

Strategy: I ...	How?	Engaged/Active Readers Think ...
I predict ...	... using what I know and what I have read and experienced.	<ul style="list-style-type: none"> • I'm guessing this will be about ___. • What might happen next? • This title/heading/picture makes me think ___. • Because of __, I think __ will happen.
I connect ...	... what I read to other texts and to my knowledge and experiences.	<ul style="list-style-type: none"> • Does this remind me of anything? • Has this ever happened to me? • Have I ever felt this way? • What do I already know that will help me? • Is this information the same as or different from what I've read or experienced?
I confirm, monitor, and track ...	... and stop to think about my reading. I try different ways to help myself when I don't understand.	<ul style="list-style-type: none"> • Does this make sense? • Should I slow down or speed up? • Do I need to reread? • How do I say this word? What does it mean? • Will the context help me? • What clues help me fill in missing information? • What have I learned?
I ask questions and reflect ...	... on what the text says and what is "between the lines."	<ul style="list-style-type: none"> • Why is this happening? Why did this character ___? • Is this important? • What do I think the author is really saying? • This makes me wonder ___. • How does this information connect with what I have already read?
I visualize and imagine ...	... what is happening while I read.	<ul style="list-style-type: none"> • What can I imagine with my senses (see, hear, touch, smell, taste)? • What do the characters, the setting, and the events of the story look like in my mind?
I summarize, retell, and relate ...	... the most important ideas. I can restate them in my own words.	<ul style="list-style-type: none"> • This story is mainly about ... • The most important ideas were ... • How is the story organized? How is it sequenced? • How does the text's organization help me? • What evidence is presented in the text to support ideas? Is it convincing?

After you have read *Creepy Crawley*, discuss the questions below related to each chapter.

Understanding Chapter 1:

- *Creepy Crawley* uses a narrator to tell the story. Why do you think the author has done this? (Question and Reflect)
- After reading the first chapter, what do you think this text is going to be about? What makes you think so? (Predict)
- Why do you think Joseph acted as he did in the situation with the Touse brothers and Doug? Explore different possibilities and give reasons. (Question and Reflect)

Understanding Chapter 2:

- This chapter introduces us to the boys' parents. What were your first impressions of Mr. Touse? Mr. and Mrs. Crawley? What makes you think this way? (Reflect and Relate)
- When Mr. Crawley suggests that Joseph come over sometime, we read that "Mrs. Crawley's face showed fear and panic as soon as Mr. Crawley had made the invitation." What connections can you make between this and different things that happen later in the story? (Track and Connect)

Understanding Chapter 3:

- Describe how you picture the media room where the Crawleys tested out the video games. What details come from the author's words? What items have you added from your own imagination? Explain. (Visualize and Connect)
- Has your opinion of Doug or Mr. Crawley changed since the beginning of the text? What have they (or others) said or done that have affected your opinion? (Connect and Reflect)

Understanding Chapter 4:

- How have things changed at school for Joseph since the beginning of the text? Why do you think the other kids accepted Doug and stopped calling him "Creepy Crawley"? (Confirm, Connect, and Reflect)
- What new information does the author tell you about Mr. Crawley (Chuck)? How is this information important to the story? Explain. (Track and Summarize)

- Joseph says, “It felt as if the room had suddenly become as cold as the North Pole.” When you first read this, why did you think Mrs. Crawley reacted this way? Why do you think the author didn’t explain her reaction right from the start? (Question, Reflect, and Summarize)

Understanding Chapter 5:

- What new information did you learn about Mr. Crawley (Chuck) in this chapter? What do you think is happening to him? What can you “read between the lines” about the Crawley family’s reactions? (Predict, Summarize, and Question)
- Up to this point, the author has often described Mrs. Crawley’s face and actions, and only sometimes mentioned things she says. What do these parts of the story tell you? How do you “read” what this character is feeling when she doesn’t say it out loud? (Visualize and Connect)

Understanding Chapter 6:

- Do you agree with Doug’s statement, “Most people don’t understand mental illness”? Why or why not? (Reflect, Connect, and Relate)
- At Joseph’s house, he and Doug have a conversation about Chuck and his health. Why do you think the author included lots of questions and answers in their conversation? (Question and Reflect)

Understanding Chapter 7:

- Describe how you visualize Doug with his yellow shoes. Why do you think the author included this detail at the beginning and the end? Share reactions to Joseph’s comment, “I’m glad he wore his best yellow sneakers.” (Visualize and Question)
- Why do you think Doug decided to speak on behalf of his dad at the school board meeting? How is this different from the way Doug acted around people at the beginning of the story? What explanations can you think of for the change? (Question and Connect)
- Do you think it was important for Doug to share the information about his father’s mental illness at the meeting? Why or why not? What can you tell from the story about how people at the meeting felt when they heard it? (Reflect, Connect, and Imagine)

Name: _____

1. Recall the scene in the school bathroom where the teacher walks in to find Joseph, Doug, and the Touse brothers. How would you feel if you were

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|--------------------------|-------------------------------|
| a) Doug | b) Joseph |
| c) one of the Touse boys | d) the teacher who found them |

2. Recall the scene where Joseph is playing video games at Doug's house. He happens to mention that the school board is trying to get rid of the teacher-librarians, and Mr. Crawley (Chuck) walks out. How would you feel if you were

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|-----------|------------------------|
| a) Joseph | b) Mrs. Crawley |
| c) Doug | d) Mr. Crawley (Chuck) |

3. Recall the scene where the Crawleys invite Joseph and his parents over for dinner, and Chuck starts shaking and ends up leaving the room. How would you feel if you were

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|------------------------|-----------|
| a) Mr. Crawley (Chuck) | b) Doug |
| c) Mrs. Crawley | d) Joseph |

4. Recall the scene where Joseph and his mom were out walking when they saw the ambulance taking Mr. Crawley to the hospital. How would you feel if you were

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|--------------------------|-----------------|
| a) Joseph | b) Joseph's mom |
| c) Kathy (Doug's sister) | d) Doug |

5. Recall the scene where Doug gets up to speak on his father's behalf. How would you feel if you were

- | | |
|---------------------|-----------------|
| a) Doug | b) Mrs. Crawley |
| c) Joseph's parents | d) Joseph |

Dear Parents/Caregivers,

As part of our language and health curriculum, students are learning about the importance of developing a healthy mind and body. Recently, we have been working with a text entitled *Creepy Crawley* by Canadian author Steve Pitt.

There are many important themes in this text, one of which is the *stigma* that surrounds mental health issues. As teachers, parents, and caregivers, we can work together to help reduce this stigma and encourage our children to talk about mental health the same way they would about physical health.

Here are a few discussion starters that you may wish to use to open the lines of communication and reduce the stigma surrounding mental health.

- Ask what your child learned about mental health from reading *Creepy Crawley*.
- Ask your child to explain what the character of Doug Crawley told the audience about mental health at the school meeting.
- Ask your child what he or she would suggest if a friend felt sad, worried, angry, or frustrated. Encourage them to include ideas such as
 - **Tell** someone.
 - Use “feeling” words to express what is happening.
 - Use ways to relax, such as deep breathing, “going to your happy place,” singing a song, dancing, playing a game, etc.

These are just a few strategies that can help individuals to recognize, manage, and express feelings related to everyday mental health challenges.

Stigma concerning this issue has been around for decades. If we can help children (and adults) to realize that mental health is equally as important as their physical health, we have the potential to play a role in making it easy to talk about mental health.

Thanks for your help!

Sincerely,