

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 1



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Where is the Salinas River? Where is Soledad?

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

Introduce 5 important, useful words from today's reading.

morosely	timidly	droned	imperiously	brusquely
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- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. 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.

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

- ☐ Shared Reading RRP: Read, React, Predict every 2-3 pages
☐ Tape ☐ Partner ☐ Choral ☐ Silent ☐ Round Robin Reading

pp. 1-9

Setting	Characters	Pages
the path	two men	2-3
by the Salinas River	Lennie and George	3-9

RESPOND

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

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix *the facts*: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- Two men appear walking down the path and we learn that their names are Lennie and George.
- Lennie and George stop by the pool to get a drink of water.
- George reminds Lennie that they are going to a ranch to find a job.
- George takes the dead mouse from Lennie.
- Lennie goes back and gets the dead mouse.

6. 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

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

This activity will help the students gain a better understanding of the setting of the novel and help them gain a better sense of the events that take place in the novel.

Introduction: Students will work individually. Using the detailed description of the settings and characters in the novel, students will create illustrations of all of the major characters and settings.

Materials:

- construction paper
- pencils, pens, markers
- the text

Activity:

- explain the activity
- pass out materials

After completing today's reading, students will begin their illustrations of the setting and characters in the novel. Students should begin with a description of the riverbank and can begin to collect information for their illustrations of Lennie and George.

Other possible activities for a ☐class ☐group or ☐individual

☐Bookmark ☐Open Mind Portrait ☐g6 Graphic Organizer

☐g7 Main Idea Graphic Organizer ☐c1-12 Cubing ☐Postcard ☐Prop ☐Poster ☐Ad ☐Map ☐Retelling ☐Reader's Theatre ☐Cartoon ☐Rap

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Steinbeck spend so much time describing the setting? What effect does this have on the reader?
2. The narrator says that the men are opposites in appearance. In what other ways do George and Lennie seem to be different than one another?
3. Why does Lennie get described as animal-like with paws? How does this description affect our perception of Lennie?
4. What do you think Lennie did in Weed? Why would he be chased out?
5. Why does George talk to Lennie like he's a child? Is there something wrong with Lennie?

Remember to ask ☐literal ☐structural ☐idea ☐craft ☐author ☐literature ☐life ☐evaluate and ☐inference questions every day.

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 2

"They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, with side sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely."

EXTEND

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

Look at the first few pages of the novel. Reread the descriptions of the setting and create a paragraph of your own describing a particular setting. Try to include as many details as possible in order to paint a picture of the scene that you are describing. Include sounds, smells, colors, people, animals, and any other details you can remember.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 2



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

During what time period does this story take place?

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

elaborate	anguished	craftily	rhythmically	yammered
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 10-16

Setting	Characters	Pages
By the Salinas River	Lennie, George	10-16

RESPOND

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

Students might mention:

- The men build a fire and make dinner by the river.
- George tells Lennie he wants him to stay with him.
- George tells Lennie the story about the rabbits and their future.
- George tells Lennie to run back to the brush and hide if anything bad happens.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

After completing today's reading, students should continue to work on their illustrations of the riverbank. On the back of their illustration, students should include the quotes from the novel that they used as a basis for their illustrations. Students should also begin to work on their illustration for Lennie and George. For the illustrations of the characters, students should also include the quotes that helped them in their illustrations.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. George says on page 11 that if he were alone, life would be easier for him. If this is true, then why does George stay with Lennie?
2. Why does George say that he and Lennie have to keep moving?
3. Why does George say that their lives aren't like the lives of other workers? Do you think George really believes this?
4. Why doesn't George want Lennie to say anything when they meet the boss?
5. Predict what will happen to Lennie and George. Will they get the ranch of their dreams? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 14

"George went on. 'With us it ain't like that. We got a future. We got somebody to talk to that gives a damn about us. We don't have to sit in no bar room blowin' in our jack jus' because we got no place else to go. If them other guys gets in jail they can rot for all anybody gives a damn. But not us.'

Lennie broke in. *'But not us! An' why? Because...because I got you to look after me, and you got me to look after you, and that's why.'* He laughed delightedly. 'Go on now, George!'"

EXTEND

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

Lennie and George seem to have dreams for their future. What are your dreams for your future? Write a paragraph about your future goals. What are the things that you will need to do to achieve those goals? What are some of the obstacles that might keep you from reaching your goal and how do you plan to overcome those obstacles?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 3



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What do you think is wrong with Lennie?

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

indicating	bristly	relish	scowled	deliberately
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 17-22

Setting	Characters	Pages
the bunk house	Lennie, George, the old man, the boss	17-22

RESPOND

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

Students might mention:

- George and Lennie arrive at the ranch for work and are given bunks.
- The old man tells George and Lennie about the ranch and the boss.
- Lennie and George explain to the boss why they were late.
- The boss becomes suspicious of Lennie and George because George does all of the talking for Lennie.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

After completing today's reading, the students should finish their illustrations of Lennie and George. Because Lennie and George have entered a new setting, students should begin to work on an illustration of the bunk house at the ranch where the men are now working.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Lennie always follow George?
2. How do you think the boss will treat Lennie and George? Why?
3. Why does the boss think George is using Lennie? Do you agree with the boss that George is taking advantage of Lennie? Why or why not?
4. Do you think Lennie is really George's cousin? Do you think they are related at all?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 22

"The boss deliberately put the little book in his pocket. He hooked his thumbs in his belt and squinted one eye nearly closed. 'Say—what you sellin'?"

'Huh?"

'I said what stake you got in this guy? You takin' his pay away from him?"

'No, 'course I ain't. Why ya think I'm sellin' him out?"

'Well, I never seen one guy take so much trouble for another guy. I just like to know what your interest is.' "

EXTEND

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

Write a paragraph explaining the relationship between Lennie and George. Do you think Lennie would be able to survive without George? How does George try to protect Lennie? Is this relationship one-sided or does George benefit from having Lennie around? Does George learn anything or gain anything from having Lennie with him?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Of Mice and Men, Day 4



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Why would it be different for Lennie and George to own their own land, rather than just working for someone else?

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

abruptly	mollified	pugnacious	gingerly	derogatory
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 23-29

Setting	Characters	Pages
the bunk house	Lennie, George, the old man, Curley	23-29

RESPOND

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

Students might mention:

- George scolds Lennie for talking to the boss.
- Curley comes into the bunk and they learn that he is the boss's son.
- Lennie and George talk to the old man about Curley.
- The men talk about Curley's wife.
- George warns Lennie about Curley.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

After completing today's reading, students should complete their illustration of the bunk house, using the information provided in the text. Like with the other illustrations, students should include the quotes from the text on the back of their illustrations.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Curley so mean to George and Lennie? Why does he insist on hearing Lennie talk?
2. Why does the old man say that Curley is so hostile towards Lennie? Is this a satisfactory explanation?
3. Why does the old man feel more comfortable after George says something derogatory?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 25

"'I'll try to catch him,' said Curley. His eyes passed over the new men and he stopped. He glanced coldly at George and then at Lennie. His arms gradually bent at the elbows and his hands closed into fists. He stiffened and went into a slight crouch. His glance was at once calculating and pugnacious. Lennie squirmed under the look and shifted his feet nervously. Curley stepped gingerly close to him. 'You the new guys the old man was waitin' for?' "

EXTEND

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

Write a paragraph about explaining Curley and how he treats the other men. Is Curley of a higher rank than the other man working there? If so, what gives him this higher rank? Does Curley seem to have more power than the other men? How does he exert this power? Why does his wife become so important to the men? Does she threaten how Curley is viewed by the other men? If so, how?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 5



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Where is the American River?

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

bridled	profound	complacently	dousing	intently
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 30-37

Setting	Characters	Pages
the bunk house	Lennie, George, Curley's wife, Slim, Carlson	30-37
outside	George and Lennie	37

RESPOND

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

Students might mention:

- George continues to warn Lennie about Curley.
- Curley's wife comes to the bunk house.
- Other men come into the bunk house and meet George and Lennie.
- The men all go out for dinner.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

After the students complete today's reading, they should finish their illustrations of the riverbank, the bunkhouse, Lennie, and George. Students might also consider creating illustrations for Curley, his wife, or any of the other men that Lennie and George interact with. These illustrations should also be based on textual evidence.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Lennie so attracted to Curley's wife? Why is George so worried about this?
2. Why does Lennie tell George he wants to leave? Do you think George should listen to Lennie?
3. Why do George and Lennie have such an instant dislike for Curley?
4. Do you think George and Lennie will have better luck here than they have had at other places? What could ruin their success?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 32-33

"Lennie cried out suddenly—'I don't like this place, George. This ain't no good place. I wanna get outa here.'

'We gotta keep it till we get a stake. We can't help it, Lennie. We'll get out jus' as soon as we can. I don't like it no better than you do.' He went back to the table and set out a new solitaire hand. 'No, I don't like it,' he said. 'For two bits I'd shove out of here. If we can get jus' a few dollars in the poke we'll shove off and go up the American River and pan gold. We can make maybe a couple of dollars a day there, and we might hit a pocket.' "

EXTEND

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

Lennie's instincts seem to be telling him that they should leave the ranch, but George doesn't listen. Write a paragraph about a time that you did or did not listen to your instincts. What happened? Should you have listened to your instincts if you did not? Did listening to your instincts keep you out of trouble? Do you trust your instincts? Why or why not?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 6



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What kind of work do George and Lennie do? Are they poor or rich?

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

derision	receptive	nuisance	concealing	pleadingly
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 38-44

Setting	Characters	Pages
the bunk house	Slim, George, Lennie, Old Candy, Carlson	38-44

RESPOND

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

Students might mention:

- Slim and George talk about Lennie.
- George tells Slim about what happened with Lennie in Weed.
- Slim lets George keep one of his puppies.
- Lennie comes into the bunk house and tries to bring in his puppy.
- The men return to the bunk house.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

This activity will help the students understand the characters and the main ideas of the novel.

Introduction: The students will work individually to create an advertisement for a future dream property for Lennie, George, and the other men who find their dream of appealing. They will use evidence from the text in order to create an advertisement for the dream land, farm, and life. The students should use the descriptions of the dream provided by the text combined with their imaginations to create a new property that would be desirable to the boys.

Materials:

- stiff paper 9x12 to 11x17
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Activity:

- Students will work individually
- Introduce the activity
- Pass out the materials

After completing today's reading, students will begin creating an advertisement for a future dream property for Lennie and George. Students should begin by making a list of details that the property should have. The students should use evidence from the text in their advertisements.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Slim think it is so strange for Lennie and George to be traveling together?
2. Do you think George should trust Slim to keep his secret? Why or why not?
3. What happened to George and Lennie in Weed? Did Lennie mean to do anything to cause harm?
4. Are there any benefits that come from Lennie's being childlike? Are there any negatives?
5. Do you think George will always be able to protect Lennie?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 39

“ ‘Oh, I dunno. Hardly none of the guys ever travel together. I hardly never seen two guys travel together. You know how the hands are, they just come in and get their bunk and work a month, and then they quit and go out alone. Never seem to give a damn about nobody. It jus’ seems kinds funny a cuckoo like him and a smart little guy like you travelin’ together.’

‘He ain’t no cuckoo,’ said George. ‘He’s dumb as hell, but he ain’t crazy. An’ I ain’t so bright neither, or I wouldn’t be buckin’ barley for my fifty and found. If I was bright, if I was even a little bit smart, I’d have my own little place, an’ I’d be bringin’ in my own crops, ‘stead of doin’ all the work and not getting what comes up outa the ground.’ George fell silent. He wanted to talk. Slim neither encouraged nor discouraged him. He just sat back, quiet and receptive.”

EXTEND

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

It seems that George doesn’t mind sharing his personal dreams for the future with Slim, even though he has practically just met Slim. Write a paragraph explaining why George would be so willing to share this information with someone who is almost a stranger. Do you think George is just happy to talk to someone who is not Lennie? How might talking to Slim be different from talking to Lennie? How does Slim convince George that he is worthy of his trust?

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 7



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Who is the author of this novel? When was this novel published?

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

quiver	subdued	casually	rheumatism	squirmed
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 45-51

Setting	Characters	Pages
the bunk house	George, Lennie, Old Candy, Carlson, Slim, Whit	45-51

RESPOND

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

Students might mention:

- Slim tries to convince Candy to put his old dog out of its misery.
- Carlson shoots Candy's dog.
- Lennie goes to the barn to sleep with the puppies.
- The men talk about Curley's wife.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

After completing today's reading, students will continue to create an advertisement for a future dream property desirable to Lennie and George. Students should continue making a list of details that the property should have as outlined in the text. The students should use evidence from the text in their advertisements. Students should also begin to plan how they will illustrate their advertisement.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do the men say that Old Candy should shoot his dog? Do you agree with them?
2. Why does Candy let Carlson shoot his dog? Does Candy want Carlson to shoot the dog? Why doesn't Candy stop Carlson?
3. Why is George worried about Curley's wife? What trouble could she cause?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 47-48

" 'I don't see no reason for it,' said Carlson. He went to his bunk, pulled his bag from underneath it and took out a Luger pistol. 'Let's get it over with,' he said. 'We can't sleep with him stinkin' around in here.' He put the pistol in his hip pocket.

Candy looked a long time at Slim to try to find some reversal. And Slim gave him none. At last Candy said softly and hopelessly, 'Awright—take im.' He did not look down at the dog at all. He lay back on his bunk and crossed his arms behind his head and stared at the ceiling."

EXTEND

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

Look at the scene where Old Candy lets Carlson shoot the dog and write a paragraph about why Old Candy lets Carlson do it. Do you think Candy wants Carlson to shoot his dog? If not, then why does he let Carlson? Why don't the other men stand up against Carlson and stand up for Candy and his dog? What does this say about the relationships among the men? Does Old Candy's age mean that he is taken less seriously by the other men?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 8



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What it is like for George and Lennie to be workers as opposed to being landowners?

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

sarcastically	admiringly	stake	subsided	entranced
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 52-58

Setting	Characters	Pages
the bunk house	George, Whit, Lennie, Carlson, Curley	52-58

RESPOND

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

Students might mention:

- The men invite George to Susy's.
- Curley comes into the bunk house looking for his wife.
- The other men go to see if anything happens between Curley and Slim.
- Lennie and George talk after the other men leave.
- George tells Lennie the story about their stake again.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

After completing today's reading, students will begin to write their advertisement. Students should write an ad that will appeal to Lennie and George. The students should include details and quotes from the text in their advertisements to create an advertisement for Lennie and George's dream property.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why doesn't Carlson look at Candy when he comes back?
2. What is the relationship between Curley and his wife like?
3. Why does Lennie ask George to tell the story about their future if Lennie already knows it by heart?
4. What does Lennie mean when he says they will live off "the fatta the lan" on page 57?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 57

"Lennie watched him with wide eyes, and old Candy watched him too. Lennie said softly, 'We could live offa the fatta the lan'."

'Sure,' said George. 'All kin's a vegetables in the garden, and if we want a little whisky we can sell a few eggs or something, or some milk. We'd just live there. We'd belong there. There wouldn't be no more runnin' round the country and gettin' fed by a Jap cook. No, sir, we'd have our own place where we belonged and not sleep in no bunk house.'"

EXTEND

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

Reread the section where George is telling Lennie about their stake. Write a paragraph about this description and its effect on George and Lennie. What is so appealing to George and Lennie about their vision of their future land and life? How is this imagined life different from the life they are leading now? How does repeating this story bring comfort to George and Lennie?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 9



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Why haven't Lennie and George been able to establish a permanent home?

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

reprehensible	suspiciously	reverently	bemused	solemnly
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 59-65

Setting	Characters	Pages
the bunk house	Lennie, George, Carlson, White, Slim, Curley	59-65

RESPOND

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

Students might mention:

- Candy offers to go in with Lennie and George to buy the land.
- The three men talk about their plan to buy the land.
- The men return from the barn.
- Curley becomes angry with the men and turns his anger towards Lennie.
- Curley attacks Lennie and George tells Lennie to fight back. Lennie crushes Curley's hand.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

After completing today's reading, students will continue to write their descriptions for their advertisements. Students should then also include illustrations in their advertisements that correspond to the details that they have included in their written descriptions.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Lennie and George's dream of the stake so appealing to others?
2. Do you think George and Lennie should accept Candy's offer?
3. Why is George so amazed that their plan could really come true?
4. Why is Candy afraid of not being able to work?
5. Why does Candy say he should have shot his own dog? Do you agree with him?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 60

"He said miserably, 'You seen what they done to my dog tonight? They says he wasn't no good to himself nor nobody else. When they can me here I wisht somebody'd shoot me. But they won't do nothing like that. I won't have no place to go, an' I can't get no more jobs. I'll have thirty dollars more comin', time you guys is ready to quit.' "

EXTEND

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

Write a paragraph about the fight between Curley and Lennie. What happens to Lennie once George tells him to fight back? Do you think it is dangerous that Lennie cannot seem to control his anger once it is released? Have you ever had an experience like this where you feel like you are out of control? Explain this experience. Do you think Lennie meant to crush Curley's hand? Should Lennie be punished for something he does when he is controlled by his anger?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 10



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What were race relations like in California during the time of this novel?

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

mauled	aloof	fawning	disarming	apprehension
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 66-72

Setting	Characters	Pages
the harness room	Crooks, Lennie	66-72

RESPOND

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

Students might mention:

- Lennie seeks Crook's light and goes to talk to him.
- Crooks talks to Lennie.
- Lennie tells Crooks about the rabbits.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

After completing today's reading, students should finish their advertisements for their future dream properties. After they have completed their advertisements students should then present their advertisements to the rest of the class or in smaller groups assigned by the teacher.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Crooks have more possessions than the other men? Why do the other men have only what they can carry?
2. Why does Crooks sleep in the harness room? What does this say about the relationships between different races in this novel?
3. Why does Crooks think George likes having Lennie around? Do you think he's right?
4. Why does Crooks like torturing Lennie with the idea that George won't come back?
5. What would Lennie do if he were separated from George?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 70-71

"Crooks laughed again. 'A guy can talk to you an' be sure you won't go blabbin'. Couple of weeks an' them pups'll be all right. George knows what he's about. Jus' talks, an' you don't understand nothing.' He leaned forward excitedly. 'This is just a nigger talkin', see? You couldn't remember it anyways. I seen it over an' over—a guy talkin' to another guy and it don't make no difference if he don't hear or understand. The thing is, they're talkin', or they're settin' still not talkin'. It don't make no difference, no difference.' His excitement had increased until he pounded his knee with his hand. 'George can tell you screwy things, and it don't matter. It's just the talking. It's just bein' with another guy. That's all.' He paused."

EXTEND

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

When talking to Lennie, Crooks says that it's good just to have someone to talk to whom you can trust not to "go blabbin'." Write a paragraph about someone in your life whom you trust. What are the kinds of things that you might tell that person? What makes them trustworthy? Do you think it is important to have someone in your life that you can trust? Why or why not?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 11



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Could black men own their own land during this time in California?

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

scornful	sullenness	conceal	brutally	indignation
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 72-79

Setting	Characters	Pages
the harness room	Crooks, Lennie, Candy, Curley's wife	72-79

RESPOND

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

Students might mention:

- Crooks and Lennie talk about George and Lennie's stake.
- Candy comes to the harness room looking for Lennie.
- Crooks says he will contribute money for the land.
- Curley's wife comes looking for Curley and she starts talking with the men.
- Candy tells Curley's wife about their plans for the land.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Students should use Cubing Diagram 5c12, Cubing the Structure of the Text. This activity will help the students to understand how the text is structure and will help them when they write their own short stories.

Materials:

- Cubing Diagram 5c12
- pens, pencils
- scissors, glue

After completing today's reading, students should fill out the boxes with the appropriate information from the text including the title, themes, main characters, etc. Students should then cut out the cube along the dotted lines. They should then fold down the flaps and glue the flaps to form the cube.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why would Crooks want to go in on the land? What could he gain from joining the other men in buying the land and building their farm?
2. Why does Crooks initially doubt that George and Lennie will succeed in their plan? What makes him change his mind?
3. Do you think it is a good idea for George and Lennie to have so many other people involved in their dreams for the future? What could go wrong?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 74

“ ‘You’re nuts.’ Crooks was scornful. ‘I seen hunderds of men come by on the road an’ on the ranches with their bindles on their back an’ that same damn thing in their heads. Hunderds of them. They come, an’ they quit an’ go on; an’ every damn one of ‘em’s got a little piece of land in his head. An’ never a God damn one of ‘em ever gets it. Just like heaven. Ever’body wants a little piece of lan’. I read plenty of books out here. Nobody ever gets to heaven, and nobody gets no land. It’s just in their head. They’re all the time talkin’ about it, but it’s jus’ in their head.’ ”

EXTEND

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

This novel, aside from the few appearances from Curley's wife, is largely about the relationships between men. When Lennie and George arrive, many of the men are surprised that they have been traveling together. Write a paragraph about the relationships between the men in this novel. Do the men seem to be interested in forming strong relationships with one another? Why or why not? Are George and Lennie an exception to this rule? Do you think that men should be able to form close relationships? Does this book seem to support your view?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Of Mice and Men, Day 12



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What class are men like George and Lennie? What about Curley and his wife? Are they of a higher class?

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

arouse	appraisal	subsided	crestfallen	tenement
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 80-86

Setting	Characters	Pages
the harness room	Candy, Lennie, Curley's wife, Crooks	80-83
the barn	Lennie, Curley's wife	84-86

RESPOND

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

Students might mention:

- Curley's wife threatens Crooks.
- George returns and the men go back to the bunk house.
- Lennie accidentally kills his puppy.
- Curley's wife comes to talk to Lennie.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

This activity will help the students to better understand the characters and how they relate to one another. In this activity the students will create a Venn Diagram to compare the characters of Lennie and George.

Materials:

- Venn Diagram chart
- pens, pencils

After completing today's reading, students should complete a Venn Diagram chart comparing Lennie and George. One circle should be labeled "Lennie" and the other should be labeled "George." Where the circles overlap, write the way that the two men are alike, and where the circles are separate, write how the two men are different. This chart will help the students to better understand the characters and their relationship.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Curley's wife make Crooks so mad? How does Curley's wife respond to this? How does she get power over Crooks?
2. Why wouldn't anyone believe Candy or Lennie about Curley's wife framing Crooks? Why wouldn't they be taken seriously? Why does Crooks back out from helping with George and Lennie's ranch?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 80

"Crooks stood up from his bunk and faced her. 'I had enough,' he said coldly. 'You got no rights messing around in here at all. Now you jus' get out, an' get out quick. If you don't, I'm gonna ast the boss not to ever let you come in the barn no more.'

She turned on him in scorn. 'Listen, Nigger,' she said. 'You know what I can do to you if you open your trap?'

Crooks stared hopelessly at her, and then he sat down on his bunk and drew into himself.

She closed on him. 'You know what I could do?'

Crooks seemed to grow smaller, and he pressed himself against the wall. 'Yes, ma'am.' "

EXTEND

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

Look back at the passages with Curley's wife. How is Curley's wife depicted? Write a paragraph about Steinbeck's description of Curley's wife. Do you think Steinbeck means to represent all women in the character of Curley's wife? Why or why not? How does Curley's wife disrupt the relationships among the men? Why do you think we never learn her name? What does she represent?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 13



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the significance of the title of this novel?

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

consoled	soothingly	confided	earnestly	contorted
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 87-93

Setting	Characters	Pages
the barn	Lennie, Curley's wife	87-93

RESPOND

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

Students might mention:

- Curley's wife wants to talk to Lennie.
- Curley's wife tells Lennie about the life she could have had.
- Curley's wife lets Lennie touch her hair.
- Lennie panics and won't let go of Curley's wife's hair.
- He breaks her neck.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

In this activity, the students will create a Character Interaction Chart for Lennie, Curley, and Curley's wife. This chart will help the students to understand the interactions and dynamics between the characters in the novel.

Materials:

- Character Interaction Chart
- pens, pencils

After completing today's reading, students should fill in the names of Lennie, Curley, and Curley's wife in the character boxes. Students should then fill in the boxes that describe the interactions between those characters. Continue filling in the boxes until the chart is complete.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Is the life of Curley's wife better than the lives of the workers? Why or why not?
2. Why do you think Curley's wife feels safe telling secrets to Lennie?
3. What could be dangerous for Lennie about being alone with Curley's wife?
4. Why does Lennie get so angry when Curley's wife starts to scream?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 91

"She struggled violently under his hands. Her feet battered on the hay and she writhed to be free; and from under Lennie's hand came a muffled screaming. Lennie began to cry with fright. 'Oh! Please don't do none of that,' he begged. 'George gonna say I done a bad thing. He ain't gonna let me tend no rabbits.' He moved his hand a little and a hoarse cry came out. Then Lennie grew angry. 'Now don't,' he said. 'I don't want you to yell. You gonna get me in trouble jus' like George says you will. Now don't you do that.' And she continued to struggle, and her eyes were wild with terror. He shook her then, and he was angry with her. 'Don't you go yellin',' he said, and he shook her; and her body flopped like a fish. And then she was still, for Lennie had broken her neck."

EXTEND

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

Write a paragraph about Lennie. Do you think Lennie deserves to be punished for what he did to Curley's wife? Does it matter if he didn't mean to kill her? How much does intention weigh on guilt? Do you think that because someone doesn't mean to do something bad, they shouldn't be punished for it? Do you think Lennie deserves to be punished for murdering Curley's wife? Why or why not?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 14



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What should be Lennie's legal punishment for killing Curley's wife?

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

reassure	lynched	sulkily	viciously	sniveled
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 93-100

Setting	Characters	Pages
the barn	Candy, George, Curley, the other men	93-98
by the Salinas River	Lennie	99-100

RESPOND

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

Students might mention:

- Candy comes looking for Lennie and finds the body of Curley's wife.
- Candy goes and gets George and tells him about Curley's wife.
- The other men come and find the body of Curley's wife.
- Curley goes into a rage when he finds his wife dead.
- The men go after Lennie and Lennie goes to the hiding place.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

In this activity, students will each create a prop that they feel is important to the story.

Materials:

- construction paper or other stiff paper
- pencils, crayons, markers, pens
- scissors, glue sticks

After completing today's reading, students should identify an important object in the story to illustrate. Students should use the construction paper, markers, crayons, etc. to create an illustration of the prop. Students should also write a paragraph describing why this prop is important to the story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does George want Lennie to be locked up instead of letting him run away?
2. Why does George lose hope in the dream of the ranch?
3. Do you think Lennie should be shot?
4. Will George be able to protect Lennie now? Why or why not? Should he protect Lennie?
5. How is the setting by the river different from the setting at the ranch?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 95

"George still stared at Curley's wife. 'Lennie never done it in meanness,' he said. 'All the time he done bad things, but he never done one of 'em mean.' He straightened up and looked back at Candy. 'Now listen. We gotta tell the guys. They got to bring him in, I guess. They ain't no way out. Maybe they won't hurt 'im.' He said sharply, 'I ain't gonna let 'em hurt Lennie. Now you listen. The guys might think I was in on it. I'm gonna go in the bunk house. Then in a minute you come out and tell the other guys about her, and I'll come along and make like I never seen her. Will you do that? So the guys won't think I was in on it?' "

EXTEND

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

Explain what happens after the death of Curley's wife. Specifically, write a paragraph about Candy's reaction. Why does Candy feel anger towards Curley's wife? What does her death represent for him? Is he justified in feeling that anger? Why doesn't he feel angry with Lennie? Can you remember a time in your life when one of your dreams seemed to be lost? How did you react to this loss?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Of Mice and Men, Day 15



Outcomes for Today

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a migrant farmer?

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

retorted	belligerently	frantically	monotonously	dutifully
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READ

3. Review Review the timeline from the beginning every day.

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

pp. 101-107

Setting	Characters	Pages
by the Salinas River	Lennie, George	101-107

RESPOND

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

Students might mention:

- Lennie imagines Aunt Clara talking to him.
- George meets Lennie by the river.
- Lennie asks George to tell him about the ranch again.
- George shoots Lennie in the back of the head.

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

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

In this activity, students will be able to gain a better understand of the most important elements of the plot by completing a Beginning-Middle-End Chart.

Materials:

- Beginning-Middle-End Chart
- pens, markers

After completing today's reading, students will complete a Beginning-Middle-End chart that will include important plot elements. Students will need to pick the most important events of the story and decide whether these events go in the Beginning, Middle, or End sections. This activity will help the students to recall the events of the story while also helping them to examine elements of a successful story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. If you were George, what would you do in this situation? Would you try to help Lennie or would you leave him on his own?
2. Why does Lennie want George to repeat the things they used to say about the future? Why is this comforting to Lennie?
3. Do you think George could have prevented Lennie from getting into trouble, or do you think something like this would have happened anyway?
4. Can Lennie be held accountable for his actions? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 106

"Lennie said, 'I thought you was mad at me, George.'

'No,' said George. 'No, Lennie. I ain't mad. I never been mad, an' I ain't now. That's a thing I want ya to know.'

The voices came close now. George raised the gun and listened to the voices.

Lennie begged, 'Le's do it now. Le's get that place now.'

'Sure, right now. I gotta. We gotta.'

And George raised the gun and steadied it, and he brought the muzzle of it close to the back of Lennie's head. The hand shook violently, but his face set and his hand steadied. He pulled the trigger. The crash of the shot rolled up the hills and rolled down again. Lennie jarred, and then settled slowly forward to the sand, and he lay without quivering."

EXTEND

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

Write a paragraph about George's decision to kill Lennie. Do you think George was justified in shooting Lennie? Why or why not? Do you think he should be punished for killing Lennie? Did George kill Lennie to protect him or to punish him? Why does George choose to shoot Lennie in the back of the head? Is this cowardly, or was George trying to protect Lennie from feeling pain?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.