

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 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

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.

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.

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

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

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

Read p. 3-16

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

RESPOND

5. Timeline

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

Students might mention:

- 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.

6. Map

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

Open Mind Portrait

New character information can be added to the Open Mind Portrait for new characters and update for characters that already have an OMP.

KWL chart

Add an answer to a question from the KWL Chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze. Write the name of the character in the box in the middle of the chart. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

EXPLORE

7. Activity

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

KWL chart

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In these chapters, we get a glimpse of what it is like for Joey to have ADD. Begin a list on the board as a class of the behaviors in Chapter 1 that point to his difficulty managing his behavior. Reduce these down to types of behavior and add them to what you know on the KWL chart or further questions to explore.

Example:

- Joey has difficulty not cracking jokes when the teacher calls on him in math.
- Reduced for KWL chart: Difficulty staying on task
- Now, do the same thing for Chapter 2 with a partner. List the evidence that points to his having ADD.
- What are some of the “activities” that Joey is asked to do to keep him out of the classroom.
- Class discussion
- Hear from the partnered groups and add the information they have gathered to the large KWL chart

KWL chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

- What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
- Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

- As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
- Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

1. Write a paragraph from any of the 3 columns, K, W or L, of the chart

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Where are Joey's Mom and Dad?
2. Why does he take meds?
3. Why does Joey think he's weird?
4. What are some text evidence that Joey thinks he is weird?
5. What do you predict will happen in the next segment in the story?
6. How would you describe Joey's relationship with his grandmother?

9. 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).

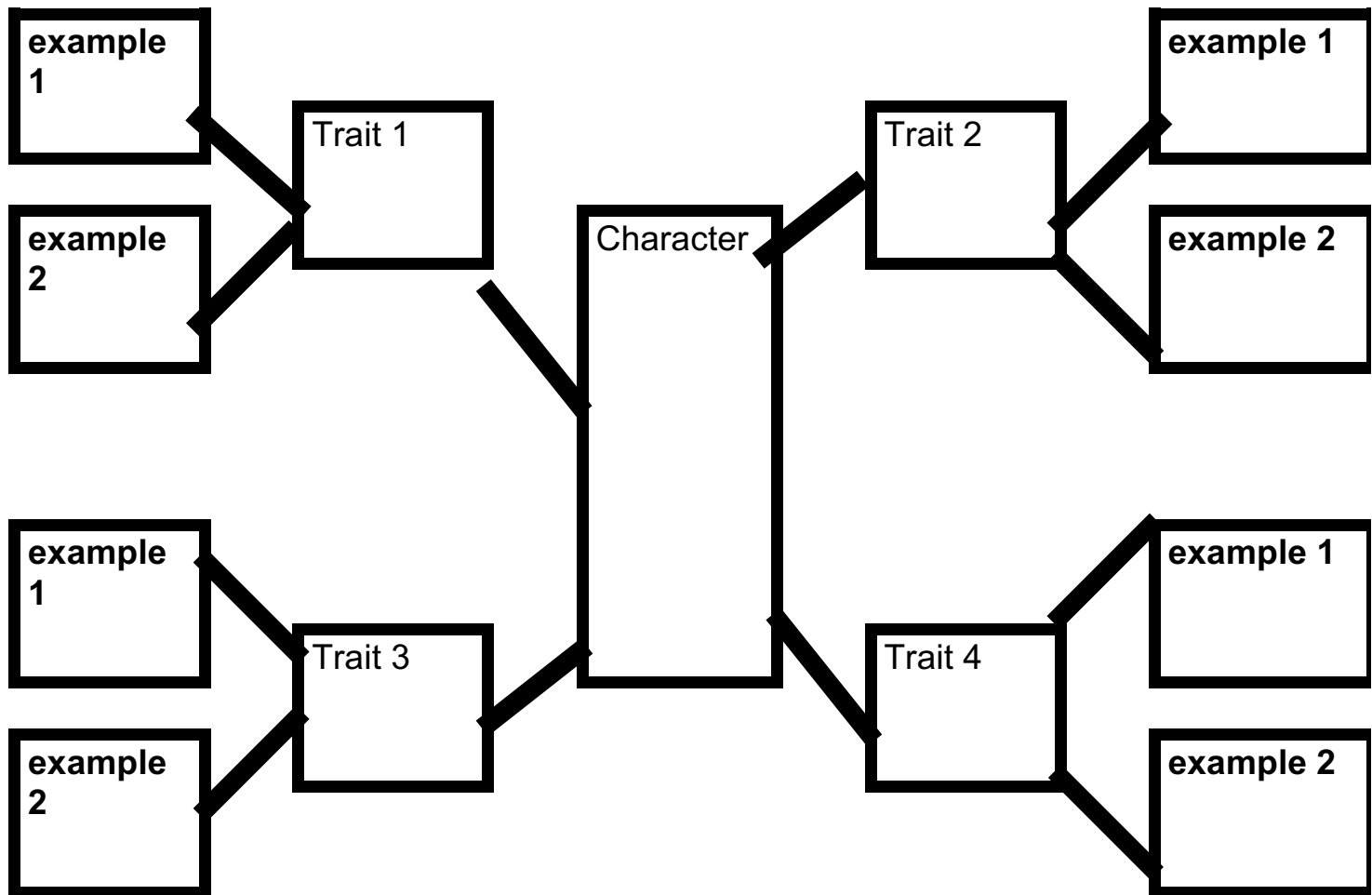
EXTEND

10. 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.**

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

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

4g6 Character Profile Chart

KWL Chart

K	W	L
What do you know?	What do you want to know?	What have you learned?

Character Based Literacy Program 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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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 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

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.

2. Word Wall

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

complain (18)	snagged (19)	fidgeting (19)	antsy (20)	jittery (22)
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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.

Read p. 17-29

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

RESPOND

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5. 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 was 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.

6. Map

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

Open mind portrait

New character information can be added to the OMP. Continue to update other characters to the OMP as we read.

KWL chart

Add an answer to a question on the KWL Chart

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

7. Activity

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

Rap/Song

Work with a partner, and construct a free verse poem or rap about the power for all of us to make a positive difference in the world and for the equal opportunity to do so. Share with the class.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. What does the medication actually do?
2. What happens when it starts to wear off?
3. Why do you think it is important for Joey to take his medication?
4. What are the possible outcomes, if Joey does not follow Mrs. Maxy's Rules?
5. What are some rules that you believe that all individuals should follow and why?

9. 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

10. 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.**

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

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

Character Based Literacy Program Lesson Plan

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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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

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 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).

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

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

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

5. 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."

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait for Joey's mom and other OMP can be updated as you read.

KWL chart

Add and answer to a question from the KWL Chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

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

Bookmark

Think through the events in the story and create a bookmark with words, drawings, magazine cutouts etc. that you think exemplify the tone of the book and the main

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character's struggles.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Joey have to sit in the "Big Quiet Chair?"
2. Why did he swallow the key?
3. What is a special-education classroom?
4. What do you think the "Big Quiet Chair" symbolizes? Do you believe the chair is effective?
5. Do you think the author, Jack Gantos, does a good job developing characters? Does he do a good job developing Joey into a likeable anti-hero?

9. 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

10. 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.**

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

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

Character Based Literacy Program Lesson Plan

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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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

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 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)

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- 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.

2. 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

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.

Read p. 42-53

Setting	Characters	Pages
School	Joey	42-53
	Teachers and students	

RESPOND

5. 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.

6. Map

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait for a new character and continue to update previous characters.

KWL chart

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An answer can be added to a question from the KWL Chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

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

Brainstorming Web

In this chapter we get even more information describing what it is like for Joey when he is not on this medication. Draw a web with Joey in the middle. Write down all the things you know he does because he has ADHD. What characteristics does he have? What behaviors? What thoughts and feelings? Now add anything else you'd like from the research page to what you know about ADHD.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Joey's Mom crying?
2. How would you describe the relationship that Joey has with his mom?
3. How are Joey's meds helping him?
4. What are Joey's good days like?
5. What is ADHD?
6. What is one thing you struggle with on a daily basis?

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

EXTEND

10. 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.

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

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

Character Based Literacy Program Lesson Plan

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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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

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 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>

2. 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

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.

Read p. 54-66

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

RESPOND

5. 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 cornfield.
- Joey hurts his ankle.

6. Map

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

Open Mind Portrait

Add a new character's information to the Open Mind Portrait and continue adding/updating previous OMPs.

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KWL chart

Answer a question from the KWL chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Movie Poster**

Think back on the key events of the chapter. If you were going to choose one scene from this chapter to make a poster advertising this book as a movie, what scene would it be? Why? Draw the movie poster and share with the class. Post in the room.

8. Discussion Ask discussion questions of all 9 types.**Key Questions**

1. What exactly is Shoofly pie?
2. Why were they telling Joey that he could not have a piece of pie?
3. Why doesn't Joey get to participate in the pumpkin carving activity with his classmates?
4. Where does Joey throw the carving knife?
5. Why does Joey get sent back to the bus?
6. How does Joey hurt his ankle?

9. 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).

EXTEND**10. 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.**

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

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

Character Based Literacy Program Lesson Plan

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.

- 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

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 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.

2. 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

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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.

Read p. 67-76

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

RESPOND

5. 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.

6. Map

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait for new characters and update previous OMP.

KWL chart

An answer can be added to a question from the KWL Chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

7. Activity

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

Venn Diagram

Create a Venn Diagram and compare Mrs. Maxy to Joey's Parents. Write what they have that is similar in the middle section and how are they different from each other in the two other sections.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Why isn't Joey allowed to go to the auditorium? How would that make Joey feel?
2. How does Joey want to change the world?
3. What happens with the scissors?

4. Does Joey try to make amends?
5. Does Joey know he's a "good kid" even though he is doing all these things?

9. 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)

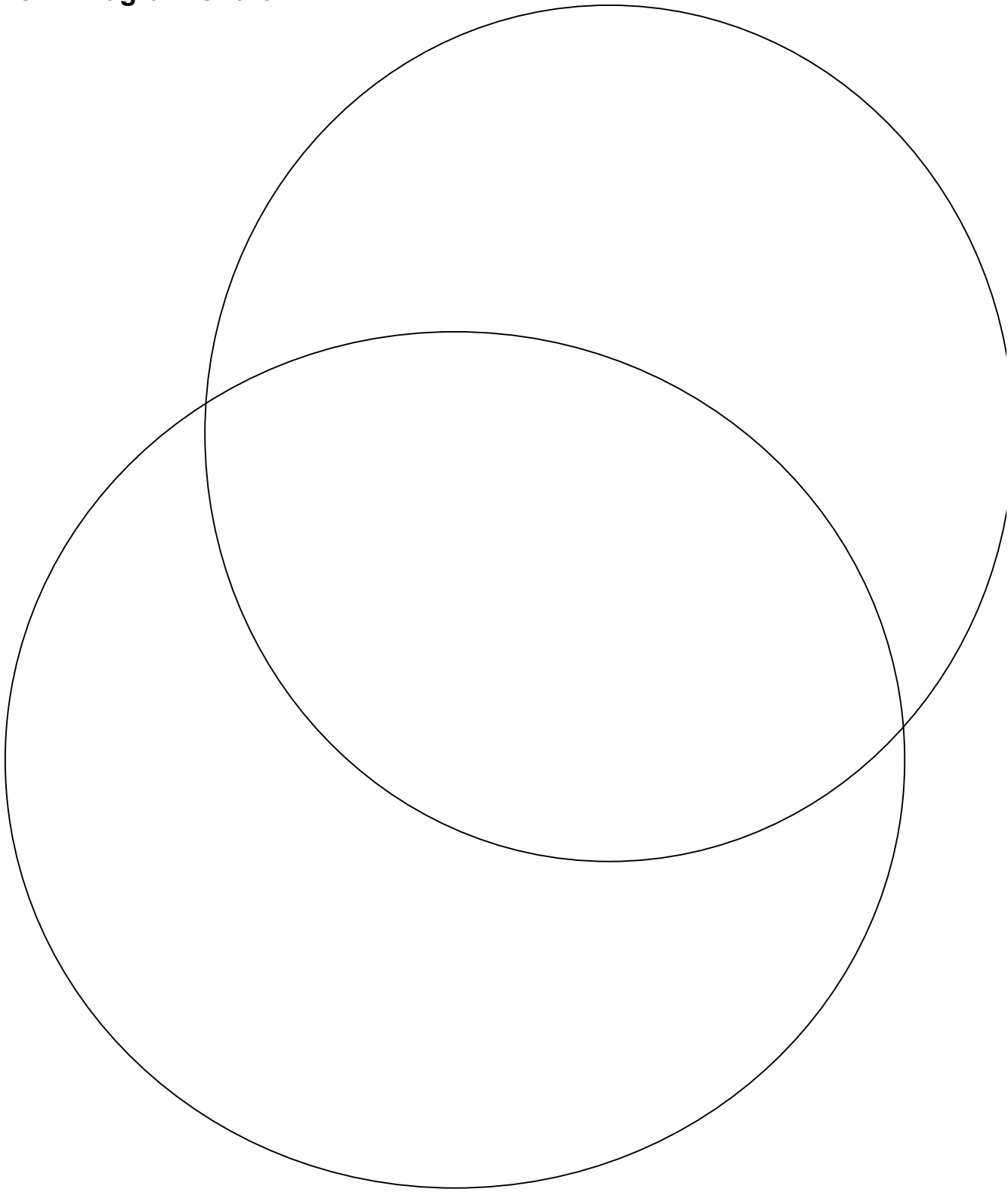
EXTEND

10. 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?**

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

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

6g6 Venn Diagram Chart

Character Based Literacy Program 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.

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

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 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 to 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.

2. 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

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.

Read p. 77-82

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

RESPOND

5. 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.

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

Open Mind Portrait

A new character information can be added to an Open Mind Portrait for another character and continue to update previous OMP

KWL chart

An answer can be added to a question from the KWL Chart

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

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

Retelling

Partner or group students with a timed retelling activity with a possible storyboard or comic strip to go along with the partner/group activity.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Joey get suspended?
2. Why is Joey sent to a special education school? Is this a permanent placement for him?

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3. How does Joey feel about this whole situation?
4. Have you ever thought that someone had given up on you but they hadn't?
5. How is the special education school different to his previous school/classroom?
6. Does Joey fully understand the consequences of his actions and how they brought him to his new school?

9. 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

10. 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?**

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

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

Character Based Literacy Program Lesson Plan

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

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 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>

2. 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

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.

Read p. 83-88

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

RESPOND

5. 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.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait for another character and continue to update previous OMP.

KWL chart

An answer can be added to a question from the KWL Chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

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

Poster

Make a poster drawing the dog that you would want to get if you could get a dog like Joey. On the back of the poster, write down the things that you would have to do in order to be able to get a dog. Include what you would have to do in order to take care of the dog. How would you acquire the dog? Where might you be able to rescue a dog? Shelter? Animal Rescue? What are some important considerations for the breed you are interested in?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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1. Is Joey sorry for what he did to Maria? How do we know?
2. What happens when Joey goes to Maria's house?
3. Who does Joey speak to? Does he apologize to her?
4. What will happen if Joey behaves himself?
5. Do you agree with Joey's mom on how she has decided to reward Joey if he behaves? Why or why not?
6. Do you believe that Joey can behave himself?

9. 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

10. 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?

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

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

Character Based Literacy Program Lesson Plan

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

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 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.

2. 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

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.

Read p. 89-102

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

RESPOND

5. 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.

6. Map

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait for another character and continue to update previous OMP.

KWL chart

An answer can be added to a question from the KWL Chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

7. Activity

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

Open Mind Portrait

Delve more in depth into one character's Open Mind Portrait. Joey rides the bus, enters his new school and meets Special Ed. He is afraid of some of the new kids, afraid the adults think he is a foster kid, and told by Special Ed that he is there because he has trouble making positive decisions. Pretend you are Joey. What is going through your head? What thoughts and feelings? Do you think you can change, like Special Ed says?

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. How does Joey feel about being in the bus?
2. Who does he meet on the bus?
3. What is the Special Education Center like?
4. Who is the new teacher he meets when he gets off the bus?
5. How does Joey feel about what he sees at the center?

9. 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

10. 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.**

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

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

Character Based Literacy Program Lesson Plan

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

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.

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>

2. 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

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.

Read p. 103-118

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

RESPOND

5. 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.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait for another character and continue to update previous OMP.

KWL chart

An answer can be added to a question from the KWL Chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

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

Simulated Journal

In the beginning of the chapter, Joey has an honest conversation with his mother about some of the things that need to change in order for him to get better. Pretend you are Joey writing in your journal. How does it feel to have a mother who loves you but is not making the best decisions for her (like drinking too much)? How does that make you feel? On the other hand, Joey does have Mrs. Maxy, Special Ed, and Dr. Preston helping him to 'switch gears'. Write about what that kind of support feels like as well.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does Special Ed tell Joey he needs to do in order to get better?
2. How does Joey's relationship with his mom affect his behavior?
3. How does Joey's relationship with his grandmother affect his behavior?
4. What does Dr. Preston tell Joey about his medication?
5. How is Joey's medication administered?

9. 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**10. 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.**

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

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

Character Based Literacy Program Lesson Plan

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

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 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/>

2. 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

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.

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Read p. 119-128

Setting	Characters	Pages
Bus ride	Mom	119-128
	Joey	

RESPOND

5. 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.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait for another character and continue to update previous OMP.

KWL chart

An answer can be added to a question from the KWL Chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

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

Story Prop

Step One

Identify an important object in the story. For example, the key that Joey swallows that is also behind the title of the book.

- If you were acting out this story, what objects in the story would you want on the stage for people to see?
- Pick one object to make.

Step Two

Make a colorful 9 x 12 inch version of the object.

Step Three

Put the prop you make up with others on the wall.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What are some different types of abuse?
2. What kind of things would Joey's grandma make him do? Would you

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- categorize these things as abusive?
3. Why does Joey really want a puppy?
 4. What does Joey's mom confess to Joey?
 5. What does Joey's mom explain about Joey's dad?

9. 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

10. 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.

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

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

Character Based Literacy Program Lesson Plan

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

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 Radiology?

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

2. 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

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.

Read p. 129-134

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Setting	Characters	Pages
Hospital	Mom	129-134
	Joey	

RESPOND

5. 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.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait for another character and continue to update previous OMP.

KWL chart

An answer can be added to a question from the KWL Chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

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

Poster

Draw a line down the middle of a piece of paper. On one side draw what you think Joey thinks the inside of his brain looks like. On the other side, what do you think the doctor's see?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does the nurse prepare Joey for the X-ray?
2. What is the purpose for the X-rays?
3. How does Joey feel about the exam?
4. What happens in the gift shop?
5. Does Joey's mom feel guilty for her absence? How can we tell?

9. 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

10. 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.**

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

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

Character Based Literacy Program Lesson Plan

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.
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- 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

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 Medicine patch?

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

2. 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

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.

Read p. 134-138

Setting	Characters	Pages
Pittsburg	Joey	134-138
	Mom	

RESPOND

5. 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

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait for another character and continue to update previous OMP.

KWL chart

An answer can be added to a question from the KWL Chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

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

Postcard

Pretend you are Joey. Write a postcard to your dad filling him in on what is going on and what you are thinking and feeling.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Joey's Mom decide to go sightseeing? Where do they go?
2. What is Joey looking for in his telescope?
3. What/who does Joey want to look for? How? Why?
4. Why does Joey's mom not agree to contacting Carter?
5. Do you think that Joey's mom is making the right decision when she tells Joey no to seeing Carter? Why or why not?

9. 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

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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

10. 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?**

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

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

Character Based Literacy Program Lesson Plan

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

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.

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

Read p. 139-146

Setting	Characters	Pages
Doctor's office	Joey	139-146
	Mom	

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RESPOND

5. 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.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait for another character and continue to update previous OMP.

KWL chart

An answer can be added to a question from the KWL Chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

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

Telescope

What does Joey see out of the telescope? Draw/sketch a telescope and fill in the lens with what you believe Joey would have seen? Make it as interesting as you would think Joey would make it.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Joey feel now that he knows his brain is normal?
2. How does Joey's mom feel?
3. How does Joey feel about his grandma? Why does he feel this way? Is he justified?
4. Joey has been raised by his grandma. Do you feel that this has helped or hindered Joey's ADD?
5. Who is Pablo?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 141

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

EXTEND

10. 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.**

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

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

Character Based Literacy Program Lesson Plan

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

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 being “naturally good”?

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

2. 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

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.

Read p. 147-154

Setting	Characters	Pages
School	Joey	147-154
	Teachers	
	Kids	

RESPOND

5. 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.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait for another character and continue to update previous OMP.

KWL chart

An answer can be added to a question from the KWL Chart.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze.

EXPLORE

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

Poem

Create a poem or rap about how good Joey feels knowing this he has found a solution to his problem. Go back through the chapter and list on the board all the positive messages and lessons that Joey learns in this chapter. One example would be when Mrs. Howard told Joey he was naturally good. How do those messages help Joey feel better?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Joey feel about going back to regular school?
2. How are parents, students, and teachers reacting towards the new Joey?
3. How does Joey react towards them? Give an example.
4. What has Joey learned about himself throughout his experiences? About other people?
5. How is Joey's mom feeling through this transition back to a "regular" classroom.

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9. 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**10. 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.

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

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

Character Based Literacy Program Lesson Plan

Joey Pigza Swallowed the Key,

Final Writing Product



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.

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- 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 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.