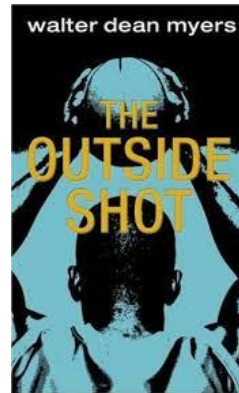


The Outside Shot

Lesson Plan



ISBN-10 0-440-96784-8

ISBN-13 978-0-440-96784-2

Author Meyers, Walter Dean

Publisher Laurel Leaf

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Genre Sports Fiction

Synopsis When Lonnie Jackson leaves Harlem for a basketball scholarship to a midwestern college, he knows he must keep his head straight and his record clean. That's the only way he'll have a chance of making it to the pros someday.

Themes Perseverance

Protagonist African American

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 Lesson Plan

The Outside Shot, Introduction



Getting Started

The first unit we will focus on is titled **Responsibility Requires Action**. We will start by reading *The Outside Shot* by Walter Dean Myers. The paragraphs below are from the back cover of the book.

When Lonnie Jackson leaves Harlem to take a basketball scholarship at a midwestern college, he knows he must keep his record clean. That's the only way he'll have a chance of making it to the pros someday.

But his street smarts haven't prepared him for the pressures of tough classes, high-stakes college ball, and the temptation to fix games for local gamblers. Everyone plays by a whole new set of rules – including Sherry, who's determined to be a track star. Her independence attracts Lonnie, but their on-again, off-again relationship is driving him crazy.

Lonnie has one year to learn how to make it as a college man. It's his outside shot a bright future. Does he have what it takes?

On-going classroom project

T Chart

Create a classroom T Chart. On one side write "Responsible" and on the other side write "Irresponsible". As you read list the actions that Lonnie takes that are responsible or irresponsible. For each irresponsible action note what he could have done to be responsible.

Final Writing assignment (after)

Study this quarter's theme, "Responsibility Requires Action", written above.

Study the themes of the novel.

Adaption: being put in an unfamiliar situation and having to adapt.

Wisdom: knowing what is there, what to go after, and what to walk away from.

Responsibility: doing what I should be doing right now.

Review: Narrative Writing Style: *A story or account of events, experiences, or the like, whether true or fictitious.*

Throughout the novel you have written a series of theme-based paragraphs for your writing prompts. These prompts have also included a personal narrative or your personal story.

Choose one of the themes from the novel above. Using the writing prompts you have already written, choose 3 that will support your theme, write a 5 paragraph narrative story in which you tell the reader how one of the themes (above) relates to your life;

You will have to write an introductory paragraph introducing the theme you picked, and the examples that support it. You may have to reconfigure the paragraphs you have chosen to support your ideas. You should include examples real or imagined;

Your narrative should answer specifically:

Who was involved?

What happened and what was the result?

When did it occur?

Where did it happen?

Why did it happen?

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 Responsibility?

A loose definition of responsibility as being accountable or answerable to something within your power, as a group discuss what it really means to be responsible?

In today's reading, Lonnie describes his comfort zone. A comfort zone is a state of mind or being where you are neutral: not super anxious and not super relaxed, comfortable. He was leaving Harlem, NY a large city in New York. It is cramped and very diverse. In contrast Lonnie is leaving for a small mid-western school in Indiana. A rural, not very diverse environment.

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

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

tournament	scholarship	red shirting	calculator	tiller
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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.

p. 1-11

Setting	Characters	Pages
Neighborhood	Lonnie, Sister Boone, Mom	1-3
Airport	Leeds	3-4
Dormitory	Colin	4-11
Practice	Tenfel, Juice, Wortham	11-14

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:

- Lonnie is taking his last look at the neighborhood before he leaves.
- Sister Boone reminds him to, "keep his eyes on Jesus."
- Lonnie leaves for the airport and is nervous as he leaves his comfort zone.
- Lonnie meets the assistant coach Clayton Leeds. He doesn't offer much information just tells Lonnie where his room is and when to be at practice.
- Lonnie meets his roommate Colin, they compare towns their lives and learn they are pretty similar.
- Colin gives Lonnie information about their roommates, the team, and the school.
- During the first practice Lonnie was given his practice uniforms and was proud of being able to be part of something. He was impressed by the locker room and uniforms.
- The coach described how he ran the team and how to "make the team", Lonnie didn't know that he didn't officially have a spot, he had to earn it.
- He started analyzing the players and their skills.

6. Map

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Create an OMP of Lonnie. What do you think he is thinking so far? Add 5-7 thoughts to your OMP.

EXPLORE

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

Venn Diagram

Create a Venn Diagram that compares Harlem, NY to Montclair State in Indiana.

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

Key Questions

1. Sister Boone tells Lonnie to “*keep his eyes on Jesus.*” What is she trying to convey to him? Is that a foreshadow of what might happen in the book?
2. Why is Lonnie taking time to walk through the neighborhood? Shouldn't he be focused and excited about what is to come? What do you think will change while he is at school? Will he return to the neighborhood the same person? Why or why not?
3. What does the phrase, “fish out of water” mean to you? Do you think Lonnie can relate to that feeling as he moves to Indiana? Explain?
4. What is Lonnie's mom's advice (page 3)? What advice would you give Lonnie?
5. What is the process of actually making the team? Why didn't Lonnie know what he was getting into?
6. Lonnie was impressed at the bells and whistles of the gym and locker room. He was excited to be “part of something”. Do you just become part of a team or is there a process and effort that needs to occur? How does one start to belong to something?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 4

“This is Orly Hall, where you'll be staying,” Leeds said. ‘It's the second floor, room two twenty. There's practice tomorrow morning at nine. You need anything tonight?’

I heard myself saying no and a moment later I was struggling up the stairs with my bags” (p. 4).

EXTEND

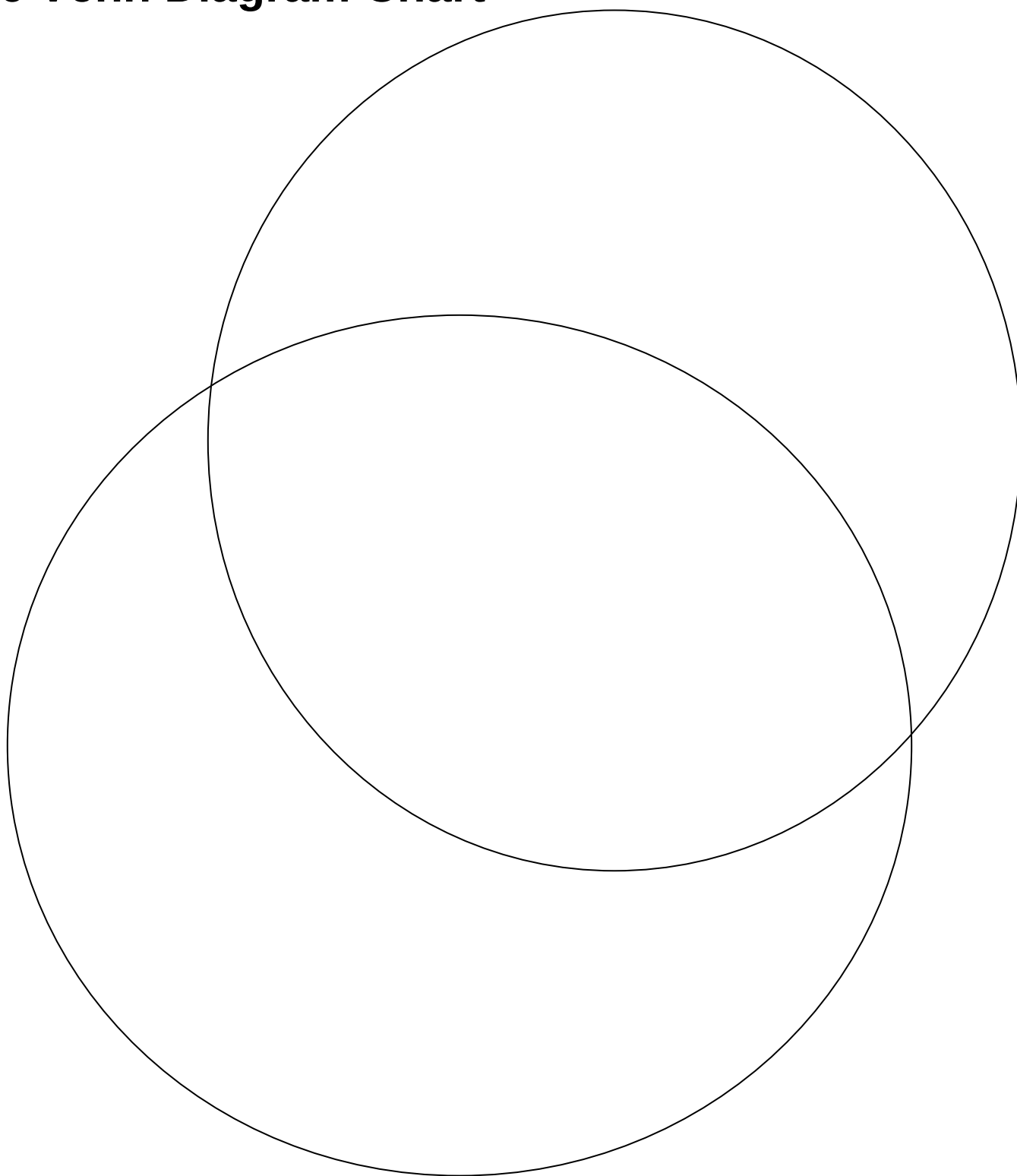
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think about a time in your life when you were someplace completely new or completely outside your comfort zone. This might have been when you moved, started in a new school, began a new activity, met someone new or found yourself completely

alone.

Write a 1-paragraph narrative. Introduce your situation and describe what happened. Be logical in your flow and have a clear beginning, middle, and end. Use strong transition words.

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

The Outside Shot, Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 work-study program?

There are various different types of programs for students attending college on scholarship or with financial aid. Certain work-study programs provide part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study.

Here's a quick overview of Federal Work-Study:

- It provides part-time employment while you are enrolled in school.
- It's available to undergraduate, graduate, and professional students with financial need.
- It's available to full-time or part-time students.

<http://studentaid.ed.gov/types/work-study>

In today's reading, Lonnie arrives to his first day of his work-study program. There he meets Eddie, a boy with autism who is not very connected to others. Lonnie has no skills in this area and has to learn how to connect with Eddie.

2. Word Wall

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

withdrawn	autism	psychiatry	intimidate	protective
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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.

p. 15-26

Setting	Characters	Pages
Hospital	Anne, Eddie, Mrs, Brignole	15-26

RESPOND

5. Timeline

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

Students might mention:

- Lonnie is participating in work-study to earn some spending money as part of his scholarship.
- He arrives at the clinic where he meets Ann Taylor who tells him about the program.
- Lonnie is assigned to work with Eddie who is autistic. Eddie's mother feels like he is not getting the best care but she is only able to afford the college program.
- When Eddie arrives he sits in a chair in the gym. Lonnie tries to engage him.
- Lonnie begins to play ball and talk to Eddie. He realizes that Eddie is paying attention and watching him. Lonnie is treating him like a normal kid.
- Lonnie began to miss shots and give incorrect scores and Eddie would correct him.
- Eddie's mom started to worry that Lonnie was not being overly careful with Eddie.
- Eventually Eddie got the ball and took a shot and he made the basket.

6. Map

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Create an OMP of Lonnie. What do you think he is thinking so far? Add 5-7 thoughts to your OMP.

EXPLORE

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

Responsibility Chart

What does responsibility mean to you? Please take 10 minutes to explore your concept of this word. On the back of your folder, write all the words you can think of that describe responsibility.

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

Key Questions

1. What is autism and how do kids with autism act?
2. Describe Mrs. Brignole. Do you think she has the best interest of Eddie in mind? How does dealing with someone with a disability on a daily basis change your perspective?
3. Do you think that Mrs. Brignole gets the assistance she needs to support Eddie to the best of her ability? Why do you think she refuses assistance or therapy?
4. Lonnie does not cater to Eddie. He treats him pretty normally. Why does his strategy work? Do you think his lack of “knowledge” of the boy and his condition helps or hinders him? Explain.
5. Lonnie begins to connect with Eddie. How do you connect with new people or new situations?
6. Mrs. Brignole feels like Lonnie is intimidating Eddie. Does she have a valid concern? What would you do if you were in her situation?
7. On page 26, Lonnie talks about hanging out with Eddie and him making his shot. He states, *“I didn’t exactly know how Eddie felt, but I knew that at that moment, standing in the gym in Indiana, he wasn’t feeling great about himself. I knew the feeling.”* What do you think Lonnie is describing in this situation? What is missing for him and Eddie at this moment?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 17

“Eddie comes here with his mother. She sits in the gymnasium for the whole time. Whatever you do will be wrong as far as she is concerned. If she had the money she would take him to the – how does she put it now – ‘the best clinics in the world.’ But she doesn’t, so she’s stuck with us, and we’re stuck with her. She’s not shy about telling you either.”

EXTEND

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

Think about a time in your life when you were dealing with someone you could not please. No matter what you did, it was the wrong thing. No matter how much you did, it was not enough.

Write a narrative paragraph describing what happened. Tell about your situation. Who was involved, what happened, how did it end up? Use a clear timeline to describe the events in a logical order. Use good transition words to help your flow. If appropriate include dialog that helps describe what happened.

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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 do you best cope with difficult people and situations?

“Life is 10% what happens to you and 90% how you respond to it.” -Charles Swindoll

There are always situations that arise that are not planned. It is important to have a set of skills to help you deal with those situations as they arise. It will not ward off the bad but it will help you get back in the right direction.

1. Make acceptance an immediate priority.

Dealing with a bad situation can be a lot like dealing with grief—and people often go through the same stages: shock and denial, pain and guilt, anger and bargaining, and so on.

You might not be able to fully squelch your emotions; but you *can* decide to accept what's happened, regardless of how you feel about it. The sooner you accept it, the sooner you can act from where you are—which is the only way to change how you feel. It's like the quote from a recent post on getting started when you don't feel ready: "Don't wait for your feelings to change to take action. Take the action and your feelings will change."

2. Remove *fair* from your vocabulary.

As kids we're all about fair. "He took my train—it's not fair." "You said you'd buy me a new bike—it's not fair!" "I had that crayon first—it's not fair."

You'd think we'd learn early on that life isn't fair; but instead we cling to how we think things *should* be. Hard work should be rewarded. Kindness should be reciprocated. When things don't work out that way, we feel angry at the world and bad for ourselves. Feeling outraged about life's injustices won't change the fact that things are often random and beyond your control. When you start going on an unfair spiral, remind yourself, "It is what it is." And then choose a reaction that aligns with the way you'd like the world to be.

3. Focus on the life lesson.

In *Don't Sweat the Small Stuff*, Richard Carlson recommends pretending that everyone is enlightened but you—that everyone you meet is here to teach you something.

In this way, you'll see someone who annoys or frustrates you as an opportunity to work on your patience. This same mindset can help improve the way you interpret and respond to events in your life.

If you lost your job, perhaps the life lesson is to determine your true purpose. If your relationship falls apart, the life lesson may be to become more independent. Focusing on the lesson allows you to work on positive change, which will make you feel empowered instead of deflated.

4. Question whether it's as big a problem as it seems.

We often turn minor upsets into huge catastrophes in our minds. Little in life is as horrible as it appears to be at first. Some things are challenging—like losing a friend, a loved one, struggles at home or school. But most situations can be solved.

Sometimes they're even blessings in disguise. Barbara Rommer, M.D., interviewed 300 people who'd had near-death experiences. The majority of her subjects experienced spiritual awakenings, proving that what didn't kill them only made them stronger.

Whatever you're dealing with, is it really the end of the world? And more importantly, if you bounced back with an even better situation—a better situation, new set of friends, new perspective, or able to resolve situations with your family.

5. Make "Get strong" your mantra.

You may think Kanye West doesn't have a place in tinybuddha world, but the dude got one thing right: "N-n-now that which don't kill me can only make me stronger."

This idea has saved me many times over. At 21 I spent four months hospitalized with a serious illness, and missed my college graduation. So much felt unfair about how it all panned out.

Then I remembered what my friend Rich had told me: “I know you feel powerless right now, but you’re going to rock the world when you get strong.” Whenever I deal with adversity, I remind myself to keep rocking.

6. Remember you can continue from this new place.

It’s easy to get attached to the road you’re on, especially if it makes you happy. When something or someone throws you off, you may feel disconnected from who you want to be or what you want to do in life.

It may help to remember a hurdle doesn’t have to obliterate your plans. Even if you lose your job, you can still pursue your professional goals—and maybe even more efficiently. There is always more than one way to skin a cat. The sooner you focus on finding a new way, the sooner you’ll turn a bad thing good.

7. Ask yourself how someone you respect would handle the situation.

I recently put my heart into a blogging competition. I had to get votes from the public to win; and I ran a huge campaign to accomplish that. I ended in second place with just over 57,000 votes.

When I didn’t win, I felt disappointed and even a little embarrassed. I’d failed in front of thousands of people. My best wasn’t good enough.

So I asked myself how someone with integrity would handle the situation. The answer: she’d congratulate the winner. Identify everything she learned from the experience. And move on to the next goal with her head held high. Acting on that advice made me feel proud of myself instead of disappointed.

People will remember the things you accomplish, but the way you handle life’s challenges can affect them just as strongly. Life happens, and it isn’t always easy. You can bemoan it and fight it, or see dealing with life’s challenges as the most important challenge of all.

You can’t always get what you want; but you can work at being who you want to be no matter what life throws at you.

<http://tinybuddha.com/blog/7-ways-to-get-past-tough-situations-quickly/>

2. Word Wall

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

relatively	ascendancy	culture	stagnation	sensuous
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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.

p. 27-39

Setting	Characters	Pages
Class	Dr. Weiser, class	27-30
Hallway	Sherry, Lonnie	30-32

Practice	Sly, Lonnie, team, and coaches	32-34
Campus	Larson, Lonnie, team	34-35
Off-campus court	Ray, Lonnie	35-38

RESPOND

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

Students might mention:

- Lonnie is at his first day in class. The teacher is focused on the need to know our history. Lonnie realized he had no idea how to study and pay attention in class.
- When he started school he had big dreams and aspirations. Now that he started he realized how hard the entire process is.
- Lonnie meets Sherry. He was surprised to learn that the other athlete the teacher was referring to was female.
- Sherry is organizing a study group to help the athletes. She invites Lonnie to join.
- At practice Lonnie could not connect with the game or team. They were focused on the plays and he wanted to focus on what he could do.
- Lonnie began comparing himself to the other players.
- Larson invited him to play in an off campus game for money.
- Since he didn't want to go to class he decided to play for more cash.
- He questioned Larson about the game and if the coaches knew and was told everything was OK.
- Even though he did not feel good about the situation he still decided to play.
- He met Ray who had a chance to play pro. He had one article that he held onto. He got his girlfriend pregnant and lost his opportunity.

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Create an OMP of Lonnie. What do you think he is thinking so far? Add 5-7 thoughts to your OMP. Or create an OMP of Sherry. What do you think she is thinking and feeling so far? Add 5-7 thoughts to your OMP.

EXPLORE

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

Imagine you are going to spend a day ignoring your responsibilities. What would you do on this day? On a separate sheet of paper, describe what you might do on a day that you were behaving irresponsibly. Keep this description in your folder.

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

Key Questions

1. Why is American history undervalued? What can you learn by studying history? Can it really repeat if we do not pay close attention?
2. How do you learn to study? What are 3 study skills that you use to assist you? Why is it important to have study skills?
3. What is Sherry's plan for school? Between Lonnie and Sherry who is more driven and focused? Who has a better chance of success? Explain.
4. Lonnie realizes that basketball is one of the most important things in his life. What is important to you?
5. As practice starts to wind down Lonnie stops playing the plays and starts playing "his game". Are teams needed? Can you play on a team and play as an individual? Why or why not?
6. Lonnie is invited to play in a game for money. He should be in class but decides to play anyway. How does peer pressure affect people? What should he have done? What advice would you give him?
7. Ray's life did not go as planned. He had an opportunity to play pro and could not take it; he decided to be responsible to his girlfriend and child. Why is it so important to have a plan B and be ready for the unexpected (an injury, life event, job loss, etc.)?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 35

"I said, 'Okay.' I didn't really want to play that much, but another thing I didn't want to do was go to any more classes that day" (p. 35).

EXTEND

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

Think about a time in your life when you didn't want to go to any more classes, but you did. Why didn't you want to go? Why did you decide to go? You could also write about a time when you ended up not going to class, if you wish.

Write a narrative paragraph describing what happened? Who was involved, what did you end up doing? What was the final affect? Include details and a logical flow/timeline of events. Use descriptive language to help tell your story.

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 types of education are there?

*John Adams - "There are two **types of education**...*

One should teach us how to make a living, And the other how to live."

In reality there are three types of education.

1. Formal Education-In which a person attends a traditional college following a traditional course, path, or program similar to what a doctor, lawyer, or teacher would follow.

2. Self-Taught Education-this could be a continuing part of formal education and you can use it to further your knowledge in a particular area or it could be used in place of formal education. Trade school, seminars that are focused on what you want to learn, learning from mentors or books would all fall into this category. This is more focused for some people and enables them to focus on their field or area of study.

3. You could also include the **school of hard knocks** into both of these categories. As we learn by doing and sometimes what we do is super successful and other times it is not. As long as we can glean a lesson from our mistakes and grow the school of hard knocks is another great form of education.

In today's reading, Lonnie is learning there are lots of different ways to become educated. In one area of life he is working on his formal education. In his experiences with Larson he could become self-taught in certain areas and if he continues to participate with the Fat Man he could learn by the school of hard knocks. However, Fat Man has an appreciation and value for education and the need to receive one.

2. Word Wall

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

tournament	publicity	clamoring	hustle	coattails
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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.

p. 39-43

Setting	Characters	Pages
Mill basketball court	Ray, Lonnie, Larson	39
Pizza Parlor	Fat Man, Larson, Lonnie	40-42
Car	Lonnie, Larson	42-43

RESPOND

5. Timeline

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

Students might mention:

- Lonnie starts to feel bad for Ray. He realizes that he was still living his basketball days, even though they were over. He could not move on.
- Ray wanted to try out for the European league but needed to take care of his responsibilities here.
- Larson takes Lonnie to meet Fat Man. He tells him how the Fat Man bets on games and finds teams for them to play.
- Lonnie is still trying to figure out how the system works and how he fits into it.
- He wants to know if the coaches know and how they are able to participate as players.
- He got the money from Larson and returned to school.

6. Map

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Create an OMP of Fat Man. What do you think he is thinking and feeling so far? Add 5-7 thoughts to your OMP.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Harlem Information Sheet**

On a separate sheet of paper, write a sentence describing where Harlem is located. Now list 5 things you know about Harlem. Keep this paper in your folder.

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

1. Why was Ray still hanging on to his one article? Do you think he will ever be able to fully live if he is still living in the past?
2. Larson wants Lonnie to meet Fat Man. Lonnie really didn't want to. Did he have a choice? What were his options? What would you do if you were in the same situation?
3. Larson describes the "groupies" what are groupies? What role do they play in sports or life? How does their behavior affect those they hang onto?
4. Lonnie begins to justify playing in the pick-up game. What does his justification tell you about his behavior, is it right or wrong? Why don't we listen to ourselves when we try to justify a decision?

9. Analyze Analyze the key paragraph.**Key Paragraph, p. 41**

"Then you would be a fool,' Fat Man said. 'Education is what you got one chance to get'" (p. 41).

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

Think about the statement above. Think about your education. Do you value it? Do you think it will get easier or harder to obtain as you have more responsibilities?

Write a narrative paragraph in which you share about your education. Why is it important to you? Introduce people in your life who support you in following your dreams, with details. If there is an opportunity to use dialog insert it where appropriate.

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 personal boundaries and why is it important to have boundaries in relationships?

Personal boundaries are limits we use to protect ourselves, and they are formed by having good self-understanding and clear personal values. An important part of respecting yourself and other people is understanding and honoring these boundaries. Each relationship has its own set of boundaries to be respected. For instance, in a friendship, you and your friend might have an understanding that you can talk on the phone until 11 p.m. If you called your friend at 2 a.m. on a school night, you would not be respecting that boundary.

Part of having boundaries is understanding each other's values. This ensures that you are remaining an individual in the relationship and not changing what you believe based on the other person. Clear boundaries, such as when and in what context you want to become physically intimate in a romantic relationship, help insure that you are respecting your body and that your partner will respect your values.

It is also important to recognize time and energy boundaries. **Spending all your time with your friends would not be respectful to your family** because you wouldn't

be putting any energy into those relationships. On the other hand, if your family wants you to spend all of your time at home, that's not respectful of you.

There are some situations, however, in which these boundaries should be crossed, such as when there is a threat to a person's health or life. As an example, teens have privacy boundaries with their parents. However, if a boy has a growth on his penis, or if a girl has pain in her pelvis, possibly because they contracted a sexually transmitted infection, teens should break that privacy boundary and seek guidance and information from parents or other trusted adults.

Often teens in relationships begin to spend all of their time with one another, foregoing time with other friends and skipping regular activities. Although it might feel good at first to spend all of your time with your new partner, **isolating yourself from your friends can actually be unhealthy and bad for your relationship in the long run.**

First, having time separate from your partner gives you something to talk about and share with each other the next time you're together. It's also likely that you and your partner have some interests that the other does not share; this is normal. By spending some time apart, you can both pursue the interests that make you unique. **Continuing to spend time with your friends can also help you keep some perspective on your relationship** and help your life remain balanced. Should your relationship end, you will probably value having friends for support.

If you cut out your friends with each new relationship and only talk to them in between relationships, you're ignoring your friends' needs and will probably lose their friendships. Given the short length of many teen relationships and the immense value of friendships, it's much easier to simply preserve your friendships, even when in a relationship.

Understanding your own and other people's personal boundaries helps define a healthy relationship.

Who is George Benson?

<http://www.youtube.com/watch?v=sr1qEOYsaok&list=TLfAn6vI6Kc0I>

There are legends in the world of music...and then there are icons. Nat King Cole broke barriers and changed the face of music. Two decades later, George Benson redefined the world of jazz by garnering the first platinum jazz album in 1976. In the universe of masters and mentors, the torch has never been passed as impeccably as from Cole to Benson. With Cole's spellbinding voice and his unforgettable catalog of classic songs in the '50s and '60s, he paved the way for the level of tremendous international crossover success that dynamic ten-time GRAMMY winner Benson earned in the '70s to the present - from jazz to pop, and from instrumental innovator to vocal sensation. The keys were ambition, accessibility, all-around quality and strict attention to the wants and desires of their audience. - See more at:

<http://www.georgebenson.com/#sthash.gZ9AFvcV.dpuf>

In today's reading Collin playing music and the guys are hanging out in their room. Sly continued to refer to George Benson and wanting Collin to play him. Collin really only knows country.

2. Word Wall

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

pace	jazz	intellectual	better judgment	terrible
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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.

p. 44-53

Setting	Characters	Pages
Dorm room	Colin, Sly	44-46
Track	Sherry	46-51
Dorm room	Sly, Sherry [phone]	51-53

RESPOND

5. Timeline

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

Students might mention:

- Colin, Sly, and Lonnie are in the room. Colin playing music, Sly wanting to put a music group together.
- Sherry asked Lonnie to go help her time her track workout.
- She is very goal focused and wants to do well. Her goal is to go to the Olympics.
- Sherry has to work harder to stay in the spot she wants on the team.
- They compare their relationships. Sherry wants a friend and Lonnie wants more.
- Lonnie returns to his room angry. He starts playing cards with Sly and loses.
- Lonnie realizes that he does not know how to relate to people/girls.

6. Map

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Add to your OMP of Sherry. What do you think she is thinking and feeling so far? Add 5-7 thoughts to your OMP.

EXPLORE

7. Activity

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

Venn Diagram

Create a Venn Diagram comparing Lonnie and Sherry. Use examples from the reading. Use the diagram to write a compare contrast paragraph of Lonnie and Sherry.

Indiana Information Sheet

On a separate sheet of paper, write a sentence describing where Indiana is located. Now list 5 things you know about Indiana; keep this paper in your folder.

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

Key Questions

1. What are the results of Sherry's study group?
2. Sherry asks Lonnie to help her. She is driven and focused. What makes you focused? How will her focus help her succeed?
3. What does Sherry want from Lonnie? Is she clear about her expectations? Why is it important to tell people what you need and want from them?
4. Lonnie realizes he does not know how to relate to people, especially females. What are ways he could try to relate? How do you relate to males and females in relationships?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 51

"Against my own better judgment I threw in another dollar. Sly turned over a deuce. Snatched up my two dollars and howled with laughter" (p. 51).

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

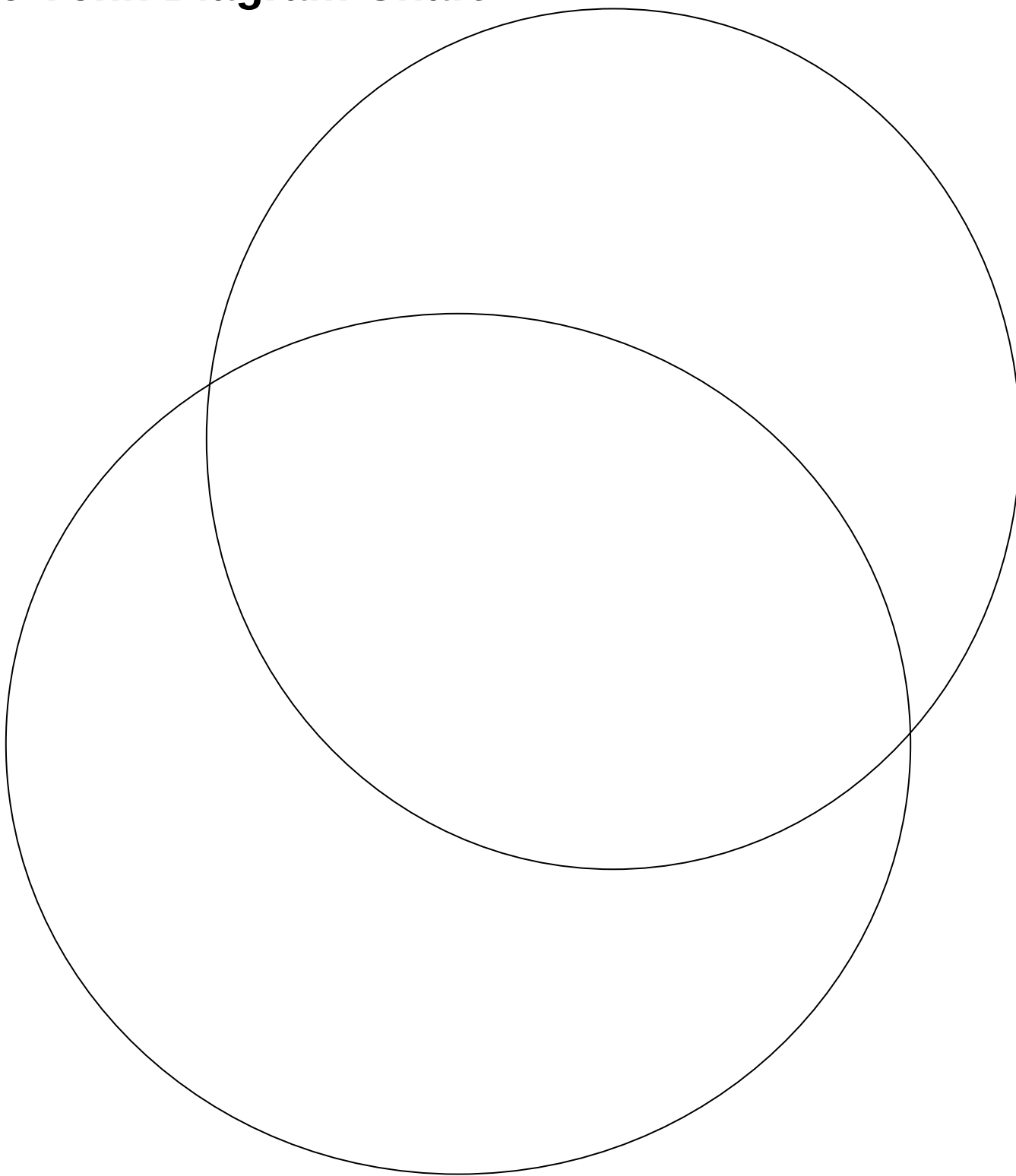
Think about a time in your life when your better judgment told you to do one thing, but you did another. Or someone talked you into something you knew you didn't really want to do. Or someone talked you into doing what they wanted you to do, instead of what you wanted to do, and knew would be better for you.

Write a narrative paragraph. Use descriptions and logical flow to describe what happened? Use dialog to tell what happened. Be vivid in your details and order. How do you wish the situation had turned out?

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

Extend the reading to the student's lives or to the world.

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

The Outside Shot, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 do you deal with unwelcome news? Why is it important?

At one time or another in your life, you will hear some bad news. Whether it's a break-up or a diagnosis, it is always incredibly hard to deal with. Don't hold back your emotions. All bad news is devastating to hear; pretending it doesn't matter is not going to help you.

- Don't feel guilty
- Look for the positives
- Distract yourself
- Understand what is going on, do not jump to conclusions
- Talk the news through
- Know you are not alone

<http://www.wikihow.com/Deal-With-Bad-News>

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

out of control	rank	consequences	productive	brick wall
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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.

p. 54-64

Setting	Characters	Pages
Practice	Juice, coaches, Sly, Lonnie	54-66
St. Louis game	GoGo, Juice, Lonnie, team	55-57
Class, school	Mr. Gunther	57-59
School	Sherry	59-60
Away game	Wortham, Go Go	60-63
Away locker room	Leeds, John Bowers	63-64

RESPOND

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

Students might mention:

- Lonnie went to practice and people had dropped from the team.
- He learned that if he did not play well in the first game he would not make the traveling team.
- Lonnie played in the second half and felt he did well. The team won.
- Lonnie got a bad review in the school newspaper.
- During practice the next day he did not do well, he was not doing well in class either.
- Lonnie made the traveling team and was very focused on the uniforms and wearing one.
- Lonnie was not used to being yelled at and expected to win because of someone else.
- He talked to Neil about Bobby being a better player and learned that he is drinking so coach does not want him to play.

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Create an OMP of Lonnie. What do you think he is thinking so far? Add 5-7 thoughts to your OMP.

EXPLORE

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

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

Key Questions

1. Lonnie talks about hustling in the game. What does that mean? How do others benefit if you hustle together?
2. Lonnie got a bad review from the writer. Do you think he had realistic expectations? How would that write up affect you?
3. What are the consequences of his math score? What could or should Lonnie be doing to help his grades? Why isn't he taking advantage of the programs offered to him? What can happen to him if he chooses to do nothing?
4. Lonnie describes the team uniforms. Do you think he knows what it means to be on a team? Describe what being on a team means.
5. While the coach is yelling at the team in the locker room, Lonnie is thinking how they are all playing OK. Can you win by doing OK? What does it mean to exceed expectations? How can you start to exceed expectations?
6. On page 63, describe 3 ways the team worked together? Why is teamwork important in sports and in life?
7. "Bobby has a drinking problem", page 66. Is it important to lead a consistent life? Is it fair that one area of your life can encroach and affect another area? Would you want someone on your team that was not being their best?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 57

"Lonnie Jackson, a product of New York's Harlem school yards, played the entire second half, mostly out of control, at guard. He combined poor shot selection with sloppy passing to reveal himself as a rank freshman. What he did do, however, was to crash both boards well and play good defense. Teufel might make a player out of him" (p. 57).

EXTEND

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

Think about a time in your life when you heard, or heard about, someone else's description of you, or something you did that you disagreed with, or felt was biased or inaccurate.

Write a narrative paragraph describing what happened. Describe who was involved and introduce them with vivid descriptions. What did they have to say about you (use dialog)? What did you do to change their opinion? Conclude by telling your reader how the situation ended or resolved itself.

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan *The Outside Shot, Day 7*



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 the idiom, “being at the wrong place at the wrong time” mean?

Being in the wrong place at the wrong time means that you are in a location where something bad happens exactly when it happens. When this phrase is used it is sometimes used by people who are trying to shirk their responsibility. It wasn't my fault it happened, I was in the wrong place at the wrong time.

In today's reading, Lonnie and his roommates are caught on the inside of the music store. Their goal was to count the Jelly Beans in the jar (cheat) after the store closed so they could win the contest. Instead of taking responsibility, they just claimed they were in the wrong place.

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

transom	slide rule	research	shaving points	gamblers
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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.

p. 67-80

Setting	Characters	Pages
Dorm late night	Colin, Sly, Juice	67-70
Trip to store	Colin, Sly, Juice	70-72
Store performance	owner, crowd, police	72-74
Dorm	Colin	74-75
Library on phone	Mom [phone]	75-77
Mill guys game	Fat Man	77-78
Campus	Cal [remembered]	78-80

RESPOND

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

Students might mention:

- Lonnie was woken up by Colin. He was asked to come help Juice.
- Colin, Sly, and Juice were going to count the Jelly Beans in the music store window so they could win the contest.
- The boys got locked in. Sly and Colin could get out through a window. Juice was stuck.
- The only reason Lonnie helped was because Colin was there.
- They could not figure out a way to get Juice out. They decided to stay in the store and sneak out when it opened.
- When the clerk got there the boys were inside, the door was locked and they were playing music for the people walking by the window.
- The clerk did not press charges. The cops told the boys to get out and stay out.
- Fat Man offered to give Lonnie \$50.00 to ref a game. He wanted to take Sherry out. He remembered what Cal had told him about easy money.
- He remembered Cal and how gambling had ruined his career.

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.

- For each irresponsible action note what he could have done to be responsible.

EXPLORE

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

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

Key Questions

1. Colin came to ask Lonnie to help Juice. Why was Lonnie willing to help Colin and not the other two? What does it say about his ability to judge character?
2. If you were Lonnie and had not been in the store. Would you stay to help Juice and risk getting caught or climb back through the window and walk away? What does he have to gain and lose? Explain.
3. Lonnie is given an opportunity to ref a game and make \$50.00, "easy money". Is there such a thing as easy money? What happens if he continues to take money from Fat Man?
4. Fat Man describes the people who are betting. He claims they are winners, Lonnie realized they were or could be losers. Who do you agree with? Explain?
5. Lonnie describes his time in Harlem when his friends would sit on the street dreaming of college. They were never working to go to college just waiting for something to happen. What is the difference between a goal and dream? Do you have to take action and make effort to achieve each? Why?
6. Page 80, "*The Fat Man is buying, what are you selling?*" Lonnie, does not think he is doing anything wrong but he doesn't feel right about the money and he is listening to his conscience. What is Lonnie selling? What is he giving up? What does he have to lose?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 76

"It wasn't just that things were hard, because they weren't really. I had hustled food from the supermarket when I was ten. There had been a time, when my mom was sick, that I had to fight my way through the junkies to get to the drugstore and get her prescription filled, and then fight my way past them again to keep it. I could take hard. I had learned to handle it. This was different. I had been man enough to struggle and get over in Harlem; in Montclare I was struggling just to let people know I was for real" (p. 76).

EXTEND

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

Think about a time in your life when you were struggling to fit in to a place you wanted to be, or be taken seriously by people who were important to you, or just make the best of a situation you had to stay in.

Write a narrative paragraph describing what happened. Use details and descriptions to set the situation. Introduce the characters with vivid details. If appropriate use dialog to help tell your story. Conclude your paragraph by explaining how your situation turned out.

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 8



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 do you appropriately respond to criticism (positive and negative)?

We deal with positive and negative criticism in every aspect of lives. At school, home, work, and with friends you will always get some sort of feedback from people either positive or negative.

If you are the recipient of positive feedback the proper thing to say is, "thank you." If you are the recipient of negative feedback there are some ways to take that information graciously:

1. Postpone your first reaction. If your first reaction is to lash back at the person, take a deep breath and wait until you can calmly respond.

2. Cool off; allow yourself to get past the initial emotional reaction and get to a place where you can think with logic and reason.
3. Turn a negative into a positive. One of the keys to success in anything you do is the ability to find the positive in things that most people see as a negative. Nobody wants to be criticized but look for some sort of positive that you can take away.
4. See it as an opportunity to improve — and without that constant improvement, we are just sitting still. Look for an opportunity to being more versatile and to try a new approach to a problem.
5. Thank the critic. Even if someone is harsh and rude, thank them. They might have been having a bad day, or maybe they're just a negative person in general. But even so, your attitude of gratitude will probably catch them off-guard. Thanking a critic can actually win a few of them over.

<http://www.wikihow.com/Accept-Criticism-With-Grace-and-Appreciation>

In today's reading, Lonnie was the victim of criticism and instead of taking it with grace, he got angry and walked out of practice. He was suspended from the team for a week. The result is that they lost a game he could have helped in and he lost respect from those around him.

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

comeback	offense	apologize	fault	collapsed
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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.

p. 81-89

Setting	Characters	Pages
Movie	Sherry	81-84
Practice	Leeds, Larson	84-85
Office	Teufel	85-86
Game	Wortham	86-87
Dorm	Sly, Colin	87-88
Dorm	Sherry [phone]	88-89

RESPOND

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

Students might mention:

- Sherry introduced Lonnie to old movies and forced him to try new things.
- Lonnie assumed that Sherry wanted to move their relationship forward and all

she wanted was to go home and a friend.

- They got in a fight and she left him at the movies.
- He was upset at practice and Larson told him about a bet Fat Man was making on the team.
- Leed challenged him on the court and Lonnie got frustrated and left.
- Neil was angry that Lonnie did not realize that he had a responsibility as an African American man to set an example.
- Lonnie was suspended for a week.
- The team lost their next game and Lonnie took some responsibility. He realized he should have been there to help.
- Lonnie realizes how much basketball means to him.

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

T Chart

Create a classroom T Chart.

- On one side write “Responsible” on the other side write “Irresponsible”.
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Add to your OMP of Sherry or Lonnie. What do you think they are thinking and feeling so far? Add 5-7 thoughts to your OMP.

EXPLORE

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

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

Key Questions

1. Sherry starts taking Lonnie to movies and exposing him to new things. Why is trying new and different activities, foods, and things important?
2. Sherry made it clear she wants a friend and Lonnie keeps trying to make their relationship more complicated. Do you think that how he relates to Sherry carries over into all areas? Instead of taking things one day at a time he continues to complicate things? What is a better way for Lonnie to deal with his relationships and school?
3. Neil is frustrated that Lonnie is making it hard for the black athletes. What does Neil want from Lonnie? Why? Does Lonnie have a responsibility to other minorities to help pave the way? Explain.
4. What does Lonnie gain from his suspension from the team?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 86

“‘You’re suspended from the team for a week,’ he said as I walked into the room. ‘The next offense and you’re off the team for good. I also expect you to apologize to each member of the team. If you don’t want to do that, you can turn your uniform in. Now get out of here’” (p. 86).

EXTEND

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

Think about a time in your life when you thought a problem or conflict was going to work out but it did not. Instead, it got much worse, or the person responded far more strongly than you expected. Or think of a time when you thought you were in a little trouble and you turned out to be in big trouble,

Write a narrative paragraph describing what happened. Introduce the situation. Who was involved and what happened. Use detailed and descriptive language. Use transition phrases to help with flow. Conclude your paragraph by describing how the situation turned out.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 9



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 apology and how do you give an effective one?

An apology is an admission that you've wronged others and that you are actually sorry for it.

1. Briefly, specifically and factually recount the action you're apologizing for. You've done something wrong. Say what it is. Don't try to mitigate or defend, just get it out there.

2. Acknowledge that you wronged others. Don't mitigate or defend. Acknowledge it and say it.

3. Apologize unreservedly. Don't drag it out. Don't qualify it. Say it, own it. Let it be there.

Apologies are active. Use the active voice. "I did this," is far stronger, and indicative of personal responsibility, than "this thing happened." A passive voice in an apology comes across as a denial of responsibility or accountability. Don't do that. As a subset: **The offense is yours. Own it.** "I am sorry I offended you" acknowledges the screw-up is yours, "to those who were offended, I am sorry," sounds like you're suggesting the responsibility for the offense should be shared, and "I'm sorry if you feel offended," is palming off the responsibility entirely on the other person.

Don't try to be funny or clever. An apology is an attempt to own up to what you've done wrong. It's the last place in the world you want your communication to fail, and it's not a piece of communication that needs *spicing up*. Save your funny and clever side for something else.

Be upfront and to the point. Brevity does not mean insincerity.

Don't dilute your apology. Don't add it into something else, don't sweep by it to go on to other topics. Let it be its own thing and make sure you make it clear what you're doing and why. You don't have to dwell on it, but you have to give it its moment.

In today's reading, Lonnie has to apologize to the team and to his coaches. He has to realize that his actions affect others both for the negative and positive.

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

amazed	responded	mood	embarrassed	excited
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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.

p. 90-105

Setting	Characters	Pages
Hospital	Eddie	90-92
Campus (apologies)	Go Go, Hauser	92-94
Gambling game	Teufel, Larson	94-95
Dorm	Colin	95-96
Road	Colin, Ruth	97-98
Farm	Colin's mother, father	98-103
Church, farm	Ruth	103-105

RESPOND

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

Students might mention:

- Eddie and Lonnie are making progress. Eddie was concerned about Lonnie and asked about him.
- The next time they met Eddie, he was very frustrated and played really hard;
- Eddie wanted to see and have contact with Lonnie again. They set up a time to meet the next day.
- Lonnie began to apologize to the team. Some of them took it well. Others did not;
- Colin was going home for the weekend and he invited Lonnie to the farm.
- Lonnie experienced the chores, the family, and a weekend in open space.
- What was Colin's mom concerned about?

- Lonnie meets Collins sister Ruth. She wants more from life than the farm but she is there until she can find her own way out.

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

T Chart

Create a classroom T Chart.

- On one side write “Responsible” on the other side write “Irresponsible”.
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Create an OMP of Colin. What do you think he is thinking and feeling so far? What qualities does he have? Add 5-7 thoughts to your OMP.

EXPLORE

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

The Grass is Greener

Fold a sheet of blank paper in half. Draw a line down the center:

- On one side illustrate something you have that you like and are content with.
- On the other side of your fence illustrate something that you want more, something that you wish for.

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

Key Questions

1. Eddie and Lonnie begin to bond. Eddie becomes concerned and attached to Lonnie and vice versa. Eddie is concerned about Lonnie and he speaks from the heart. What does it mean to speak from the heart? Why is it important that both individuals form attachments to each other?
2. Lonnie is told that he is good with kids and that this is a strength. Why is it important to know your strengths when you are dealing with people? How does knowing your strengths help you in school and in work?
3. Colin describes home as a place to go to or to leave, page 96. What is your description or version of home?
4. What are 3 character traits for Ruth based on the description of her on page 97?
5. The family farm is failing and yet Colin’s father continues to try. “Pa’s got to have something to do, something to believe in.” What do you believe in? Why is it important to have something bigger than yourself to hold onto?
6. Lonnie sees that farm as a fabulous place. Ruth wants more from life. “The grass is always greener” is a phrase that describes wanting something someone else has. Why do people tend to look at other people’s situation with envy instead of appreciating what they have? How is that a positive and a

negative?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 105

“‘I want something more,’ Ruth said, leaning against the fender of the car. ‘I want to be all excited about something, have people excited about me for some reason – you know, that kind of thing’” (p. 105).

EXTEND

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

Think about a time when you wanted your life to be more exciting; a time when you wanted your life to be more than it is, or become more than it is.

Write a narrative paragraph describing what happened. Introduce your reader to your situation. Explain with detail what you want to be different? Use colorful words and phrases to show your reader what you want from your new and exciting life.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 10



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 your definition of fairness? (for class discussion)

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

curriculum	credits	elbowed	roughing	violation
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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.

p. 106-113

Setting	Characters	Pages
Administration	Clerk	106-107
Dorm	Sly	107-109
Pepperdine game	Skipper, Neil, team	109-113

RESPOND

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

Students might mention:

- Lonnie had to sign some papers to drop his math class.
- Lonnie was trying to find something to do and he learned about tryouts for the Italian Basketball Team.
- They played the next game thinking they would beat them easily. The team was struggling and Lonnie was still on the bench.
- Neil explains to Lonnie that they are able to rough players and teams up who do not get any press.
- Lonnie sees that in Harlem he had to play his best, in college there is an opportunity to bend the rules to get by, and in the pros you have to be great.
- Lonnie realizes he needs to strive to be a part of college and get something from it.

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Create an OMP of Lonnie as he is sitting on the bench. What do you think he is thinking and feeling so far? What qualities does he have? Add 5-7 thoughts to your OMP.

EXPLORE

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

Advertisement

Create an ad or poster for the Italian Team Tryouts. Answer the 5 W's (who, where, what, why, when), include contact information, and illustrate your poster to gain attention.

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

Key Questions

1. Lonnie drops his math class. How could that have been avoided? What are the consequences of his actions?
2. What are the options for players coming out of college who cannot play pro?
3. The team was struggling in the first half of the game and the coach did not

- play Lonnie. Why do you think he made this choice? Do you agree with his decision?
4. What are the differences between Harlem ball and college ball? Which style do you think will benefit Lonnie more? Explain?
 5. What changes has Lonnie made? Do you think he will be able to redeem himself? What suggestion would you make to him?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 112

“At Montclare it was different. There were players who could bend the rules enough to get an edge even against a better player. There were players who could put the ball on the floor a split second after they had moved their pivot foot and it wouldn’t be called a violation. There were people who you could beat on, and some you couldn’t touch” (p. 112).

EXTEND

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

Think about a time in your life when someone took unfair advantage of you. Or a time when someone got away with doing something to you they shouldn’t have.

Write a narrative paragraph describing what happened. Using descriptive language set the scene. Who was involved? What happened? With vivid details, transitions, and dialog detail the situation in logical order. Conclude your paragraph by giving the end result of the situation.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 11



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

<http://www.stopbullying.gov/what-is-bullying/>

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

badgers	desperation	bullying	panicked	pathetic
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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.

p. 114-124

Setting	Characters	Pages
Brignole's	Eddie, Carl Brignole, Mrs. Brignole	114-116
Brignole's basketball hoop	Eddie, Carl Brignole, Mrs. Brignole	116-119
Muncie YMCA	Ray, Sweetman	119-124

RESPOND

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

Students might mention:

- Lonnie learns that Eddie's father is stopping by. He badgers Eddie.
- Lonnie agrees to go over and help "coach Eddie".
- Carl (Eddie's dad) wants to see Eddie play and Eddie freezes. Lonnie agrees to a game of ball with him and tries to beat him. He realizes that Eddie wants his dad to win.
- Eddie then played his dad and his dad did not let him win.
- Lonnie went to the Italian Team tryouts. He saw Ray there.
- Lonnie sees "Sweetman" and learns that the tryouts are for publicity and they were only looking at one or two players.

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Create an OMP of Lonnie as he is playing Eddie's dad in basketball. What do you think he is thinking and feeling so far? What qualities does he have? Add 5-7 thoughts to your OMP.

EXPLORE

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

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

Key Questions

1. What does Eddie's mom need from Lonnie? How is this relationship with Eddie and Mrs. Brignole helping Lonnie?
2. Carl uses bullying tactics with Eddie, why? Mrs. Brignole shelters him, why? Lonnie treats him like a kid. Whose tactic works best? Can you use a

- combination of all the tactics? Do people respond the same way to people? What do you respond best to?
3. Lonnie wanted to beat Carl; he was trying to bully the bully. He realizes that Eddie wants his dad to win. Why? Do you think their relationship will change?
 4. Carl let's Eddie compete in their game but still is compelled to beat him. Mrs. Brignole thinks he might be changing. Can people change? Should you be hopeful that they might change or accept who they are? Explain.

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 118

“I don’t believe he’s actually giving him a chance,’ she said. ‘I really don’t believe it.’

‘Maybe he’s just changing,’ I said, knowing darn well that Eddie’s father would probably never change” (p. 118).

EXTEND

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

Think about a time in your life when someone changed for the better, and you didn’t expect it. Or a time when someone acted like they were going to change, whether they did or did not. Or a time when someone who is usually a problem wasn’t.

Write a narrative paragraph describing the situation. Introduce your readers to the situation and the characters. With details and logical flow, describe the situation and what happened in a logical order. Use transitions, phrases, and vivid details. Conclude by telling the reader what happened and how it affected you.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 12



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 you help someone through a terrible time?

We all experience tragedy at various times in our life. It may be the loss of a loved one, sudden death, break-up, loss of a pet, parents divorcing, or school issues. Regardless of the severity, a traumatic event is still a horrible thing to go through. There are certain things you can say and do to help others when something bad happens.

It is helpful to say...

I am so sorry;

What happened? And listen to what they have to say;

This must be very difficult for you;

Can you share with me how you are feeling?

It's OK to feel....

Sometimes we are uncomfortable with how people are feeling so we fill the silence by using clichés, which sometimes make things worse.

It is not helpful to say...

I know how you feel;

Don't cry, it's OK;
 Calm down;
 They/you are better off;
 It's time to move on;
 You don't want to do that;
 You will get a new boyfriend/girlfriend/dog/cat you will feel better.

It is important to listen to others and sometimes it is OK to say nothing. Just be there to support them.

In today's reading, Lonnie and Colin learn that Ray has shot himself. They go to support his wife and realize they need each other and their friendship.

2. Word Wall

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

confused	hustling	strange	believe	understood
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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.

p. 124-133

Setting	Characters	Pages
Dorm	Colin and Lonnie	125
Dorm, security office	Colin, officer	125-126
Ray's house	Colin, police officers, Alethea, [Ray]	126-132
Car/dorm	Colin, Lonnie	132-133

RESPOND

5. Timeline

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

Students might mention:

- Colin woke Lonnie up. They learn that Ray shot himself.
- Colin and Lonnie give the officers information about Ray and what they knew.
- Lonnie and Colin go to be with Ray's wife. They learn he didn't have many friends.
- She told them how he could never give up on his dream of becoming a ball player.
- She met Ray in college. They were both athletes. She wanted to be a teacher. They had the baby and lost both their dreams.
- Lonnie tells her that the tryouts were fixed and they were only looking at two players. Ray knew that but went anyway.

6. Map

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

T Chart

Create a classroom T Chart.

- On one side write “Responsible” on the other side write “Irresponsible”.
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Add to your OMP of Lonnie or Colin. What are either feeling as they learn Ray shot himself? Add 5-7 thoughts to your OMP.

EXPLORE

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

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

Key Questions

1. Why would Ray take his own life? Was he living in the past or the present?
2. Lonnie and Colin go to meet Alethea, Ray’s wife. What are some ways they showed her compassion and friendship? What would you have done or said in this situation?
3. Before allowing Alethea to sign a paper, Colin reads it for her. What purpose does that serve? Why is it important to have someone assist you in a horrific situation?
4. Ray knew that the tryouts were for two specific people but he went anyway. Is there a need to know when to stop pursuing a dream? Do you think he was missing out on his child and wife by continuing to follow basketball? Can you find new dreams to believe in if something doesn’t work out? How do you know when it is time to try a new path?
5. What do Colin and Lonnie realize about their relationship from the situation with Ray?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 133

“I felt a little like that myself. Sometimes this whole college thing seems so strange to me. I’m supposed to think that I’ll be a big time ballplayer, or at least finish school. There’s only one thing that makes it even possible to believe any of it” (p. 133).

EXTEND

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

Think about a time in your life when you felt discouraged, or weren’t sure what you wanted to do, or weren’t sure what to believe in. Or imagine yourself making the above statement – how would you finish the statement? What would be that one thing

for you?

Write a narrative paragraph describing what happened. Introduce your paragraph by describing the situation and the people or things involved. Use vivid language and details to describe what happened. Tell how the situation concluded and reflect on the outcome.

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 13



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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 Outside Shot?

In basketball an outside shot is a shot taken from some distance away. Outside shots are typically harder and they are riskier and their chances of making it decrease. In the story Lonnie also has an outside shot. He didn't have the skills in the beginning and as he continues to make bad choices his chances of doing well decrease.

2. Word Wall

power	grinning	conversation	commitment	confrontation
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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.

p. 133-143

Setting	Characters	Pages
Practice	team	133-135
Campus	[Ray]	135-136
Campus	Larson, Sherry, Linda	137-143

RESPOND

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

Students might mention:

- Ray's family has a service on campus and they take him to Chicago to bury him.
- Skipper sprains his ankle and he is replaced by Go-Go. Larson and Hauser try to talk with Lonnie. Larson tells him that Fat Man is looking for him.
- Lonnie is ignoring Fat Man.
- Lonnie kept thinking about Ray and his tryout, wondering if Ray thought he had an outside shot of making the team. He compares it to his own outside shot.
- He thinks about leaving school and realizes he needs to stay. He knows that college may not be his world but it is an opportunity he needs to take.
- Classes are getting better.
- Lonnie continues to make bad choices and comments to Sherry.
- He apologizes and they talk about themselves, their challenges, and their relationships.

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Add to your OMP of Lonnie. What is he feeling and thinking as he tries to avoid Fat Man and gets suspended from the team. Add 5-7 thoughts to your OMP.

EXPLORE

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

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

Key Questions

1. Skipper sprained his ankle and others on the team including Lonnie are getting to have more playtime and some other opportunities. Is it wrong to take advantage of a situation when someone hurts themselves?
2. Larson asks Lonnie if he is afraid of Fat Man. Lonnie has a bad feeling about him. If your mind and gut is telling you a situation is bad why don't we listen? What is your body trying to help you with?
3. Lonnie starts to realize he has an outside shot. Have you ever considered this, if you had the opportunity to have an outside shot at anything what would it be? If you made a plan and set some goals do you think you could try achieving your "outside shot"?
4. Lonnie knows he does not belong at Montclare but he also knows there is an opportunity there that he can benefit from. Do you believe that every situation has an opportunity that you can learn from and take with you? Explain?
5. Lonnie is stuck on the fact that Sherry is "middle-class". When meeting and dealing with people should you treat them differently based on your perception of their class? How can that work for and against you?
6. How does Sherry try to decide if Lonnie is a nice and acceptable guy?
7. What does Sherry want from Lonnie?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 136

"Montclare was not the world I knew, and I felt that it wasn't the world I belonged to either. But I knew it was a world that had some things in it that I wanted, and that I had a slim chance of making it after all. I told myself that I wasn't ever going to give up. I wasn't going to shoot myself, or run away, or let anybody push me out. If I had an outside shot, I was going to take it" (p. 136).

EXTEND

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

Think about a time in your life when you were telling yourself you could succeed; a time when you knew success was possible if you kept working at it. Or a time when you were telling yourself not to give up.

Write a narrative paragraph describing what was happening. Introduce your subject and characters. Who was involved and what was the situation. Use dialog (internal or external) to help you tell your story. What lesson did you learn from this experience?

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan *The Outside Shot*, Day 14



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 justification?

Justification is a reason, fact, circumstance, or explanation that justifies or defends an action or situation.

In today's reading, Lonnie is asked to run the score up in the game and then is given a large sum of money. He tries to justify that all of it is ok; in reality he knows that he is in a horrible situation.

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

kneading	rinky-dink	spread	resuscitation	cramping
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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.

p. 144-152

Setting	Characters	Pages
Pizza place	Fat Man	144-146
Basketball court	Larson	146-148
Dorm room	Juice, Sly	148-152
Bathroom	Lonnie	152

RESPOND

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

Students might mention:

- Lonnie goes to see Fat Man.
- Fat Man tells Lonnie they need to run the score up.
- They play the game. It was challenging but they won.
- Lonnie keeps telling himself that the whole team worked to run the score including the coaches.
- Lonnie tries to take Sherry out and learns she is going out with another guy.
- Lonnie finds \$150 under his pillow and realizes Larson put it there for Fat Man. He knows he is in trouble.
- He doesn't want the money so he sends it to Ray's wife.

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Add to your OMP of Lonnie. What is he feeling and thinking as he talks to Fat Man and learns what Fat Man wants from him? Add 5-7 thoughts to your OMP.

EXPLORE

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

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

Key Questions

1. Do you think Lonnie should have gone to see Fat Man? What does he want from Lonnie?
2. If Fat Man is doing a “personal favor” do you think he is going to start asking for favors from Lonnie?
3. Lonnie asks himself, “If I wasn’t doing anything wrong, how come my hands are sweating?” What is happening to Lonnie? What could he do or where could he go to protect himself?
4. Why doesn’t Lonnie want to take the money?
5. What are some of the reasons Colin is dating the girl he is dating? What are reasons you date people?
6. If Lonnie was asked to get involved in illegal activity blatantly, do you think he would have done anything wrong? What happens to people that they end up doing or making bad choices and then bigger bad choices? Can you go through the same process to make good decisions? Explain.

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 152

“I tried to think about what The Fat Man had said to me about betting on the game, and doing him a personal favor. I thought about it until my head began to ache. Then I began to check myself out. Here I was, sweating bullets in a john thousands of miles from home trying to figure out if I was cool or if I wasn’t. I didn’t need this mess. I didn’t need it at all” (p. 152).

EXTEND

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

Sometimes we do things that are questionable. We try to justify them in our own mind to prove that we are right. But that bad feeling won’t go away. Our conscience won’t let it drop, until we admit we were wrong or we make our best attempt to fix it. Write about a time that you experienced this inner struggle between right and wrong.

Write a narrative paragraph that describes the situation you were in. Give the background details. Using a logical order of events, explain the situation. Give vivid details to show your reader what happened? Conclude by reflecting how the situation affected you.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 15



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 progress and how can it be measured?

Progress is movement towards a goal or to a higher stage.

Progress can be measured in many different ways. To measure the progress of a society one might measure areas that are sustained over time.

Goals: universally high levels of well-being.

Resources: sustainable use of environmental resources.

Human systems: activities that achieve intermediate objectives such as a stable and productive economy, a cohesive society, good housing, and so on.

In school we may measure progress by tests or looking at products or samples to measure if knowledge has increased from the beginning of the year to the end.

In today's reading, Lonnie learns that Eddie cannot come to the center anymore. His dad will not pay for it. He doesn't understand it since he was making progress and doing better.

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

handicapped	progress	fixing	shaved	panic
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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.

p. 153-159

Setting	Characters	Pages
Hospital	Anne	153-154
Brignole's house	Mrs. Brignole, Eddie	154-156
Practice	Teufel	156
Campus	Colin	156-159

RESPOND

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

Students might mention;

- Eddie's dad will not pay for his sessions at the clinic.
- Lonnie isn't concerned about his job, he is concerned about Eddie.
- Lonnie contacted Mrs. Brignole to offer to assist Eddie he is hoping she can help him with math.
- The team is practicing hard and being photographed.
- Colin met Lonnie and told him he was approached and asked about fixing games and the team.
- Colin told Lonnie that they asked about him and if he had lots of money on hand;
- Colin offers to help him if needed.
- Lonnie contacts Sweatman and asks for help.

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Add to your OMP of Colin or Lonnie What are they thinking and feeling as they learn that they are being watched for fixing games? Add 5-7 thoughts to your OMP.

EXPLORE

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

Plot Profile Chart

Create a Plot Profile chart for today's reading. Across the bottom, list 10 things that are important to the reading. Then rate each item based on its intensity on a scale of 1-10. You can use this chart to write a summary of today's reading.

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

Key Questions

1. Why does Eddie's father stop paying the clinic? Do you think that is ethical of him?
2. What arrangement does Lonnie make with Mrs. Brignole to continue to help Eddie? How will he benefit?
3. What is happening to Lonnie? With all of the poor choices he has made do you think he can recover?
4. Do you think Lonnie's world is beginning to crumble? In what ways? What do you think he should do?
5. We should all have a Sweatman, someone who is on our team and can help when needed. Who is your Sweatman? Should that person have conditions for their assistance? What should they be?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 156

"Teufel put us through twice-a-day practices for the next week. One practice we would run through plays and the other we would scrimmage and have pass drills. They were hard, but I worked them with everything I had. What I was thinking was that I wanted another year at Montclare. I think the shock of the place was wearing off a little and I wanted to take another look at it" (p. 156).

EXTEND

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

Think about a time in your life when you changed your mind. Maybe you decided you do want to be somewhere you did not like at first. Maybe you decided to be friends with someone you at first did not. Maybe you decided a school, sport, hobby, place or person was okay that you initially disliked.

Write a narrative describing the situation. Give details about what happened and who was involved. Explain with vivid details and logic what changed for you. Reflect what you learned in the process.

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

Extend the reading to the student's lives or to the world.

3g6 Plot Profile Chart

10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Intensity	Description										
Event		1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 16



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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 common stereotypes about athletes?

There are many misconceptions about athletes in college. It is assumed that they get many breaks in classes. In reality college athletes have to be present in the class and also balance the extra workload of sports.

<http://www.browndailyherald.com/2012/04/24/athletes-struggle-against-dumb-jock-stereotype/>

In today's reading, Lonnie meets the brotherhood. They want to make sure that Lonnie is not doing anything wrong so they can support him. They know that there are enough negative stereotypes about athletes and they are working to protect their image.

2. Word Wall

investigation	integrity	reputation	squeaky	shady
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READ

3. Review

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

p. 159-170

Setting	Characters	Pages
Phone	Sweatman	159-160
Indianapolis	Sweatman, The Brotherhood	160-166
Game	Larson, team	166-170

RESPOND

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

Students might mention:

- Lonnie met Sweatman. He was told that he needed to make sure he did nothing wrong before talking to the brotherhood.
- The brotherhood asked him questions and he gave them the details he could about the Fat Man and the team.
- The brotherhood tells Lonnie how points can be shaved.
- They started the next game and Lonnie was watching all of the players.
- He talks to Hauser to try and make a strategy.
- Lonnie couldn't figure out if anything was wrong in the game and they began to win.

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Add to your OMP of Lonnie. What is he thinking as he reaches out to Sweatman and the brotherhood? Add 5-7 thoughts to your OMP.

EXPLORE

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

Plot Profile Chart

Create a Plot Profile chart for today's reading. Across the bottom, list 10 things that are important to the reading. Then rate each item based on its intensity on a scale of 1-10. You can use this chart to write a summary of today's reading.

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

Key Questions

1. Why is Colin concerned about Lonnie?
2. What does Lonnie hope to gain by contacting Sweatman?
3. What does the term “point shaving” refer to? How can it be done in a game? What sports does it apply to? What is the benefit of it?
4. Why is the brotherhood so concerned about their integrity?
5. Sweatman refers to Cal Jones, page 163. Why didn’t Lonnie listen to Cal? Why do we tend to ignore good advice from people who know?
6. Who is your “brotherhood or sisterhood”? Why is it important to surround yourself with positive people?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 165

“‘You ain’t out the woods yet,’ Rashid said. ‘So stay worried’” (p. 165).

EXTEND

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

Think about a time in your life when you were facing problems or in trouble, but had the solution to your problems or troubles. Can you think of a moment when you weren’t out of the woods yet – it was still possible for things to go wrong?

Write a narrative paragraph. Describe the situation and who was involved. Tell your story in a logical order. Use vivid language and details to show your reader what happened.

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

Extend the reading to the student’s lives or to the world.

3g6 Plot Profile Chart

10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Intensity	Description										
Event		1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 17



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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 self-destructive behaviors?

Compared with most animals, we humans engage in a host of behaviors that are destructive to our own kind and to ourselves. We lie, cheat and steal, carve ornamentations into our own bodies, stress out and kill ourselves, and of course kill others. Science has provided much insight into why an intelligent species seems so nasty, spiteful, self-destructive and hurtful.

<http://www.livescience.com/14152-destructive-human-behaviors-bad-habits.html>

In today's reading, Lonnie is arrested and again suspended from the team until an investigation is completed. Instead of turning to his friends, he engages in binge drinking.

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

suspension	energy	association	pounding	stumbled
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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.

p. 171-178

Setting	Characters	Pages
After game	police, Teufel	171-172
La Hispania	Sherry, Colin	172-175
Dorm room	Sherry	175-178

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 game ended and Lonnie was going home. He was approached by a short man talking about the game.
- The man tells Lonnie about Fat Man and he denies knowing him.
- The man pulls a badge on Lonnie and takes him to the administration building.
- He is suspended and cannot play while they investigate.
- Lonnie went drinking and Colin followed him and watched him. Sherry went to meet him at one of the bars.
- They returned to Sherry's dorm where she had him sleep, fed him, and took care of him until he felt better.

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Add to your OMP of Lonnie. What is he thinking as he is suspended from the team and investigated? Add 5-7 thoughts to your OMP.

EXPLORE

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

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

Key Questions

1. What is happening to Lonnie?
2. *If it walks like a duck, quacks like a duck, and looks like a duck—it must be a*

- duck*. Cal was dropped from the NBA for associating with criminals. Lonnie is being suspended for associating with negative people. Why is it important to choose the people you associate with carefully? Is it right to judge people by who they hang around?
3. Colin stayed with Lonnie during his binge and didn't judge. He is a true friend. What are 5 qualities of a true friend?
 4. Sherry negotiates with Lonnie to stay at school until the suspension is over. She will give him the money to leave if he needs it. Why is it important for him to stay until it is over? What perception will people have if he leaves early?
 5. Lonnie is in the middle of a crisis and he is able to find some good from the situation? What positives will he walk away with?
 6. Why won't Lonnie admit that he is scared? What scares him most?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 171

"Was I wrong? Was the game straight all the way? I didn't know. I thought it was over, but I wasn't sure. I knew that at the end of the game it had been Larson who had iced it for us" (p. 171).

EXTEND

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

Have you ever had a moment in your life when you thought you knew what was happening, and now you are not sure? Think about a time in your life when you suddenly realized you might be wrong.

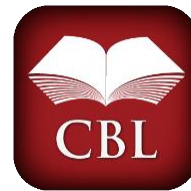
Write a narrative paragraph describing what happened. Introduce your readers to the characters and the situation. As you tell the story put your events in logical order. Use strong transitions and phrases to move from one area to the next. Reflect on the situation; what did you learn and take away from it?

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

The Outside Shot, Day 18



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

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

No word wall today

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.

p. 179-181

Setting	Characters	Pages
Administration	Teufel, Leeds, President	179-181
Dorm	Rashid	181-183
Campus	Sherry	183
Game	Sly, Eddie	183-185
Campus	[Lonnie] [Eddie]	185

RESPOND

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

Students might mention:

- Lonnie was called to the administration building for the results of the investigation.
- He was asked if he had knowledge of any illegal activity on the team, he said no.
- It was discovered that Larson signed a letter of intent to play on the Italian team and he could no longer play college ball.
- He learned that the story about Larson was fake to get him out. As they investigated they learned that there was a lot of illegal activity going on and they were trying to save themselves from the publicity.
- Lonnie got tickets for the next game for Eddie and his mom. He made sure he got them home and put Eddie in bed.
- He realizes that he will always be, OK. But, Eddie has the potential to live a very full life.

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

T Chart

Create a classroom T Chart.

- On one side write "Responsible" on the other side write "Irresponsible".
- As you read list the actions that Lonnie takes that are responsible or irresponsible.
- For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Add to your OMP of Lonnie What is he thinking as his name is cleared. Add 5-7 thoughts to your OMP.

EXPLORE

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

Mirror Mirror

Lonnie was given a mirror to remind him that he has to live a responsible life and make good choices. Create the frame of a mirror. On the inside write 5-7 things you can do to be responsible. You can write them or illustrate them.

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

Key Questions

1. Why was it important that the brotherhood stood by Lonnie?
2. What benefit did the college have by letting Larson go play semi-pro? What was the benefit to Larson? Do you think the college or investigators were going to pursue any charges?

3. Who else do you think was involved in the betting scheme? Why?
4. Lonnie was given a small mirror. What does that mirror represent? Why is it important to be able to look at yourself in the mirror?
5. How has Eddie affected Lonnie? Why did being “one of the guys” matter to Eddie? How can you help people who are different fit in?
6. What life lesson did Lonnie learn?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 185

“We were doing okay, me and Eddie, I thought as Sherry took my arm. It wasn’t going to be easy and maybe neither of us would make it in any big way, but that’s the way it was. Nothing we could do about that. But Eddie had a chance, a good chance, to live the way he’d want to live. And for the first time in my life, I felt that I did, too. And somehow it was about a lot more than playing ball. It was about knowing what was out there, what to go for, and what to walk away from. I figured Eddie to play it to the bust if he had half a chance, and so would I. That was all for the long run, though. But for then and there, we were both doing okay” (p. 185).

EXTEND

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

Think about a time in your life when you felt things were really going okay – things were working. A time when you felt something like Lonnie when he tells himself: It was about knowing what was out there, what to go for, and what to walk away from. Think of something specific that took place.

Write a narrative paragraph in which you tell a story about one thing that went right for you. Who was involved? What was the situation? Introduce your topic and detail what happened in order. How did it make you feel? What happened? Use clear and concise language that tells a story.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program Lesson Plan

The Outside Shot, Final Writing Product



Outcomes for Today

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

1. 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.

Study this quarter's theme, "Responsibility Requires Action", written above.

Study the themes of the novel.

- Adaption: being put in an unfamiliar situation and having to adapt.
- Wisdom: knowing what is there, what to do after, and what to walk away from.
- Responsibility: doing what I should be doing right now.

Review: Narrative Writing Style. *A story or account of events, experiences, or the like, whether true or fictitious.*

Throughout the novel you have written a series of theme-based paragraphs for your writing prompts. These prompts have also included a personal narrative or your personal story.

Choose one of the themes from the novel above. Using the writing prompts you have already written, choose 3 that will support your theme and write a 5 paragraph narrative story in which you tell the reader how one of the themes (above) relates to your life. You will have to write an introductory paragraph introducing the theme you picked, and the examples that support it. You may have to reconfigure the paragraphs you have chosen to support your ideas. You should include examples real or imagined. Your narrative should answer specifically:

- Who was involved?
- What happened and what was the result?
- When did it occur?
- Where did it happen?
- Why did it happen?