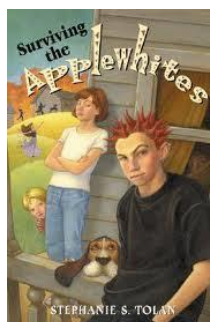


Surviving the Applewhites



ISBN-10 0-06-027471-9
 ISBN-13 978-0-06-027471-9
 Author Tolan S., Stephanie

Publisher HarperCollins
 Copyright 2002
 Lexile 820L
 Genre Realistic Fiction

Synopsis Jake Semple is infamous for misbehaving, and it is rumored that he got kicked out of his last school because he burnt it to the ground. Jake's last option is to be home schooled with by an eccentric family. The Applewhites welcomes him in to their eclectic mix and Jake continues to struggle to find his way.

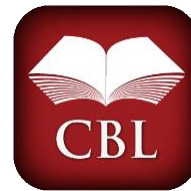
Themes Ingenuity
 Protagonist Male

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

More Information www.scu.edu/character

Character Based Literacy Program Lesson Plan

Surviving the Applewhites, Introduction



Outcomes for the Novel

Surviving the Applewhites by Stephanie Tolan

Focus and goals for this unit: The goal for this unit is for students to write a 5-paragraph 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 the classroom.
- **Major written product:** a short play that displays the theme of "Integrity Requires Wholeness" with a short research component.

Character Based Literacy Program Lesson Plan

Surviving the Applewhites, 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.

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

PREPARE

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



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.

Where is North Carolina?

North Carolina is a state in the Southeastern United States. It is the 9th most populous state in the country. The capital is Raleigh and the largest city is Charlotte. In the past few decades, the economy of North Carolina has shifted from dependence on tobacco and textiles to a new, more diverse economy based on biotechnology and engineering.

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

slouching	scarlet	intention	dignified	conducting
-----------	---------	-----------	-----------	------------

- 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. 1-11

Setting	Characters	Pages
North Carolina	E.D., Jake	1-11
	The Applewhites	

RESPOND

5. Timeline

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

- E.D. does not want Jake to be allowed at the Applewhite's group home.
- Jake tries to annoy E.D. by smoking and saying bad words.
- The four Applewhite kids have been homeschooled.

6. Map

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

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Activity

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

One possible activity: **Begin Character Interaction Chart**

Create a web or chart that shows and links the main characters of the story. As students progress in their reading, allow them to fill in the chart, showing the relationships between several main characters in the text.

8. Discussion

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

Key Questions

1. What does E.D. think of Jake?
2. What evidence from the text supports E.D.'s opinion of Jake?
3. What does Jake think about the Applewhites? Provide evidence from the text that supports his opinion of them.
4. What happened to Jake's parents? Can you explain how this affected Jake's childhood and overall behavior?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 11:

Lucille Applewhite, the frizzy-haired blond poet whose idea all this was, ran down the porch steps, one hand over her heart. "You might have murdered him already, yelling and chasing him like that. He's probably lying in a heap under a bush somewhere, drawing his last breath."

EXTEND

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

The author is beginning to describe the setting of the book. Referring to the key paragraph (above), think about the type of place the Applewhites live in. What kind of tone is she setting at the Applewhite's home? How does it differ from the place that Jake is used to? Using the key paragraph and other examples from the text, write an explanatory paragraph that examines the setting of Jack's old life and compares it with his new home at the Applewhite's. Use transition words (i.e. also, however, then) to clarify your ideas.

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

Ask students to draw a picture and write a few sentences about the place that they call home. Questions for reflection: What does your home look like? Who shares the home with you? How do you feel at home? How would you feel if you had to move to a new home unexpectedly?

Character Based Literacy Program Lesson Plan

Surviving the Applewhites, 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 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.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 Juvenile Hall?

A Juvenile Hall is also known as a Youth Detention Center. It is a secure place where young people stay while they await court hearings or placement in long term care facilities. Essentially, it is a holding center for delinquent teens.

Children are sent here for two reasons: to ensure public safety as well as encouraging the well-being of the children.

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

jotting	amateur	patriarch	florist	shaft
---------	---------	-----------	---------	-------

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. 12-21

Setting	Characters	Pages
N.C. home	Applewhites, Jake	12-21

RESPOND

5. Timeline

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

Students might mention

- Jake witnesses a lot of chaos at the Applewhites.
- E.D. didn't understand how she was a part of this family.
- She wanted order and structure and they thrived on disorder.
- We learn about how the Applewhites started their own home school.
- E.D. learned that Jake was going to be home-schooled using the goals she has set up for herself. She didn't like this idea because she liked having control and a plan and felt this would disrupt that.

6. Map

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

- Students can fill in a 1-2 items under the 'L' column of the KWL chart, describing what they learned from today's reading.
- Students can add new thoughts to the OMP that they created yesterday for one of the characters.
- Add a new location to the map.

EXPLORE

7. Activity

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

- Students share their picture and paragraph from the yesterday's lesson extension with the class.
- Students can begin a journal from Jake's perspective, detailing his thoughts and feelings, while also summarizing the situations he faces throughout the story.

8. Discussion

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

Key Questions

1. What kind of personality does Jake have compared to E.D.?
2. How are these two characters alike? How are they different?
3. What are E.D.'s first impressions of Jake?
4. Based on what you have read so far, what can you say about Jake's

personality? At this point of the novel does he act with integrity?

Remember integrity requires wholeness.

5. How does she feel about Jake being in her class?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 16:

E.D. didn't know how she could be born an Applewhite. She wasn't anything at all like the rest of them...Applewhites were enormously talented. She was not. Applewhites thrived on chaos. E.D. wanted organization and sense. Applewhites loved spontaneity. E.D. wanted a schedule and a plan she could count on. Applewhites craved freedom. E.D. wanted structure.

EXTEND

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

Before you begin writing, brainstorm: How do you interact with your family members? Are you like or unlike them or somewhere in between? Think about the situation that E.D. finds herself in.

Drawing on experience from your own life, think about a piece of advice you could give her. Write a 1-2 paragraph letter to E.D. that gives her your own advice on how to live with her chaotic family. When you are done with your letter, revise and strengthen it so that your writing is clear and logical. Be sure to include a strong introduction and conclusion to your letter.

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

Surviving the Applewhites, 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.

b.) Apply *grade7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

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

PREPARE

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



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 a social worker do?

Social workers help people solve and cope with problems in their everyday lives. People with this profession seek to improve the quality of life and wellbeing of the people they interact with. Child and family social workers provide assistance for children and their families, while clinical social workers diagnose and treat mental, behavioral, and emotional issues. To learn more about what social workers, visit the U.S. Department of Labor website below:

<http://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-2>

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

capri	billowy	faze	scowling	radiant
-------	---------	------	----------	---------

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. 22-32

Setting	Characters	Pages
N.C.	Applewhites, Jake	22-32

RESPOND

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

Students might mention

- Jake is dropped off and greeted by Lucille who calls him a radiant light being.
- Lucille shows him to his room, which is unlike anywhere he's ever been.
- Jake is introduced to the youngest Applwhite- Destiny.
- He sits down to a chaotic breakfast.

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

- Create an OMP for Destiny Applewhite.
- Where do the characters go in today's reading? Add a new location to the map.
- Add to your KWL chart for the story.

EXPLORE

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

- Maintain the Character Interaction Chart that was previously constructed. Add 2-3 interactions between characters to the chart.
- Make a prediction about what will happen in the story so far.

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

Key Questions

1. What is ironic about how Jake is dressed and what Lucille calls him?
2. Who takes Jake's breath away?
3. Have you ever had your breath taken away? If so, describe the situation.
4. How does he feel about the lavender in his new room? What does it remind him of?
5. How does Lucille feel about the lavender in Jake's room?
6. What does Jake look like? Do you think that his physical appearance matches the person that he is on the inside?

7. Do you think that Jake and the Applewhites are opposites? Why or why not? Support your opinion with reasoning from the text.
8. Look up the word 'destiny' using a print or online dictionary. Do you think that this definition has anything to do with the youngest Applewhite? How might it be a prediction or foreshadowing of what is to come?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 27:

All the way across one wall was a banner that read EDUCATION IS AN ADVENTUROUS QUEST FOR THE MEANING OF LIFE, INVOLVING AN ABILITY TO THINK THINGS THROUGH. Z. Applewhite. Jake didn't think anyone in any school he'd ever been to would have agreed with that definition.

EXTEND

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

Do you agree with this definition of education? Why or why not? What should education be? Using the internet, conduct a scholarly search for an article about education in the U.S. to gain more information. Then, write a 2 informative paragraphs (using both the book and the article you researched to provide facts) about what education looks like in America, and what you think it should look like. Post your writing on an online forum of your choice (Blog, Google Docs, etc.) and share the link with your class.

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

Imagine you are asked to create an inspirational banner for a school hallway that deals with education. What would your banner say? What images or pictures would you include? Create a banner that includes both words and images. Be prepared to share your work with the class tomorrow.

Character Based Literacy Program Lesson Plan

Surviving the Applewhites, 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.

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

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

b.) Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

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

PREPARE

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



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 fritillary?

As mentioned in the reading, many people mistake fritillaries for monarch butterflies. Most fritillaries are black and orange like the monarch butterfly. Unlike the monarch butterflies, fritillaries do not migrate to Mexico. Many species of the fritillary are considered endangered. For more information, visit the USDA Forest Service website.

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

spindles	honeysuckle	cultivating	pungent	flinched
----------	-------------	-------------	---------	----------

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. 33-45

Setting	Characters	Pages
home	Applewhites, Jake	33-45

RESPOND

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

Students might mention

- Lucille continues to give a tour of the property.
- Jake is not upset when the goat rams the fence right next to him.
- E.D. is trying to finish her butterfly project before Jake is made to work with her.
- Jake goes out butterfly hunting with her.
- E.D. reminds Jake that if he doesn't make it here he will go to Juvenile Hall.
- Jake decides he will try to make it work here.

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

- Add a 2-3 items to the "W" column of your KWL chart - what would you like to know more about in this story?
- Where did the characters go in today's reading? Add/update today's map.
- Add to the OMP you have been keeping for Jake or E.D.

EXPLORE

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

- One possible activity: Draw a poster showing the Applewhite family tree. Use your Character Interaction Chart to help you.
- Make a timeline of Jake's life, using information from the book as well as your own imagination to create at least one event for his 13 years of life.

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

Key Questions

1. Describe E.D.'s butterfly project.
2. "Human beings are almost infinitely adaptable" Can you elaborate on what Lucille means when she says this to Jake?
3. Do you agree that humans are infinitely adaptable?

4. Have you been forced to adapt to something in your own life? If so, describe the situation and how you were able to adjust.
5. What are Zed and Archie making in the wood shop?
6. Does Jake plan on staying long at the Applewhites? Where does he want to go?
7. What will happen to Jake if he gets sent away from the Applewhites?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 43:

“This is your last chance,” she’d said. But people had been saying stuff like that to him all his life. They hadn’t really meant it. Did they this time? Did he dare take the chance?

Page 44:

Jake’s stomach rumbled as he thought over his alternatives. He thought of the banner in the schoolroom—“the ability to think things through.” Applewhites or Juvie. Applewhites or Juvie. It wasn’t hard to think through things this time. The choice was clear. One way or another, he was going to have to make this work.

EXTEND

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

Before you begin writing, brainstorm: When Jake decides to make it work at the Applewhites, in what way is he living out the theme of the quarter, Integrity Requires Wholeness? Do you think he is used to making choices with integrity? Why or why not? Write an explanatory paragraph that provides reasons for your choice - use evidence from the text to help explain your point. When you have finished writing, revise your work and strengthen it by making sure it is cohesive and has an introduction, conclusion and appropriate transitions.

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

Surviving the Applewhites, 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.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a.) Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

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

PREPARE

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



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 Sound of Music?

The Sound of Music is a musical written by Rogers and Hammerstein, based on the memoir of Maria von Trapp. The story focuses on a governess for the von Trapp children who brings music and creativity into their structured lives. The governess falls in love with the father of the von Trapp children and eventually marries him. The original Broadway production opened in 1959 and was adapted into a film in 1965, starring Julie Andrews and Christopher Plummer.

2. Word Wall

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

doubtful	yelped	collided	saccharine	sentimental
----------	--------	----------	------------	-------------

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. 46-58

Setting	Characters	Pages
home	Applewhites, Jake	46-58

RESPOND

5. Timeline

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

Students might mention

- Jake tells Destiny about the time he 'burned down the school.' (Which was an accident but everyone thought he did it on purpose.)
- Randolph tries to convince Cordelia to be in a community theater production.
- Randolph gets in a car accident with a young journalist, Jeremy Bernstein.

6. Map

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

- Add 2-3 items for the OMP you have been keeping for E.D. or any of the other Applewhite children.
- Revisit your map; add any new locations if you can.
- Revisit the KWL chart you have been keeping for the story - add 1-2 items you wish to learn about the story under the 'W' column!

EXPLORE

7. Activity

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

- One possible activity: OMP of Jake in his new setting
- Add a new entry to Jake's journal. How has he been feeling since the last entry? What are his thoughts and feelings at this point in the story? How has he shown change?

8. Discussion

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

Key Questions

1. What kind of role model is Jake being to Destiny?
2. Do you think that Jake really burned down the school on accident? Explain.

Use evidence from the text to support your reasoning.

3. Describe the process of putting on The Sound of Music; does it sound like something you would be interested in being a part of? Why or why not?
4. Make a list of the different things you would need in order to put on a production like the Sound of Music.
5. Who would you say is to blame in the accident? Back up your reasoning with evidence from the text.
6. Predict how you think the newest addition to the Applewhite's home will impact the story.
7. What caused the car accident and what happened afterwards?
8. Have you ever been in a car accident? Explain.

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 47:

He was telling the really bad kid story. It wasn't true, but it was no more of an exaggeration, he thought, than the story that everybody else told. Nobody had ever believed that it had all been an accident.

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 Jake insists that he is not a kid, but is a teenager instead. Before you begin writing, plan: make a list of things that characterize children as 'kids' and adolescents as 'teenagers.' Then, write an explanatory paragraph in which you explain whether or not Jake acts more like a kid or a teenager. Provide examples from the text. Be sure to provide a counterargument to your view, as well as appropriate transitions and a conclusion.

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

Surviving the Applewhites, 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.

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

PREPARE

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



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 'Great American Novel?'

As a true identity for American literature began to emerge in the 18th century with works such as *Moby Dick* and *Huckleberry Finn*, the idea of a novel that reflected and captured America's identity began to emerge. At the time of the Civil War, there was a call for a novel that was equal to the great works of British writers that would heighten American nationalism. Aspiring writers of all ages are said to be working towards the production of the "Great American Novel," and several texts such as *The Great Gatsby*, *Gone with the Wind*, and *The Catcher in the Rye* are said to hold elements of the 'Great American Novel' in their themes.

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

emerged	heralded	stature	midst	indeterminate
---------	----------	---------	-------	---------------

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. 59-67

Setting	Characters	Pages
home	Applewhites, Jake, Jeremy	59-67

RESPOND

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

Students might mention

- Jeremy stays for dinner.
- He finds out that the Sybil is an Applewhite and that this is a creative dynasty.
- He emails his friend who produces TV shows about doing a show about them.
- Jake continues to be amazed at all that unfolds around him.

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

- Add to the KWL chart you have been keeping throughout the story.
- Revisit the OMP you've made for Jake - what can you add after today's reading?
- Add any new locations to your ongoing map.

EXPLORE

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

Pick 4-5 main events from this chapter and create a storyboard: each event must have a 1-2 sentence summary as well as a hand-drawn or computer generated image of the action. Be ready to present the storyboard to the class tomorrow.

Introduce Jeremy in your Character Interaction Chart and add 2-3 interactions he has with other characters from today's reading.

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

Key Questions

1. What does Jeremy find out about the Applewhites?
2. What idea does he propose?
3. What is an Achilles heel? Use online or printed resources to research what an 'Achilles heel' means.
4. What is the Achilles heel of the Applewhite clan?
5. Do you have an 'Achilles heel'? Explain.
6. Why do you think E.D. crashed the plates down while she was washing them after dinner?
7. If you could write a 'Great American Novel,' what would it be about?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 65:

“That’s the Achilles heel of the whole Applewhite clan,” Zedediah said. “If there’s a singing gene, we don’t have it. Applewhites don’t sing.”

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

Before you begin writing, brainstorm: Do you think this could be foreshadowing? If so, who in the story might sing? And how would that impact the story and Jake’s life if he was the one who met that special need? How does it feel when we are needed for our unique talent? Write an explanatory paragraph that predicts what you think will happen in the story. Use evidence from the text to support your predictions and explain why you are making your prediction.

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

Surviving the Applewhites, 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.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

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

PREPARE

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



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 Tai Chi?

Tai Chi is an internal martial art practiced for health benefits as well as defense training. Tai Chi is roughly translated into 'boundless fist.' Several different training forms of this martial art exist - specifically both traditional and modern forms. Many training forms are associated with slow movements and abdominal breathing; Tai Chi is a low stress training method for the core.

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

maneuvered	barge	lark	shrieking	bustling
------------	-------	------	-----------	----------

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. 68-74

Setting	Characters	Pages
home	Applewhites, Jake	68-74

RESPOND

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

Students might mention

- E.D. continues to think she is not special and longs for order.
- Jake is woken up by Winston and Destiny.
- Jake begins to start to take responsibility for himself.

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

- Add 2-3 items to the OMP you have been keeping for any of the Applewhites.
- Revisit and revise your KWL chart - can you add anything to the K or W columns?
- Do the characters go any new places today? If so, add them to your map.

EXPLORE

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

- Retell events of today's reading to a partner.
- Create a journal entry from Jake's perspective. How is he feeling and reacting to situations? How is he different from the beginning of the story?

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

Key Questions

1. Why is E.D. upset?
2. How is E.D. different from the other Applewhites?
3. Why does Jake think Destiny could never get into trouble?
4. Why do you think Destiny is so curious about Jake's hair?
5. What is a lark? Why does Lucille call Archie a lark?
6. Do you agree that the best way to learn something is to teach it? Why or why not?
7. Compare and contrast the characters Destiny and E.D. - how are they similar? How are they different?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 74:

So he (Jake) went into the kitchen and looked through the cupboards till he found a box of Cheerios and two bowls. "You can eat with me," he told Destiny, who was singing "Pop Goes the Weasel" now, "but after that, you have to go up to the house and get dressed. You don't want to spend the day in pajamas."

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

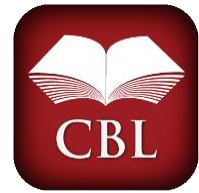
Before you begin writing, brainstorm: In what way do you think having a younger brother or sister would be helpful for Jake? Do you think that would help him be more responsible? Do you have any siblings that remind you of either Jake or Destiny? Write an explanatory paragraph in which you explain that having a younger sibling is either helpful or hurtful to Jake's growth. How has he been able to show integrity? Be sure to provide a conclusion and appropriate transition words in your writing. Revise your work when you are done.

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

Surviving the Applewhites, 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.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a.) Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history”).

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 papier-mache?

In today's reading, E.D. is constructing a papier-mâché caterpillar. Papier-mache is French for ‘chewed paper,’ and it consists of a pulp-like substance that is made up of textiles and adhesives. Glue, starch, and wallpaper paint are all possible ingredients of papier-mache. One can make many items out of papier-mâché such as masks, paper boats, and puppets. Papier-mache was also used in World War II for combat decoys and artificial fuel tanks.

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

variegated	interaction	chrysalis	metamorphosis	disheveled
------------	-------------	-----------	---------------	------------

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. 75-87

Setting	Characters	Pages
home	Applewhites, Jake	75-87

RESPOND

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

Students might mention

- E.D. is making a papier-mache caterpillar and chrysalis.
- E.D. tries to find her last butterfly for her project.
- She leaves Destiny alone with Jake and then Jake leaves.
- Destiny put papier-mache in his hair and makes it stick straight up.
- Destiny takes to coloring his hair all sorts of colors.
- Jake is responsible for helping Destiny clean it out.
- Jake was beginning to change.

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

- Add 1-2 items under the 'L' column of your KWL chart.
- Revisit the OMP you have been keeping for Jake - can you add anything after today's reading?
- Did the characters explore any new places? If so, add them to your ongoing Map.

EXPLORE

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

- Allow students to create a comic strip, showing 5 main events from today's reading.
- Students can fill out a Venn diagram that compares and contrasts the Applewhite family to their own family.

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

Key Questions

1. How is Destiny trying to take after Jake?
2. Do you think that Destiny and Jake's relationship is beneficial to both? Why or why not?
3. Is Jake a good role model for her?
4. Do the Applewhites react to Jake like other people used to?

5. What kind of caterpillar is E.D. making?
6. How has Jake changed at the end of chapter twelve? What proof from the text can you provide to support this change?
7. Have you ever made something out of papier-mache? Explain.
8. How is Jake's relationship with the dog in the book showing the reader the changes that are happening on the inside?
9. Do you have a pet that helps you to be patient and caring? Explain.

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 87:

The overwhelming impulse to boot the dog out into the hall vanished. Jake reached down and rubbed the dog behind his ears. There. That proved it. The Jake he knew, the Jake he had always been, was disappearing. And there was nothing—nobody—to put in his place.

EXTEND

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

When people get so used to being a certain way, they don't know how to be any other way. How is Jake beginning to change by being at the Applewhites? Think back over the entire book so far and think of 2-3 examples to support Jake's change. Write an explanatory paragraph about Jake's change - has it happened all at once or over time? Make sure you maintain a formal tone in your writing. When you have finished writing, allow a peer to read it and give you feed back. Then, revise your work to strengthen it and improve cohesion.

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

Surviving the Applewhites, 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.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a.) Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history”).

b.) Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

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

PREPARE

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



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 polka?

The polka is a dance popular throughout Europe and America. It originates from the 19th century in Poland or the modern day Czech Republic, and is associated with folk artists. Although similar to a waltz, the polka can either be more lively for dancing, or have a quicker, fast-paced tempo. There are many areas of the U.S. where the polka is popular, especially Ohio and Wisconsin.

2. Word Wall

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

canine	monopolizing	siege	compulsively	ambiance
--------	--------------	-------	--------------	----------

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. 88-98

Setting	Characters	Pages
home	Applewhites, Jake	88-98

RESPOND

5. Timeline

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

Students might mention

- Randolph was playing the music from *The Sound of Music* nonstop.
- E.D. was having a hard time concentrating on her schoolwork.
- Jake found the butterfly they had been looking for inside the grille of Archie's truck.
- Randolph overhears Jake singing and asks him to audition for the play.

6. Map

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

- Add to the 'L' section of your KWL chart. What have you learned about the characters or the story from today's reading?!
- Add 1-2 items to the OMP you have been keeping for Jake.

EXPLORE

7. Activity

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

- One possible activity: Rap. Write and perform a rap about life at the Applewhites. Students may work in pairs.
- Students can create a haiku poem (3 lines with a 5/7/5 syllable pattern) about the main message of today's reading.

8. Discussion

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

Key Questions

1. Why did it bother E.D. so much that she couldn't find the last butterfly?
2. How did she feel when Jake found it?
3. Even though she will probably get an A on her butterfly project, why is E.D.

so upset?

4. What music is being played over and over again? What impact is that having on the family?

5. Jake is not sure if he can act, but he is willing to give it a try. Would the Jake from the beginning of the book have made the same decision? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 98:

He didn't know the show, really, but he knew the music. By now there wasn't anybody at Wit's End who didn't know every word to every single song. Randolph had asked where Jake had learned to sing. The weird thing was that until this very moment, he hadn't even known he could. Not really. Magnificent, Randolph Applewhite had called his voice. Magnificent.

EXTEND

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

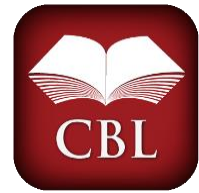
In what way is this feedback really exciting for Jake? Has anyone ever thought he had talent in anything? What difference does it make when someone believes in you? Do you think Jake has ever been called 'magnificent' before? Write a 1-2 paragraph essay explaining the reasons why positive feedback is so important to motivate people. Use the book for examples. Be sure to use appropriate transitions and maintain a formal tone throughout your writing.

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

Surviving the Applewhites, 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.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

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

PREPARE

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



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.

Second World War- Germany occupying Austria

During World War II, Austria sat in the middle of the two opposing forces, the Allies and Nazi Germany. At the very beginning of the war, Germany declared control over Austria in 1938 and made it a part of Greater Germany. This annexation of Austria to Germany is known as the 'Anschluss,' and led to many Austrians feeling as if they were the first 'victims' of Hitler. Although the annexation was allowed after a vote, many felt that the unification of Germany and Austria would not have happened, and many Austrians felt that they were being united with Germany against their will.

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

churning	overture	maniacal	cicadas	beech
----------	----------	----------	---------	-------

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. 99-111

Setting	Characters	Pages
home	Applewhites, Jake	99-111

RESPOND

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

Students might mention

- E.D. doesn't feel special.
- Zed reminds her she is, even if she is not as 'artistic' as other family members.
- Jake gets the part in the play and enjoys singing.
- They come back home and find out Winston has been barking for Jake for hours.

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

- Add items to or revise your KWL chart.
- Add 1-2 thoughts to Jake's Open Mind Portrait.
- Did the characters go anywhere new in today's reading? Add it to the map.

EXPLORE

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

- Add to the OMP you have been keeping for E.D. - have her thoughts and feelings changed since the beginning of the story? Do you predict that she will change before the end of the book? Are her actions showing integrity? Why or why not?
- Write a journal entry pretending you are Jake. Elaborate on how you feel before the audition. Are you nervous? Excited? Both?

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

Key Questions

1. How does Jake do at his audition?
2. What happens to Winston when Jake leaves?
3. Why do you think E.D. reacts the way she does when she is told that she has talent?
4. How would you describe Jake's emotions about the audition? How would you feel if you were in his situation?

5. What does the family conclude about Winston and Jake?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 108:

Rolf, the part Jake had read for, was a messenger boy who was in love with the oldest von Trapp daughter. By the end of the play he had joined the SS, which was the Nazi security force, and was helping the Germans look for the von Trapps to keep them from escaping. It was Rolf who, because of his love for Liesl, let the family get away.

EXTEND

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

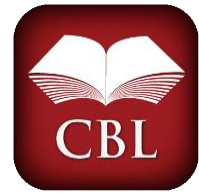
What lessons can you predict Jake might learn from playing the role of Rolf in the play? What are the similarities between Jake and the character Rolf? Before you begin writing: Make a list of similarities and differences. Then, using this list, write an informational paragraph that showcases the similarities and differences between Jake and Rolf. In your conclusion, write a 1-sentence prediction about how Jake will change as a result of being in the play. When you have finished your writing, upload it to the online forum of your choice (Blog, Google Docs, etc).

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

Choose one character from The Sound of Music to compare yourself to. Make a list of similarities and differences for you and that character. Bring your list to class and be prepared to share.

Character Based Literacy Program Lesson Plan

Surviving the Applewhites, Day 11



Outcomes for Today

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 Holocaust?

The Holocaust refers to the persecution and murder of 6 million Jews by the Nazi regime. The word 'holocaust' translates to 'sacrifice by fire.' German authorities targeted certain groups that they felt were racially inferior to themselves. That is how many came to be separated from society and placed in brutal concentration camps. The musical *The Sound of Music* takes place at the very beginning of World War II, before the Holocaust formally began; however, in the themes and main action of the play, one can sense a foreshadowing on fear and persecution by the German authorities.

2. Word Wall

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

infamous	inspired	unlikely	blearily	grueling
----------	----------	----------	----------	----------

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. 112-123

Setting	Characters	Pages
home	Jake, Applewhites	112-123

RESPOND

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

Students might mention

- Randolph holds a family meeting and tells them about who he cast in the play.
- He has cast people of difference races.
- Jeremy asserts that this was done of purpose for philosophical reasons.
- Randolph goes along with it.
- E.D. has a premonition of catastrophe regarding the show.
- The actors in the show had a bit of a hard time adjusting at first.

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

- Add to the 'W' column of your KWL chart. What do you still want to know about the story?
- Maintain the OMP you have been keeping for Jake.
- Add any new locations to the map.

EXPLORE

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

- Share your list of similarities and differences between yourself and one of the characters from The Sound of Music with the class.
- Pretend you are one of the people who auditioned for the play. Write a letter explaining how you feel about the decision to cast others in the production in The Sound of Music.

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

Key Questions

1. Describe the philosophical reasons for casting the show the way Randolph did.
2. What do you think Jake is up to with the caterpillars?
3. Would you use color-blind casting if you were directing a production? Why or why not?
4. Do you think E.D.'s premonition about the play will come true?
5. Describe the feelings that Jake might experience towards the play.
6. Do you think Randolph is acting with 'courage' and 'vision' when he chose to cast an African American as Mari von Trapp?
7. Do you think that Randolph is directing the play with integrity? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 117:

As E.D. slipped into sleep later, she was glad she didn't have anything to do with her father's show. She was beginning to have a strong premonition of catastrophe.

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

Can you make some predictions based on E.D.'s premonition? Write one paragraph about what you think will happen as a result of the nontraditional casting of *The Sound of Music*. Then, write a 1-paragraph explanatory paragraph that gives reasons for why you think the story will unfold the way you predicted it. Make sure you use evidence from the text to support your opinions. Share your ideas with a peer and get their feedback. Taking this into account, revise your work.

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

Surviving the Applewhites, 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.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

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

PREPARE

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



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 pesticides?

Pesticides are any substance or mixture of substances intended for use as a plant regulator or defoliant. Essentially, pesticides are chemicals that reduce the amount of weeds or harmful insects in an agricultural area. The use of pesticides (such as DDT) is very controversial. Many chemicals in pesticides have harmful health effects if people eat them or come in contact with them. Even though there are many risky side-effects of pesticides, many farms in the U.S. still use them to grow crops.

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

pupa state	concoction	draped	yodeling	interfere
------------	------------	--------	----------	-----------

READ

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

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

p. 124-138

Setting	Characters	Pages
home	Jake, Applewhites	124-138

RESPOND

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

Students might mention

- Jake creates a project about butterflies.
- He is becoming competitive with E.D. about school but doesn't want her to know it.
- Jeremy is using the computer so much E.D. can't do her schoolwork.
- The Applewhites decided that Jake and E.D. didn't need to be in the same class anymore.
- Jake took to nature hikes with Destiny and Winston.
- The entire technical staff of the play quit.
- The family agreed to help and E.D.'s father asked her to be the stage manager.

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

- Add to the OMP you have been keeping for Jake.
- Add 1-2 items under the 'W' column of the KWL chart.
- Did the characters go anywhere new in today's reading? Add new locations to the map.

EXPLORE

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

- One possible activity: Reader's Theater
Split the class into groups and have them take turns choral reading the different character's dialogue from the story.
- Add to the Character Interaction Chart you have been keeping.

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

Key Questions

1. What did Jake do for his project?
2. How was it different from what E.D. did?
3. Do you think he was inspired by E.D., or is he trying to outdo her?
4. What is writer's block and who has it?
5. Have you ever had writer's block before? Explain.
6. Why do you think Jake feels the need to be competitive with E.D.?
7. What is Zedediah referring to when he says "consider it an unexpected blessing?"

8. What happened to Randolph's technical staff?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pages 137-138:

"Don't need you? Didn't you hear me say my stage manager quit? Of course I need you—more than anyone. There's nobody else in this family even remotely organized enough to handle the job! There's no time for Shakespeare now! There's work to be done."

EXTEND

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

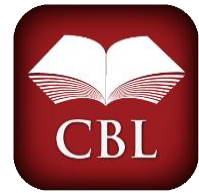
What do you think a stage manager does and why would E.D. be good at it? In what way is this an example that every member of a team is valuable? Write a paragraph that explains why E.D. would be a good stage manager. Use evidence from the text to support your opinion. Be sure to use at least one quotation in your paragraph. Also, make sure that your paragraph has a strong beginning, middle, and end.

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

Surviving the Applewhites, 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.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 5

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 nun's habit?

In Roman Catholic or Anglican orders, nuns wear a habit. A habit is a robe-like tunic that reaches from the neck to the floor. In some orders, nuns wear a habit and veil to cover their hair. Habits are usually a dull, dark color such as black, brown or grey. In some orders, different levels of profession are determined by differences in habits.

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

utterly	entangled	impervious	renderings	ensuing
---------	-----------	------------	------------	---------

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. 139-147

Setting	Characters	Pages
Home and theater	Applewhites, Jake	139-147

RESPOND

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

Students might mention

- Jake tries to get ready for rehearsal.
- He is responsible for both Winston and Destiny.
- Family members are scurrying around trying to get ready for the play.
- Destiny lights paper on fire pretending to be Jake.
- Jake gets blamed.

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

- Is there still information from the story you would like to learn? Fill in 2-3 items under the 'W' column of your KWL chart.
- Edit the OMP you have been keeping for E.D.
- Add any new locations to the map.

EXPLORE

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

- Check back on the predictions you made previously. Did any of them come true? Do you think they still might come true? Share your results with a partner.
- Create a comic strip for the events of today's reading.

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

Key Questions

1. What does Jake need to do before he can go to rehearsal?
2. Who else, besides Winston, has adopted him?
3. What does Destiny do to imitate Jake?
4. Do you think that Jake is still a good role model for her? Why or why not?
5. Why do you think Jake keeps getting blamed for everything?
6. Do you believe that Jake is acting with integrity at this point in the story?
7. Would Jake have grown as much if he would have been sent to a Juvenile Hall?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pages 141-142:

It was an education in itself to watch Govindaswami in the kitchen. “Passion,” he would say to Jake and Destiny as he moved around the room, chopping and stirring and tasting. “Passion is necessary to all of life. All of life. Meditating, working, cooking, eating. Especially eating.”

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

Do you agree with Govindaswami? What is he passionate about? What are you passionate about? In what way does being committed to something make it that much more special? Write an explanatory paragraph in which you explain either why or why not Govindaswami’s words are true or not. Make sure you use examples from your own life as well as from the text to support your opinion. Use appropriate transitions as well as a formal tone throughout. When you are finished writing, upload your work to the online forum of your choice (Blog, Google Docs) and share the link with your classmates so that they can read your work and give you feedback.

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

Surviving the Applewhites, 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.

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

her the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

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

PREPARE

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



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 liability insurance?

This type of insurance protects the ‘purchaser’ (aka the insured) from the risk of liabilities and similar claims. It protects the insured in the event that he or she is sued for claims that come within the covariance of the insurance policy. Liability insurance is designed to offer specific protection against third party insurance claims; payment is not specifically made to the insured, but rather to someone suffering loss who is not a party to the insurance contract.

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

revel	arson	revising	perilously	dreadful
-------	-------	----------	------------	----------

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. 148-158

Setting	Characters	Pages
home	Applewhites, Jake	148-158
	Mrs. Montrose	

RESPOND

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

Students might mention

- E.D. saves the show by talking with Mrs. Montrose on the phone.
- Wolfie, the goat, charges into the house creating a lot of damage.
- Mrs. Montrose and her daughter show up to audition and have dinner.
- The butterflies are getting ready to emerge.

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

- Add 1-2 items to the 'L' column of your KWL chart.
- Did the characters explore any new places in today's reading? If so, add it to your map
- Revisit the OMP you have been keeping for Jake - what is he thinking and feeling at this point in the story?

EXPLORE

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

Create a 'found poem,' using words and phrases from the story to capture the overall theme or message of the story. First, search for meaningful words and/or phrases from the story. Then, compile them in the order of your choosing to make a poem and share it with the class.

- Pretend that *Surviving the Applewhites* is being made into a film, and you are asked to create a poster for it. You can either draw pictures and characters by hand or use magazine or internet images on your poster.

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

Key Questions

1. Describe how E.D. cleverly saved the day with her conversation with Mrs. Montrose.
2. How is Jake's character changing?
3. Describe how different characters react to Wolfe's actions in this chapter.
4. Who has taken Cordelia's place as the most beautiful girl Jake has ever seen?

5. Is Destiny excited about the butterflies?
6. Have you ever been excited about a project or hobby like E.D. is about the butterflies? Explain.
7. How is the butterfly a symbol of change?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 158:

“Don’t worry, “ E.D. said. “We’ll be finished eating long before it’s ready to fly. It takes ages and ages. You’d get bored waiting.”

“Do you promise it’s going to be a butterfly?”

“I promise.”

Destiny turned to Jake. “Do you promise?”

“I promise.”

EXTEND

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

How are Jake and E.D. working together in this moment? What is the importance of both of them promising it will be okay to Destiny? Write an explanatory paragraph that elaborates on how Jake has started to act with integrity. Remember, integrity requires wholeness. Use 2-3 examples from the book that show how Jake has begun to act with integrity since staying with the Applewhites. Who has helped him on his journey? Make sure you maintain a formal tone throughout your writing.

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

Surviving the Applewhites, Day 15



Outcomes for Today

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

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

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

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

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

e.) Establish and maintain a formal style.

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

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

b.) Apply grade7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

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

PREPARE

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



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 vantage point?

A vantage point is a position that allows the viewer to have a good view of something. It is also the position or standpoint in which something is viewed or considered. In art, the vantage point is the point of reference in which all things in the artwork can be related to. It is an essential piece in linear perspective and acts as a stationary point between the viewer and the object. It can either be high or low in the painting, and is referred to as the ‘station point.’

2. Word Wall

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

banished	perched	insisted	resolutely	pungent
----------	---------	----------	------------	---------

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. 159-174

Setting	Characters	Pages
home	Applewhites and Jake	159-174
	The Montroses	

RESPOND

5. Timeline

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

Students might mention

- The Montroses come for dinner and eat very spicy, hot food.
- The goat comes barging into the house followed by a butterfly.
- Destiny wants Blackie to spend the night in his room.
- They figured out what to feed him.
- Randolph decides to cast Destiny in the role that would have gone to Mrs. Montrose's daughter.
- E.D. is afraid the show will get canceled.
- Jake thinks even if it is canceled the show will go on.

6. Map

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

- Add 1-2 items to the 'K' column of your KWL chart.
- Add any new locations to the ongoing map.
- Think of the way Jake and E.D. are feeling at this point in the story. Revisit the OMP you have been keeping for each character.

EXPLORE

7. Activity

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

Add to the OMP you have been keeping for either Jake or E.D. What are each character's thoughts and feelings at this point in the story? Are they what you would have expected them to be? How have the characters changed since the beginning?

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

Key Questions

1. Why is Randolph so quiet at dinner?
2. What dilemma is he in around casting Mrs. Montrose's daughter?
3. What do they feed Blackie?
4. What kind of physical changes does Jake need to make in order to play a convincing Rolf? Is he willing to make those changes?
5. Would you be willing to make a major change in your appearance for a play?
6. Will Destiny be a good fit for the role she was cast as?
7. Do you think the show will go on?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 172:

Jake felt his stomach clench. No! It could not all be over. Enough bad things had happened to him this year! He was going to do this. He was going to play Rolf.

EXTEND

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

What importance does the role of Rolf have for Jake? Using the internet, research the character Rolf. Taking the information the book as well as your online search, write an informational paragraph about Rolf's character, his role in *The Sound of Music*, and the character values he shows. When you have finished writing, go over your work to edit and revise it.

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

Surviving the Applewhites, Day 16



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.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a.) Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history”).

b.) Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

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

PREPARE

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



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 the phrase “Getting a word in edgewise” mean?

This is an idiom (or a combination of words in common use that have a figurative - and sometimes literal - meaning) that means inserting oneself into a conversation, or expressing one’s views despite competition from other speakers. This idiom, often put in the negative, transfers an object with its edge foremost to inserting conversation.

2. Word Wall

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

dreading	delicately	arched	philodendron	impressionable
----------	------------	--------	--------------	----------------

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. 175-180

Setting	Characters	Pages
home	Applewhites, Jake	175-180

RESPOND

5. Timeline

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

Students might mention

- Mrs. Montrose cancels the show.
- Everybody is extremely upset.
- E.D. thinks of the idea of having the production in the barn instead.

6. Map

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

- Add to the KWL chart you have been keeping for the story - what have you learned? Is there anything you still want to know? Add 1-2 items to the "L" and "W" columns of the chart.

EXPLORE

7. Activity

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

One possible activity: diorama of favorite scene

Ask students to pick a favorite scene from the story. Students will take note of the setting of the scene as well as the characters involved in the scene. Then, students will use paper, glue, magazine images, figurines, and other media to construct their own diorama that displays the scene. Students will then write a 1-paragraph summary of the scene that explains what happened, as well as the scene's importance in the story as a whole.

8. Discussion

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

Key Questions

1. In what way are the characters realistic or unrealistic?
2. If you could compare yourself to one character from the book, which on

would you choose? Why?

3. Would you like to work in the entertainment industry? Why or why not?

4. When have you had to use your creative problem-solving skills? Explain.

5. What do you think of E.D.'s problem solving skills?

6. What do you predict will happen if the show is cancelled?

7. What do you think will happen if they hold the production in the barn?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 180:

If they could, Jeremy wouldn't have to give up his television career. The network people might like the story even better this way—art struggling against impossible odds. Today was Friday, October tenth. The original opening had been set for the 24th. Two weeks away. Fourteen days. E.D. went to find her father.

EXTEND

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

In what ways has E.D. always been a problem solver? How does keeping the show alive show a level of commitment and integrity? Have you ever solved a problem no one else was able to solve? Write an informative paragraph in which you inform the reader about a time you solved a problem. Introduce the problem you had to solve. What steps did you take in order to find a solution? Make sure your writing is clear and detailed. When you are done with your writing, upload your finished product to the online forum of your choice (Blog, Google Docs., etc.)

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

Surviving the Applewhites, Day 17



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.

her the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

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

PREPARE

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



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 some different forms of marketing and publicity?

There are many forms of publicity for businesses and/or special events. Some of these forms include: newspaper stories, magazine articles, journals, and speaking engagements. Also, websites, fliers, posters, banners, and online or television ads are other ways for businesses or events to promote themselves. In this way, a large audience is targeted in the hopes of attracting more customers or attendees.

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

crumpled	demolished	considerable	warily	replica
----------	------------	--------------	--------	---------

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. 181-192

Setting	Characters	Pages
home	Applewhites and Jake	181-192

RESPOND

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

Students might mention

- The entire family pulled together to create a stage within the barn.
- Jake had never seen anything like this before.
- The show was getting lots of publicity, even though some of it wasn't accurate.
- Tickets for the show were selling very well.
- Jake cut his hair for the show.

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

- Review the different items you have previously listed in your KWL chart. Is there anything you can add?
- Add to the OMP you have been keeping for Jake and E.D.
- Did the characters go anywhere new in today's reading? Add it to your map.

EXPLORE

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

- Add to your journal from Jake's point of view that exposes his thoughts and feelings at this point of the story. Share your entry with a partner.
- Create a triptych (three panels of images) that shows the action from the beginning, middle, and end of the story.

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

Key Questions

1. How does the family pull together to get the show going?
2. When have you had to be a part of a team in order to be successful?
3. Describe how their actions show integrity and wholeness.
4. What happens with the press?
5. Why is E.D. shocked when she sees Jake?
6. How would you react if one of your friends made a drastic change in their appearance?
7. What do you think Jake cutting his hair symbolizes?
8. Were you surprised by anything that happened during today's reading?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 189:

The fourth wall she had reserved for clippings and Internet printouts from the local newspapers. The story kept changing shape. At first it had been about her father and Mrs. Montrose. Then Jake got to be in the middle of it. One local weekly told how working on the show was turning a delinquent around...

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

How can the press turn things around? What have some of them done with the truth? What are the potential consequences? Write an explanatory newspaper article that advertises the production. Make sure you are using the third-person point of view in your writing. Describe the setting of the production and the atmosphere, then go into detail to describe what the play will be about. Also, examine the actors. Make a prediction about how you think the show will do. When you are done, revise your writing to strengthen it.

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

Surviving the Applewhites, Day 18



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.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

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

PREPARE

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



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 satellite dishes?

A satellite dish is a dish-shaped object with an antenna that reflects a signal to the focal point. They are used to help bring in a signal for TV channels for cable. One can find residential satellite TV receivers dishes mounted to the tops of buildings to enhance the quality and reception of TV channels. While many satellite dishes are being phased out for smaller, more effective systems, one can still see many in use today, even on vehicles!

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

bristling	suspiciously	lure	unsettled	harried
-----------	--------------	------	-----------	---------

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. 193-200

Setting	Characters	Pages
home	Applewhites and Jake	193-200
	newspeople	

RESPOND

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

Students might mention

- Winston finally got used to Jake's new haircut.
- The media showed up and interviewed the adults.
- The main anchorwoman doesn't want to take footage of Jake since he doesn't look like his 'delinquent' self.
- A butterfly lands on Marica and she freaks out.
- E.D. and Jake get a good laugh.

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

- Add 1-2 items to the K column of your KWL chart.
- Add to the OMP you have been keeping for Jake and E.D.
- Did the characters go anywhere new in today's reading? Add new locations to your map.

EXPLORE

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

- Using magazine images, pictures from online, or your own hand-drawn pictures, create an ad for the Applewhite's play. Make sure the information you provide in your images are relevant.
- Use 3-5 descriptive words that summarize today's chapter. Make acrostic poems from the words that you choose.

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

Key Questions

1. What is the TV anchorwoman like?
2. Why are they hesitant to interview Jake? Does this hesitation to interview him show integrity? Why or why not?
3. Explain the importance of the butterflies and the butterfly project in the story? Do they symbolize anything? Use evidence from the text to help

your claim.

4. Explain how the laugh that E.D. and Jake share is a turning point in the relationship of the two characters.
5. Have you ever been interviewed before? Explain your experience.
6. How is Marica's reaction to the butterfly different than E.D.'s?
7. Explain the ways that the Applewhites have overcome their own difficulties and allowed themselves to grow.

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 200:

Jake grabbed E.D.'s and Destiny's hands, and the three of them bolted for the schoolroom. They slammed the door behind them and sank onto the floor with laughter.

EXTEND

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

Describe in what way Jake and E.D.'s relationship has grown. How are they honoring one another now?

Pretend you are an anchorman or woman. Conduct an interview of Jake; write 5 questions to ask him and write a 1- paragraph informational response that Jake might give to each question. When you have finished, interview a partner in class and see how their answers compare to the ones you have written.

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

Surviving the Applewhites, Day 19



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.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

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

PREPARE

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



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 intermission?

An intermission is a break or a pause that occurs in some plays, movies or concerts. In some cases, there are more than one intermission is the production is especially long or complex. The intermission allows for the stage crew and the performers to prepare for the next scene or movement. Also, the audience is given a chance to use the facilities or, in some cases, purchase a snack or beverage.

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

refocusing	hemming	renovation	glitches	undaunted
------------	---------	------------	----------	-----------

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. 201-209

Setting	Characters	Pages
home	Applewhites and Jake	201-209
	audience	

RESPOND

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

Students might mention

- The day before the opening was a busy and tiring day.
- Once the play opened there were unexpected problems that needed to be solved.
- E.D. did a brilliant job problem solving.
- She felt a huge sense of accomplishment.

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

- Add to the OMPs you have been keeping.
- Did the characters go anywhere new in today's reading? Add it to your ongoing map.

EXPLORE

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

- One possible activity: Book cover

Create a book cover for the story that shows an important event in the plot, main characters, and/or the setting. Students may use the internet to find examples of book covers, and they may use multimedia when creating their own designs. Be prepared to share your book cover with the class.

- Students can work with a partner to discuss the introduction of the story, climax, and the resolution, summarizing each part with their partners.

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

Key Questions

1. What impressions do you have of the day before the show's opening?
2. Revisit your predictions. Did they come true?
3. How did the story surprise you?
4. Have you ever solved a problem like E.D. did in today's reading? Explain.
5. How would you explain the characters' emotions prior to the first how?

6. What happened during that first show?
7. Describe the process that E.D. used to solve the problem.

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 209:

Already she could see in her mind's eye the scene as the Mother Abbess began singing the final reprise of "Climb Ev'ry Mountain," the other nuns joining in and lighting the way for the von Trapps to begin their climb over the Austrian Alps into Switzerland and freedom. She felt almost as excited as if she were helping the real family escape from the Nazis.

EXTEND

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

What did E.D. do to save the show and help the audience really understand the story? Why do you think that made her feel like she was helping the real von Trapps? Write an explanatory paragraph that examines and explains E.D.'s decisions in this section of the book. How was she helpful to others? Was she acting with integrity? Use examples from the text to support your explanation. Use transitions when necessary and provide a strong conclusion. Revise your work when you are done to strengthen it.

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

Surviving the Applewhites, Day 20



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.

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

PREPARE

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



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 Ashram?

An Ashram is a spiritual hermitage to a monastery. This term implies certain elements of the Hindu religion, including yoga, and music study or religious instruction. The word Ashram translates roughly to 'making an effort towards liberation.' Ashrams are located far from the noise of the contemporary world, and are typically found in forests or mountainous regions, allowing those who visit a place for relaxation and spiritual nourishment.

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

stellar	dismissively	renovating	ingenious	rethought
---------	--------------	------------	-----------	-----------

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. 210-216

Setting	Characters	Pages
home	Applewhites and Jake	210-216

RESPOND

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

Students might mention

- The reviews for the play came out and they were great.
- Randolph is thinking of continuing to produce plays in the barn.
- Jake wants to continue to act.

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

- Complete the OMP you have been keeping for Jake and E.D. How have they changed?
- Write 1-2 items under the 'W' column of your KWL chart.
- Revisit the map you have been keeping - is there anything you can add?

EXPLORE

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

- Allow students to pick their favorite moment from the story and act it out in front of the class.
- Students can create a collage from images from the internet or magazines to display different themes and emotions from the story.

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

Key Questions

1. What did the reviews say about the play?
2. Have you ever been in a performance that got good reviews? Explain.
3. Do you think that more plays will be produced in the barn? Why or why not?
4. Explain why you think acting is a good activity for Jake to participate in.
5. Do Jake's actions show integrity? How has he changed as a person from the beginning of the story?
6. Do you think that Randolph will continue holding plays in the barn?
7. What do you think will happen to E.D. next?
8. What will happen next? Predict what Jake will do.

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 216:

“I don’t know,” Jake said. “What color do you think?”

“Blond,” Destiny said. “Like mine.”

Jake shrugged. “I think maybe brown. Like mine.”

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

Describe how throughout the novel Jake has come to accept himself, understand who he really is, what he values and what he is passionate about. How has his life become much more whole since staying with the Applewhites? Write an argumentative paragraph in which you claim that staying with the Applewhites has changed Jake for the better. Use examples from the story, as well as from your own life. Make sure you provide a strong introduction, transitions, and a conclusion in your writing.

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

Surviving the Applewhites, Final Project



Assessment

Ask students to write a 5-paragraph essay that thoroughly explains why the theme of this unit: integrity requires wholeness was picked for this story. Students will include an introductory paragraph that explains the topic of their essay as well as a concluding paragraph that summarizes the ideas presented in their writing. The 3 body paragraphs must include strong evidence as well as a formal tone. Allow students to draw on their own lives for inspiration, as well as the story. Students must use at least 2 outside sources to help them construct their play, but all sources must be cited accurately.

Also a short 1-2 sentence that explains why each source is credible or not will be required. Students will be able to upload their writing projects to the online forum of their choice (Blog, Google Docs.) and share the link with their classmates. Classmates are encouraged to read and revise at least one of their peers writing and bring feedback to class. Students will take this feedback into account before writing a final version of their plays. Students' writing is expected to include appropriate language, and must be school-appropriate.