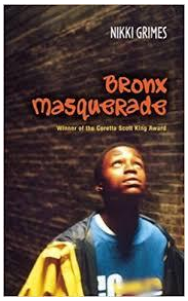
Bronx Masquerade



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Genre Young Adult

Synopsis An intriguing look into the life of eighteen urban teens.

Themes Human Rights, Prejudice

Protagonist Classmates, teens

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

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Character Based Literacy Program Lesson Plan *Bronx Masquerade*, Introduction

Outcomes for the Novel

***Bronx Masquerade* by Nikki Grimes**

Focus and goals for this unit: Informative/Explanatory Essay

Unit Roadmap

- Unit's big idea or theme = **Integrity Requires Wholeness**
- **Definition: Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.**
- Ideally this would be posted in your classroom.

For the final writing product you will be writing a five-paragraph **Informative /Explanatory** essay, which teaches or informs your reader about a subject. This type of essay can explain how something works, how to perform a task, the steps in a procedure, or why something is the way it is. Ultimately, the reader should have a better understanding of the subject after reading your paper.

Purpose

To explain, inform, teach, or clarify a topic to the reader

Important Aspects

Know your audience

Assume that the reader knows nothing about this topic, but don't detail every single step in such minute detail that you bore your reader.

Chose a topic that interests you, some examples are.

Harlem Renaissance or another subject that interests you
How to _____.
Effects of drugs on unborn children.
Social and economic benefits of graduating high school.
Social and economic effects of literacy.
Is social media undermining our ability to have relationships?
Effect of social media and "friends"
How do bullies affect others?

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Day 1	Chose a topic that interests you Get approval from your teacher
Day 2	Brainstorm all of the information you know about your topic Choose which content is relevant.
Day 3	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect Note: you may not need all the categories
Day 6	Develop your topic (add) Relevant facts Definitions Details Quotes Examples
Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you presented
Day 13-14	Edit your final paper

Classroom product

Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

- Create their likeness;
- Add their name to the picture;
- Write 3-5 facts about each student:
- Add 2-3 thoughts for each student
  - How do they perceive themselves?
  - How do others see them?

You will add to this as you read.

Using yarn connect the students together who have created positive relationships be getting to know each other.

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Character Based Literacy Program Lesson Plan
Bronx Masquerade, Day 1

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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the Harlem Renaissance?
Watch video: http://www.history.com/topics/black-history/harlem-renaissance

Spanning the 1920s to the mid-1930s, the Harlem Renaissance was a literary, artistic, and intellectual movement that kindled a new black cultural identity. Its essence was summed up by critic and teacher Alain Locke in 1926 when he declared that through art, “Negro life is seizing its first chances for group expression and self determination.” Harlem became the center of a “spiritual coming of age” in which Locke’s “New Negro” transformed “social disillusionment to race pride.” Chiefly literary, the Renaissance included the visual arts but excluded jazz, despite its parallel emergence as a black art form.

The nucleus of the movement included Jean Toomer, Langston Hughes, Rudolf Fisher, Wallace Thurman, Jessie Redmon Fauset, Nella Larsen, Arna Bontemps, Countee Cullen, and Zora Neale Hurston. An older generation of writers and intellectuals–James Weldon Johnson, Claude McKay, Alain Locke, and Charles S. Johnson–served as mentors.

The publishing industry, fueled by whites’ fascination with the exotic world of Harlem, sought out and published black writers. With much of the literature focusing on a realistic portrayal of black life, conservative black critics feared that the depiction of ghetto realism would impede the cause of racial equality. The intent of the movement,

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however, was not political but aesthetic. Any benefit a burgeoning black contribution to literature might have in defraying racial prejudice was secondary to, as Langston Hughes put it, the "expression of our individual dark-skinned selves."

The Harlem Renaissance influenced future generations of black writers, but it was largely ignored by the literary establishment after it waned in the 1930s. With the advent of the civil rights movement, it again acquired wider recognition.

In today's reading we meet Wesley. He describes himself as a poor student with lots of excuses. His teacher, Mr. Ward is teaching them about the Harlem Renaissance and he has become motivated to learn in school.

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

Introduce 5 important, useful words from today's reading

particular pg. 3	renaissance pg. 4	cocked pg. 4	considering	deferred

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

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

Start at the beginning and review the story so far

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

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

p. 3-11

Setting	Characters	Pages
Bronx	Wesley Boone	3-6
	Tyrone Bittings	7-11

RESPOND

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

Students might mention

- Wesley writes a poem about Langston Hughes.
- Mr. Ward starts Open Mike Fridays- a time for his students to read poetry aloud.
- Tyrone doesn't like school and feels he doesn't have a future.
- He wants to be a songwriter and gets lured into the poetry slams.

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

Classroom product

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Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.
Using yarn connect the students together who have created positive relationships be getting to know each other.
Add Wesley and Tyrone

EXPLORE

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

Key Questions

1. What age do these students seem?
2. How does this first interaction with poetry change the dynamics in Mr. Ward's class? What was the experience like for Wesley when he read his poem? What descriptions does the author use about him (page 4)? Do you think that paints an accurate picture? Explain.
3. Who is Langston Hughes and why is Wesley honoring him?
4. What is the Harlem Renaissance and why would they be studying that?
5. What does Tyrone think about his future and why?
6. What are the statistics about black on black crime?
   http://www.bjs.gov/content/pub/pdf/bvvc.pdf
   http://www.safetyandjustice.org/node/260
   How does this understanding affect Tyrone?
7. Which student's poem affected you more? Explain.

9. Analyze Analyze the key paragraph.

Key Paragraph Page 11:

Say no to police brutality and causing fatality. Say no to race hate. Don't underestimate the power of love. But most of all take two poems and call me in the morning.

EXTEND

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

What are Tyrone's thoughts about his future? What are his fears? How do his fears relate to his poem? What do you think the last line of his poem means? Can a poem be as healing as music?

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Write a one paragraph informative/explanatory text in which you share how poetry can be as healing. Introduce your topic and preview what is to follow. Organize your ideas clearly. Develop your topic with facts, definitions, details, or quotes. Use appropriate transitions to create cohesion. Use precise language to explain the topic. Conclude with a statement, which supports your thesis.

Final Writing Product
Chose a topic that interests you and get approval from your teacher.

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 *Bronx Masquerade*, 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.
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

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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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is domestic violence?
What rate of teens are affected by domestic violence?
http://www.domesticviolence.org/
http://www.thehotline.org/

In fact, many abusive partners may seem absolutely perfect in the early stages of a relationship. Possessive and controlling behaviors don't always appear overnight, but rather emerge and intensify as the relationship grows.

Domestic violence doesn't look the same in every relationship because every relationship is different. But one thing most abusive relationships have in common is that the abusive partner does many different kinds of things to have more power and control over their partners.

If you're beginning to feel as if your partner or a loved one's partner is becoming abusive, there are a few behaviors that you can look out for. Watch out for these red flags and if you're experiencing one or more of them in your relationship, call or chat online with an advocate to talk about what's going on.

- Telling you that you can never do anything right
- Showing jealousy of your friends and time spent away
- Keeping you or discouraging you from seeing friends or family members
- Embarrassing or shaming you with put-downs
- Controlling every penny spent in the household
- Taking your money or refusing to give you money for expenses
- Looking at you or acting in ways that scare you
- Controlling who you see, where you go, or what you do
- Preventing you from making your own decisions
- Telling you that you are a bad parent or threatening to harm or take away your children
- Preventing you from working or attending school
- Destroying your property or threatening to hurt or kill your pets

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- Intimidating you with guns, knives or other weapons
- Pressuring you to have sex when you don't want to or do things sexually you're not comfortable with
- Pressuring you to use drugs or alcohol
- **Domestic violence can happen to anyone of any race, age, sexual orientation, religion, or gender.**
- It can happen to couples who are married, living together, or who are dating. Domestic violence affects people of all socioeconomic backgrounds and education levels.
- Abuse is a repetitive pattern of behaviors to maintain power and control over an intimate partner. These are behaviors that physically harm, arouse fear, prevent a partner from doing what they wish or force them to behave in ways they do not want. Abuse includes the use of physical and sexual violence, threats and intimidation, emotional abuse and economic deprivation. Many of these different forms of abuse can be going on at any one time.

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

commences pg. 12	husky pg. 13	hauled pg. 13	gawking pg. 14	fabrications pg. 14

READ

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

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

p. 12-23

Setting	Characters	Pages
Bronx	Chankara	12-16
	Tyrone	17
	Raul Ramirez	18-22
	Tyrone	23

RESPOND

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

Students might mention

- Chankara sees through her sister's abusive relationship.
- Tyrone's father used to hit his mother.
- Raul talks about wanting to be a painter.
- He wants to honor his people and break down stereotypes.

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

Classroom product

Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

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Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.
Using yarn connect the students together who have created positive relationships be getting to know each other.
Add Chankara and Raul

EXPLORE

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

Key Questions

1. Why would Chankara's sister stay in an abusive relationship?
2. What is Chankara's reaction to her abuser?
3. How do her friends react to her bruise? Which one shows the most support? Why? Who shows the least? Explain.
4. Tyrone's father beat his mother. How what factors contributed to the abuse?
5. What does Raul get from painting? How do you find beauty in people?
6. What stereotype is broken when Raul reads his poem?
7. Who is acting as the narrator of the story?

9. Analyze Analyze the key paragraph.

Key Paragraph Page 16:

"He'll never do it again," she swears. But he will, because she'll let him. Now, me? I've got not use for lame excuses or imitation love that packs a punch.

EXTEND

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

http://www.domesticviolence.org/
http://www.thehotline.org/
Look at the domestic violence websites.

What are the patterns within domestic violence (for both victim and perpetrator)
What can you do to get out of them?

Write an informative text to examine Domestic Violence and answering the above questions. Introduce your topic. Develop your topic with relevant facts and information. Use appropriate transitions and language. Establish and maintain formal style. Provide a concluding statements which follows form and supports the information presented.

Final writing product

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Day 2- Brainstorm all of the information you know about your topic. Choose which content is relevant.

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

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

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1g6 Setting Chart

Where	When
Time	**Weather**

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Character Based Literacy Program Lesson Plan
Bronx Masquerade, 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.
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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Who is Claude McKay?

Claude McKay was a Jamaican poet best known for his novels and poems, including "If We Must Die," which contributed to the Harlem Renaissance.
"Idealism is like a castle in the air if it is not based on a solid foundation of social and political realism."

Claude McKay was born in Sunny Ville, Clarendon Parish, Jamaica, on September 15, 1890. McKay moved to Harlem, New York, after publishing his first books of poetry, and established himself as a literary voice for social justice during the Harlem Renaissance. He is known for his novels, essays, and poems, including "If We Must Die" and "Harlem Shadows." He died on May 22, 1948, in Chicago, Illinois.
Festus Claudius McKay was born in Sunny Ville, Clarendon Parish, Jamaica, on September 15, 1890. His mother and father spoke proudly of their respective Malagasy and Ashanti heritage. McKay blended his African pride with his love of British poetry. He studied poetry and philosophy with Englishman Walter Jekyll, who encouraged the young man to begin producing poetry in his own Jamaican dialect.

A London publishing house produced McKay's first books of verse, *Songs of Jamaica* and *Constab Ballads*, in 1912. McKay used award money that he received from the Jamaican Institute of Arts and Sciences to move to the United States. He studied at the Tuskegee Institute (now Tuskegee University) and Kansas State College

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for a total of two years. In 1914, he moved to New York City, settling in Harlem. McKay published his next poems in 1917 under the pseudonym Eli Edwards. More poems appeared in *Pearson's Magazine* and the radical magazine *Liberator*.

The *Liberator* poems included "If We Must Die," which threatened retaliation for racial prejudice and abuse; this quickly became McKay's best-known piece of work. McKay then left the United States for two years of European travel. In 1920, he published a new collection of poems, *Spring in New Hampshire*, containing "Harlem Shadows."

McKay returned to the United States in 1921 and involved himself in various social and political causes. He worked with the Universal Negro Improvement Association and continued to explore Communism—even traveling to the Soviet Union to attend the Communist Party's Fourth Congress. After spending some time in the United States, McKay again left the country, spending what would prove to be 11 extremely productive years in Europe and North Africa; he wrote three novels—*Home to Harlem*, *Banjo* and *Banana Bottom*—and a short story collection during this period. *Home to Harlem* was the most popular of the three, though all were well received by critics.

Returning to Harlem, McKay began work on an autobiography entitled *A Long Way from Home*, which focuses on his experiences as an oppressed minority and agitates for a broad movement against colonialism and segregation. The book has been criticized for its less-than-candid treatment of some of McKay's more controversial interests and beliefs. His consistent denial of having joined the Communist Party, despite multiple trips to the Soviet Union, is a point of particular contention.
McKay went through several changes toward the end of his life. He embraced Catholicism, retreating from Communism entirely, and officially became an American citizen in 1940. His experiences working with Catholic relief organizations in New York inspired a new essay collection, *Harlem: Negro Metropolis*, which offers observations and analysis of the African-American community in Harlem at the time. McKay died of a heart attack in Chicago, Illinois, on May 22, 1948.
http://www.biography.com/people/claude-mckay-9392654

"If We Must Die"
If we must die, let it not be like hogs
Hunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making their mock at our accursed lot.
If we must die, O let us nobly die,
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honor us though dead!
O kinsmen! we must meet the common foe!
Though far outnumbered let us show us brave,
And for their thousand blows deal one deathblow!
What though before us lies the open grave?
Like men we'll face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back! Claude McKay

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In today's reading we meet Diondra and Devon. Diondra is also an artist wanting her father to accept her. Devon is an athlete who wants to be known for having a brain not just liking to play ball. He references Claude McKay as one of his favorite poets.

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

identity pg. 25	launch pg. 25	tirade pg. 25	fumble pg. 26	grief pg. 29

READ

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

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

p. 24-33

Setting	Characters	Pages
Bronx	Diondra	24-27
	Tyrone	28
	Devon	29-32
	Tyrone	33

RESPOND

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

Students might mention

- Diondra's father wanted a boy not a girl.
- She loves art not basketball, which is what her father wants her to do.
- Kids are nervous reading their poetry.
- Devon likes reading poetry but feels like he has to sneak in and out of the library because everyone just expects him to play basketball.
- He wants to start being himself.

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

Classroom product

Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.

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Using yarn connect the students together who have created positive relationships be getting to know each other.

Add Devon and Diondra to the class web.
Add thoughts to Tyrone

EXPLORE

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

Key Questions

1. On page 25 Diondra mentions they have been talking about identity. What is identity? What contributes to a person's identity?
2. Why doesn't Diondra sign her work? What is her fear?
3. What does Diondra's father want from her? What is she prepared to give him?
4. What is Devon's fear?
5. Why do you think he feels that way?
6. What conclusion does he come to?

9. Analyze Analyze the key paragraph.

Key Paragraph Page 29:

The law is to be cool, be tough, play ball, and use books for weight training—not reading. Otherwise, everybody gives you grief.

Page 31:

Which gets me thinking. Maybe it's time I quit sneaking in and out of the library like some thief. Maybe it's time I just started being who I am.

EXTEND

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

Why do you think it is difficult to be your true self sometimes? What advice would you give Devon? In what way does it take integrity and courage to be yourself? What are the advantages? What freedoms come from experiencing who you are? Consider what it takes to be a genuine person.

1. You have high self-esteem.
2. You embrace vulnerability.
3. You share your true thoughts, beliefs, and opinions with the world.
4. You openly give and receive compliments.
5. You really listen -- and prefer deep conversations.
6. You're driven by an inner voice rather than your surroundings.

http://www.huffingtonpost.com/2014/07/29/genuine-people-traits-authenticity_n_5614238.html

Write a one-page paragraph in which you explain why it is important to strive to be genuine to who you are as a person and to others. Introduce your topic clearly. Develop the topic with relevant facts and details. Use appropriate transitions and precise language. Establish and maintain formal style. Provide a

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concluding statement which follows form and supports the information presented.

Final Writing Product

Day 3-5	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect Note: you may not need all the categories

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

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

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Character Based Literacy Program Lesson Plan *Bronx Masquerade*, 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.
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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What are the challenges of being a teen parent? (for discussion)

Overview

Teenage pregnancy is a serious social problem. According to the March of Dimes, about three in 10 teenage girls become pregnant before the age of 20. While many of these pregnancies end in abortion or adoption, teen girls who do decide to keep their babies face many challenges. Although less is known about teen fathers, research indicates that they, too, face problems associated with being parents.

Health Issues

The March of Dimes notes that pregnant teens are more likely to suffer complications during pregnancy. Their babies are more likely to experience premature birth, low birth weight or other serious health problems. These issues put babies at a greater risk of suffering newborn health problems, disability, or death.

Schooling

Teen parents often find that caring for a child makes it difficult for them to continue their schooling. According to StayTeen.org, more than half of teen mothers never graduate from high school, and fewer than 2 percent have graduated from college by the time they're 30. This problem is not confined to teen mothers: as the National

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Campaign to Prevent Teen and Unplanned Pregnancy notes, research suggests that teen fathers also do not receive as much education as their peers.

Economic Issues

Lack of schooling makes it more difficult for teen mothers to find and keep well-paying jobs. According to the March of Dimes, more than 75 percent of unmarried teen mothers go on welfare within five years of having their first baby. Teen fathers also experience annual earning losses of 10 to 15 percent, according to The National Campaign to Prevent Teen and Unplanned Pregnancy.

Relationships

Pregnancy and parenting can strain the relationships between teen parents. According to the National Campaign to Prevent Teen and Unplanned Pregnancy, eight out of 10 teen fathers do not marry the mother of their first child. Becoming a teen parent also seems to have long-term implications for marriage: in comparison to people who did not have babies as teens, teen parents are significantly less likely to be married by the age of 35.

Depression

According to the American Academy of Child and Adolescent Psychiatry, depression is common among pregnant teens. Teen parents may feel guilty or anxious about the future. Teen parents are also more likely to subject their children to abuse and neglect because they feel overwhelmed by their unfamiliar, ever-demanding roles as parents.

Children's Success

Teen parents also face problems in regards to the success of their children. Children born to teen parents earn lower standardized test scores and are more likely to drop out of high school. According to StayTeen.org, daughters born to teen mothers are three times as likely to also become teen mothers, while sons are twice as likely to go to prison.

http://www.livestrong.com/article/146370-the-problems-faced-by-teen-parents/

In today's reading wee meet Lupe and Gloria. Lupe's father left her family and her mother does not pay much attention to her. He stepfather does not acknowledge her. She is craving love, she is considering having a baby. Gloria is a teen parent and describes the challenges she faces on a daily basis of raising a child on her own. She knows she has to be successful to give her son the best life possible.

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

guzzle pg. 35	precious pg. 35	despise pg. 35	crucifix pg. 36	entwine pg. 38

READ

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

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

p. 34-45

Setting	Characters	Pages

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Bronx	Lupe	34-38
	Tyrone	39
	Gloria	40-44
	Tyrone	45

RESPOND

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

Students might mention

- Lupe talks about her Mami and her Mami's new husband, who she doesn't like.
- Tyrone wonders why Lupe is so sad if she is in love.
- Lupe wants to have a baby so she'll be loved.
- Gloria talks about the challenges of being a teen parent.

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

Classroom product
Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.
Using yarn connect the students together who have created positive relationships be getting to know each other.

Add Lupe and Gloria to the class web.

EXPLORE

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

Key Questions

1. What is Lupe's relationship with Rosa? Who is Rosa? How old do you think she is? Why is caring for her fun for Lupe?
2. "*Her toes are like tiny Churros you want to nibble all the time." Pg. 35* What literary device is the author using? How does this strategy make that statement powerful?
3. Lupe's father left. Her stepfather is not caring but he provides for her? Which one would you consider the better father? Explain.
4. What's the reality of having a baby? How did Gloria's life change?
5. How is that different from what Lupe thinks it would be like?

9. Analyze Analyze the key paragraph.

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Key Paragraph Page 42:

I still got two years before I graduate. But I've got to make it, and I've got to go to college. Period. Angel's father already told me straight-up he ain't having nothing to do with this baby, so it's on me. Mami say's she'll help, but it's me who has to make a good life for Angel. It's like she says, my life ain't just about me anymore. It's about my son. Lupe has not idea how lucky she is. How can I get through to her?

EXTEND

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

Why do you think Lupe thinks having a baby will make her life 'better'? What would Gloria's opinion be on the matter? Look at the articles below or investigate your own.

Write an informative or explanatory text to convey the challenges of having a child as a teen. Introduce your topic clearly. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions. Use precise language, establish a formal style. Provide a concluding statement which follows forms and supports the information presented.

http://www.livestrong.com/article/146370-the-problems-faced-by-teen-parents/
http://www.livestrong.com/article/1002604-social-problems-pregnant-teenager/
http://www.livestrong.com/article/113172-risks-teenage-pregnancy/

Final Writing Product Day 3-5	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect *Note: you may not need all the categories

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

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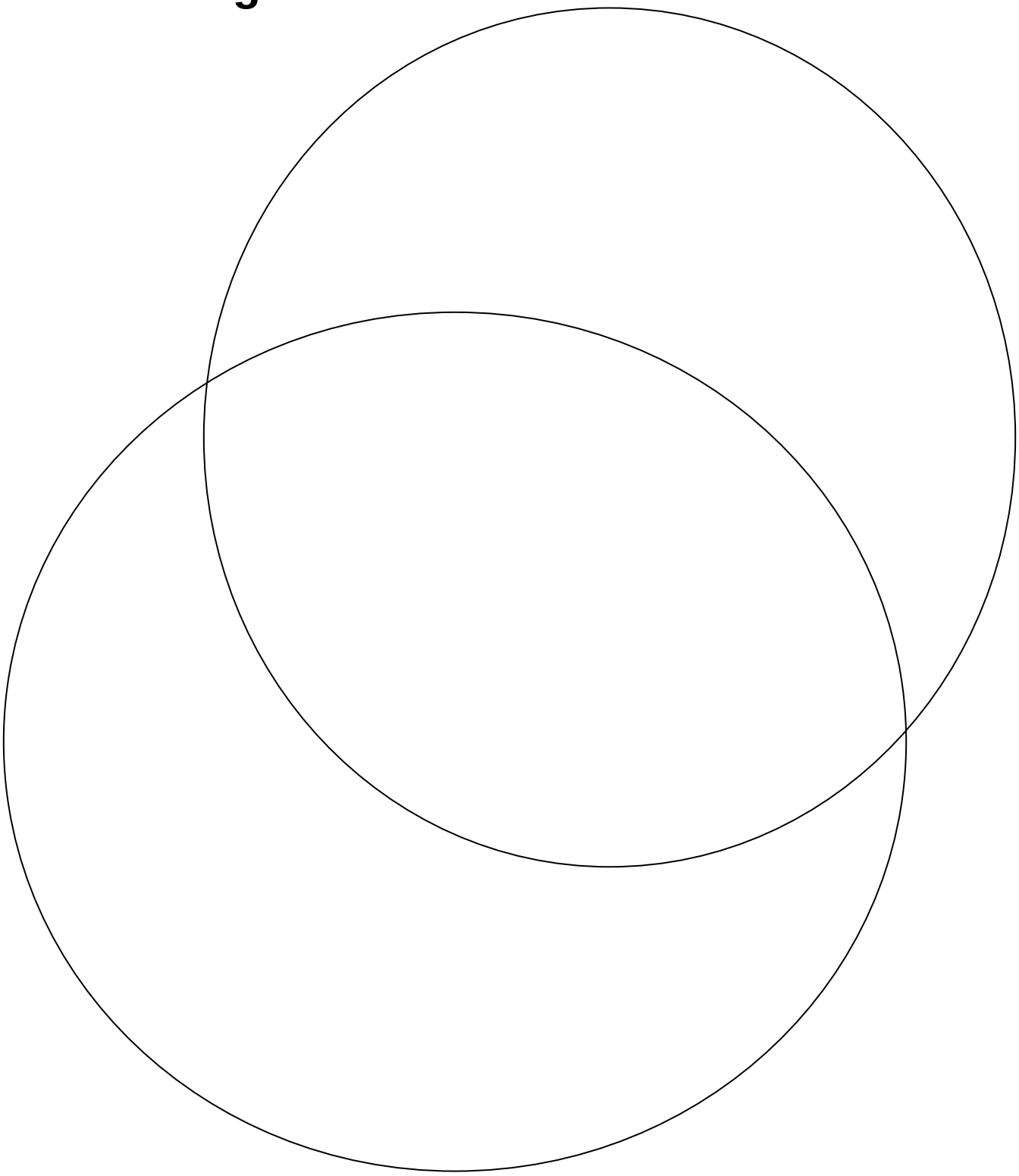
6g6 Venn Diagram Chart



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Character Based Literacy Program Lesson Plan *Bronx Masquerade*, 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.
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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Who are Sheryl Crow and Lauryn Hill?
Investigate the websites for the two singers.
Listen to their music (choose songs that are school and age appropriate for your students).
How are the artists similar and different? How do they represent the students who listen to them or like their music?

Sheryl Crow
http://www.sherylcrow.com/
https://search.yahoo.com/search?fr=mcafee&type=C211US885D20140616&p=shery%3B+crow+utube

Lauryn Hill
http://www.lauryn-hill.com/

https://search.yahoo.com/search;_ylt=AwrSbnA9abVVW2EAODlXNyoA;_ylc=X1MDMjc2NjY3OQRfcgMyBGZyA21jYWZlZQRncHJpZANYblhBVll1NlFaV2hhM3BrOTFBR2xBBG5fcnNsdAMwBG5fc3VnZwM5BG9yaWdpbgNzZWFyY2gueWFob28uY29tBHBvcwMwBHBxc3RyAwRwcXN0cmwDBHFzdHJsAzE3BHF1ZXJ5A2xhdXJlbiBoaWxsIHV0dWJlB

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HRfc3RtcAMxNDM3OTUyMzUz?p=lauren+hill+utube&fr2=sb-top-search&fr=mcafee&type=C211US885D20140616

In today's reading, we meeting Janelle and Leslie. Janelle struggles with her weight and just wants people to see her for what she has to offer not her size. Leslie is lonely and ended up in the Bronx after her mom died. She got angry with another girl and they both realized they lost their moms and they were both lonely. They befriended each other.

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

elegant pg. 46	original pg. 47	bulge pg. 48	reputation pg. 52	cue pg. 52

READ

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

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

p. 46-57

Setting	Characters	Pages
Bronx	Janelle	46-49
	Tyrone	50
	Leslie	51-56
	Tyrone	57

RESPOND

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

Students might mention

- Janelle writes a poem about her weight.
- Tyrone begins to think it's not cool to tease her about it.
- Leslie talks about being a white minority in the school and her mother dying.
- Leslie becomes friends with Porscha after finding out that her mother died also.

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

Classroom product

Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

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You will add to this as you read.
Using yarn connect the students together who have created positive relationships be getting to know each other.

Add Leslie and Janelle to the classroom web.

EXPLORE

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

Key Questions

1. What was Janell doing? How does talking to herself help her process what is happening around her?
2. What is Janelle's view of Judianne? How does she stereotype her? Explain.
3. What did Leslie's mother die of?
4. What happened to Porscha's mother? Do you think one would be harder to deal with than another?
5. How were the girls able to find common ground? Explain.
6. How is the author using Tyrone in the novel? Do you think he helps create a common voice? If the novel did not have his perspective would it be effective?

9. Analyze Analyze the key paragraph.

Key Paragraph Page 54:

Last month, Mr. Ward gave our class an assignment to write a poem about what frightens us most, in honor of Halloween. A year ago, I might have written about something silly, like ghosts, which I don't believe in, and even if I did, ghosts would not be at the top of my list. The scariest thing I can think of now is being all alone in the world.

EXTEND

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

Mr. Ward wants the class to write about their fears. Leslie describes her interaction with Porsche as being from two different planets but they find common ground and meet in the middle.

Write a one paragraph explanatory paragraph in which you explain how friendships grow and develop. Introduce your topic. Organize your ideas and information. Develop the topic with relevant facts and definitions, concreate details, and examples. Use appropriate transitions. Provide a concluding statement which follows forms and supports your thesis.

Final Writing Product

Day 3-5	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification,

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	Comparison Contrast Cause and effect Note: you may not need all the categories

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

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

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Character Based Literacy Program Lesson Plan
Bronx Masquerade, 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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is a transformation?
Can you transform on the outside without transforming on the inside? (for discussion)
If one is to transform they are to change in outward appearance.

In todays reading Judianne talks about her ability to sew and create wonderful designs. It is her hope she can transform herself into something beautiful.

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

funky pg. 58	accentuate pg. 59	transformation pg. 61	nape pg. 62	deafening pg. 63

READ

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

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

p. 58-69

Setting	Characters	Pages

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Bronx	Judianne	58-63
	Tyrone	64
	Lupe	65-68
	Tyrone	69

RESPOND

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

Students might mention

- Judianne has a stepfather that treats her poorly and calls her ugly.
- She loves sewing and learned how to do it from her mother.
- She doesn't understand why her mother doesn't stop her stepfather from calling her names.
- Lupe broke up with Marco and is a mess.
- Lupe called Leslie and had a good talk about the importance of friends.

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

Classroom product
Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.
Using yarn connect the students together who have created positive relationships be getting to know each other.

Add Judianne and add to your pictures for Lupe and Tyrone.

EXPLORE

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

Key Questions

1. In this chapter you see how the characters are individuals but they all want something one of the other's have? What is happening to the characters? How are they becoming more human?
2. What kind of harm is caused when a person is teased, even if the other person said they were just kidding?
3. Why do people accept teasing? What should Judianne's mother done for her?
4. When Judianne refers to her great transformation what other word or phrase do you think of?

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5. Why does Lupe feel so alone?
6. Can friends help fill a gap when family is missing? How do you ensure that gap is filled with positive influences?

9. Analyze Analyze the key paragraph.

Key Paragraph Page 66:

We must've talked for an hour. I can't remember half of what we talked about, except that Leslie said friends can be like familia. Only she pronounced it fama-lea. It took me a minute to figure out what she meant. Anyway, she was right. So I don't have a boyfriend. So what? Neither does Janelle. Or Gloria. Or Leslie. But we have each other.

EXTEND

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

Write a one paragraph informative text to examine the differences and similarities of friends and families. Can friends help us honor ourselves and to the right thing? How do you ensure you are surrounded by positive people? How can these relationships help us honor mothers and fathers who may have passed? 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Final Writing Product

Day 6	Develop your topic (add) Relevant facts Definitions Details Quotes Examples

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

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

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Character Based Literacy Program Lesson Plan *Bronx Masquerade*, 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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Who was Georgia Douglas Johnson?
1880–1966

A member of the Harlem Renaissance, Georgia Douglas Johnson wrote plays, a syndicated newspaper column, and four collections of poetry: *The Heart of a Woman*(1918), *Bronze* (1922), *An Autumn Love Cycle* (1928), and *Share My World* (1962).

Johnson was born in Atlanta, Georgia, to parents of African American, Native American, and English descent. She graduated from Atlanta University Normal College and studied music at the Oberlin Conservatory and the Cleveland College of Music. After graduation, she taught and worked as an assistant principal. In 1910 she moved with her husband to Washington, D.C. When her husband died in 1925, Johnson supported her two sons by working temporary jobs until she was hired by the Department of Labor.

Johnson's house at 1461 S Street NW, which came to be known as site of the S Street Salon, was an important meeting place for writers of the Harlem Renaissance in Washington, D.C. Johnson published her first poems in 1916 in the NAACP's magazine *Crisis*. Her weekly column, "Homely Philosophy," was published from 1926 to 1932. She wrote numerous plays, including *Blue Blood* (performed 1926) and *Plumes* (performed 1927). Johnson traveled widely in the 1920s to give poetry readings.

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In 1934 she lost her job in the Department of Labor and returned to supporting herself with temporary clerical work.

In today's reading we hear more from Janelle who is trying to find common ground with Judianne. Judianne lashes out at her. We meet Tanisha who is proud of her heritage but due to her coloring she wishes others saw her for her mind not her coloring.

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

deny pg. 71	staring pg. 71	superimposed pg. 72	aggravated pg. 74	stifled pg. 74

READ

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

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

p.70-81

Setting	Characters	Pages
Bronx	Janelle	70-72
	Tyrone	73
	Tanisha	74-80
	Tyrone	81

RESPOND

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

Students might mention

- Tyrone thinks Janelle's poems are getting better.
- Tanisha is tired of people reacting to her nice hair and light complexion.

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

Classroom product

Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.

Using yarn connect the students together who have created positive relationships be getting to know each other.

Add to Janelle and Tyrone

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Create an OMP for Tanisha.

EXPLORE

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

Key Questions

1. What does Janelle learn about Judianne? What do they have in common? What happened when they learned someone else was hearing their conversation? Why does Judianne lash out?
2. Why do people spend so much time trying to be different when it is our nature to want to be accepted?
3. How does Tanisha feel about her looks? What is missing for her?
4. How do others treat her? Is she treated well because of her brains or her looks?
5. Who has Tanisha chosen to surround herself with? Why?

9. Analyze Analyze the key paragraph.

Key Paragraph Page 76:

So I give up. Let 'em say what they want. I am not a skin color or a hank of wavy hair. I am a person, and if they don't get that, it's their problem, not mine.

EXTEND

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

Why do you think there is conflict over (fill in the blank—hair, skin, interests) within the same race?

Write a 1 paragraph explanatory text in which you inform your reader. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Final Writing Product Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you

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	presented
Day 13-14	Edit your final paper

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

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

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Character Based Literacy Program Lesson Plan *Bronx Masquerade*, 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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Who is Baraka?

The dramatist, novelist and poet, Amiri Baraka is one of the most respected and widely published African-American writers. With the beginning of Black Civil Rights Movements during the sixties, Baraka explored the anger of African-Americans and used his writings as a weapon against racism. Also, he advocated scientific socialism with his revolutionary inclined poems and aimed at creating aesthetic through them. Amiri Baraka's writing career spans over nearly fifty years and has mostly focused on the subjects of Black Liberation and White Racism. Today, a number of well known poems, short stories, plays and commentaries on society, **music** and literature are associated with his name. A few of the famous ones include, 'The Music: Reflection on **Jazz and Blues**', 'The Book of Monk' and '**New Music**, New Poetry' among others.

The literary world respects the playwright and poet, Amiri Baraka as one of the revolutionary provocateurs of African-American poetry. He is counted among the few influential political activists who have spent most of their life time fighting for the rights of African-Americans.

In today's reading Devon was reading at lunch. Mike makes fun of him when he learns that Devon is reading because he enjoys it not for a class assignment.

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

superficial pg. 82	judgments pg. 82	permission pg. 83	imaginary pg. 97	fret pg. 87

READ

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

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

p. 82-94

Setting	Characters	Pages
Bronx	Devon	82-85
	Tyrone	86
	Sterling S Hughes	87-93
	Tyrone	94

RESPOND

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

Students might mention

- Devon is tired of being labeled a jock and decides so stop hiding loving literature.
- Sterling gets picked on by bullies.
- He wants to be a teacher and make a difference.
- He sees beyond the immature actions of some of his classmates.

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

Classroom product
Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.
Using yarn connect the students together who have created positive relationships be getting to know each other.

Add to Devon's OMP
Create a poster for Sterling S Hughes

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EXPLORE

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

Key Questions

1. What does Devon realize about himself? Why would he be ashamed to read in front of others?
2. In his poem "Black Box" what is he trying to convey?
3. What does Sterling want to do when he grows up? What do people expect from him?
4. How did he handle the conflict with his shoes and the honey? What would you do to handle that conflict?
5. What other talents does he possess?
6. Why does he trust in a higher power? Why doesn't he want to react to the boys at school?

9. Analyze Analyze the key paragraph.

Key Paragraph Page 86:

"I look around this class and nobody I see fits into the box I used to put them in. Startin' with Mr. Ward. I figured him for a light weight do-gooder who would last about five minutes in this neighborhood. But he stuck, and he got this poetry thing going."

EXTEND

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

In today's reading Devon focused his poem on labels and being put in a box.

Write an informative/explanatory text to explain why "labels" and boxes are detrimental to people and what can be gained by not putting labels on people.

Introduce your topic. Develop it with relevant facts, definitions, and details, Use appropriate transitions, provide a concluding statement which follows form and support the information presented.

Final Writing Product

Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you presented
Day 13-14	Edit your final paper

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

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

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Character Based Literacy Program Lesson Plan
Bronx Masquerade, 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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

How do you make friends?
What is a friend (for discussion)?

We all know that friendship is a good thing. But did you know that friends have a huge impact on your happiness and quality of life? Good friends relieve stress, provide comfort and joy, prevent loneliness and isolation, and even strengthen your health. Despite their importance, close friendships don't just happen. Many of us struggle to meet new friends and develop quality connections. Even when we're willing to put in the time and effort, we don't always know how to go about it. But whatever your age or circumstances, it's never too late to make new friends or reconnect with old ones. These tips can help.

Our society tends to place an emphasis on romantic relationships. We think that if we can just find that right person, we'll be happy and fulfilled. But research shows that friends are more important to psychological well-being than even our love and family relationships. Friends bring more happiness into our lives than virtually anything else. Not only that, our friendships (or lack thereof) have a powerful impact on our physical health. Studies show that a lack of social connection can be as damaging as smoking, drinking too much, or leading a sedentary lifestyle. The quality of our friendships is even tied to longevity.

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Technology has shifted the definition of friendship in recent years. With the click of a button, we can add a friend or make a new connection. But having hundreds of online friends is not the same as having a close friend you can turn to or be with in person. Technology can facilitate social opportunities by helping you reconnect with old friends, start new relationships with people around the world who share similar interests, and maintain relationships with friends who don't live nearby. However, online friends can't hug you when a crisis hits, visit you when you're sick, or celebrate a happy occasion with you after work.

Our most important and powerful connections happen when we're face-to-face. So make it a priority to stay in touch in the real world, not just online. You'll get a lot more out of an in-person conversation than you will over text or social media comments. Ideally, a friend is someone you trust who shares a deep level of understanding and communication with you. A good friend will show a genuine interest in what's going on in your life, what you have to say, and how you think and feel about things. He or she will accept you for who you are and listen to you attentively without judging you, telling your how to think or feel, or trying to change the subject.

As friendship works both ways, a friend is also someone you feel comfortable supporting and accepting, and someone with whom you share a bond of trust and loyalty. A good friend will feel comfortable sharing things about themselves with you. When looking for new friends, try not to get too caught up in external qualifications and criteria. The most important thing in a friendship is how the relationship makes you feel—not how it looks on paper, how many things you have in common, or what others think. Ask yourself the following questions:

- Do I feel better after spending time with this person?
- Do I feel free to be myself around this person?
- Do I feel safe, or do I feel like I have to watch what I say and do?
- Is the person supportive of me? Does he or she treat me with respect?
- Is this a person I feel that I could trust?

The bottom line: it the friendship feels good, it is good. But if a person tries to control you, criticizes you, abuses your generosity, or brings unwanted danger, drama, or negative influences into your life, it's time to take a hard look at the value of the friendship. A good friendship does not require you to act against your own values, always agree with the other person, or disregard your own needs.

If you tend to be introverted or shy, it can feel uncomfortable to put yourself out there socially. But you don't have to be naturally outgoing or the life of the party to make new friends. You can make the extra effort to be more friendly and open to others, while still maintaining your own personality.

- **Focus on others, not yourself.** The key to connecting to other people is showing interest in them. When you're truly interested in someone else's thoughts, feelings, experiences, stories, and opinions, it shows—and they'll like you for it. You'll make far more friends by showing your interest rather than trying to get people interested in you.
- **Be genuine.** Showing interest in others can't be faked. If you're just pretending to listen or care, others will pick up on it. Rather than fostering greater connection, your efforts will likely backfire. No one likes to be manipulated or

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placated. If you're not genuinely interested in the other person, than stop trying to connect.

- **Pay attention.** Make an effort to truly listen to the other person. By paying close attention to what they say, do, and how they interact, you'll quickly get to know them. Little things go a long way, such as remembering someone's preferences, the stories they've told you, and what's going on in their life.

We all have acquaintances—people we exchange small talk with as we go about our day or trade jokes or insights with online. These relationships can be fulfilling in their own right, but what if you want to turn a casual acquaintance into a true friend? Friendship is characterized by intimacy. True friends know things about each other: their values, struggles, goals, and interests. If you'd like to transition from acquaintances to friends, the best way to do so is to open up to the other person. You don't have to reveal your most closely-held secret. Start small with something a little bit more personal than what you normally discuss and see how the other person responds. Do they seem interested and receptive? Do they reciprocate by disclosing something about themselves?
http://www.helpguide.org/articles/relationships/how-to-make-friends.htm

In today's reading we meet Amy. She talks about how her mom left her and her dad and how she is hardened due to that experience. Sterling encourages her to be more open to new people and to try and make friends.

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

evaporating pg. 96	concentrating pg. 97	struts pg. 98	distraction pg. 99	betraying pg. 103

READ

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

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

p. 95-107

Setting	Characters	Pages
Bronx	Diondra	95-100
	Tyrone	101
	Amy Moscowitz	102-106
	Tyrone	107

RESPOND

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

Students might mention

- Diondra is still self-conscious about her art.
- Raul knows she is talented

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- Amy is sad her mother left her and her dad.
- She realizes she needs to try and make friends.

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

Classroom product
Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.
Using yarn connect the students together who have created positive relationships be getting to know each other.

Add Diondra and Amy to the web.

EXPLORE

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

Key Questions

1. What change has occurred in Diondra? Where is she spending her time?
2. Diondra's poem is "to be continued" what do you think the author is trying to convey about this character? Do you agree?
3. What is Diondra good at and who appreciates her?
4. What does Tyrone want to do? How has his attitude changed? What factors contributed to this change for him?
5. Why does Amy feel so 'cold'?
6. Can you toughen up and still rely on another person? Amy's tough exterior is a mask for what?
7. What advise does Sterling give Amy? Do you think he is correct in his assessment? Explain.
8. How does the author depict Amy after the divorce, page 104? Do you think this is a good assessment of what happens? What literary device did the author use to convey this emotion?

9. Analyze Analyze the key paragraph.

Key Paragraph Page 104:

Sterling's right. I haven't' been trying. Not since my parents divorced. I've been afraid to get close to anyone. When my mom left, I was suddenly out of orbit. It's like the she was the sun, and when she took off, the only thing left was a big black hole where she used to be. Now the idea of letting somebody else get that close…I don't know. I'm just not ready. I wonder if I ever will be.

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EXTEND

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

After a person has gotten 'hurt' emotionally, why do you think it's hard to get close to someone again? What advice would you give Amy if you were her friend?

Write a one paragraph explanatory text in which you share the benefits of friendship with Amy. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.
Provide a concluding statement or section that follows from and supports the information or explanation presented.

Final Writing Product

Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs

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

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

4c12 Cubing Who, What, When, Where, Why

Name

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		Who		
	What	**When**	**Where**	
		Why		

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Character Based Literacy Program Lesson Plan *Bronx Masquerade*, 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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to dream?

1. **Believe in yourself as much as you believe in your dream.**
I have seen many beautiful dreams fail simply because the dreamer didn't have the self-confidence to see them through. They worried that maybe it was too big of a dream. They started to feel that maybe they weren't actually good enough to want something so amazing. Knowing that you are worthy of your dream is an essential part of bringing it to life. Growing up with positivity and affirmations helped create a solid foundation of self-esteem for me.
2. **Be okay with failing.**
If you never try to reach your dreams because you're afraid that you'll fail, then you'll never know for sure if you could have made them come true.
I saw my stepdad go through several "failed" versions of his product before he came up with the final one. And each time, he was even more determined to create something that held his vision. He learned from each prototype and then incorporated these changes into the final version.
He was okay with failing and with making mistakes; he knew that it was part of the process. Knowing this gave me permission to make mistakes in my own life as I've moved toward my dream.

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I'm sure I'll continue to make mistakes, but one thing that stays true throughout each of these so-called failures is that I am here today because of them. Each one led to a shift in my perspective and a different path, which led me to the next, and the next.

3. Keep going.

I have worked for myself for the past 10 years. And throughout that time, I have had many moments where I wondered if this entrepreneurial lifestyle was worth it. I have questioned why I took this path and asked myself if I should just get a job with the security of a regular paycheck.

But the dreamer in my heart knew that I needed to keep going. I saw my stepdad keep at it, and I knew that he eventually reached his dream by doing so. And so I kept going and stayed on course, knowing that perseverance is the way to success. Staying power and continuing on is what separates the true dreamers and the achievers from the dream hobbyists.

4. Enjoy being different.

Being a dreamer transcends the dream itself. It's a personality trait, a lifestyle, a way of thinking and being. When you're a dreamer, your life isn't going to look like everyone else's. You think differently. You act differently. You live differently. And sometimes, this can feel uncomfortable.

My stepdad was definitely an outcast—he didn't have many friends. And while I don't think this needs to be the case, I do think it's important to bring friends into your life that will accept you and embrace your dreams rather than minimize or criticize them. I love that I have created a life where I get to do pretty much whatever I want. And I love that I have brought into my life a loving community that understands me and appreciates the dreamer in me. It's definitely possible to enjoy being different and to find a tribe who enjoys it, too.

5. Allow your dream to change.

I believe that one of the reasons my stepdad's dream fell apart was because he was holding onto the original vision without being open to new manifestations of it. Dreams change, just like we do. But when we resist those changes, we miss out on new possibilities.

Someone offered to buy my stepdad's company for a lot of money, but because this wasn't part of his original dream, he wasn't even willing to consider this possibility. Shortly after he refused this offer, his company fell apart.

While this was heartbreaking at the time, the lesson that I have taken from it is that sometimes we have to allow our dreams to change. Sometimes we have to let go of our original plan and surrender to the possibility of whatever our dream may become. My stepdad taught me that being a dreamer is something to be embraced rather than denied.

I'm a proud dreamer who takes risks and lives my life in this space of passion and innovation. Even though his dream was never fully realized, I'm glad my stepdad was an incurable dreamer.

It allowed me to grow up with hope and faith and creativity and life. And I'm proud that I have taken this trait on and will continue reaching my own dreams. I would love for you to do the same in your own life. The world can definitely never have too many dreamers.

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In today's reading Steve has a dream of working on Broadway. He wants to be a set designer. He is afraid he might fail. In speaking to Raul he reminds him that if your dream is in your heart you will be able to keep it alive.

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

proverbial pg. 109	discriminated pg. 109	affection pg. 110	designation pg. 111	identity pg. 114

READ

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

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

p. 108-121

Setting	Characters	Pages
Bronx	Shelia	108-112
	Tyrone	113
	Steve	114-120
	Tyrone	121

RESPOND

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

Students might mention

- Shelia is Italian and feels her name does not represent her, she wants to change it.
- The calls does not think she is being genuine.
- She does not feel like she fits in with her family.
- Steve wants to be a set designer.
- He struggles since his family moved from the city to the Bronx.
- He wants to keep his dream alive.
- Tyrone has a new respect for Steve based on his poem.

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

Classroom product

Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.

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Using yarn connect the students together who have created positive relationships be getting to know each other.

Add Shelia and Steve.

Add new thoughts and ideas to Tyrone.

EXPLORE

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

Key Questions

1. Why does Sheila want to change her name?
2. How does she other people?
3. What does she resent about her parents?
4. How does she describe her life and her identity (page 110)?
5. Does a name matter? Are you represented by your name? Explain.
6. How did Steve's dream change?
7. What does he do to keep his dream alive?
8. Steve *kicked his doubts to the back of the closet*. What does he mean by that statement?
9. What is Tyrone's reaction to Steve's poem?

9. Analyze Analyze the key paragraph.

Key Paragraph Page 110:

Some days I wake up wondering if I'm adopted. I try my life on like a dress, and it doesn't fit. I know this life is mine because the label has my name on it, but what kind of name is Sheila? It doesn't tell you who I am, or where I came from. Sheila could be anybody…But I definitely want something more ethnic. A name that tells a story. A name with roots. That's what I want people to understand.

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 your name 'fits' you? Why or why not? If you could change your name, what name would you want and why?

Write an informative text on names and how they are an important representation of who we are. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

http://www.behindthename.com/

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Final Writing Product

Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs

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

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

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Character Based Literacy Program Lesson Plan *Bronx Masquerade*, 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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is dyslexia?
Dyslexia is a learning disorder characterized by difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words. Also called specific reading disability, dyslexia is a common learning disability in children. Dyslexia occurs in children with normal vision and intelligence. Sometimes dyslexia goes undiagnosed for years and isn't recognized until adulthood.
There's no cure for dyslexia. It's a lifelong condition caused by inherited traits that affect how your brain works. However, most children with dyslexia can succeed in school with tutoring or a specialized education program. Emotional support also plays an important role.
Before school
Signs and symptoms that a young child may be at risk of dyslexia include:

- Late talking
- Learning new words slowly
- Difficulty learning nursery rhymes
- Difficulty playing rhyming games

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School age
Once your child is in school, dyslexia signs and symptoms may become more apparent, including:

- Reading well below the expected level for your child's age
- Problems processing and understanding what he or she hears
- Difficulty comprehending rapid instructions
- Problems remembering the sequence of things
- Difficulty seeing (and occasionally hearing) similarities and differences in letters and words
- Inability to sound out the pronunciation of an unfamiliar word
- Difficulty spelling
- Trouble learning a foreign language

Teens and adults
Dyslexia symptoms in teens and adults are similar to those in children. Though early intervention is beneficial for dyslexia treatment, it's never too late to seek help. Some common dyslexia symptoms in teens and adults include:

- Difficulty reading, including reading aloud
- Trouble understanding jokes or expressions that have a meaning not easily understood from the specific words (idioms), such as "piece of cake" meaning "easy"
- Difficulty with time management
- Difficulty summarizing a story
- Trouble learning a foreign language
- Difficulty memorizing
- Difficulty doing math problems

When to see a doctor
Dyslexia is characterized by a delay in the age at which a child begins to read. Most children are ready to learn reading by kindergarten or first grade, but children with dyslexia often can't grasp the basics of reading by that time.
Talk with your doctor if your child's reading level is below what's expected for his or her age or if you notice other signs or symptoms of dyslexia. When dyslexia goes undiagnosed and untreated, childhood reading difficulties continue into adulthood.
Dyslexia has been linked to certain genes that control how the brain develops. It appears to be an inherited condition — it tends to run in families.
These inherited traits appear to affect parts of the brain concerned with language, interfering with the ability to convert written letters and words into speech.
http://www.mayoclinic.org/diseases-conditions/dyslexia/basics/risk-factors/con-20021904

In today's reading we meet Raynard. Most consider him dumb but in reality he is dyslexic. He can not read well but he talent lies in music.

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

melodies pg. 123	published pg. 124	participating pg. 124	moron pg. 124	cipher pg. 128

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READ

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

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

p. 123-132

Setting	Characters	Pages
Bronx	Raynard	123-127
	Tyrone	128-129
	Tyrone, Steve, Wesley	130-132

RESPOND

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

Students might mention

- Raynard can not read well and struggles. He wants to give up but sees how his mom succeeded and wants to do the same.
- Raynard's love and understanding comes from music.
- A reporter came out to do a story on Mr. Ward's Open Mike Friday.
- Raynard finally musters the courage to recite a poem.
- Tyrone, Steve, and Wesley do a poem together.
- The students continue to amaze Tyrone. He is seeing their similarities more than their differences.

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

Classroom product
Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.
Using yarn connect the students together who have created positive relationships be getting to know each other.

Add Raynard to the web.
Continue to add thoughts and ideas to Tyrone.

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EXPLORE

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

Key Questions

1. What is Raynard's mother's favorite saying? How does that translate to all of us? Why is it sometimes hard to take that advice?
2. Can you relate to Raynard?
3. Can you guess what Raynard's hesitation might have been earlier in the year in terms of not wanting to read a poem aloud?
4. What is the overall theme of "Dyslexia"?
5. What is the overall theme of "News at Five"?
6. Do you think they boys are accurate in their assessment of the news and of teens/kinds in general? Explain.
7. If you could tell the world one thing, what would it be?

9. Analyze Analyze the key paragraph.

Key Paragraph Page 131:

"Come tomorrow, we will be the ones to write the news. Starting now, we can create ourselves a whole new crew."

EXTEND

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

In what ways are the boys trying to dispel the myth of kids and teens regardless of race or color? What is their viewpoint and what are they trying to say to their audience.

Write a one paragraph explanatory text in which you explain the teen issues they boys are ciphering about. Introduce your topic clearly. Develop your topic with relevant facts, definitions, concrete details, and examples. Use appropriate transitions to create cohesion. Provide a concluding statement that follows form and supports your introduction.

Final Writing Product

Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you presented

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

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

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Character Based Literacy Program Lesson Plan *Bronx Masquerade*, 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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to "be yourself"? (for class discussion)

We hear the phrase, "be yourself" all the time but does anyone know what that really means or how to do it? Find yourself and define yourself on *your* terms**.**

Oscar Wilde once said with his usual wit: *Be yourself; everyone else is already taken.* As humorous as this might seem, it's a basic summation of the truth. Yet, you can't be yourself if you don't know, understand, and accept yourself first. It it should be your primary goal to find this out.

- Find the time to learn upon what you value and take time to consider what makes up the essence of who you are. As part of this, contemplate your life and choices. Try to think about what kinds of things you would or wouldn't like to do, and act accordingly; finding out through trial and error helps more than you might think it does.
- You can even take personality tests, but be careful to only take what you want from them so that you do not let such tests define you. Instead, ensure that the defining you do is based on your own terms and is something you feel absolutely comfortable with. You may feel self-conscious, but over time if you are around the right type of people for you, they will accept you for who you are.

In finding your values, don't be surprised if some of them seem to conflict. This is

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a natural result of taking on broad values from a variety of sources, including culture, religion, mentors, inspiring people, educational sources, etc. What does matter is that you continue working through these conflicts to resolve what values feel most true to yourself.

- Just because your values seem to conflict doesn't mean you necessary have to abandon them. Consider it all a part of a dynamic you. You cannot be shoved into any box or pegged. You have values for all different aspects of your life, so it's natural they be different.

Avoid fixating on the past and not letting yourself grow. One of the most unhealthy approaches to being oneself is to make a decision that who you are is defined by a moment or period of time, after which you spend the rest of your life trying to still be that person from the past rather than someone who is still you but grows with the passing of each season and decade. Allow yourself this space to grow, to improve, and to become wiser.

- Allow yourself to forgive past errors and past behaviors you're not so proud of. Work on accepting mistakes and choices you've made; they're done and in the past. You had your reasons for them and the decision made sense at the time, so instead of harnessing yourself to past mistakes, allow yourself to learn their lessons and continue to grow.
- Look for people around you who proudly proclaim they are no different than they were the day they turned 16 or 26 or 36, or whatever. Do these people seem flexible, easygoing, happy people? Often they are not because they are so busy insisting that nothing has changed for them ever, that they're incapable of taking on new ideas, learning from others, or growing. Growth into every new age and stage of our lives is an essential part of being true to ourselves and to being emotionally healthy and whole.

In today's reading Wesley catches Shelia trying to copy Porsha's walk. He reminds her that she needs to be true to herself, as once she leaves the school her environment will change again and she can't keep reinventing herself.

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

ethnic pg. 133	pinned pg. 135	examination pg. 137	confrontation pg. 137	podium pg. 138

READ

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

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

p. 133-143

Setting	Characters	Pages
Bronx	Shelia	133-138
	Tyrone	139
	Janelle	140-143

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	Tyrone	144-145

RESPOND

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

Students might mention

- Shelia is trying to copy Porsha's walk. Wesley catches her.
- Wesley tells Sheila to be herself.
- Shelia finds peace in his advice.
- Janelle is reading more often.
- She does not feel like she has to try and be thin in front of the class. She feels accepted.

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

Classroom product
Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.
Using yarn connect the students together who have created positive relationships be getting to know each other.

Add thoughts to Shelia, Tyrone, and Janelle.

EXPLORE

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

Key Questions

1. 'Get a clue girl, everyone is different", page. 134. What is Wesley trying to tell Shelia? Is this advice easy to take? Explain.
2. What is acceptance? Why do we spend so much time trying to fit in? Can you fit in and still be unique?
3. What happens to people who as they age keep reinventing themselves?
4. How do the readings affect Janelle? Is she starting to get comfortable? How is she starting to connect with people?
5. What affect did the newspaper write up have on the class?
6. Why doesn't the media follow and report positive things that are happening in the world?

9. Analyze Analyze the key paragraph.

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Key Paragraph Page 141:

Everybody really listened to what I had to say, even the guys. Tyrone, Wesley, Steve, Raul, and Devon—they all stared at me like I was someone special. And nobody cared about the size of my body. Not even me.

EXTEND

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

How are the poetry readings helping the kids see themselves? What change has occurred in Janelle and how is she seeing herself?

Write a one paragraph informative text in which share ways for people/teens to "be themselves". How can people define themselves in a positive and natural way? Introduce your topic and preview what is to follow. Develop the topic with clear and relevant facts, definitions, and details. Use appropriate transitions. Establish and maintain formal style. Provide a concluding statement that follows forms and supports the information presented.

Final Writing Product

Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you presented

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

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

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Character Based Literacy Program Lesson Plan
Bronx Masquerade, Day 13

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is confidence?
How does your confidence affect you? (for discussion)

Confidence by definition is, belief in oneself and ones powers or abilities.

In today's reading Lupe is becoming more focused and confident. She is paying attention and realizes that she has something to offer and she has a future that she controls.

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

concerned pg. 146	decent pg. 147	envy pg. 148	imagine pg. 150	scholarship pg. 152

READ

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

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

p. 146-156

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Setting	Characters	Pages
Bronx	Lupe	146-150
	Tyrone	151
	Diondra	152-155
	Tyrone	156

RESPOND

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

Students might mention

- Lupe went on a date with Raul.
- Janelle is more interested in the date than studying.
- Lupe realizes that she wants a future for herself and she wants to go to college and become something.
- Tyrone sees a difference in her.
- Diondra leave her art brochures out for her dad to see. He was angry.
- She wants him to see her talent and her skills.
- She leaves a poem and a drawing for him to see.

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

Classroom product
Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.
Using yarn connect the students together who have created positive relationships be getting to know each other.

Add to Lupe, Tyrone, and Shelia.

EXPLORE

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

Key Questions

1. What does Lupe share with Janelle about her date? What is her focus? Can you date and have fun with people without having a "relationship"?
2. What does Lupe want for herself? How has her focused changed from the beginning of the novel? Is it OK to change what you want for yourself?
3. Lupe's sister "wished" she went to college. What does Lupe realize about what it takes to make dreams reality?
4. How has Lupe changed and defined herself? What does Tyrone notice?

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5. Diondra is hoping her dad will start to understand her dreams. What if he doesn't? What happens next? Explain.
6. Tyrone and the class is realize that they control their future. If you had that in your mind daily, would you change how you make decisions? Are your more or less empowered if you know you are in control?

9. Analyze Analyze the key paragraph.

Key Paragraph Page 156:

"the future is ours. Let us have it. That's what she's saying. That's what we're all saying. But, I'm lucky. These days my moms ain't trying to push me in one direction or another. She's just glad I have one. "

EXTEND

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

They students are realizing they are in control of their next steps. Why is it important to position yourself to make your own choices? What happens if people let others chose for them?

Write an informative text in which you share how making positive choices and taking steps lead to being empowered and confident. How does the opposite lead to becoming a victim?

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, and comparison/contrast. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Final Writing Product

Day 13-14	Edit your final paper

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

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Character Based Literacy Program Lesson Plan
Bronx Masquerade, 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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is an "epilog"?

A short addition or concluding section at the end of a literary work, often dealing with the future of its characters. Also called an *afterword*.

In today's reading the students perform in front of the student body. Tyrone tries to summaries how the Open Mike Days have changed the class and what they have learned.

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

startled pg. 157	patience pg. 157	leering pg. 157	procession pg. 161	anthology pg. 163

READ

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

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

p. 157-167

Setting	Characters	Pages

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Bronx	Porsha	157-161
	Tyrone	162-165
	Epilog	166-167

RESPOND

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

Students might mention

- Porsha shares her frustrations and her anger.
- She knows she can learn to control herself but wants people to see "her."
- Tyrone gets up at the school assembly and talks about how he learned that everybody isn't as different as he originally thought.
- Mr. Ward will do this again next year.
- Mei is impacted by the assembly.

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

Classroom product

Classroom Web-Throughout we meet new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;
Add their name to the picture;
Write 3-5 facts about each student:
Add 2-3 thoughts for each student
How do they perceive themselves?
How do others see them?

You will add to this as you read.

Using yarn connect the students together who have created positive relationships be getting to know each other.

Complete the web
Add new thoughts to Porsha, Tyrone, and Mei.
Using yarn, connect the students who have made connections and positively impacted one another.

EXPLORE

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

Key Questions

1. What does Porsha learn about herself and her relationship with her mother?
2. Porsha was a victim of being bullied. What impacted her more, being bullied, or her reaction to the bully? Explain.
3. What is Porsha scared of?
4. How does she see the class and others differently?
5. What kind of impact do you think Open Mike Fridays could have on students? Do you think Mr. Ward was expecting this reaction?

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6. Tyrone speaks for the class. What impact did the Open Mike's have on the class? How does this lesson affect future students?

9. Analyze Analyze the key paragraph.

Key Paragraph Page 167:

Their teacher is supposed to be doing poetry again next year. Maybe I'll get his class. Who knows? I can think of worse things.

EXTEND

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

If you had the opportunity, would you want to sign up for Mr. Ward's class? Would you have the courage and integrity to be able to share your poems with others?

Write an informative text in which you share how this class could affect you in a positive way. What would you want others to know about you that they don't know? What perceptions would you want to break? Introduce your topic. Develop your topic with relevant facts. Use appropriate transitions. Use precise language. Provide a concluding statement that follows form and supports the information presented.

Final Writing Product

Day 13-14	Edit your final paper

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

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

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Character Based Literacy Program Lesson Plan *Bronx Masquerade*, Day 15 Final Writing Product

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.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

For the final writing product you will be writing a five-paragraph **Informative/Explanatory** essay which teaches or informs your reader about a subject. This type of essay can explain how something works, how to perform a task, the steps in a procedure, or why something is the way it is. Ultimately, the reader should have a better understanding of the subject after reading your paper.

Purpose

To explain, inform, teach, or clarify a topic to the reader

Important Aspects

Know your audience

Assume that the reader knows nothing about this topic, but don't detail every single step in such minute detail that you bore your reader.

Chose a topic that interests you, some examples are.

Harlem Renaissance
Effects of drugs on unborn children.
Social and economic benefits of graduating high school.
Social and economic effects of literacy.
Is social media undermining our ability to have relationships?

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Effect of social media and “friends”
How do bullies affect others?

Day 1	Chose a topic that interests you Get approval from your teacher
Day 2	Brainstorm all of the information you know about your topic Choose which content is relevant.
Day 3	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect Note: you may not need all the categories
Day 6	Develop your topic (add) Relevant facts Definitions Details Quotes Examples
Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you presented
Day 13-14	Edit your final paper

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