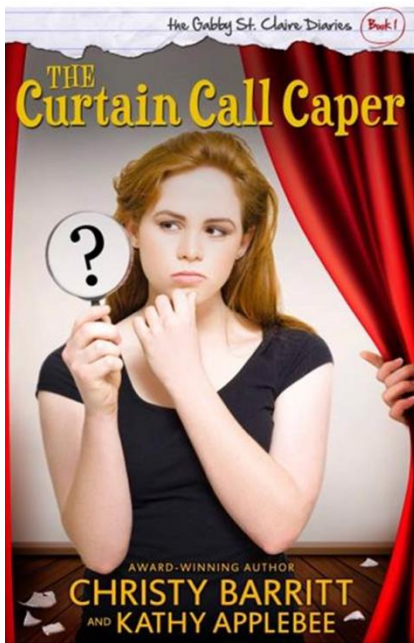


# Curtain Call Caper

## Teacher time saver package



As you read



Ebook version is currently (March 20, 2014) available on Amazon for \$0.99 (for a limited time)  
Paperbacks available in April.

[http://www.amazon.com/Curtain-Caper-Gabby-Claire-Diaries-ebook/dp/B00J40WBKE/ref=sr\\_1\\_26?ie=UTF8&qid=1395330493&sr=8-26&keywords=christy+barritt](http://www.amazon.com/Curtain-Caper-Gabby-Claire-Diaries-ebook/dp/B00J40WBKE/ref=sr_1_26?ie=UTF8&qid=1395330493&sr=8-26&keywords=christy+barritt)

## **Free online game and quizzes**

<http://www.quia.com/quiz/4726993.html> Curtain Call Caper comprehension quiz

<http://www.quia.com/rr/1000826.html> Millionaire style game covering Curtain Call Caper

<http://www.quia.com/quiz/4727152.html> Curtain Call Caper quiz 2 (more difficult)

<http://www.teacherspayteachers.com/Product/Script-Writing-Mysteries-Can-Be-Murder-23009> Writing Mysteries Can Be Murder script/activity.

# As you read



In groups of 3-4, you will take notes on characters, plot and setting. Divide up the duties and use the following graphic organizers to help you.

After reading chapter 5, pool your findings and write a three paragraph summary of plot, setting and main characters up to but not including chapter 6.

Oceanside Middle  
School

As you read, note details of individual rooms at school that will help you summarize what the whole school is like.

Auditorium

cafeteria

classroom

# PLOT



**Problem of the story**

**A story event**

**A story event**

**How the problem is solved**

**The ending**

## Chapter 1-4 – As you read, fill in the graphic organizers to describe the characters

	AGE	Physical description	Relationship to another character and a personality trait.
Gabby			
Becca			
Donabell			
Brandon		long legs, longer sandy colored hair fashionably styled, a lean build	
Your choice			

Authors use indirect characterization to develop the personality of the major characters in a novel. Choose a main character such as Gabby, Becca, Brandon or the Diva .

Find and cite a quote from the text (that provides indirect characterization. Describe how the quotation tells you about the character. Indirectly (show, not tell) You must have a minimum of 9 quotes with no more than three quotes per a category. Each quote must be explained.

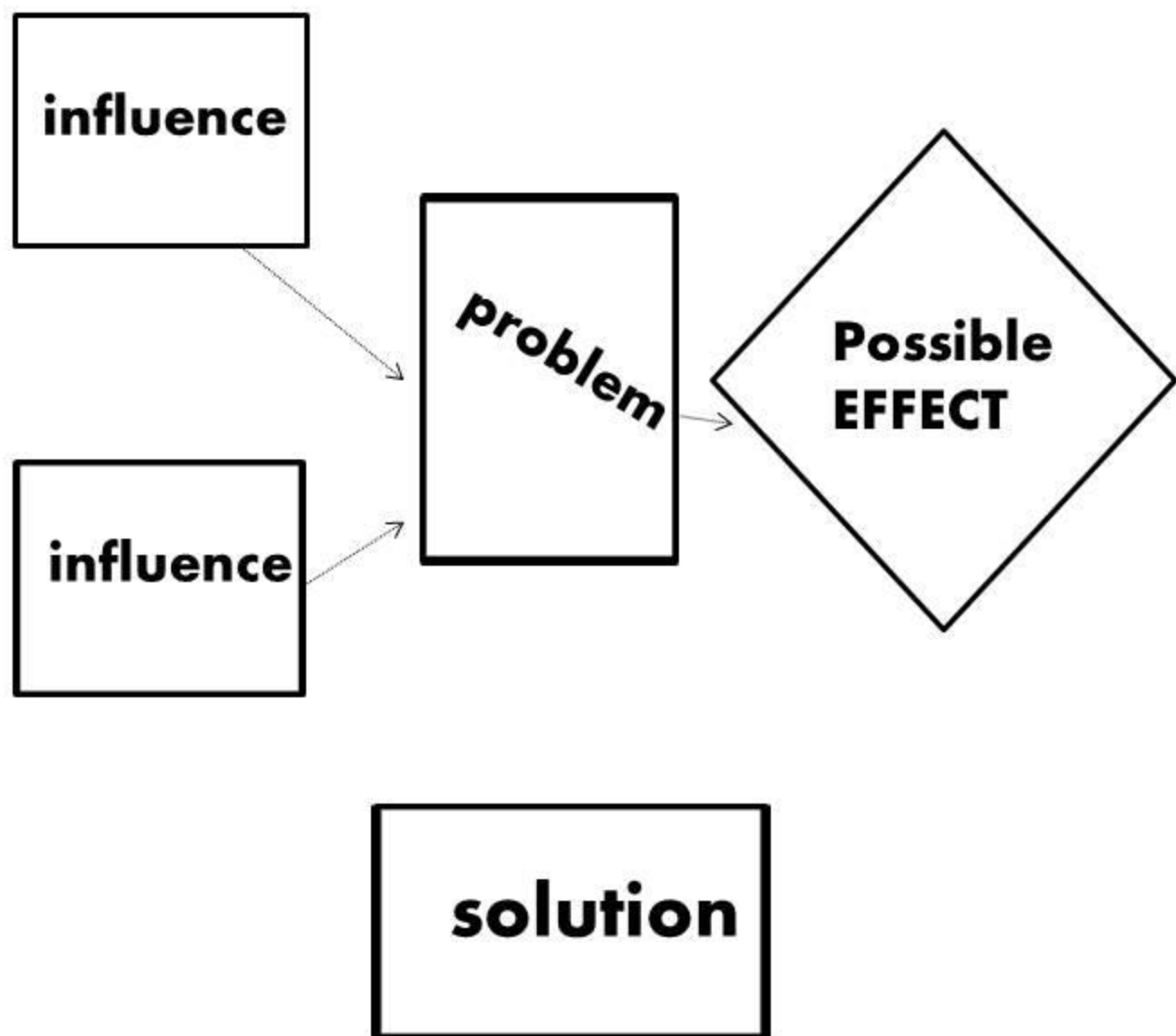
Indirect Characterization Technique	Quote	What character traits are being revealed?
Speech		
Appearance		
Actions		
Reactions of other		
Private thoughts* (only applies to Gabby)		



# Problem and solution



Use this graphic organizer to analyze a problem confronting the characters in chapter 5 or 6.





## Journaling chapters 5 -7



Gabby thinks Paulette, the Princess' has it made because she's rich, naturally platinum blonde, beautiful, and well dressed, even if she was also dimwitted and gullible . Would you rather be like the Princess (good and bad) OR smart (street and book) but poor and average looking? Why?

Why might Paulette be in a public school instead of private?

Would you have gone onstage with Brandon and done a dance you' didn't know? Why or why not?

Should Gabby come clean to Becca about Brandon?

If you had to partner with one kid in Gabby's science class, who would you choose and why?

Curtain Call Caper	Which guy?	
Matchmaker's name:	Who is the best guy for Gabby? On the left hand side list qualities that make a good boyfriend. Next put the name of three possible after Guy#1, Guy#2 and Guy#3. Search the text for juicy descriptions, telling actions or other information about each of the possible guys for Gabby. Predict who she'll pick, if any of them!	Ready for a challenge? Do this using qualities you want in a boyfriend. Next put the names of guys in <u>your</u> life after Guy#1, Guy#2 and Guy#3. Start collecting evidence – what they say, do and even what they <u>don't</u> say or do. Dig deeper than surface stuff like looks. What have you discovered?
		

Qualities Gabby (or anyone) wants in a boyfriend

Guy #1

Guy #2

Guy #3

Compare and contrast: Gabby and I would agree on these qualities ..... But we would disagree about .....

Of all the characteristics, my top three in order of importance, would be 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

# Sort/classification

What do you think of some of the characters?.



Friend material	Unsure/some of each	Not friend material

Of all the characters thus far, who are you most like?

Would you choose to go to OMS instead of the school you attend now? Why or why not?

Which lunch table would you sit at OMS? What lunch cliques are at your school?

## Similarities and differences

How are Gabby and Becca similar? different?

Gabby	Both	Becca




## Similarities and differences

### A few possible comparisons

How are Gabby and Becca similar? different?

Gabby	Both	Becca
Short	Female	Tall
Red hair	Crush on Brandon	Dark hair
Gets in trouble	Want to be in Oklahoma	Does the right thing
Eats what she can scrounge up	Seventh grade	Eats healthy foods



Curtain Call Caper	Suspect Details	
Detective? 	As you read <i>Curtain Call Caper</i> , list suspects, possible motives, opportunities and means by which they could be sabotaging the play,	Motive: Why would someone want to stop the play?  Opportunity: When and where could they have done it?  Means: How they did it? What did they use?  (Great sleuths know where they got their information so put page numbers so you can check back or collaborate with others.

Suspect	Motive	Opportunity	Means

After finishing chapter 13, predict who you think is sabotaging the play. As you read: confirm or eliminate your prediction.





## Correctly punctuate these sentences from chapters 13 & 14

It couldn't hurt to try Becca said So do you think  
Brans got a chance at the lead?

Hed smiled nodded and done it

When the boards fell several of the tekkies had  
been out of sight backstage.

Hannah reluctantly tucked it into her binder No  
thanks. Id rather fail the class than write  
anything giving credence to your evolution  
nonsense

You cant just quit Becca was adamant



To correctly  
punctuate this  
dialogue, you  
must know what  
adamant means



## ANSWERS

### Correctly punctuate these sentences from chapters 13 & 14

"You can't just quit!" Becca was adamant.

"It couldn't hurt to try," Becca said. "So, do you think Bran's got a chance at the lead?"

He'd smiled, nodded and done it.

When the boards fell, several of the tekkies had been out of sight backstage. It was assumed they'd been roughhousing and accidentally bumped them, causing my bruised fingertips.

Hannah reluctantly tucked it into her binder. "No thanks. I'd rather fail the class than write anything giving credence to your evolution nonsense."



# Cause & effect

Arrange the events in chapter 13 or 14 into a cause and effect chain of events.

When the boards fell, several of the tekkies had been out of sight backstage. It was assumed they'd been roughhousing and accidentally bumped them, causing my bruised fingertips.



## Vocabulary chapters 11-13

consolidated  
scope  
emphasized  
maintaining  
inability  
funding  
desired  
contingent  
adamant

### Word relays



Divide into teams. Choose one of the words in the vocabulary list. Each team send one person to the board. That person must make a new word using only letters found in the vocabulary word. Once they do, they pass the chalk or marker to the next person on their team who must do the same. Seated players may call out hints and answers to person writing.

Award one point for each original word made (first team to form the word gets the point) and one point for first team finished.

Play the next round with another word from list.

# Problem and solution

## Chapters 13-17



**Problem**



**Who  
What  
Where  
When  
Why  
How**

Analyze one of  
Gabby's  
problem

**solutions**



**Attempted solutions  
results**

**immediate**

1

1

2

2

Choose  
someone and  
their problem.  
Analyze it by  
filling out this  
graphic  
organizer.

**Final result**

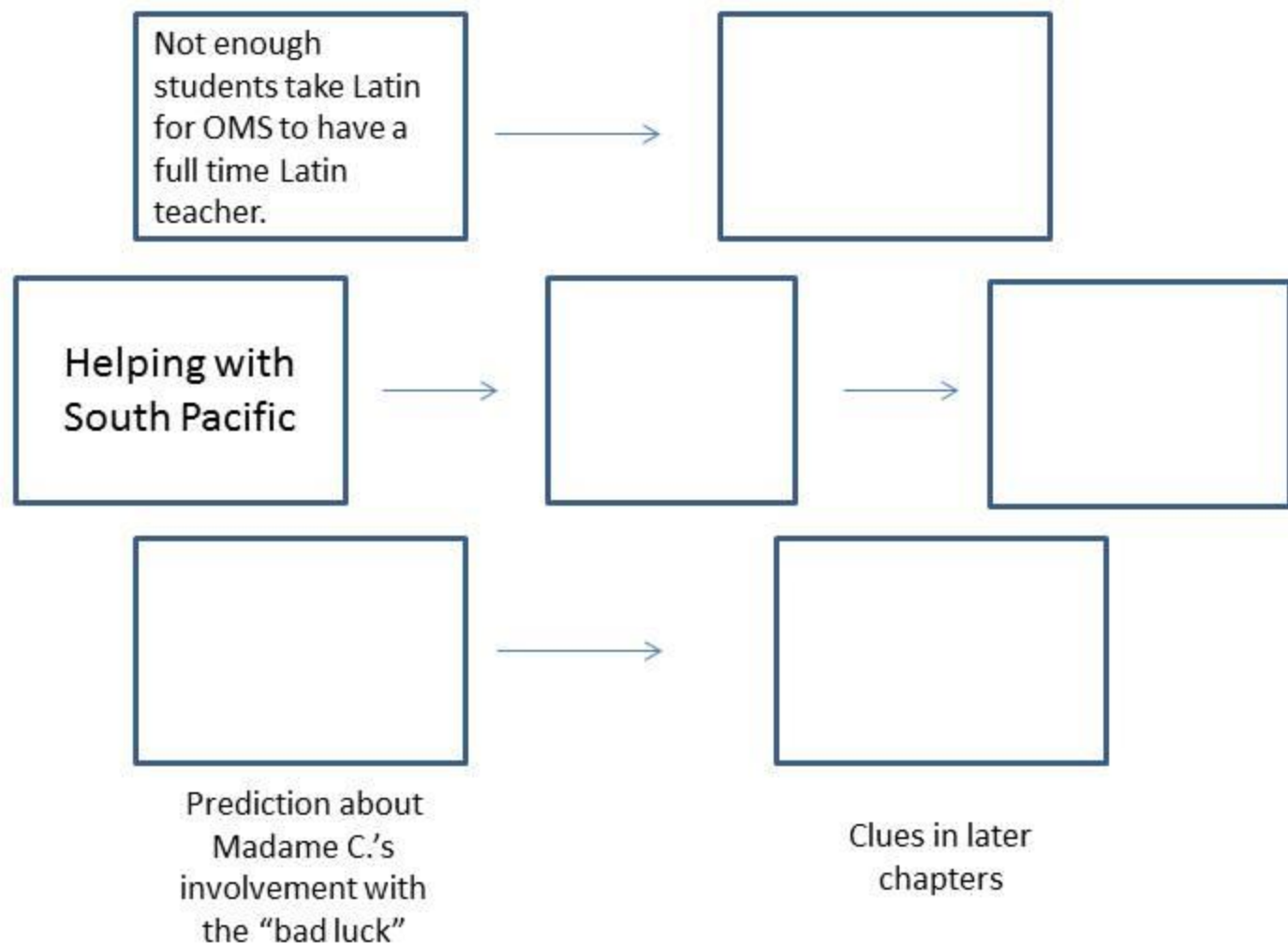




## CAUSE, EFFECT, INFERENCE, PREDICTION

Using the quotation from chapter 18, fill in the graphic organizer below.

“Fewer students are taking French and Madame C. thought doing a play with French in it might get more kids to take French, thereby ensuring she doesn’t have to split her time between two schools like the Latin teacher does.”





# Would you have/should Gabby?

Chapters 19-21

helped your mom clean a garage?

Taken the letters from the trash?

Hidden the \$80.00

Gone to talk to Mrs. Baker

WRITE or DRAW: Gabby is considering changing her room around. If you had \$80.00 to upgrade your room, what would you spend it on?

PREDICT: Who paid for the shirt? Who took the money?

DIAGRAM: Lunch tables at your school



## Vocabulary chapters 21- 23

### Who do you know that is .....

Chose three of the words below that could describe someone you know.. Write a sentence or two to explain why you chose that adjective (or adverb) for them.

#### EXAMPLES:

My baseball coach is mediocre, not too good, not too bad.

My friend Candy talks incessantly. I get one word in for every three minutes she talks.

insidious  
rivalled  
incessantly  
unidentifiable  
falsely  
exasperating  
theatrical



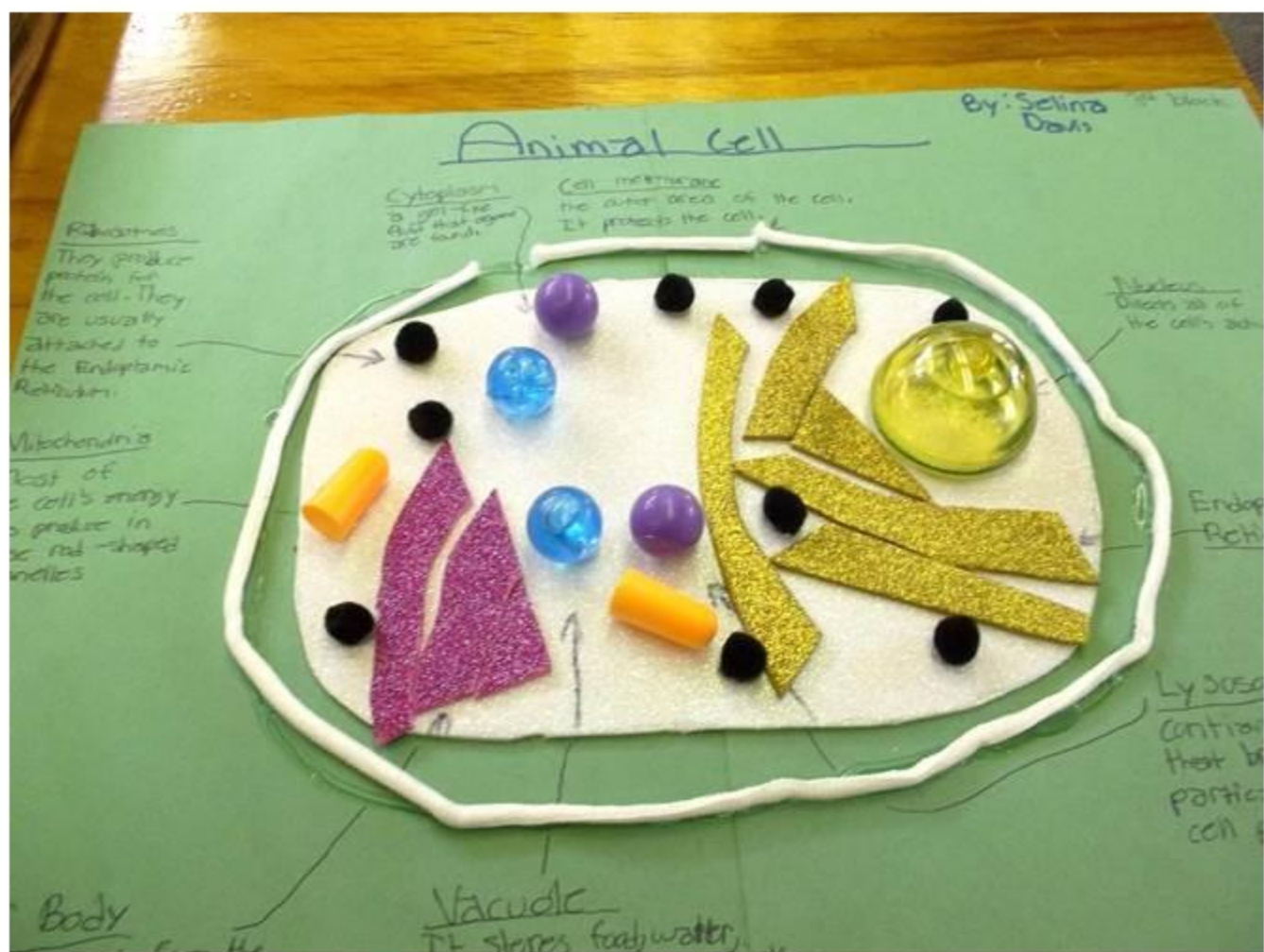
circumvent  
attributed  
crises  
mediocre  
harsher  
converse

Using two words, root words or related words from the above list, describe yourself.



In chapter 21 as most of Curtain Call Caper, scenes are told from Gabby's POV.

Describe the scene from either Becca's or Raff's POV. When you are finished, analyze them to discover if you find they are more alike or dissimilar.

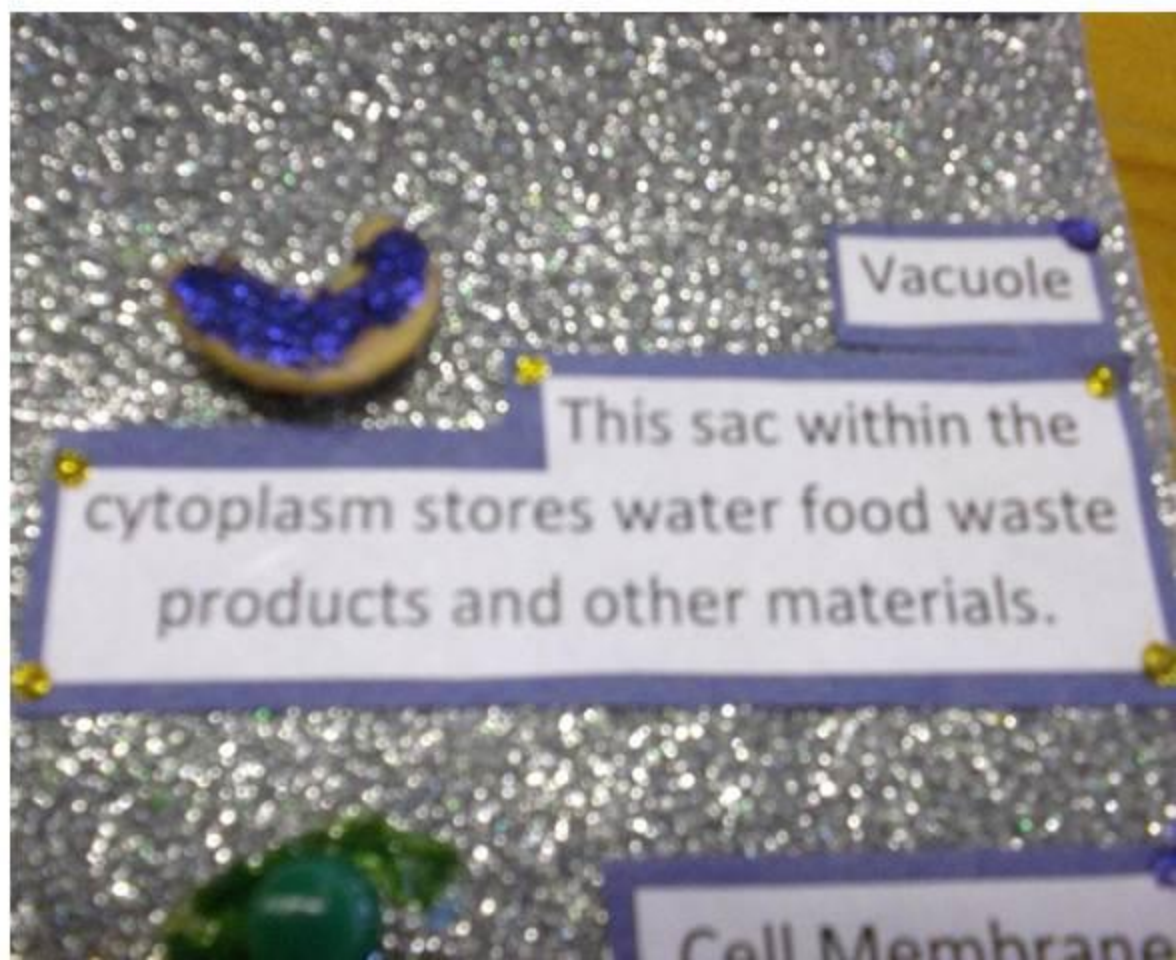




Knowing the characters as well as you do, who do you think turned in these cell models and why?







# Map it out



If you haven't started another map, use this to chart the novel thus far to the end.

Major Characters:  
Major Characters:

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.

Climax:

Falling Action

11.  
12.  
13.  
14.

Conflict:

Resolution:

Setting:

Author's Theme:

# Conflicts



Draw on what you already know to find examples of each type of conflict. Look for examples for any you leave blank as you finish reading.

**Man vs. man**

**Man vs. self**

**Man vs. society**

**Man vs. forces of nature**

## Chapters 30 to end



### Write

Does your school do something like Mix It Up Day? Does it work? What might work or work better?

For more information on National Mix It Up Day go to <http://www.tolerance.org/mix-it-up/what-is-mix>

### PREDICT:

What will happen at the play by the novels' resolution?

Choose two characters (besides Gabby) and predict what might happen to them by the ending.



CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

REVIEW: from chapter 5 – who was being described?

He had long legs, longer sandy colored hair fashionably styled, a lean build and the look of a rabbit wandering into a convention of foxes .... the black jeans and faded Def Leppard T or the kid wearing them ... Brandon had gorgeous green eyes and a cute face. He looked more than fit, muscled even, but not bulky like guys that pumped iron. And he smelled good, like he used aftershave or something.





## Similarities and differences

List 3 differences between being in a play and watching a play or movie.

Being in	Both	watching

In a couple of paragraphs, answer the following questions: if you had your choice would you be in a movie or play? On stage/in front of the camera or backstage/behind? Big part or small? Why?



CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre – two mysteries - on their approaches to similar themes and topics.




Other  
novel

Facts  
That Both  
Share

# Plot, setting & characters

Think back about what happened during Curtain Call Caper. What might go in each box of the graphic organizer? Problems usually lead to conflict. What problem(s) did Gabby have? How did she solve the problems?

Main Characters	Setting
Supporting Characters	Problem
Solution	





# Cause and Effect

Fill in the missing information

Cause		Effect