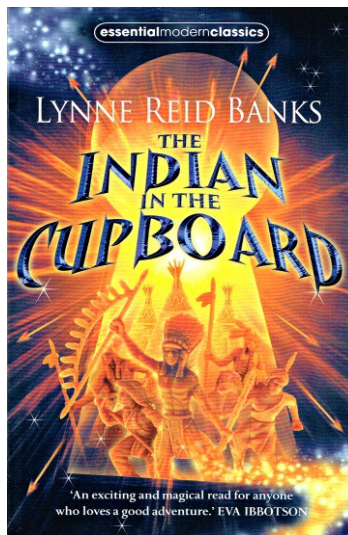


The Indian In The Cupboard



By

Lynne Reid Banks

A Novel Study
by Joel Michel Reed

The Indian In The Cupboard

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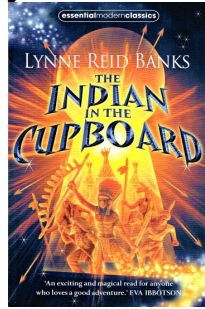


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About the author: Joel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two or three chapters of *The Indian In The Cupboard* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities in this unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

* This novel study is based on the Harper Collins edition of *The Indian In The Cupboard*, and refers to the character of *Little Bear* as *Little Bull*.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identify *foreshadowing*.
6. Identify *personification*
7. Use of singular / plural nouns
8. Listing compound words
9. Identifying parts of speech
10. Identifying syllables
11. Identify/create *similes*
12. Determining alphabetical order

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Relating personal experiences

Creative and Critical Thinking

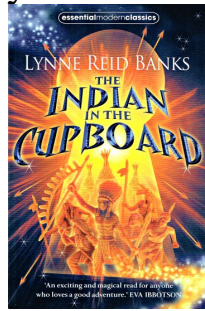
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write about personal feelings
6. Write a book review
7. Complete an Observation Sheet
8. Complete a KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
4. Design a cover for the novel
5. Create a comic strip

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Synopsis

At first, Omri is unimpressed with the plastic toy that he is given for his birthday. But when he puts it in his old cupboard and turns the key, something extraordinary happens. For Little Bull, the Iroquois Indian Brave, comes to life! (Harper Collins)

A complete synopsis and other helpful reviews can be found on the following website:
http://en.wikipedia.org/wiki/The_indian_in_the_cupboard

Author Biography

Lynne Reid Banks

Lynne Reid Banks (born 31 July 1929) is a British author of books for children and adults.

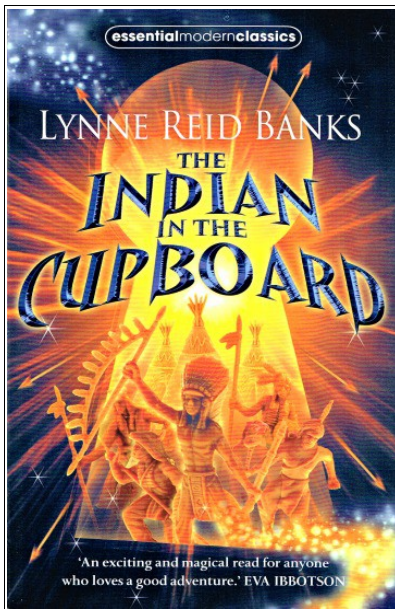
Banks was born in London, the only child of James and Muriel Reid Banks. She was evacuated to Saskatoon, Saskatchewan, Canada during World War II but returned after the war was over. She attended St Teresa's School in Surrey. Prior to becoming a writer, Banks was an actress, and also worked as a television journalist in Britain, one of the first women to do so.



In 1962 Banks emigrated to Israel, where she taught for eight years on an Israeli kibbutz Yas'ur. In 1965 she married Chaim Stephenson, a sculptor, with whom she had three sons; Adiel, Gillon and Omri Stephenson with whom she has recently collaborated on two picture books (see below). She now lives with her husband in Shepperton, near London, United Kingdom.

Although the family returned to England in 1971, the influence of her time in Israel can be seen in some of her books (including *One More River* and its sequel, *Broken Bridge* - and other books such as *An End to Running* and *Children at the Gate*) which are set partially or mainly on Kibbutzim. (Courtesy of Wikipedia)

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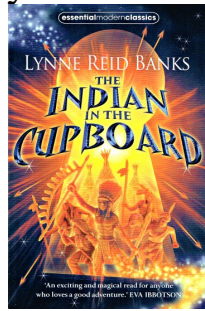


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Name: _____

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Chapters 1-2



Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. What do you think makes for an especially interesting **protagonist**?



Vocabulary:

Choose a word from the list to complete each sentence.

remembered	impatiently	stiff	excitement
cupboard	sarcastic	keyhole	problem

1. After school there was a family tea, and all the _____ of his presents from his parents and his two older brothers.
2. None of the others fitted, and at last he picked up the curly-topped key and carefully put it in the _____ on the cupboard door, just below the knob.
3. “Well? Can I? Say something!” Urged Omri _____.
4. She bent down and kissed him, paying no attention to the _____, and went out again, leaving the door wide open.

5. All this actually pushed the Indian right out of Omri's mind. But the minute he set eyes on Patrick, he _____.
6. Patrick just stared at him. "Are you being _____?"
7. The Indian lay there on the floor of the cupboard, _____ and stark.
8. Biscuits, jam, peanut butter, that kind of thing was no _____, but somehow Omri felt sure these were not Indian foods.

Questions



1. Describe the **setting** of the story as Chapter One begins.

2. Where did Omri get the plastic Indian, and the small cupboard?

3. How did Omri's mother get the key with the ribbon tied around it?

4. Why did Omri hesitate to tell his family about the plastic Indian coming to life?

5. What was the Indian's reaction to seeing Omri for the first time?



Language Activities

A. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's an example of alliteration: “. . . screaming, shrieking, shouting, screeching about something scary.”

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

A cat and dog fighting.	
A baby crying.	
A symphony orchestra.	

B. Find ten words in Chapters 1-2 that begin with the letter 'S' and have no less than six characters. Once you have completed your list, arrange them in alphabetical order on the right hand side.



Words	Alphabetical Order

