

Character Based Literacy Program

Independent Study Lesson Plan

Joey Pigza Swallowed the Key, Week 1



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? (Have a discussion)

What does medication for ADD Improve?

What is Special Education?

What is ADD?

Who are the Amish?

Word Wall Here are vocabulary words to add to the Word Wall.

hesitate (4)	high-voltage wires (9)	scalded (11)	mesmerized (12)	hyperactive (14)
complain (18)	snagged (19)	fidgeting (19)	antsy (20)	jittery (22)
brass (30)	bottom feeder (31)	desperate (33)	spastic (36)	hovering (36)
mineral oil (42)	octopus (43)	wagging (43)	mercury (47)	permanently (51)
Amish (54)	sloping (55)	needlepoint (56)	stern (58)	smudge (62)

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.

Read p. 3-66

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing 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

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

KWL chart

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. 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.
- Discussion
- add the information 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.

Variations for Writing

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

Rap/Song

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.

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 character's struggles.

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.

Open Mind Portrait

Add a new character's information to the Open Mind Portrait and continue

adding/updating previous OMPs.

Discussion

Key Questions (p. 3-16)

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?

Key Questions (p. 17-29)

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?

Key Questions (p. 30-41)

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?

Key Questions (p. 42-53)

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?

Key Questions (p. 54-66)

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?

EXTEND

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

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).

Writing Prompt

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.**

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).

Writing Prompt

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.**

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).

Writing Prompt

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.**

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).

Writing Prompt

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.

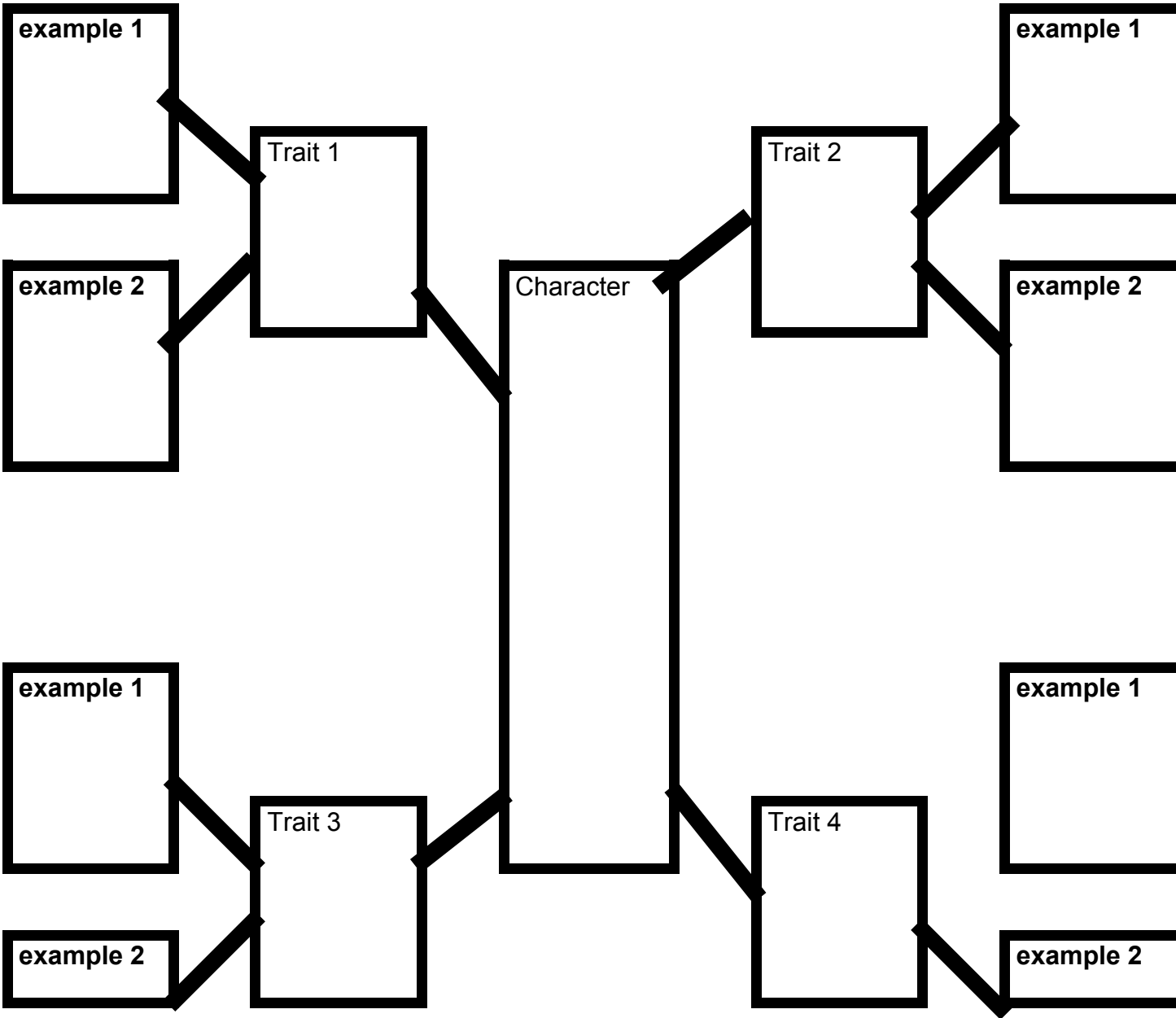
Key Paragraph, p. 66

"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).

Writing Prompt

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.**

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

Independent Study Lesson Plan

Joey Pigza Swallowed the Key, Week 2



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 Gifted and Talented Classroom (GATE)?

What is Suspension?

What is a Chihuahua

What does it mean to be a Foster kid?

Do Dietary Changes really help symptoms of ADD?

Word Wall Here are vocabulary words to add to the Word Wall.

velvet (68)	benefit (69)	pledge (69)	mummify (70)	gauze (75)
smock (77)	embroidered (77)	cite (78)	mandatory (80)	filthy (78)
jumpsuit (83)	heave (84)	advice (87)	beaming (88)	springy (88)
surge (92)	lurched (92)	streamlined (93)	deformed (98)	binge (101)
unavailable (104)	abandoned (105)	imp (108)	regulated (112)	bluntly (115)

READ

Review Review the timeline from the beginning every day.

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- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 67-118

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing 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

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.

Retelling

Student creates a storyboard or comic strip to go along with the retelling of a part of the story.

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?

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?

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.

Discussion

Key Questions (p. 67-76)

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?

Key Questions (p. 77-82)

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

Key Questions (p. 83-88)

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?

Key Questions (p. 89-102)

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?

Key Questions (p. 103-118)

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?

EXTEND

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

Key Paragraph, p. 76

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

Writing Prompt

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?**

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)

Writing Prompt

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?**

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).

Writing Prompt

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?

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).

Writing Prompt

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.**

Key Paragraph, p. 107

“‘That you drink,’ I said.

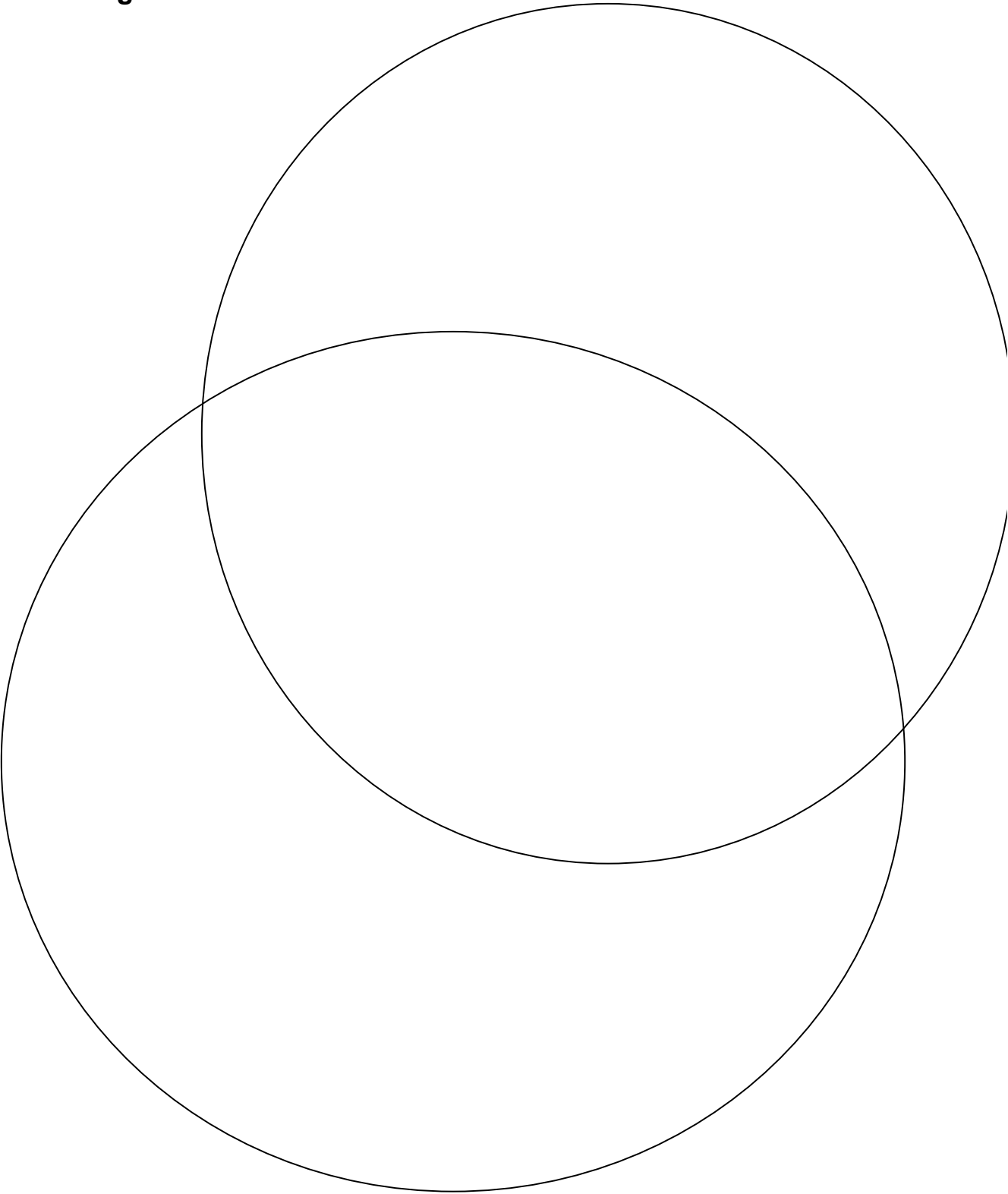
‘You do.’ I pointed at the bottle in her hand.

‘See? And Special Ed said that if I didn’t tell the truth I wouldn’t get better’” (p. 107).

Writing Prompt

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.**

6g6 Venn Diagram Chart



Character Based Literacy Program

Independent Study Lesson Plan

Joey Pigza Swallowed the Key, Week 3



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?

What is Radiology?

What is a Medicine patch?

What is being “naturally good”?

Word Wall Here are vocabulary words to add to the Word Wall.

examined (119)	stiff-arm (123)	twiddling (124)	doomed (126)	sarcastically (126)
clenched (130)	crooked (133)	souvenir (133)	scolding (133)	startled (133)
sightseeing (134)	telescopes (135)	seasick (135)	meter (137)	dozen (138)
puckered (139)	neurologically (139)	dosage (139)	transdermal (139)	dachshund (145)
squinty (150)	propped (150)	tardy (151)	hyper (147)	fuss (152)

READ

Review Review the timeline from the beginning every day.

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Read Read the selection.

Read p. 119-154

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
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Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Open Mind Portrait

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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

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.

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?

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.

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.

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?

Discussion

Key Questions (p. 119-128)

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

Key Questions (129-134)

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?

Key Questions (p. 134-138)

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?

Key Questions (p. 139-146)

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?

Key Questions (p. 147-154)

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.

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

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).

Writing Prompt

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.

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).

Writing Prompt

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.**

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).

Writing Prompt

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?**

Key Paragraph, p. 141

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

Writing Prompt

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.**

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).

Writing Prompt

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

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, make sure 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.

- Once satisfied with your rough draft, go ahead and write your FINAL COPY.
- Celebrate this huge success and put the essay in the student's Best Work Portfolio.