

Character Based Literacy Program Lesson Plan

Joey Pigza Swallowed the Key, Introduction



Summary

Joey is a young boy being raised by his grandma. He suffers from ADD and gets into a lot of trouble at school. Gantos' story details Joey's difficulties at home and at school with his classmates, teachers and other adults. Joey struggles and must change his ways through medication and a different classroom. Joey's mom also appears to help Joey.

Outcomes for the Novel

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Goal for the Unit

Our goal for this unit is for students to write an explanatory essay in which they share what they have learned about Attention Deficit Disorder.

Unit Roadmap

- Unit's big idea or theme = Responsibility Requires Action
- Definition: 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. *Ideally this would be posted in your classroom.*

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 1



Outcomes for Today

Standards Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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.

Are there any predictions given in the *Joey Pigza Swallowed the Key* title and the cover? (Lead class discussion)

- Gather basic information about AD/HD ahead of time.
- Ask them if they have ever heard of Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder or if they've known anyone with ADD or ADHD.
- Do a K-W-L chart on ADD and ADHD.
- You could also do a Venn Diagram to show how ADD and ADHD are similar and different.

www.chadd.org/ See this website for Children and Adults with Attention Deficit/Hyperactivity Disorder information

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

hesitate (4)	high-voltage wires (9)	scalded (11)	mesmerized (12)	hyperactive (14)
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READ

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

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

Read p. 3-16

Setting	Characters	Pages
School	Joey Pigza, Teacher-Mrs. Maxy, Principal	3-6
House	Grandma, Mom and Joey	7-16

RESPOND

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

Students might mention:

- Joey gets in trouble a lot at school.
- Joey lives with his grandma because his dad left and his mom went after him.
- Joey takes medicine.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 3

"In the morning I'd be okay and follow along in class. But after lunch, when my meds had worn down, it was nothing but trouble for me" (p. 3).

EXTEND

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

If you look at the KWL chart you will see many things that already help to define ADD. **Write a paragraph or two about what you already know about ADD and add some questions you would like answered about the topic. This paragraph will be used later to introduce the topic. The answers to your questions will be used to add information to the *Body* of your paper. Write two explanatory paragraphs to a formal audience (teachers/adults) discussing what ADD is and its specific characteristics.**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 2



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

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W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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 medication for ADD Improve?

There is now good evidence that medication can improve several important areas of function in children with attention problems:

1. Behavior and adjustment in the classroom and at home.
2. Academic performance and learning.
3. Self-confidence and self-esteem
4. Mood problems such as anxiety
5. Social functioning

The stimulants, including Ritalin, Dexedrine and Cylert, are similar in reaction - not identical. If one doesn't work, it is suggested trying another. Ritalin and Dexedrine go "into the body and out" in 2 to 5 hours while Cylert is a one-a-day med. He touched on the issue of name-brand vs. generic stating that although the active ingredient is the same, it is combined with filler and experience has shown that the filler can reduce the

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drugs' effectiveness in some cases.

What is Stimulant Medication "REBOUND?"

Many parents notice that as a dose of stimulant medication for ADD wears off, their child appears to act differently, particularly after he/she returns from school. The most commonly observed behaviors at that time include increased hyperactivity, increased irritability, or moodiness. That is, the symptoms are an exaggerated form of the symptoms of the ADD itself. The symptoms usually last for a fairly brief time. This phenomenon is probably quite common, occurring to some degree in perhaps 30% of children treated with these medications. It is known as rebound irritability or hyperactivity. Important points about medication rebound include:

- It occurs after the medication leaves the child's system and is not a direct dose-related side effect of the medication itself.
- The fact that a child taking medication seems irritable or moody after school does not mean that the same symptoms are occurring during school. Rather, in rebound the symptoms generally appear after school
- Rebound is generally fairly mild and does not represent a danger to the child, although it can be quite unpleasant for those around the child.
- Many children with ADD experience similar symptoms after school even when they are not taking medication. Some of the "rebound" probably actually represents a reaction of an ADD child to the transition from the school to the home setting, the bus ride home, and the disinhibiting effect of being back home after school.
- Rebound irritability can usually be managed by allowing the child some "space" after school and trying to avoid provoking him during that transition time. Often a brief period of active play can be beneficial. If the problem is more severe, a small additional dose of the stimulant medication given after school will most often prevent the symptoms from occurring.

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

complain (18)	snagged (19)	fidgiting (19)	antsy (20)	jittery (22)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 17-29

Setting	Characters	Pages
Home	Joey	17-29
School	Mom	
	Mrs. Maxy, Nurse Holyfield	

RESPOND

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

Students might mention:

- Joey's mom had a meeting at school about him.
- Joey has to follow Mrs. Maxy's "basic rules."
- Joey's mom took Joey to a doctor.
- The doctor gave him a prescription for a new medication and the new medication worked.
- The medication helped Joey control his behavior and movements.
- The medication worked well for the first day but were not reliable for all days.
- The doctors attributed this to puberty.
- Joey's mom also continued with her medicine/alcohol.
- Joey discovers that his Grandma is in Pittsburgh with his dad.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 28

"Then we clinked glasses and I took my pill. I was so happy to take it. I could feel it going down my throat like a little white round superhero pill on its way to beat up all the bad stuff in me. Everyone said it would help... So I stayed home and felt like a normal kid for a while. But then my old self started to sneak up over me" (p. 28).

EXTEND

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

Write two paragraphs describing how the medication works and what happens when it begins to wear off. According to the key paragraph, **write two explanatory paragraphs on why Joey should or should not take the medication? Justify your answers with two points on the importance of Joey's medication use.** Remember the goal of an explanatory essay is to make something clear to the reader.

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 3



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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 Special Education?

Special education is instruction that is specially designed to meet the unique needs of a child with a disability. This means education that is individually developed to address a specific child's needs that result from his or her disability. Since each child is unique, it is difficult to give an overall example of special education. It is individualized for each child. Some students may be working at the pre-kindergarten grade level, others at the first, second, or third grade level. There may be students whose special education focuses primarily on speech and language development, cognitive development, or needs related to a physical or learning disability. Special education for any student can consist of an individualized curriculum that is different from that of same-age, nondisabled peers (for example, teaching a blind student to read and write using Braille).

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

brass (30)	bottom feeder (31)	desperate (33)	spastic (36)	hovering (36)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 30-41

Setting	Characters	Pages
School	Joey	30-41
Pennsylvania	Mrs. Maxy, Mrs. Holyfield-nurse, Mrs. Jarzab-principal, Mrs. Howard-special ed	

RESPOND

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

Students might mention:

- Joey is caught swallowing a key.
- He pulls it out with the string.
- Mrs. Maxy comes up and cuts the string.
- Joey then bets his classmate that he can swallow the key. He swallows the key and then remembers that Mrs. Maxy has cut the string that is attached to the key.
- Joey is put into a special-education classroom.
- Joey has to sit in the "Big Quiet Chair."

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 31

"I was trying to train myself to swallow the key so I could slowly pull it back up from inside my belly, up my throat and into my mouth, like I was fishing for bottom feeders. It hurt to do it because sometimes the key got sideways down my throat, but when it did that I just gave it a little tug and straightened it out" (p. 31).

EXTEND

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

Have you ever not been paying attention and suffered some serious or humorous consequences? Were you being responsible? What was getting in your way? What could you have done to act more responsibly? **Write a narrative paragraph on one incident that you had. Make sure to use descriptive details, sensory language, as well as transitional words to make your story lively to your audience.**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 4



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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PREPARE

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



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What is ADD?

ADD is a biologically-based disorder that includes distractibility, impulsiveness, and sometimes hyperactivity. While the causes of ADD are not fully understood, recent research suggests that ADD can be inherited and may be due to an imbalance of neurotransmitters chemicals used by the brain to control behavior or abnormal glucose metabolism in the central nervous system. Before a student is labeled ADD, other possible causes of his or her behavior are ruled out.

According to data, approximately 4% to 6% of the U.S. population has ADHD. ADHD is a diagnosis applied to children and adults who consistently display certain characteristic behaviors over a period of time. The most common core features include:

- distractibility (poor sustained attention to tasks)

- impulsivity (impaired impulse control and delay of gratification)
- hyperactivity (excessive activity and physical restlessness)
- Some common symptoms of ADHD include: often fails to give close attention to details or makes careless mistakes; often has difficulty sustaining attention to tasks; often does not seem to listen when spoken to directly; often fails to follow instructions carefully and completely; losing or forgetting important things; feeling restless, often fidgeting with hands or feet, or squirming; running or climbing excessively; often talks excessively; often blurts out answers before hearing the whole question; often has difficulty awaiting turn.

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

mineral oil (42)	octopus (43)	wagging (43)	mercury (47)	permanently (51)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 42-53

Setting	Characters	Pages
School	Joey	42-53
	Teachers and students	

RESPOND

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

Students might mention

- Joey takes mineral oil and gets his key back.
- Joey forgets his key at school.
- Joey's mom drank while she was pregnant with him.
- Joey blow's out Harold's birthday cake candles.
- Joey doesn't have his key so he must wait outside for his mom.
- He asks his mom if she drank while she was pregnant with Joey. She confesses she did but it was okay. Joey tells his mother that he is asking because a new student joined his special ed class.
- He heard the other mothers talking about how the new student was similar to Joey because both mothers drank while pregnant.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 51-52

"I can have good days. Entire days when I wake up and I'm calm inside like water when it's not boiling, and I just plant my feet on the floor like every kid in

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America. I think it then I do it" (p. 51-52).

EXTEND

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

In one to two paragraphs explain specific examples that show evidence that Joey struggles with ADHD? Use events in the text that supports your idea. Be detailed and specific. Consult your KWL chart for key ideas.

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 5



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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How behavior changes with too much sugar- Overeating, poor memory formation, learning disorders, depression—all have been linked in recent research to the over-consumption of sugar. And these linkages point to a problem that is only beginning to be better understood: what our chronic intake of added sugar is doing to our brains.

According to the U.S. Department of Agriculture (USDA), the average American consumes 156 pounds of added sugar per year. That's five grocery store shelves loaded with 30 or so one pound bags of sugar each. If you find that hard to believe, that's probably because sugar is so ubiquitous in our diets that most of us have no idea how much we're consuming. The Centers for Disease Control (CDC) puts the amount at 27.5 teaspoons of sugar a day per capita, which translates to 440 calories—nearly one quarter of a typical 2000 calorie a day diet.

From <http://www.psychologytoday.com/blog/neuronarrative/201204/what-eating-too-much-sugar-does-your-brain>

Who are the Amish?

The Amish (sometimes called Amish Mennonites) are members of an Anabaptist Christian denomination, who are especially known for their separation from society, for living in isolated Amish communities, for the rejection of most modern technology, and for their distinctly conservative dress.

In the United States, Amish communities are mostly found in Pennsylvania and the Midwest, namely Ohio and Indiana. It is common for members of this denomination to live rurally where there is land to farm. It is also common for Amish to live near other Amish, which enables them to support each other's lifestyle as well as establish a local congregation of people with similar beliefs and convictions.

From <http://www.religionfacts.com/christianity/denominations/amish.htm>

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

Amish (54)	sloping (55)	needlepoint (56)	stern (58)	smudge (62)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 54-66

Setting	Characters	Pages
School	Joey	54-66
Field trip	students	
Amish farm		

RESPOND

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

Students might mention:

- Joey and his class go on a field trip to an Amish farm.
- Joey cannot eat pie because it has too much sugar but he eats it anyways.
- Mrs. Maxy doesn't let Joey have a knife to carve his pumpkin.
- Joey is sent to the bus after he refuses to give the knife back and throws it in a corn field.
- Joey hurts his ankle.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 66

"It's just that there is always a difference between what you think you are doing and what happens to you and everyone else" (p. 66).

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EXTEND

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

Do you feel like Joey is doing these things to be malicious? Or is he trying to hurt other people? If you were his friend, what would you tell him to do after his stunt in the barn? **Write at least two paragraphs describing the advice you would give Joey about his irresponsible behavior. Explain with concrete facts from the book how ADD/ADHD affects the people around the person experiencing ADD/ADHD. What are some strategies to cope and assist the person? Give some examples of what works for Joey and what does not.**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 6



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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



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What is a Gifted and Talented Classroom (GATE)?

The Gifted and Talented Education (GATE) program supports unique opportunities for high-achieving and underachieving pupils who are identified as gifted and talented. By state definition, gifted students are pupils who possess a capacity for excellence far beyond that of their chronological peers. This capacity includes many and varied characteristics that require modifications of curriculum and instruction. These modifications form the basis of gifted and talented educational services.

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

velvet (68)	benefit (69)	pledge (69)	mummify (70)	gauze (75)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 67-76

Setting	Characters	Pages
School	Joey	67-76
	Mrs. Maxy	
	Other teachers, Mrs. Jarzab, Nurse Holyfield,	

RESPOND

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

Students might mention:

- Joey sneaks into the auditorium for the speeches.
- Joey wants to make bumper stickers that read "Hate is not a Family Value."
- Joey accidentally trips and cuts Maria's nose with the teacher's scissors.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 76

"Our eyes met and I said, 'I'm a good kid. I just got dud meds' (p. 76).

EXTEND

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

Have you ever been in a situation where you knew you were not supposed to do something and you did it anyway, thinking the consequences would not turn out badly? **In two paragraphs explain what happened and discuss what steps you could have taken to stop yourself from making that decision in the first place. What would have been the "responsible" thing for you to do?**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 7



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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 Suspension?

Suspension and Expulsion are disciplinary sanctions imposed for prohibited conduct committed by a student. If the student is suspended, either an in-school or out-of-school suspension may be imposed. A suspension may be for 3 days, 10 days, or for a longer period of time. If a principal imposes an "indefinite" suspension the student is entitled be given all the same protections as if s/he were being expelled. Students with disabilities (whether or not they have been identified as students with disabilities) must be treated differently. Special education students are entitled to greater protection from discipline. Because of these protections, it is very important to ask the district to evaluate a student who may be expelled to determine whether the student has any special needs.

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

smock (77)	embroidered (77)	cite (78)	mandatory (80)	filthy (78)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 77-82

Setting	Characters	Pages
School	Joey	77-82
Home	Mom	
	Mrs. Jarzab	

RESPOND

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

Students might mention:

- Joey gets suspended for cutting Maria's nose accidentally with some scissors.
- Joey gets sent to a special education school.
- Joey is confused about what is happening.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 81

"All this time I thought she was on my side, because I was on her side. But maybe she had given up on me too. So I didn't say anything more because I was scared she was going to be against me like everyone else" (p. 81).

EXTEND

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

Joey thinks his mother has given up on her but she really hasn't. **Write about a time you felt like you had disappointed someone and thought they may have given up on you but hadn't. What did you learn from that experience? Was the other person justified in their feeling? If you were in their shoes would you give up on the person?**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 8



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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 Chihuahua

It is a breed of dog that derives its name from the Mexican State of Chihuahua, where the earliest specimens of the breed were found. Chihuahuas are alert dogs with terrier-like qualities. They are good with families if the children are gentle and patient. Because of their small size, they require little exercise and are good city dogs, but can be sensitive to cold temperatures. Smooth coated Chihuahuas need very little grooming due to their short hair. Long coats need occasional brushing but still require minimal grooming.

From <http://www.akc.org/breeds/chihuahua/index.cfm>

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

jumpsuit (83)	heave (84)	advice (87)	beaming (88)	springy (88)
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READ

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Review Review the timeline from the beginning every day.

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

Read p. 83-88

Setting	Characters	Pages
Home	Joey	83-88
Maria's house	Mom	
Bookstore	Maria's dad	

RESPOND

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

Students might mention

- Joey stays home from school.
- Joey tries to go apologize to Maria.
- Joey and his mom go to a bookstore and she buys him a book about dogs.
- Joey might get a dog if he behaves.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 84

"Then he stepped toward me.

'They shouldn't let messed-up kids go to school with regular kids,' he said" (p. 84).

EXTEND

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

In two paragraphs explain how you would feel if someone told you that you should not be allowed to go to school with regular kids. How would you have reacted if you were Joey? Is it okay for Maria's dad to have reacted the way he did and have said those things to Joey about him and his mom? Do you think that he was being honest?

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 9



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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 it mean to be a Foster kid?

It means that you are Wards of the state either temporarily or on a permanent basis. May or may not have parents or legal guardians.

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

surge (92)	lurched (92)	streamlined (93)	deformed (98)	binge (101)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 89-102

Setting	Characters	Pages
Bus	Joey	89-102
New school	New kids on bus	
	Special Ed	

RESPOND

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

Students might mention:

- Joey has to ride a special bus to Special Ed for the first time.
- Joey thinks that he might be a foster kid.
- Joey meets a boy named Charlie on the bus.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 99

"In fact nothing was scarier than me knowing something was wrong inside me, something I couldn't see silently eating away at me like termites, and it was going to ruin me even when I was being good. I was scary to myself" (p. 99).

EXTEND

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

Have you ever been scared of yourself? What happened? What did you do? What support do you have if you ever feel that way again? Who can you turn to for support? **In two paragraphs explain the story in detail.**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 10



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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.

Do Dietary Changes really help symptoms of ADD?

Do alternative ADHD treatments really work? While they may not be a cure-all, non-medical treatments like diet changes are making a big difference in the behavior of their children with attention deficit disorder. Poor diet and eating habits do not cause ADHD. And when it comes to controlling impulsivity, inattention, and other symptoms, there is no substitute for medication and behavioral therapy, which are clearly the most effective approaches. But recent research suggests a possible relationship between ADHD and the foods one consumes.

<http://www.additudemag.com/adhd/article/859.html>

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

unavailable (104)	abandoned (105)	imp (108)	regulated (112)	bluntly (115)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 103-118

Setting	Characters	Pages
Home	Joey	103-118
School	Mom	
	Mrs. Maxy, Special Ed, Dr. Preston	

RESPOND

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

Students might mention:

- Joey's mom drinks a lot and that is part of his problem.
- Mrs. Maxy came to visit Joey and give him his homework so he doesn't fall to behind.
- Joey goes to visit the doctor and has to go take a brain SPECT test.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 107

“‘That you drink,’ I said.
 ‘You do.’ I pointed at the bottle in her hand.
 ‘See? And Special Ed said that if I didn't tell the truth I wouldn't get better’” (p. 107).

EXTEND

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

Have you ever known anyone who needed to shift gears and did? **Write about their success story. If you haven't known anyone like that, write about what you think is stopping someone you know from switching gears and getting their life back together.**

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

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



Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 11

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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 Greyhound bus?

Traveling via the bus is a pretty economical way to get places. Greyhound bus lines travel just about everywhere in the United States.

<https://www.greyhound.com/>

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

examined (119)	stiff-arm (123)	twiddling (124)	doomed (126)	sarcastically (126)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 119-128

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Setting	Characters	Pages
Bus ride	Mom	119-128
	Joey	

RESPOND

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

Students might mention:

- Joey talks about how his Grandma used to treat him badly.
- Joey and his mom are riding the bus to Pittsburgh.
- Joey's mom confesses there was a time when she did have a drinking problem.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 124

"And by then I'd be crying and crying because I hated myself so much for not being able to sit still and keep my hands in my lap" (p. 124).

EXTEND

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

After reading this chapter, make a new K-W-L chart. You have learned a lot about ADD and ADHD by now. What other questions do you have about this condition? Make a class list and decide on your top three questions.

Write a paragraph or two explaining one of those questions that the class came up with from the class discussion. Include that as one of your "middle paragraphs" of your Final Essay.

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 12



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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 Radiology?

Radiology is a medical specialty that employs the use of imaging to both diagnose and treat disease visualized within the body

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

clenched (130)	crooked (133)	souvenir (133)	scolding (133)	startled (133)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 129-134

Setting	Characters	Pages
Hospital	Mom	129-134
	Joey	

RESPOND

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

Students might mention:

- Joey takes the tests.
- Joey has to lie still while a machine takes pictures of him.
- Joey acts inappropriately at the gift shop.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph. p. 133

"I grabbed the wire postcard rack with one hand and spun it around as fast as I could just as some old lady was about to pluck one out, and I almost chopped her finger off...I kept spinning the rack faster and faster until it was a postcard tornado and the cards were sailing out of their holders and skidding across the floor" (p. 133).

EXTEND

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

Jack Gantos does a terrific job of writing in a way that mirrors the feelings and actions that are going on with Joey. **In two paragraphs of your own explain what Jack does he do in the above paragraph that makes you feel like you are right there experiencing this? Use specific evidence from the novel.**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 13



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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 Medicine patch?

It is a transdermal patch that provides medication via the skin.

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

sightseeing (134)	telescopes (135)	seasick (135)	meter (137)	dozen (138)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 134-138

Setting	Characters	Pages
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Pittsburg	Joey	134-138
	Mom	

RESPOND

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

Students might mention:

- Joey and his mom go sightseeing in Pittsburgh.
- Joey wants to look for his dad but his mom doesn't want to.
- Joey's dad drinks a lot.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 137

"I know you'd like to meet your father," she said. "I know it would be good for you to meet him. What trouble me is how he'll be. He could be drunk, he could be sober, he could be nice, or mean as a snake...I can't take a chance that he won't upset you more than love you" (p. 137).

EXTEND

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

Joey tells his mom that he doesn't think there is anything wrong with wanting to meet his dad. Why do you think she is hesitant? **Write a paragraph or two from the mother's perspective that explains about why she does not think it is a good idea that they meet. In what way does she think that is the most caring thing to do for Joey? How does her alcoholism factor into this decision?**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 14



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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.

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

puckered (139)	neurologically (139)	dosage (139)	transdermal (139)	dachshund (145)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 139-146

Setting	Characters	Pages
Doctor's office	Joey	139-146
	Mom	
	Special Ed, Dr. Preston	

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RESPOND

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

Students might mention:

- Joey's brain works normally.
- Joey has to wear a big patch that will give him medicine all day long.
- Joey gets a new puppy and names him Pablo.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 141

"Now that I was getting better, people could like me more" (141).

EXTEND

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

In what new ways are you seeing Joey and his mother take responsibility for getting their lives together? **Write two paragraphs where you explain how they are taking responsibility, use examples from today's reading.**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Joey Pigza Swallowed the Key, Day 15



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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 being “naturally good”?

Being “naturally good,” refers to being inherently good-hearted. Devoid of malice or evil.

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

squinty (150)	propped (150)	tardy (151)	hyper (147)	fuss (152)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 147-154

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Setting	Characters	Pages
School	Joey	147-154
	Teachers	
	Kids	

RESPOND

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

Students might mention:

- Joey's medicine is really working for him.
- Joey gets to say the Pledge of Allegiance over the loudspeaker.
- Joey gets to go back to his regular school everyone is really happy to see that Joey is back.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 153

"And it was amazing to me that she said what she did because I never thought someone would ever point to me and say I gave them hope that someday their kid would be like me" (p. 153).

EXTEND

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

Write a paragraph summarizing 3 of the most important things you have learned about ADD and ADHD.

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

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

Final Writing Product

Joey Pigza Swallows the Key reflects on the CBL theme of 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.

Today, write an explanatory essay in which you share what you have learned about Attention Deficit Disorder-ADD. Write 5 paragraphs: an intro defining and explaining Attention Deficit Disorder-ADD, choose 3 body paragraphs from your daily writing extension activities that you feel appropriately fit with the theme, and finally a conclusion that focuses on what was learned about ADD, its possible treatments and/or medications, educational services, behavioral consequences, etc. Tie it in with Joey's transformation.

Be sure to be specific and use excerpts from the novel to support your claims. Make every effort to illustrate that you have researched ADD thoroughly and provide connections between the novel and your daily writing pieces so it is seamless and a smooth transition from one paragraph to the next.

Below is a checklist that may be used as a guide to facilitate your explanatory essay.

1. Students will pull all of their written ITEM pieces together. They should have the rough draft versions of a beginning, middle and end.
2. Create a graphic organizer like the one you see on page 92 of All Write.
3. After creating the graphic organizer, decide in what order you want to organize your ITEM paragraphs.
4. Look at the REVISING items on page 93 to help in this regard.
5. Once you have successfully decided the order, work with your teacher, or a partner in making the connections between the paragraphs more smooth.
6. Write up the entire paper as a ROUGH DRAFT.
7. Decide on a Title

Editing, celebrating, visual display

- Take your rough draft and edit it for capitalization, spelling and grammar mistakes.
- Read your paper to a partner and have the partner name 3 things they really liked about the paper and one thing that could make it stronger. Use a structured peer-editing process that allows for changes, revisions and additions for your final writing piece.
- Decide if you'd like to make that suggested revision.
- Once satisfied with your rough draft, go ahead and write your FINAL COPY.
- OPTIONAL: If you have additional time, decide how you would make a visual display of the information in your expository essay about ADD and ADHD.
- Create a poster or visual display of that information and share with another

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- person in class. Students can do this in small groups, individually, or you can do this as a class. Perhaps if technology is readily available you may create a short video clip, power point presentation/slide show, use regalia such as picture of the human brain to help explain what research shows about ADD/ADHD.
- Celebrate this huge success and put the essay in the student's Best Work Portfolio.