identity Development
Protagonist	Teen Boy
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character



Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Introduction



Outcomes for the Novel

Freak the Mighty by Rodman Philbrick

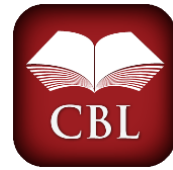
Focus and goals of this unit: Our goal for this unit is for students to write summary reports, learn more about taking essay tests and write a book review.

Unit Road map

- Unit's big idea or theme=**Responsibility Requires Action**
- **Definition: Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.** Ideally this would be posted in your classroom.
- **Major written product:** Writing standard 2.5

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 1



Outcomes for Today

W3. Write narratives to develop real or imagined experiences of events using effective technique, relevant descriptive details, and well-structured event sequences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is Morquio Syndrome?

Morquio Syndrome is an inherited disease that is passed on from both parents. It is a rare form of dwarfism (abnormally short height). Other symptoms include a large head, widely spaced teeth, and stubby toes and fingers.

Word Wall Here are vocabulary words to teach and add to the Word Wall.

Introduce important, useful words from today's reading.

fierce (2)	observation (5)	miniature (5)	microsecond (6)	fiend (7)
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READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 1-9

Setting	Characters	Pages
Daycare, neighborhood	Maxwell (Max), Kevin (Freak), Grim, Gram	1-9

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Maxwell recalls being in daycare with a boy named Kevin.
- Grandparents (Grim & Gram) have custody of Maxwell.

- Maxwell remembers Kevin hitting other kids in the daycare with his crutches.
- Grim isn't too thrilled about Maxwell's father and refers to Maxwell's dad as "him".
- Kevin was gone for a long time, but after the summer, before 8th grade, Kevin moved back home.
- Grim doesn't trust Maxwell and believes he might make bombs or start fires.
- While out in the backyard Maxwell notices Gwen who he thinks is beautiful.
- Maxwell then notices a weird looking dude with a normal size head, but short twisted body and realizes it's the kid named Kevin.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why was Maxwell (who prefers to be called Max) called Kicker when he was in daycare?
2. Max is beginning to look like his father. Why are Grim and Gram upset about this?
3. Why might Kevin be called Freak?
4. Do you think the name "Freak" is offensive, or does it seem more like a special name for Kevin, who has Morquio Syndrome (refer to the "Background" section of today's reading for a description of Morquio). Explain your answer.
5. Freak, who is just 2 feet tall, wears shine braces on his legs and uses crutches to help him walk. Describe how Max feels about this.

Analyze Analyze the key paragraph.

Key paragraph, p. 5

"Not that I ever do much of anything. Grim has it fixed in his head I'm at a dangerous age and they need to keep me under observation. Like I might make bombs or start a fire. Or whack out the local pets with my trusty slingshot or whatever—except I never had a slingshot, it was Grim who had one when he was my age. The proof is right there in the family photo album. You can see this blurry little miniature Grim with no front teeth, grinning at the camera and yanking back on this prehistoric slingshot. Good for whacking mastodons, probably. 'Just proper targets,' Grim says, closing up the photo album, end of discussion. Like, 'oops, better hide the evidence. Don't want to give the dangerous boy any ideas'" (p. 5).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading, Max is trying to convince his grandparents that he is not the bad kid that they think he is. **In one narrative paragraph, describe why Grim and Gram think he is bad. In a second narrative paragraph, describe in detail what your parent or parents think of you. In other words, what kind of person do they think you are? All narrative responses are expected to have 6-8 sentences per paragraph.**

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 2



Outcomes for Today

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is an ornithopter?

Ornithopter (mechanical bird)—discuss this device and for an ending project have students build one.

Who was King Arthur?

King Arthur was a mythical 6th century type of superhero. He was a British leader/warrior who fought for good and justice over evil. For background information on King Arthur and Arthurian history go to: <http://www.britannia.com/history/h12.html>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

scraggly (11)	humongous (12)	periodic (13)	demeanor (16)	sophisticated (18)
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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 10-20

Setting	Characters	Pages
Max's basement	Max, Freak, Gwen, Grim & Gram	10- 20

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Max was shocked and thought it was weird when Freak called him "earthling".
- Max observed Freak hitting a tree with a bat and thought this behavior was strange.

- Actually Freak was attempting to retrieve his plastic bird from the tree.
- When Freak talks it's difficult to understand and sounds like it's straight out of a dictionary.
- Freak explained the King Arthur story to Max.
- Freak was upset because Max didn't believe there were robots.
- Gwen was scared of Max.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is an ornithopter?
2. Freak, who appears to be very bright and knowledgeable for his age, likes to keep himself busy. What kind of activities does Freak enjoy?
3. In today's reading, we learn about the physical characteristics and the personality traits of Max and Freak. In your own words, describe in detail Max's appearance and personality.
4. In your own words, describe in detail Freak's appearance and personality.

Analyze Analyze the key paragraph.

Key Paragraph, p. 20

"I go up and open the bulkhead door and his mother is in the back yard and she's looking at the little red wagon. She catches sight of me coming up out of the down under and it's like somebody shot her. Like she's scared out of her mind. 'Kevin?' she says. 'I'm looking for a little boy' (p. 20).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading, what type of reaction did Gwen have when she saw Max come out of the basement? Why do you think she reacted this way? Write about a time when you looked at someone for the first time and the person looked so different or unusual to you. How did you react? Was your reaction negative? How did you feel afterwards? **Your response will be a minimum of two narrative paragraphs.**

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 3



Outcomes for Today

W3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is name-calling?

Name-calling refers to using offensive words or phrases in place of the person's name when addressing the person. It is a form of verbal bullying that can be profoundly negative with long-lasting effects.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

impression (23)	spastic (25)	regurgitate (27)	fearsome (31)	encounter (31)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 21-31

Setting	Characters	Pages
Max's house, Gwen's kitchen, Mill pond	Max, Grim, Gram, Freak, Gwen, Blade and gang	21-31

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Gwen called up Gram to apologize to Max.
- Gwen invited Max to supper.
- At dinner, Freak, Max & Gwen reminisced about Max's childhood.

- Max is told that he is the spitting image of his dad.
- At dinner, Max started choking so Freak pounded his fist on Max's back.
- On the 4th of July, Freak & Max attend a firework show. Blade calls them names.
- Cops arrived just in time. Blade and his gang took off running.
- Freak thought that Max could beat Tony D. aka Blade, but Max explained to him that he would have to fight the entire gang.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Freak prefer the floor under the bed as a comfortable spot to be alone?
2. Why is Max not happy about being a spitting image of (looking exactly like) his father?
3. How does Max react to Blade? What kind of person is Blade? Why do you think he acts the way he does?
4. Describe in detail how you can tell that Max and Freak are compatible (they like each other), even though they are different?

Analyze Analyze the key paragraph.

Key Paragraph, p. 29

"Hey you! Mutt and Jeff! Frankenstein and Igor! Don't look around, I'm talkin' to you, boneheads. What is this, a freak show?" (p. 29)

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

During the fireworks show by the pond, Blade uses name-calling with Max and Freak. Why is name-calling not a responsible thing to do? Is name-calling acceptable if it's done playfully between friends? Why or why not? How do you think name-calling makes a person feel? Has anyone ever called you a name that made you angry or hurt your feelings? Have you done the same to someone else? Sometimes there can be a lasting impact. How can name-calling affect a person in a negative (or positive) way years later? In other words, can it make a person stronger and more self-confident or weaker with a poor self-image? **Your response should be a minimum of three narrative paragraphs.**

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 4



Outcomes for Today

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W3e. Provide a conclusion that follows and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is bullying?

Bullying is the habitual verbal, physical, and emotional torment directed at someone or a group of people with the intent to inflict cruel harm. The following website offers numerous options for students and teachers in dealing with the epidemic problem of bullying.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

finale (33)	nanosecond (36)	crippled (41)	genius (41)	possessed (42)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 32-42

Setting	Characters	Pages
Millpond	Max, Freak, Blade & his gang, Grim and Gram	32- 42

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- At the fireworks show Max puts Freak on his shoulders because he couldn't see the fireworks.
- Afterwards, Freak noticed Blade & the gang because he was on Max's shoulders.
- Since Freak was on Max's shoulders, he was able to guide Max through the crowd in an attempt to get away from Blade and his gang.

- Blade & his gang surrounded Freak & Max and challenged them to fight.
- Max & Freak purposely run straight into the pond.
- Blade comes into the pond after Max & Freak, but gets stuck. His gang helps him out.
- Blade & his gang started throwing rocks at Freak and Max. Freak noticed a cop and whistled for help. Blade's gang ran away.
- The cops thought Max rescued Freak, but Freak actually rescued Max.
- For the first time, Grim calls Max his son.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. List some of the materials that fireworks are made out of.
2. How does Freak guide Max through the park?
3. Where did Blade and his gang corner Freak and Max? Why can't Max move?
4. What does Blade and his gang throw at Freak and Max?
5. How did Freak and Max come to be known by the term "Freak the Mighty"?
6. What does Grim call Max for the first time and why is it important?

Analyze Analyze the key paragraph.

Key Paragraph, p. 35

"You"! The freak! You and that giant retard, I'll cut you down to size. Dice and slice, baby! Freak show time!" (p. 35)

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading, Blade and his gang cornered Freak and Max, continued to call them names and challenged them to fight. Do you think Freak and Max should have responded differently? Did their response exhibit smart and mature choices? Why or why not? If you found yourself in a similar situation, what could you do to avoid a confrontation?

Explain your response in two narrative paragraphs.

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 5



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What does “bionic” mean?

Bionics means having superhuman strength or capacity through the use of electronic devices or mechanical parts that function like living parts.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sentimental (43)	disguise (49)	principle (51)	modification (51)	analyzed (52)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 43-53

Setting	Characters	Pages
Max's house, hospital	Max, Freak, Grim, Gram	43- 53

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Gram was concerned that the hoodlums might harm Freak/Max so he asked them to promise to keep away from them.
- Max told Grim that he would run away from them to avoid a confrontation.
- Meanwhile Freak and Max are becoming closer friends.
- Since the dictionary is Freak's favorite book, he tried to show Max how to read it.
- With a compass and on Max's shoulders, Freak guides Max across the street and

miles away.

- Freak takes him to a hospital that is supposedly a top secret Experimental bionics Unit.
- Freak attends the building frequently and told Max that this unit's mission is to build a bionic body for humans.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is Max going to do next to avoid a confrontation with Blake and his gang?
2. What are two things that Max believes Blake carries on him that would be troublesome and irresponsible?
3. Before Max met Freak, what would Max do in his basement all day?
4. By now, we know Freak loves to read, which is why he knows so much about so many things. What is his favorite book?
5. What secret does Freak tell Max?
6. Why was it important for Freak to take Max to the hospital? What did Max call the hospital?

Analyze Analyze the key paragraph.

Key Paragraph, p. 50

"Can you keep a secret?" he says. "Do you swear on your honor?" "Sure. On my honor" (p. 50).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write about a time when you were told to keep a secret about something. Who shared it with you and why? Was it good or bad? Could the person have gotten in trouble if you told someone else the secret? Could it have harmed someone's reputation? Were you happy the person confided in you or did you wish you did not know the secret? Is there ever a time when you **should not** tell someone about a secret? Why or why not? Is there ever a time when you **should** tell someone about a secret? Explain your answer. If the secret would put someone in a dangerous situation, and you felt like you needed to do something to protect the person's overall safety, with whom would you share the secret? **Your response will be a minimum of three narrative paragraphs.**

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 6



Outcomes for Today

W3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who is Darth Vader?

Today's reading has a number of references made about Darth Vader. Darth Vader is the fictional and central character from all six Star Wars films. He was once a Jedi Knight, but he betrayed the Jedi Order and became an emperor on the Dark side.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sorrowful (54)	mysterious (54)	lonesome (58)	camouflage (58)	accomplished (61)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 54-62

Setting	Characters	Pages
Max's house, storm drain	Max, Freak, Grim, Loretta Lee	54- 62

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Max tried to convince Grim that Freak should not be labeled "Poor Kevin" because he's actually very smart.

- Max told Grim that Freak has memorized the entire dictionary.
- Later that night, Max & Freak go on a treasure hunt in the sewer.
- They find a purse belonging to Loretta Lee.
- Freak saw Blade's punks stuff it down the storm drain the previous morning.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Freak's grandfather's name is "Grim." Use a dictionary to find out what grim means. What does Max think it might mean? Does Max think the name suits him?
2. Why do you think Freak makes up pretend names for the places they see and go to in the story? Provide some examples of how Freak describes these places.
3. What does Freak wear on his quest in the storm drain?
4. What does Freak and Max find in the storm drain and how does Max describe it?

Analyze Analyze the key paragraph.

Key Paragraph, p. 54

"All that walking you do, it must be stretching out your legs. And carrying poor Kevin around, that seems to be putting real muscle on you."

'He's not that heavy. And anyhow it's not fair everybody always says 'Poor Kevin,' just because he didn't grow' (p. 54).

EXTEND

Write Each student will write a short product based on today's prompt to connect to the unit theme.

In today's reading, as in previous readings, you can see that Max is influenced by Freak and sees him as a leader by looking up to him, and not as someone to feel sorry for. Max does not allow Freak's small size interfere with his opinions about Freak. Max does what he should do and treats him with respect. **Cite evidence in 1-2 narrative paragraphs to support why Max does not have pity for Kevin. In addition, include your thoughts on whether or not you think there may be something else wrong with Freak that Max does not know about.**

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 7



Outcomes for Today

W3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What does it mean to live in poverty?

Poverty means to be very poor. When basic needs for food, clothing and shelter are not being met, the person lives in poverty.

Go to: <http://www.kidscanmakeadifference.org> There is a short hunger quiz that your students can take on this website located on the left side of the website menu.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

squirming (64)	squinting (66)	urgency (67)	scowls (70)	disappeared (71)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 63-71

Setting	Characters	Pages
New Testaments	Max, Freak, Iggy, Loretta Lee	63- 71

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Max & Freak decide to return the purse to the owner who lives in a poor area.
- They introduce themselves to Loretta & Iggy Lee.
- Loretta realized that Max is the son of Kenny (Killer) Kane, who is in prison.

- Also, Loretta realized that Freak was the son of “stuck-up” Gwen.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. The New Testaments, (aka The New Tenements) is a place on the other side of the millpond where people who live in poverty reside. In descriptive details, what does the New Testaments look like?
2. We meet two new characters in today’s reading. One of them is Loretta Lee. Who is she? Describe her in detail.
3. The other character is Iggy Lee. How does the author describe him?
4. What are some of the derogatory (rude and offensive) names used by Loretta & Iggy Lee towards Max & Freak?

Analyze Analyze the key paragraph.

Key Paragraph, p. 71

“Yeah,” Loretta says. “Right after you was born. He must be a magician, because as soon as he heard the magic words ‘birth defect, ’he disappeared’” (p. 71).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Iggy & Loretta Lee are very mean to Freak and Max. They came to return her purse, but then she accused them of stealing and wants the money returned. What does this tell you about their characters? Are there any reasons that would justify rude and disrespectful behavior? If you knew someone who treated you like Iggy & Loretta treat Freak and Max, how would you feel about that person? What would you do? **Frame your response into two narrative paragraphs.**

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 8



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is dyslexia?

Dyslexia is a learning disability where the brain cannot recognize and interpret certain letters and symbols. This makes it challenging to read, write, and spell.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

adventure (72)	squishing (74)	chanting (78)	misunderstanding (79)	admitting (80)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 72-81

Setting	Characters	Pages
Mall & School	Max, Freak, Gram, Grim, Mrs. Donelli, Mrs. Addison	72- 81

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Max was scared at Iggy & Loretta Lee's house and was glad to get back home.
- A week later Gram took Max to the mall for school clothes. He hates school because everybody stares at him.
- At school, Freak & Max got a chance to be in the same class.
- In class, students were calling them names, throwing pencils, erasers, and wadded up

paper.

- Freak brings order to the classroom.
- Freak managed to say some big words to the principal and she decided not to get them in trouble.
- Within a month, Mrs. Donelli needs to constantly remind Freak to let someone get a chance to answer a question.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. The summer adventures have come to an end. School is starting and the administrators have decided to place Max in all of Freak's advanced classes. Max barely passed his classes the year before. Why do you think they made this decision? Is it a wise move?
2. Why does Grim decide to let Max attend the smart classes with Freak?
3. In their first class, the teacher asks Max to say something about his summer. How does Max respond?
4. What is the reason Mr. Meehan, the reading teacher, believes Max's skills have improved?

Analyze Analyze the key paragraph.

Key Paragraph, p. 78

"The whole class is raising their fists in the air and chanting: "Freak the Mighty! Freak the Mighty! Freak the Mighty!" (p. 78).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading, one of the students in Mrs. Donelli's class makes a disrespectful comment about Max. This remark initiates chaos in the classroom. The other students begin shouting at Max, calling him names, and throwing things at him. The teacher had completely lost all control of the classroom. As is fitting to the story, only one man can restore order. Freak climbs up on one of the desks and shouts: "Order in the court!"

Have you ever been in a classroom or involved in a situation that was out of control? Did you participate in the disorder? Did you make the right decision and decide not to be part of the chaos? **Explain your response in two narrative paragraphs.**

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 9



Outcomes for Today

W3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

How can a fear of public speaking be overcome?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

miraculous (84)	intervention (88)	obligation (90)	hamper (91)	ruckus (91)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 82-92

Setting	Characters	Pages
School, hospital	Max, Freak, Gram, Grim, Mrs. Donelli, Mrs. Addison, Gwen	82- 92

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Max was worried when the principal wanted him to come to the office because he thought something bad had happened to Grim & Gram.
- Also, Max was worried because he thought he was going to be sent back to the learning disability classes.
- Max finds out that his father is up for parole.
- Later, Freak chokes and is taken to the hospital.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How do you feel about Max? Is he a loyal and reliable friend to Freak? Support your opinion with details from the reading.
2. Would you want Max as a friend? Why or why not?
3. How do you feel about Freak? What do you think about his unusual attitude and his fiery intensity?
4. Would you want Freak as a friend? Why or why not?

Analyze Analyze the key paragraph.

Key Paragraph, p. 89

“But how come you need a new body?’ I ask. ‘How come you can’t just stay like you are?’ Freak shakes his head, like he knows I’m not smart enough to understand. ‘No one stays like they are’ he says. ‘Everybody is always changing. My problem is, I’m growing on the inside but not the outside’” (p. 89).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

We have periods of our lives where we go through change. Sometimes it is intentional and sometimes it is more of a natural transition. Adolescents sometimes experience significant changes in their maturity, and in physical and mental growth.

Physically, socially, mentally, and/or emotionally, how have you changed within the past year? Whether it was drastic or subtle, did this change, or changes, benefit or hinder you? If you could change one thing about yourself today, what would it be? **Describe this transformation in two narrative paragraphs.**

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 10



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters: organize and event sequence that unfolds naturally and logically.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is the Radio Flyer red wagon?

The Radio Flyer red wagon is a symbol of American childhood. It's the little red wagon whose patented classic design has been in continuous production for over 70 years. There is a flared edge that goes around the base edge of the wagon body, giving it that look generations have and will come to know.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ornaments (93)	pyramid (96)	amazed (97)	hypnotized (100)	paralyzed (100)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 93-102

Setting	Characters	Pages
Max's house	Max, Freak, Gram, Grim, Gwen Mrs. Donelli, Mrs. Addison, Killer Kane	93- 102

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- It's Christmas Eve and Freak's family is having dinner at Max's house.
- At dinner Grim starts talking about old times and then the families opened gifts.
- Killer Kane makes Max leave quietly without telling Grim & Gram.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. It's Christmas Eve, and even though everyone is nervous about Killer Kane showing up, they're still having a good time. Grim, Gram, Gwen, Max, and Freak are opening presents. The gift that stands out the most is the one Freak gives to Max. What is the gift and why is it so special?
2. Why do you think Killer Kane came back to get Max? Predict what you think Max will do.

Analyze Analyze the key paragraph.

Key Paragraph, p. 102

"My, my," he says, checking me out. 'Will you look at this? It's like I'm looking at an old picture of myself. You really are a chip off the old block, you know that?'" (p. 102).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

After Killer Kane comes to take Max away in the middle of the night, he gets a good look at Max as they stand under a streetlight. Killer Kane compares their appearances and seems proud of the similarities.

In the first paragraph of your narrative essay, introduce your paper with what it means to be "a chip off the old block," followed with who do you resemble in your family and what are the similarities? Are they physical features, or are your personality traits similar, too? In the second paragraph, if you had to choose a famous person to look like you, who would it be? Why?

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 11



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What are nicknames?

Nicknames are names that are given to individuals that are used instead of their first names. They can be positive or negative and can have a significant impact on people and their personalities.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

invisible (104)	snuggled (106)	dysfunctional (109)	appearance (111)	fearsome (111)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 103 – 114

Setting	Characters	Pages
Iggy & Loretta's house vacant New Testaments building	Max, Iggy & Loretta Lee, Killer Kane	103-114

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Killer Kane is trying to convince Max that he was brainwashed by Grim/Gram.
- Killer Kane kidnapped Max and took him to Iggy & Loretta Lee's house.
- Then they took off and started living inside a vacant New Testaments building for a few days.

- He tied Max up so that he would not run.
- Killer Kane is insisting that he is innocent and he did not kill Max's mother.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Killer Kane has kidnapped his own son. How do you think that made Max feel? Did you expect that response?
2. Why do you think Max didn't fight back or even try to escape?
3. Describe what the room looks like where Max & Killer Kane stayed for a few days.
4. We don't know for a fact if Killer Kane killed Max's mother, however, the author paints a grim picture of him. He appears to be guilty. He is also irresponsible and mean. Give two examples from today's reading to support his immoral behavior.

Analyze Analyze the key paragraph.

Key Paragraph, p. 112

"I've been locked up like an animal," he says. "Every single night I cried myself to sleep and that's a fact. Killer Kane, that's just an unkind **nickname** they hung on me. You know how kids can be mean in school, mean as animals? It was like that, only these weren't kids, they were adults who should know better, except they're so ignorant and hateful they believe the worst" (p. 112).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Do you and your close friends have nicknames for one another? **In a 3 paragraph narrative essay, answer the following questions: Would you like to be part of a group that identifies itself with a name? Why or why not? Have you ever hurt someone's feelings with a nickname? Has the same happened to you? Why do you think nicknames are used? Are the names you have heard about others kind, endearing, playful and openly spoken? Or, are they insulting and shameful and said behind the person's back?**

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 12



Outcomes for Today

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is trust?

Trust is earned. If you choose to be consistently truthful with everyone, you will have an honest, reliable, and responsible reputation. Dishonesty can easily tarnish that reputation, and then others will consider you untrustworthy. Being considered trustworthy provides benefits not only from the way people will deal with you, but it will also enhance your confidence and self-esteem.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

temporary (117)	illiterate (118)	precaution (118)	screechy (122)	accommodations (124)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 115 – 125

Setting	Characters	Pages
vacant New Testaments building	Max, Iggy & Loretta Lee, Killer Kane	115 -125

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Loretta Lee brings old pizza for Killer Kane & Max to eat, but Killer Kane does not want the food and demands to see Iggy Lee.
- While inside the abandoned tenement, a cop car flashes its lights and Killer Kane finds out that the cop car went over to Iggy's house looking for Max.

- Killer Kane tells Iggy to shut up because he suspects he might have something to do with that cop car driving by.
- Then Killer Kane demands Iggy to get him a gun and transportation.
- Killer Kane moves Max to another abandoned building and then ties him up again.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What kind of plans does Killer Kane have so that he can live like a king? Will these plans show him as being trustworthy and responsible?
2. Do you believe that Killer Kane has “religion”? Support your position.
3. Max and Kane have to leave the old lady’s house. Describe the building where Killer Kane takes Max.
4. While in the abandoned building, Max hears a noise. Who was it?

Analyze Analyze the key paragraph.

Key Paragraph, p. 121

“Iggy leaves, walking backward out of the room. My father lifts me up by the rope and says, ‘I know you have more sense than to waste your time stealing pocketbooks with a cripple kid. You can’t trust a cripple, but I guess you know that now, don’t you?’” (p. 121).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Why does Killer Kane say you can’t trust a cripple? What is a cripple? Do you believe that it is offensive to call someone a cripple? Why does society sometimes view people who are different as not desirable? Is there anybody in your life that you can trust? What makes them trustworthy? Describe the time that you knew this person was someone you could confide in and count on. **Respond with a 2 paragraph narrative essay.**

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 13



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is bravery?

Bravery is having the courage and inner strength to do things that are dangerous or frightening while maintaining responsible and morally decent behavior. Several characters were extremely brave in trying to stop Killer Kane.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

brainwashed (129)	villain (131)	reliable (132)	frantic (133)	genetic (137)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p.126 – 137

Setting	Characters	Pages
vacant New Testaments building, police station	Max, Iggy& Loretta Lee, Killer Kane, Gwen& Kevin	126-137

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Loretta Lee tries to help Max escape, but gets caught by Killer Kane.
- Killer Kane tries to kill Loretta which causes Max to have flashbacks of Killer Kane killing his mom the same way: by choking her.

- Killer Kane is still trying to tell Max that he was brain washed to believe that he killed his mom.
- Eventually, Killer Kane turns on Max and starts choking him.
- Freak comes to the rescue carrying a squirt gun filled with sulfuric acid and sprays it in Killer Kane's eyes.
- They run for their lives. Police officers were outside waiting for Killer Kane.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Loretta confronts Killer Kane and says it isn't right for a man to tie up his own kid, and she starts to untie the knots. Why did she have a change of heart and what does this tell you about her character?
2. What happened to Loretta after she freed Max?
3. When Max intervened, what horrific event was he able to recall?
4. As Killer Kane approached Max and began squeezing his neck, who was the brave one who came to his rescue? What did we think was in the squirt gun and what were actually its contents?
5. What was the consequence of Killer Kane's poor, violent, and irresponsible choices?

Analyze Analyze the key paragraph.

Key Paragraph, p. 133

"Easy!" a voice says. "Take it easy, kid, you're okay!" (p. 133)

Key Paragraph, p. 136

"It all goes to show, like Grim says, that you can't always judge a book by the cover." (p. 133)

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

When the author introduced Iggy, we saw a rough and tough character that was not by any means someone who could be trusted. Sometimes, the way a person initially appears, especially on the outside, does not always represent the person's heart and intentions. What transformation did you see in Iggy? How do you feel about him? What does "you can't always judge a book by the cover" mean? Have you ever assumed something about someone's character but turned out to be completely wrong? Explain in descriptive detail the order of events and the people involved that led you to your incorrect assumption.

Present your response in a 3 paragraph narrative essay.

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 14



Outcomes for Today

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experience and events.

W3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a tracheotomy?

A tracheotomy is an emergency operation in which a cut is made in the trachea so that a person can breathe. For more information:

<http://www.healthatoz.com/healthatoz/Atoz/common/standard/transform.jsp?requestURI=/healthatoz/Atoz/ency/tracheotomy.jsp>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

dynamic (138)	compass (142)	obnoxious (143)	prodigy (143)	seizure (146)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p.138 – 150

Setting	Characters	Pages
school, Max's house, hospital	Max, Grim & Gram, Gwen, Freak	138 -150

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Max must testify against his father, but just before the trial Killer Kane pled guilty.
- A couple days after school was out, Freak celebrated his birthday.
- They ate supper and then Freak was surprised that he received a computer for his birthday gift.

- Later that evening Freak had a seizure and was rushed to the hospital.
- Days later Max got to visit him at the hospital and saw lots of tubes going into his arms/nose.
- Freak told Max that he was going to get his bionic body and then gave him a book with blank pages so that he could write about their adventures.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Spring is almost here and things appear to have settled down. Max and Freak are discussing life and happy times. Freak's birthday is coming soon. How does he want to celebrate it?
2. Freak's maturity level is years ahead of his young age. He does not want the typical toys associated with this age group. What does Freak want for his birthday?
3. What gift did he actually get and what does it allow him to do?
4. While Max is in the kitchen doing the dishes, Grim shouts from the living room. What happened?
5. Why did Freak have to have a tracheotomy?
6. What is Max afraid may happen when is older?

Analyze Analyze the key paragraph.

Key Paragraph, Page 138- 139

"They can't make you if you don't want to," Freak says. "A son doesn't have to testify against his father" (p. 138-139).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Max does not want to have to testify at Killer Kane's trial. Everyone says he has to if he wants his father locked up for the rest of his life. He believes his father should be locked up, but he's questioning himself on whether it is the responsible course of action to take. Perhaps he is also struggling with the issue of bravery.

In the first narrative paragraph, clearly state your thoughts and opinions about Max's struggle with testifying against his father and conclude with what happened right before the trial was supposed to start.

In your second narrative paragraph, describe a time when someone wanted you to do something that you did not want to do. What influenced you to make your decision? Was the decision you made the right or wrong decision? How did you feel about it afterwards?

Character Based Literacy Program 60-Minute Lesson Plan

Freak the Mighty, Day 15



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W3e. Provide a conclusion that follows from and reflects on the narrated experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is telemetry?

Telemetry is the process of using special equipment to take measurements of something and then send the data to another place. It is referenced a number of times by Freak when talking with Max while he is in the hospital.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

stabilized (151)	safekeeping (152)	whizzing (153)	skidding (155)	remarkable (157)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p.151 – 160

Setting	Characters	Pages
Max's room, hospital	Max, Freak, Grim & Gram, Gwen, Dr. Spivak, Loretta Lee & Tony D.	151-160

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- At the hospital, Freak told Max not to get him upset because he would set off the

telemetry.

- Freak started coughing, so Max had to leave the room.
- The next morning, Max goes to visit Freak in the hospital and finds out that he is dead.
- Max goes berserk and starts running and kicking everything.
- Max decided to talk to Dr. Spivak about the new body Freak told him he was supposed to get.
- Dr. Spivak suggested that the reason Freak made up that story is because he needed something to hope for.
- Kevin died because his heart got too big for his body.
- In the end, Max pulls out the pyramid box, starts to remember things and writes a book about their adventures.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. When Max arrives at the hospital, he goes straight to the ICU and wants to see Freak. The nurse remains quiet and pages Freak's doctor. Max notices the other nurses are crying and realizes Freak is dead. Describe in detail what Max does and why he is angry.
2. All of the people in Max's life try to help him resolve his anger. Only one of them is successful. Who is it and what did the person say?
3. What did Max start doing after he decides to stop being angry?
4. How do you feel about the death of Freak? Did you predict or think that this might happen?
5. Why do you think Freak made up the fantasy story that he was getting a new bionic body?

Analyze Analyze the key paragraph.

Key Paragraph, p. 159

"This one day just before school was supposed to start I was moping around the backyard and thinking again how pointless and stupid everything was and Grim comes over and says, **'You know what? Most of us go all the way through life and we never have a friend like Kevin. So maybe you should count yourself lucky'**" (p. 159).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Grim's words of wisdom came from years of experience and were genuinely spoken with love and compassion. The relationship between Max and Freak was truly special. Why do you think they became such close friends? What did Max learn from Freak about himself at the end of the story? Think about a friendship you have had, currently have, or of someone you know. What qualities do you think are required in order to become close friends with someone? **Respond in a 2 paragraph narrative essay.**