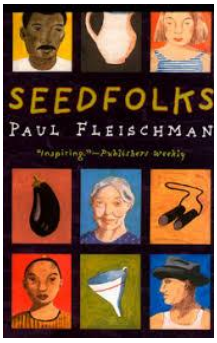
Seedfolks



ISBN-10	0-06-027471-9
ISBN-13	978-0-06-027471-9
Author	Fleischman, Paul
Publisher	HarperTrophy
Copyright	2002
Lexile	710L
Genre	Children's literature
Synopsis	The book tells thirteen stories from diverse perspectives—young and old, immigrant and native, haunted and hopeful. A fractured neighborhood unites with just a few seeds, turning a drab empty lot in Cleveland into beautiful green garden.
Themes	Immigration, Community
Protagonist	Asian American, female
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

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Character Based Literacy Program Lesson Plan *Seedfolks*, Introduction

Outcomes for the Novel

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

Seedfolks by Paul Fleischman

Focus and goals for this unit: Our goal for this unit is for students to write informative/explanatory text.

Unit Roadmap

- Unit's big idea or theme = **Integrity Requires Wholeness**
- **Definition: Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.**
- Ideally this would be posted in your classroom.
- **Major written product:**
  The final writing product for *Seedfolks* is a five paragraph Informative/Explanatory Text

Reading: The readings in this novel are a shorter number of pages than normal. They represent one character. If you need to combine days, feel free to do so.
Throughout the novel, you will maintain a class KWL Chart. The information in the Learning column of this chart can be the basis for your essay.

KWL Chart—a garden.
Create a class KWL Chart. TOPIC—Garden and planting.
Add to your chart daily.

Inform and explain what crops are being planted.
Inform and explain what diseases can affect plants;
Explain and inform about different types of gardens;
Explain and inform about different adaptions in gardens;
Explain and inform how the seasons affect gardens and plants;

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Explain and inform the concept of community and how it affected this neighborhood.

Write a 5-paragraph informative/explanatory essay. Using one of the topics you have explored individually or as a class, write a text that conveys an idea or information on a topic. **Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

Word Wall Ideas

Each character in the story is represented by an item. Use that item to represent the words for that day. For example, Chapter 1: Lima Beans, Chapter 2: Binoculars, etc.

Open Mind Portrait Web

Each chapter in *Seedfolks* focuses on a different character. However each is important and their thoughts/feels are all significant. Use the garden as the center of your OMP wall.

Create an OMP for each character in the reading.
Post the character's OMP near your garden.
As you read connect the characters to the garden and to each other using string.
This will help you visually represent how the garden connected people.

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Character Based Literacy Program Lesson Plan *Seedfolks*, Day 1

Outcomes for Today

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

PREPARE

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

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

How does your family connect with their ancestors? (For class discussion)

What is needed to plant a garden?
There are few things that are as satisfying to a home gardener, than to wander out to the vegetable garden, harvest and consume the fruits of their labor. Successful vegetable gardening involves far more than just popping a few seeds into the ground and waiting for a tomato to appear. Planting is only the third step of the three 'P's: Planning your garden, preparing the soil, and planting your vegetables!
As you sit down to plan your garden, please consider adding a few extra plants and donate a little of your bounty to your local food bank or second harvest organization. Give a helping hand to those who may not have the opportunity to grow their own.

Planning your vegetable garden
For the best success, a vegetable garden should be well planned out in advance. The site location is of the utmost importance. A spot near the house in *full sunlight* is the normally the most convenient spot, however, drainage, soil quality, and shade from buildings or trees may mean the garden must be located in an area farther from the house. A good vegetable garden must have at least six hours of full sun each day in order for your food crops to mature properly. No amount of fertilizer, water, or

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care can replace needed sunshine. The soil should be very fertile and well draining so that water never puddles after a rainstorm. While good air movement around a garden is important, windy areas should be avoided because winds can dry out or break plants. Choose a spot close to a water supply for convenience, and to avoid having to use long lengths of hoses. Planting a vegetable garden where it can be visited frequently will allow you to monitor plant pests and the general health of the garden more easily.

Choosing Which Vegetables to Grow

Your choice of vegetables will be largely determined by the likes and dislikes of your family. If you expect to consume large quantities of a type of vegetable, it is usually more cost effective to start your plants indoors, from seeds. Some types of plants resent transplanting and must be sown directly into the garden where they are to be grown.

In other instances it is best to purchase bedding plant starts to extend the growing season long enough to insure the maturity of the crop.
When planning your garden, consider what and how much you will plant. It is better to have a well-maintained, small garden than a large one neglected and full of weeds. Usually, a sufficiently high fence with close mesh to keep out dogs, rabbits, and other animals should surround the garden. A fence also can serve as a trellis for beans, peas, Tomato plants and other crops that need support.

It is helpful to draw a diagram of your prospective garden, mapping out each row according to height, plant requirements, and other criteria. The direction of the rows isn't necessarily critical, but often it is a good idea to have them running east-west, thereby allowing you to plant your tallest vegetable crops on the north end of the plot, and successively shorter crops in front. This helps prevent shading of the shorter plants.
If you must plant your garden on a hill, cut your furrows on a contour *with* the land, so that the water won't run quickly down the hill, taking with it the valuable topsoil, and the nutrients needed for your plants.

Perennial vegetables such as Rhubarb and Asparagus should be planted off to the side where they won't interfere with future plowing. Early producing crops like Lettuce, spinach, radishes, carrots, beets and onions should be grouped together with extra space for successive plantings. After they are finished for the season, this will allow you to easily rework the area for later season crops.

Planting Your Vegetable Garden

Using your garden layout map, which you created in the planning stages, use stakes to mark out where different rows will be planted. Build your trellises or set in stout stakes for climbing plants such as peas and beans. Create mounds on which you will put in the vining plants such as cucumbers, pumpkins, and melons. Don't forget to establish your pathways early so that you won't be walking across areas, which will be planted. You don't want to be compacting the soil, which you have worked so hard to *fluff* up. You are now ready to sow your seeds, and to put in your vegetable bedding plants. Planting depths and spacing are critical, so don't crowd to many plants into the allotted space, or you may end up with spindly plants and no food. Be sure to place a tag or marker on each row or area so that you will know what to expect will sprout there and *when*! Water your garden thoroughly the day before you intend to plant.
http://www.thegardenhelper.com/vegetables.html

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In today's reading we meet our first character, a 9-year-old girl. She lives in Cleveland and her father had died. She knew he loved to farm so finding a place to plant seeds and care for something was important to her. She wanted her father to be proud of her and to be connected to him.

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

altar pg. 1	latched pg. 1	wakened pg. 2	gnawing pg. 3	thrive pg. 4

- 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. 1-3

Setting	Characters	Pages
Cleveland	Kim	1-3

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:

- Kim's family moved from Vietnam to Cleveland.
- Her father died 8 months before she was born.
- She is trying to start a garden in an empty lot in honor of her father.
- She is planting the garden to try and connect with a man she never met.
- It is a cold April day.

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

KWL Chart—a garden.
Create a class KWL Chart. TOPIC—Garden and planting. Add to your chart daily.

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EXPLORE

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

Key Questions

1. Where is Kim's family from?
2. What does the family do to honor Kim's father's death?
3. Why does Kim want to start a garden?
4. Why was Kim secretive of the location of the garden?
5. When Kim saw the rat she vowed to be brave. How can that bravery help her in other areas?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 3:
"I opened my thermos and watered them all. And I vowed to myself that those beans would thrive."

EXTEND

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

Why does Kim want her beans to thrive so badly? Have you ever vowed something to yourself? Write an explanatory paragraph to convey the idea of wanting something to thrive.

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

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

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

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Character Based Literacy Program Lesson Plan *Seedfolks*, 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.

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 working-class neighborhood?
Socioeconomic class consisting of individuals that are paid an hourly wage and considered to be lower-middle class. Typically these individuals work blue-collar jobs such as manufacturing, retail sales, or food service. Also called lower class.

Read more:
http://www.businessdictionary.com/definition/workingclass.html#ixzz3eO1ZtTnT

Cleveland was created by a diverse mixture of ethnic groups. It's one of the things that give the city its interesting character, not to mention the array of ethnic foods, neighborhoods, and customs. Here's a look at the major groups that have contributed to making Cleveland what it is today.

• The Poles
Cleveland's Polish immigrants started arriving in the mid-19th century, drawn by work in the rolling (steel) mills along the Cuyahoga River and the woolen mills. With the Czechs, they settled in the area surrounded the Cuyahoga Valley, in what we now call Slavic Village and Newburgh Heights.

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St. Stanislaus Church, founded in 1888 was an early influence on this community and helped to support new arrivals.

• The Italians
Immigrants from Italy began settling in Cleveland around the mid-19th century, in an area then-called "Big Italy," around Woodland and E. 30th St. Most of these early Italian residents were grocers, bakers, and shopkeepers. Very little remains of "Big Italy," but businesses, such as Gallucci's and Catallano's have their roots there.

• The Irish
The Irish were one of the first ethnic groups to settle in Cleveland, drawn by the jobs created by the Ohio-Erie Canal and the Cleveland docks. The first Irish settled at Whiskey Island (named by Lorenzo Carter, not the new inhabitants) in the early to mid-1820s.

As work at the waterfront became more plentiful, hundreds more Irishmen and women arrived from Europe, settling on the near West Side in and around today's Flats. St. Malachi's, still an Irish parish, was the centerpiece of that neighborhood.

Cleveland still holds many reminders of those early settlers, in the many Irish surnames, the annual St. Patrick's Day celebrations, and our many Irish pubs.

• The Germans
Early German residents in Northeast Ohio mostly came from eastern states, descendants of those who came to the United States during the American Revolution.

The construction of the Ohio-Erie Canal in the 1830s brought an influx of first generation Germans, many of whom settled in today's Tremont neighborhood, on Lorain St. in Brooklyn, and around Superior and Central Avenues on the east side. Early German immigrants were skilled craftsmen, brewers, jewelers, and tailors, among other occupations.

• The Slovenes
During much of the 20th century, Cleveland had the largest Slovenian community in the United States. Drawn to jobs in the steel mills, Slovenes began arriving in the late 19th century, settling in the Newburgh area.

• The Chinese
Cleveland's Chinese heritage stems from a small, but close-knit group of Cantonese that settled in near Public Square in the late 1860s. These early Chinese residents were mostly restaurant owners and workers.

The 1970s and 1980s brought an influx of younger Chinese immigrants, drawn to Cleveland's universities and jobs in engineering and technology.

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Today, Cleveland's Asiatown is filled with Chinese-American-owned restaurants and Chinese food stores and experiencing a rebirth as a residential neighborhood.

• The Czechs
The Czechs are one of the largest and oldest of Cleveland's ethnic groups. These immigrants, made up of Bohemians, Moravians, and Silesians, began arriving in the late 19th century. Early Czechs settled in a section of the waterfront we today call the Flats.

• The Ukrainians
Cleveland's first Ukrainian immigrants began arriving in the area in the mid-1870s, settling primarily in the Tremont neighborhood. Later waves of immigrants came to Cleveland between World War I and World War II and after the collapse of the Soviet Union. More recent immigrants have created a Ukrainian enclave in Parma, just south of Cleveland.

• The Hungarians
In the early 20th century, Cleveland had the largest Hungarian population outside of Hungary. Beginning in 1870, scores of Hungarians immigrated to Northeast Ohio to work in the foundries and machine shops sprouting up in the area. Many Hungarian neighborhoods formed, the two largest of which were around E79th St. and Woodland and along Buckeye Road.

The events following WWII and the 1956 Hungarian Revolution brought additional waves of immigrants.

• The African-American Community
Cleveland's black heritage is almost as old as the city itself. The first settler of African-American descent, George Peake, arrived here in 1809, just five years after Moses Cleveland. Since then Cleveland's African-American residents have played an important part in the city's development.

Cleveland's black citizens arrived in two major waves, coming mostly from the American South. The first wave came around 1890 to 1915 and settled primarily along Central Avenue, between downtown and E 40th St. Later, between 1940 and 1960, the second wave of Black citizens arrived, part of the Great Migration.

In today's reading we meet Ana. She grew up in the neighborhood and new the history of the immigration waves. She remembered the area as a thriving neighborhood where families were able to work hard and move to different areas. She also remembered the degrade of the neighborhood and the changes that occurred. She is skeptical of Kim and thinks she is doing something illegal.

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

vacant pg. 5	suspiciously pg. 7	curiosity pg. 8	hobbled pg. 9	binoculars pg. 10

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READ

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

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

p. 5-10

Setting	Characters	Pages
Apartment/Cleveland	Ana	5-8
Vacant lot	Ana	8-10

RESPOND

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

Students might mention:

- An older woman who has lived is this neighborhood for many years recalls of all the transitions with people who have lived there.
- She notices Kim doing something in the lot and thinks she is hiding drugs or a gun.
- Curiosity drives her to go find out.
- She finds beans and feels horrible for digging them up.
- She replants them and decides to buy a pair of binoculars.

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

KWL Chart—a garden.
Create a class KWL Chart. TOPIC—Garden and planting. Add to your chart daily.

EXPLORE

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

Key Questions

1. When was Ana born?
2. What groups of people has she witnessed moving through the neighborhood?
3. Why is she suspicious of Kim?
4. Why does you think Ana is so curious about Kim?
5. How does she feel once she digs up the beans? She describes it as reading and ripping out a page of someone's diary, how does this language depict a violation?
6. What figure of speech does the author use to convey this emotion?
7. Ana watches from her window, what does this convey about her personality? Explain.

9. Analyze Analyze the key paragraph.

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Key Paragraph Pg. 6
"And after twenty years typing for the Parole department, I just about knew what she'd buried. Drugs most likely, or money, or a gun. The next moment, she disappeared like a rabbit."

EXTEND

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

Ana assumes that Kim has buried drugs or a gun. Think of a time you have been falsely accused. How did that accusation affect you**? Write a one paragraph explanatory text in which you introduce the topic, preview what is to follow, organize ideas. Develop the topic with relevant facts. Use appropriate transitions to create cohesion and clarify the relationship among ideas. Use precise language. Conclude your paragraph with a statement, which follows forms and supports your opening.**

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

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

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Character Based Literacy Program Lesson Plan *Seedfolks*, Day 3

Outcomes for Today

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

PREPARE

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

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

What can adults learn from children?

What do children know that adults seem to have forgotten?
Children are more confident, more courageous and enjoy life far more intensely than adults. Sometimes it feels that we spend our entire lives trying to return to who we were as children.

Here's what we can learn from our younger selves to bring more clarity and joy into adulthood:
1. Every day is a fresh start.
"Isn't it nice to think that tomorrow is a new day with no mistakes in it yet?" - L.M. Montgomery.
Wasn't it always amazing how the end of a school day always felt so final, so finished? The break between June and September seemed like a lifetime. Because when you are young, every day feels like an eternity and a new day means new opportunities to make new friends, explore new adventures, learn new things. Children don't carry baggage from one day to the next. They start fresh, always.

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2. Creative pursuits are fun and good for you.
"Happiness lies in the joy of achievement and the thrill of creative effort." - Franklin D. Roosevelt
How often do you see children losing themselves in a creative project for hours at a time, such as drawing, playing with clay, building a sandcastle with meticulous attention to detail? For some reason, as we get older, we stop seeing creative activities as worthwhile. How many adults, aside from artists, draw on a regular basis? How many play with clay or finger paint just for the fun of it?
3. Be courageous.
"Life shrinks or expands in proportion to one's courage." - Anais Nin.
Sing out loud. Dance when you feel like it. A child's life feels limitless because they are not confined by fears of failure or humiliation. They march forward with hope and determination because they don't know any better. They haven't been beaten down; they haven't experienced failure. They embrace life and all it has to offer with open arms.
4. Laugh every day.
"A day without laughter is a day wasted." - Charlie Chaplin
Children have the beautiful ability to find joy all around them. Just watch the humor a child can find in a shopping mall or at the park. They see silliness everywhere.
5. Be active.
"Play energizes and enlivens us. It eases our burdens. It renews our natural sense of optimism and opens us up to new possibilities." - Stuart Brown
When you were young, playing outside was the highlight of your day. You would run and chase your friends until you were out of breath and your cheeks were rosy. You would jump and do cartwheels at the drop of a hat and you never thought of it as "exercise" or "daily fitness." It was just playing. And it was fun. "It is a happy talent to know how to play." Ralph Waldo Emerson
6. Nurture friendship.
"In the sweetness of friendship let there be laughter, and sharing pleasures. For in the dew of little things the heart finds its morning and is refreshed." - Khalil Gibran
Children find true joy while playing with friends and they love making new ones. They join soccer teams, go to a birthday parties, and start new schools. These are all ways that kids make new friends. Children adhere to the motto, "the more the merrier," and adults should, as well.
7. Be the hero.
"Above all, be the heroine of your life, not the victim." - Nora Ephron
When a child tells you a story about school or the soccer field, they are usually the heroes of their story. The world revolves around them. As we age, we don't want to be conceited or egotistic, so we downplay our accomplishments and achievements. We don't want to brag. But in doing so, we often slip to the side of self-deprecation. We put ourselves down to make others feel better or to be more relatable. Modesty becomes an admirable quality and we start to convince ourselves of our own mediocrity.
8. Scars are badges of honor.
"Every day you either see a scar or courage. Where you dwell will define your struggle." - Dodinsky

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When a child breaks a bone, everyone they know will sign the cast. They become the superstar of the class, the survivor. If they fall down and cut themselves, everyone wants to see the scar, they wear it proudly. As we get older, we hide our scars and our wounds become our secrets. We don't want to be seen as weak or pitied, so we tell no one where it hurts. But what children recognize is that scars aren't signs of weakness, a scar is a sign of strength and survival. A story to tell. An accomplishment.

9. Try new things.

"Man cannot discover new oceans unless he has the courage to lose sight of the shore." - Andre Gide

Children are not afraid to play a sport they have never tried before. They will jump on a trampoline, dive into a pool or ski down a mountain even if it is foreign to them. As adults, we fear the unknown. We stay safely ensconced in our comfort zone and rarely venture out. Adventure exhilarates us and awakens the spirit.

10. Notice the little things.

"Enjoy the little things, for one day you may look back and realize they were the big things." - Robert Brault

My niece loves watching the sandpipers run back and forth at the water's edge. She notices their little legs and how fast they move along the sand. Something simple that we take for granted brings her immense joy and profound inspiration. When did we stop noticing the tiny miracles that surround us daily? How much more beautiful would life be if we could see these miracles again?

Source: http://www.huffingtonpost.com/jocelyn-kelley/10-life-lessons-you-can-learn-from-children_b_5014547.html

In today's reading we meet Wendell. He goes to water the beans for Ana who is concerned they are dying. Wendell sees the change that Kim is making and he realizes that he cannot control most of the things that happen to him, but he can change a plot of earth in a vacant field.

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

dragged pg. 12	wilted pg. 12	janitors pg. 13	pitcher pg. 13	spades pg. 14

READ

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

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

p. 11-16

Setting	Characters	Pages
Apartment	Wendell and Ana	11-13
Vacant lot	Wendell and Kim	14-16

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RESPOND

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

Students might mention:

- Wendell lives in the same building as Ana.
- They are the only two white people in the building.
- Ana is upset because the plants Kim planted are dying.
- She asks Wendell to water them because she has a sprained ankle.
- When he is down there Kim shows up.
- He walks away politely.
- He decides to create his own garden because it is something he can have an impact on.

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

KWL Chart—a garden.
Create a class KWL Chart. TOPIC—Garden and planting.
Add to your chart daily.

EXPLORE

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

Key Questions

1. How do Ana and Wendell know one another? What is Wendell thinking when he runs upstairs?
2. What does a nighttime call mean to Wendell? What does it mean to you? Explain.
3. What is Ana worried about? Why can't she go outside?
4. Why do you think Ana is still interested in the beans and in Kim?
5. After going down to the lot what does Wendell decide to do?
6. What do you think Kim is thinking when she sees Wendell?
7. What does she learn from him? Do they speak? How is this lesson learned?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 12
"Out of nowhere the words from the Bible came into my head: "And a little child shall lead them." I didn't know why at first. Then I did. There's plenty about my life I can't change."

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 Wendell means? Do you think there is something satisfying about having control over something you can nurture and change? Does it get discouraging to

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live in a world with so many things that a person has no control over? Why is it easier for people to focus on the things they cannot change? **Write a one paragraph expository text in which you introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

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

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

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Character Based Literacy Program Lesson Plan *Seedfolks*, Day 4

Outcomes for Today

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

PREPARE

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

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

How do you assimilate into another culture?
Assimilation is the process of adapting or adjusting to the culture of a group or nation or state that you are living in or moving to.

In today's reading Gonzalo is trying to adapt to the American way of life and he shares that his parents and grandparents are struggling. He follows his grandfather and finds him at the lot. His grandfather is able to connect with the soil and become productive and teach again.

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

landlady pg. 18	pawnshop pg. 20	gestures pg. 20	troughs pg. 22	packets pg. 22

READ

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

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

p. 17-22

Setting	Characters	Pages
Apartment	Gonzalo	17-19
Outside on street	Gongalo and his great uncle	19-20
Apartment	Gonzalo's family	20
Vacant lot	great uncle and Gonzalo	21-22

RESPOND

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

Students might mention:

- Gonzalo's family moved from Guatemala.
- His great-uncle also moved. He had been the oldest man in his pueblo.
- He did not speak any English and wandered aimlessly like a child, until he
- found the garden.
- He was transformed back into a 'man' after starting his own garden.

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

KWL Chart—a garden.
Create a class KWL Chart. TOPIC—Garden and planting.
Add to your chart daily.

Sketch
Start a sketch of the vacant lot. Add changes to the lot as they occur in the reading.

EXPLORE

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

Key Questions

1. Where is Gonzalo's family from?
2. How does he learn English? Why doesn't his family try to "fit in"?
3. What does he have to do for his family? How do you think this affects his father?
4. Why is his great-uncle like a 'kindergartener'?
5. What makes him feel better?
6. The author refers to his relationship with the seeds as seeing an old friend. What imagery does that convey?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 16-17
"He seemed to recognize them, like old friends. Watching him carefully sprinkling them into the troughs he'd made, I realized that I didn't know anything about growing food

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and that he knew everything. I stared at his busy fingers, then his eyes. They were focused, not faraway or confused. He'd changed from a baby back into a man."

EXTEND

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

In what way does it make us feel integrated and whole when we do something we love and know a lot about? **Write a one paragraph explanatory text in which you explain how people can change when they are given a purpose? Introduce your topic. Develop your topic with relevant facts. Use appropriate transitions and details. Use precise language. Provide a conclusion that follows form and supports the information presented.**

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

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

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Character Based Literacy Program Lesson Plan *Seedfolks*, Day 5

Outcomes for Today

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

PREPARE

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

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

What is the Public Health Department?
The Cleveland Department of Public Health (CDPH) is the local public health agency for the City of Cleveland. Formally established in 1910, the department is charged with improving the quality of life in the City of Cleveland by promoting healthy behavior, protecting the environment, preventing disease, and making the City a healthy place to live, work, and play. The Cleveland Department of Public Health is made of a range of programs providing clinical, environmental, health promotion, and population-based services. The department has an annual budget of $21 million and is staffed by 180 full- and part-time employees.

CDPH ensures a high quality of resources and services through various partnerships in the greater Cleveland community. For example, CDPH has initiated and maintained working relationships with Case Western Reserve University, Metro Health Medical Center, Veterans Affairs Medical Center, Cuyahoga County Board of Health, Lakewood and Shaker Health Departments, the Center for Community Solutions and others. These partnerships provide the cornerstone of successful preventive public health care services to meet the needs of the residents of the City of Cleveland and throughout the Greater Cleveland community.

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In today's reading we meet Leona who sees the vacant lot and realizes more people would like to be a part of planting in it. She wants to plant Goldenrod in honor of her grandmother but realizes the lot needs to be cleaned. She spends days on the phone and finally goes to the department with a bag of trash from the lot to convince the city to clean it up.

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

obituaries pg. 24	outlived pg. 24	recite pg. 24	maggots pg. 28	receptionist pg. 28

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. 23-28

Setting	Characters	Pages
Vacant lot	Leona	23-26
Apartment on phone	Leona	26-27
Department of Public health	Leona, receptionist, other residents	27-28

RESPOND

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

Students might mention:

- Leona grew up in Atlanta.
- Her mother didn't necessarily listen the advice of her doctors and she outlived them all.
- Leona wasn't getting anywhere making phone calls to clean up the trash in the lot.
- She went down to the Public Health Department with a bag of trash and finally got some results.

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

KWL Chart—a garden.
Create a class KWL Chart. TOPIC—Garden and planting.
Add to your chart daily.

Sketch
Start a sketch of the vacant lot. Add changes to the lot as they occur in the reading

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EXPLORE

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

Key Questions

1. What did the doctor's tell Leona's mother?
2. How did Leona's mother treat herself? What did she do with the doctors? What literary device is being used?
3. Why did Leona decide to get the lot cleared? What did she want for others?
4. What did Leona do to get results? Why was she effective?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 28

"The smell that came out of it made you think of hog pens and maggots and kitchen scraps from back when Nixon was president. It was amazing how quick people noticed it, including that receptionist. And even more amazing how quick I was called in to have a meeting with someone. I was definitely real to them now. I brought that bag along with me into the meeting, to keep it that way."

EXTEND

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

What problem solving and critical thinking skills did Leona use to solve the trash problem? **Write and explanatory text that details her process. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

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

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

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Outcomes for Today

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

PREPARE

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

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

What is a pacifist?
A pacifist is a person who is opposed to violence or war of any kind.

In today's reading we meet Sam. He is a pacifist who is trying to unite people by getting people to talk and to see one another.

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

herring pg. 29	unbelievable pg. 29	occupation pg. 30	mending pg. 30	compromised pg. 32

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. 28-36

Setting	Characters	Pages
Vacant lot	Sam and others	23-28

RESPOND

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

Students might mention:

- Sam is able to see the potential for the garden.

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- He refers to it as Paradise.
- He used to work on a global scale. Now he is trying to change one corner of Cleveland.
- Sam notices that folks in the garden have not co-mingled with one another.
- It looks the same as the neighborhood does.
- People have begun to have conflicts within the garden.
- Fences and keep out signs are starting to show up.

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

KWL Chart
Continue the class KWL chart on gardening and planting.

Sketch
Continue to add changes to the sketch of the lot as they occur in the reading

EXPLORE

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

Key Questions

1. What does Sam mean by saying he 'sews' up the rips in the neighborhood?
2. Why do you think Sam is so friendly?
3. Is he trying to get people to look beyond him being white and Jewish? How has segregation/racism effected him in his life?
4. What role do you see Sam playing for the people? Do you think he will be accepted?
5. How does his definition of paradise equate to the garden?
6. What is your definition of paradise?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 33
"In all of June it didn't rain but three days. The result? People bent over like coolies, walking sometimes three or four blocks, gallon jug in each hand, complain all the time about the water."

EXTEND

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

Sam starts a contest to find a better way to deliver the water to the garden. Pretend you are entering the contest. **Write a paragraph in which you inform your reader how you would get water to the garden. Introduce your topic clearly. Develop your topic with relevant facts. Use appropriate transitions. Maintain formal style. Conclude your paragraph with a statement, which supports your introduction.**

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

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Character Based Literacy Program Lesson Plan *Seedfolks*, Day 7

Outcomes for Today

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

PREPARE

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

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

Who is the goddess of crops?

Demeter was the goddess of corn, grain, and the harvest. She was the daughter of Cronus and Rhea. It was believed that **Demeter made** the crops grow each year; thus the first loaf of bread made from the annual harvest was offered to her. She was the goddess of the earth, of agriculture, and of fertility in general. Sacred to her are livestock and agricultural products, poppy, narcissus and the crane.

Demeter was intimately associated with the seasons. Her daughter **Persephone** was abducted by Hades to be his wife in the underworld. In her anger at her daughter's loss, Demeter laid a curse on the world that caused plants to wither and die, and the land to become desolate. **Zeus**, alarmed for the barren earth, sought for Persephone's return. However, because she had eaten while in the underworld, Hades had a claim on her. Therefore, it was decreed that **Persephone** would spend four months each year in the underworld. During these months Demeter would grieve for her daughter's absence, withdrawing her gifts from the world, creating winter. Her return brought the spring.

Demeter was also known for founding the Eleusinian mysteries. These were huge festivals held every five years and very important events for many centuries. Yet, little is known about them as those attending were sworn to secrecy. It is thought that

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the central tenet around which the Mysteries revolved was that just like grain returns every spring after its harvest and the winter lull, so does the human soul after the death of the body, reincarnated in a next life.

In today's reading, we meet Virgil. He and his father are going to take over a large portion of the garden. His father hopes to grow lettuce to sell to restaurants. He wants to get out of the neighborhood. He does not know that lettuce is a spring and fall crop. Virgil had found a locket and he shines it up and prays to the goddess of crops to save their lettuce.

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

borrow pg. 37	pronounced pg. 40	slouching pg. 40	plantation pg. 40	coincidence pg. 42

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. 36-44

Setting	Characters	Pages
Cleveland	Virgil and his father	36-44

RESPOND

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

Students might mention:

- Virgil and his dad get an idea of how to make money.
- They want to raise lattice and sell it at expensive restaurants.
- Another man tries to tell them what to do but they cannot understand them.
- They didn't know how to grow things though and so the lattice almost died.

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

KWL Chart
Continue the class KWL chart on gardening and planting.

Sketch
Continue to add changes to the sketch of the lot as they occur in the reading

EXPLORE

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

Key Questions

1. Where are Virgil and his father from?

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2. What idea do they come up with to make money? Why does his father want to make money? What is his plan?
3. What is his source of information? Do you think it is credible?
4. Do you think the outcome could have been prevented if they did more research?
5. What happen to their plot? Do you think it can be saved?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 43
"My father promised we'd make enough money to buy me an eighteen-speed bike. I was counting on it. I had already told my friends."

EXTEND

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

Virgil was counting on his dad to buy him the bike. But he could work to buy the bike himself. **Write an informative/explanatory text in which you detail one-way Virgil could earn enough money for the bike. Introduce your topic clearly. Develop the topic with relevant facts. Use appropriate transitions to create cohesion. Use precise language. Conclude with a statement, which supports your introduction.**

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

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

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Character Based Literacy Program Lesson Plan *Seedfolks*, Day 8

Outcomes for Today

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

PREPARE

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

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

What is a community?
A community can be referred to as an interacting group of people in a common location.

How can someone contribute to a community?
Check out the following ideas for ways to help your community in the midst of your everyday activities.

1. **Take a garbage bag while walking through the neighborhood.** Pick up any litter along the way. As a by-product, you can get some exercise built into your day.
2. **Shop with locally owned businesses, saving time and money**. Many locally owned businesses offer services like free gift-wrapping and delivery. And a percentage of your sales taxes go directly to the local community.
3. **Find positive aspects of your community share with other people.** A positive image encourages residents to shop locally, increases the chance new businesses will open in the area, and promotes growth.
4. **Attend a local festival or other event.** Many have free admission and activities. Most festivals are actually fundraisers for non-profit organizations who make their money through sponsorships. Since sponsors look at

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attendance numbers to decide how much to give, your family can add to the number and help increase what businesses give next year.

5. **Write a letter to local elected officials encouraging them for making good decisions for the community.** People work harder when they know they are appreciated. And elected officials seldom hear enough encouraging words.
6. **Put a potted plant on your front porch.** When your home looks spruced up, it makes the whole neighborhood and the community to look better as well.
7. **Take left over dinner to an elderly neighbor**. If you have a family of four, cook enough dinner for five one night and deliver a plate to the widow next door. Your delivery helps you to get to know your neighbors better. And police promote knowing your neighbors as the best way to fight neighborhood crime.
8. **Look for opportunities to give in your community.** Many schools collect items, such as like canned foods, old coats, toys and eyeglasses, for less fortunate families.
9. **Vote.** While the Presidential election comes around only once every four years, elections happen every year. Check out the candidates for local and state elections.
10. **Encourage your employer to sponsor local events, join a civic organization, or allow employees to volunteer during work hours.** Many businesses have volunteer programs to reward employees for volunteering. Local news media often cover large volunteer events and having employee representation gives businesses extra publicity.

In today's reading we meet Sae Young. She lost her husband and then was attacked. She withdrew from the community. However, the garden encouraged her to be around people again. She was able to give back by buying funnels for people to use when they get water.

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

alterations pg. 46	humid pg. 47	spouts pg. 49	hydrant pg. 49	funnel pg. 50

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. 45-50

Setting	Characters	Pages
Dry cleaners	Sae Young	45-46
Garden	Sae Young other community members	47-50

RESPOND

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

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Students might mention:

- Sae came from Korea with her husband.
- They opened a dry cleaning shop.
- He died at a young age.
- She was robbed in the shop and couldn't go back.
- She felt alienated, until the garden.

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

KWL Chart
Continue the class KWL chart on gardening and planting.

Sketch
Continue to add changes to the sketch of the lot as they occur in the reading

EXPLORE

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

Key Questions

1. What happened to Sae's husband? How did that affect her?
2. What happened to her in the shop? Do you think she was given assistance? Why not?
3. Why didn't she want to come out of her house? Did she have a right to feel fear?
4. How did the garden affect her? What was she able to do?
5. What did she buy for the garden folks that made her feel part of a family?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 39
"I quick go to store. Buy three funnels to make much easier filling containers. I put one by each garbage can. That day I see man use my funnel. Then woman. Then many people. Feel very glad inside. Feel part of garden. Almost like family."

EXTEND

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

How does being a part of a community make us feel more whole? What communities are you a part of?

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

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

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Character Based Literacy Program Lesson Plan *Seedfolks*, Day 9

Outcomes for Today

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

PREPARE

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

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

How do you show people you have changed? (For class discussion)

In today's reading we meet Curtis. His girlfriend lives across the street from the garden. He knows he made a mistake with her. He wants her to see he is a changed man. He shows her through his actions that he wants to be with her and only her.

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

deeds pg. 53	staked pg. 53	fertilizer pg. 54	pitchfork pg. 57	lace pg. 58

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. 51-58

Setting	Characters	Pages
Garden	Curtis	51-56
Garden	Curtis and Royce	57-58

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RESPOND

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

Students might mention:

- Curtis loved Lateesha and wanted to do something nice for her.
- He planted her favorite thing- tomatoes.
- Someone started taking them and so he had to arrange to have someone 'guard' them.

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

KWL Chart—
Continue the KWL chart on gardening and planting.
Explore what crops are being planted.
Explore what diseases can affect plants.

Sketch
Continue the sketch of the vacant lot. Add changes to the lot as they occur in the reading

EXPLORE

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

Key Questions

1. Why was Curtis trying so hard to please Lateesha?
2. What did he do to lose her? How had he changed when he returned? Did they both and the same things? Why wasn't she giving him a chance?
3. What did Curtis learn as he cared for the tomatoes?
4. How did the tomatoes disappearing affect him?
5. How did he solve the problem?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 58
"If people know something belongs to a person instead of the city or the US Government they're more likely to leave it alone."

EXTEND

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

Curtis paints a sign and puts it in front of the tomatoes, "Lateesha's Tomatoes."
His logic is that if people know it belongs to someone, they will leave it alone. Do you agree with his thinking? How would you convey ownership or importance? **Write a one**

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paragraph explanatory text in which you introduce a topic clearly, previewing what is to follow. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

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Character Based Literacy Program Lesson Plan *Seedfolks*, Day 10

Outcomes for Today

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

PREPARE

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

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

What is a sensory garden?
Sensory gardens provide intimate spaces where young children can be immersed in the scents, textures, and colors of plants and related elements. Along with specially selected plants, sensory gardens may also include elements such as wind chimes, windsocks, flags, and children's art. Two popular forms of sensory gardens are sensory pathways and keyhole gardens.

Sensory pathways
Sensory pathways can be constructed of smooth, flat, stepping stones or tree cookies with gaps wide enough for in-between planting. Stepping-stones can be natural stone or concrete or made by children to include handprints, leaf prints, shells, marbles, colored tile mosaics, or smooth glass. Glass blocks or clay bricks can be laid in the sensory pathway to add additional sensory richness and variety. Sensory pathways should be considered part of the larger pathway system and should not dead end. They can be installed as a narrow (18"-24"), short loop off the primary pathway (Figure 1) or a broad (36"-72") connection between settings (Figure 2).

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Keyhole gardens
Keyhole gardens provide an intimate space to rest while immersed in sensory plants. Keyhole gardens are shaped like a skeleton keyhole with a narrow entry and bulbous, interior space wide enough for a young child or two to sit and reach the plantings on either side (approximately 24” - 36” wide). Keyhole gardens can be installed as a subspace along a sensory path or be designed as a stand-alone setting.

What is a therapy garden?
Research has shown that therapy gardens can help reduce physical pain, encourage social interaction, and help ease emotional pain from grief or abuse. The positive effects of therapy gardens can be achieved through working in the garden, but the tranquil setting also provides a healing place to sit or meditate. A therapy garden is designed to motivate and also calm/soothe the participants. Therapy gardens will also focus on all senses for the participants.

In today’s reading we meet Mr. Myles and his caregiver would go walking. She noticed he was deteriorating. When they got near the garden he motioned for her to stop. She then modified a trashcan so he could garden and not have to bend over. They became part of the garden community.

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

uplifting pg. 60	obliged pg. 60	pioneers pg. 60	commanded pg. 61	pantomime pg. 64

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. 59-65

Setting	Characters	Pages
Garden	Nora and Mr. Myles	59-65

RESPOND

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

Students might mention:

- Nora is a British nurse who takes care of Mr. Myles.
- Nothing seems to interest him until he finds out about the garden.
- She is able to modify a trash can so he can garden from his wheel chair
- It adds purpose to his life.
- They become a part of the community.

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

KWL Chart—
Continue the KWL chart on gardening and planting. Explore what crops are being planted.
Explore what diseases can affect plants.
Explore different types of gardens.
Explore different adaptions in gardens.

Sketch
Continue the sketch of the vacant lot. Add changes to the lot as they occur in the reading

EXPLORE

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

Key Questions

1. Where is Nora from? How does her interaction with Mr. Myers replicate her life in England?
2. What language in the chapter relates to her life in England?
3. Describe Mr. Myles' response to the garden.
4. How does she view the garden? What language in the chapter supports the intensity she feels in the garden?
5. Why do you think Mr. Myers chose flowers for his garden?
6. How did the rain shower connect the gardeners?
7. What happened to Mr. Myers and Nora as a result of the garden? Cite examples.
8. Nora recalls that Ancient Egyptians prescribed walking through gardens for the "mad" why do you think they would/could help people?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 64
"Pantomime was often required to get over language barriers. Yet we were all subject to the same weather and pests, the same neighborhood, and the same parental emotions toward our plants…we, like our seeds, were now planted in the garden."

EXTEND

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

How is the garden bringing all these diverse people together? **Write a one paragraph explanatory text in which you inform/explain to the reader how the garden is connecting people. Introduce your topic clearly. Develop your topic with relevant facts and cite details from the novel. Provide a concluding statement, which supports your introduction.**

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

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

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Character Based Literacy Program Lesson Plan *Seedfolks*, Day 11

Outcomes for Today

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

PREPARE

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

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

How do the seasons affect us?

Seasons are a very important element in our lives. They have an **influence** on what we wear, what we eat, and what we do in our free time. They also **affect** the **mood** we are in.

In **ancient** civilizations people observed that the sun was at different places during different times of the year. But they didn't understand how this led to the changes in seasons.

Towards the end of the Middle Ages the **astronomer** Nicolai Copernicus changed our view of the solar system. He said that the sun, not the Earth, was at its center and all objects moved around it. Today we know that the Earth moves in an elliptical **path** around the sun. The Earth **spins** around its axis and is **tilted** towards or away from the sun. This means that the northern and southern parts of the Earth get different **amounts** of sunlight throughout the year. The sun gives us heat too and temperatures change, depending on how **steep** the sun's **rays** come in.

The seasons start with solstices and equinoxes. Solstices **occur** every year in June and December. They mark the beginning of summer and winter. The Earth is tilted farthest towards or away from the sun. The equinoxes occur in March and September. On March 20th or 21st the sun seems to be right above the equator and moving

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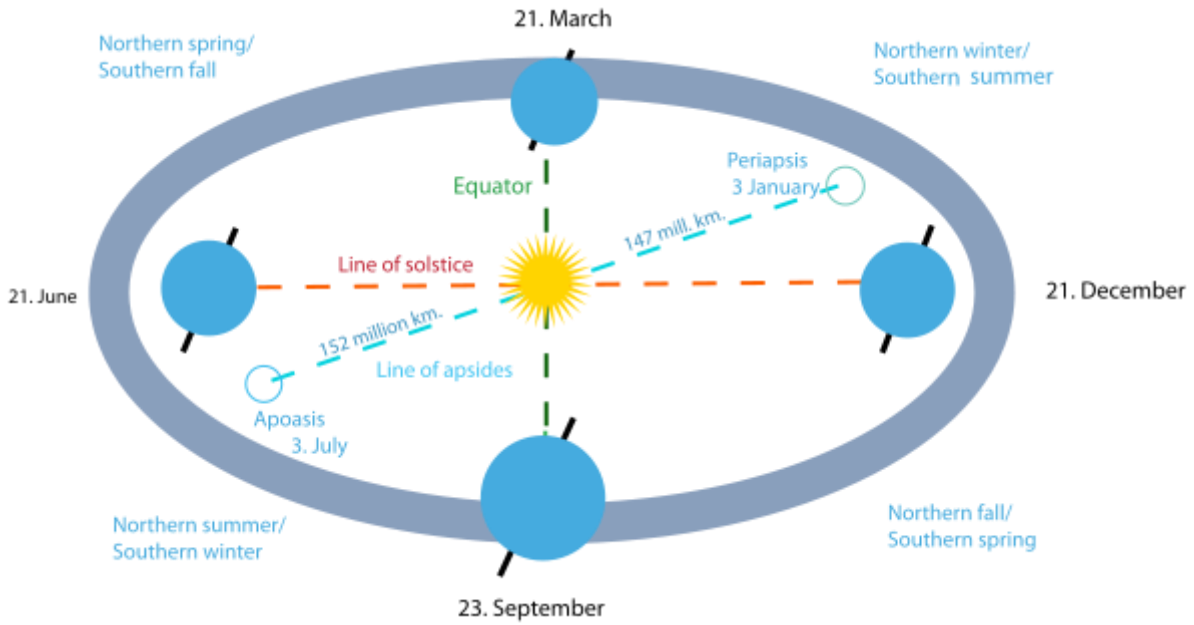
towards the north. At the end of September the sun passes the equator on its way to the south. Day and night have the same **length** almost all over the planet. The exact day and time of a season's beginning always changes a bit.



The Earth and its path around the sun

The change of seasons also has an **effect** on our weather. In June, the northern **hemisphere** is tilted towards the sun. The sun's rays are more direct, and they do not have to travel so far to reach the **surface**. More **radiation** reaches the Earth. The days are longer and more light gets to the surface. There it is changed to heat. At the same time the southern hemisphere is tilted away from the sun. Rays have to travel longer to get to the surface and there are fewer hours of daylight.

Although June and December **mark** the official beginning of summer and winter, these months are not always the hottest and coldest of the year. Temperatures also depend on the heat that is absorbed and reflected by land and the oceans. In most cases the hottest months in the northern hemisphere are July and August and coldest times of the year occur in January and February.

In today's reading we meet Maracela a 15-year-old pregnant teen. Her teacher in the program for pregnant teens found the garden and has the girls working in it. They are to learn how to care for something and work. She realizes that the system has been working for 1000's of years and she is now a part of nature in its grandest form.

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

illegally pg. 66	miscarry pg. 67	witness pg. 68	decorum pg. 69	goldenrod pg. 71

READ

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

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

p. 66-72

Setting	Characters	Pages
Cleveland	Maricela	66-72

RESPOND

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

Students might mention:

- Maricela is a 16 year-old pregnant girl.
- She is in a school program with other pregnant teens.
- She thinks she doesn't want to have the baby, until she starts to watch things grow in the garden.

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

KWL Chart—
Continue working on the KWL chart about the garden.
Explore what crops are being planted.
Explore what diseases can affect plants.
Explore different types of gardens.
Explore different adaptions in gardens.
Explore the seasons.

Sketch
Continue the sketch of the vacant lot, adding changes to the lot as they occur in the reading

EXPLORE

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

Key Questions

1. How does Maricella think the world views her? Do you think she has validity for her feelings?
2. Why is Maricela having a hard time being pregnant? How is her reaction different than her parents? What does she fear she will lose? Do you agree or disagree with her?
3. What does she think she wants to do about it?
4. What starts to influence her otherwise?
5. Describe Penny. How do you think she affects the girls? Do you think her methods are appropriate? What "big picture" does she want them to see?
6. Hoe does Mrs. Fleck interact with the students she knows? How does she interact with those she doesn't know? What gives her the authority to confront

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those who do wrong? Do you think your community would be better off if we talked and confronted others (within reason)? Explain.

7. How did Leona communicate with Maricella? How was she able to show her that she is part of nature and the world around her? How did Maricella react?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 72
"How nature ran on sunlight and rain and the seasons, and how I was part of that system. The words sort of put me into a daze. My body was part of nature. I was related to bears, dinosaurs, to plants, to things that were a million years old…She said how it wasn't some disgrace to be part of it. She said it was an honor."

EXTEND

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

How did these remarks impact Maricela? Are we all a part of nature and the life cycle? What did Leona mean when she told Maricella that it is an honor to be a part of the cycle not a disgrace? **Write an explanatory paragraph in which you inform your reader how it is an honor to be a part of the natural cycle around you. Introduce your topic. Develop the topic with relevant facts. Use appropriate transitions. Use precise language. Establish and maintain formal style. Provide a concluding statement that supports the information you presented.**

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

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

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Character Based Literacy Program Lesson Plan *Seedfolks*, Day 12

Outcomes for Today

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

PREPARE

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

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

What is community? (For discussion)

Why are communities important? (For discussion)

Community can be defined as, a social religious, occupational, or other group sharing common characteristics or interests.
http://www.ohcc-ccso.ca/en/courses/community-development-for-health-promoters/module-one-concepts-values-and-principles/definit

In today's reading the gardeners have become a community. They work with one another, they have gotten to know each other, talk to each other, and support each other. They share and trade crops and have begun to rely on each other.

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

crevices pg. 73	dweller pg. 74	portable pg. 74	soothing pg. 74	benefit pg. 74

READ

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

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

p. 73-81

Setting	Characters	Pages
Cleveland	Amir	74-81

RESPOND

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

Students might mention:

- Amir manages a fabric store.
- People asked him about his eggplants because they were so unusual.
- People were starting to act like a community.
- They chased down and caught a criminal.
- The people in the garden held a big party.

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

KWL Chart—
Continue the KWL chart on gardening and planting.
Explore what crops are being planted.
Explore what diseases can affect plants.
Explore different types of gardens.
Explore different adaptions in gardens.
Explore the seasons.
Explore the concept of community.

Sketch
Continue the sketch of the vacant lot, adding changes to the lot as they occur in the reading

EXPLORE

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

Key Questions

1. How does Amir describe the community before the garden, page 73? How does his description make you feel as a reader?
2. Amir uses the term, "an excuse for breaking the rules", several times in the chapter. What is he referring to? Where did those rules come from? Why are unwritten rules sometimes harder to break than those, which are written?
3. How did the garden tie the neighbors together? What did they start doing with and for each other?

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4. Why couldn't the polish woman thin her carrots? What does that say about her and her character?
5. What changed for Royce? Do you think it was harder for him to exist when people KNEW the real him? Explain how being accountable to others changes you?
6. What other vehicle beside a garden could bring people together?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 74
"She'd gotten quite angry and called me—despite her own accent—a dirty foreigner. Now that we were so friendly with each other I dared remind her of this. Her eyes became huge. She apologized to me over and over again. She kept saying, 'Back then, I didn't know it was you…'"

EXTEND

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

How has the garden broken down the racial and ethnic lines that divide people?
Write an explanatory paragraph in which you explain how the garden has changed people and the neighborhood. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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Character Based Literacy Program Lesson Plan *Seedfolks*, Day 13

Outcomes for Today

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

PREPARE

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

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

What is "welfare-to-work"?
(This program is specific to California law, check out your states WTW program and criteria.) Current welfare rules ensure that individuals who work are better off financially than if they do not work. California's Welfare to Work (WTW) program is designed to assist welfare recipients to obtain or prepare for employment. The welfare to work program serves all 58 counties in the state and is operated locally by each county welfare department or its contractors:

- All welfare to work participants receive an orientation to the program and an appraisal of their education and employment background.
- Initially, most individuals receive job search services (assistance in finding a job).

Additional employment-related services are provided based on an individual's education and work history. Individuals may be assigned to:

- Unpaid work experience/preparation.
- Vocational training placements.
- Adult education or community college programs.

In addition, program participants may be eligible for help with childcare, transportation, and work-related or training-related expenses. Moreover, participants who find a job and

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are no longer eligible for welfare may continue to receive help with medical care and child care expenses.

FOR WHOM

- Unless exempt, applicants/recipients of the system are required to participate in welfare to work activities as a condition of receiving aid.
- System recipients who are not required to participate in welfare to work activities may volunteer to take part in the program.
- Adults in one-parent families must spend at least 30 hours per week in welfare to work activities. The minimum participation requirement for two-parent families is 35 hours per week. After receiving aid for up to a maximum of 24 months, non-exempt adults must work in unsubsidized employment or participate in community services activities for the minimum number of hours listed above.
- After recipients find work, a variety of services are available for up to 12 months to assist them to retain their employment and become fully self-sufficient.
- Implementing legislation and regulations have provided expanded flexibility to counties to tailor their welfare to work programs to meet the needs of their clients and the local labor market conditions.

In today's reading we met Florence. She cannot garden due to her health but has become a neighborhood "watcher". She is impressed how the garden has changed so many in the neighborhood and given them a purpose.

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

homesteaded pg. 82	arthritis pg. 83	solitary pg. 84	idle pg. 84	glacier pg. 87

READ

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

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

p. 85-89

Setting	Characters	Pages
Cleveland	Florence	65-69

RESPOND

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

Students might mention:

- Florence's family used to be slaves.
- Her family was one of the first families to settle in Colorado.
- They were called seedfolks.
- Winter comes to the garden and Florence wonders if people will attend to it in the spring.

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- The first gardener out was the girl with the lima beans who started it all.

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

KWL Chart—
Continue the class KWL chart on gardening and planting.
Explore what crops are being planted.
Explore what diseases can affect plants.
Explore different types of gardens.
Explore different adaptions in gardens.
Explore the seasons.
Explore the concept of community.

Sketch
Continue the sketch of the vacant lot. Add changes to the lot as they occur in the reading

EXPLORE

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

Key Questions

1. What does the term “seedfolks” mean to Florence? Do you think it represents the gardeners?
2. What changed in the neighborhood due to the garden? How did the garden evolve?
3. Florence grandmother used to say, “Be Not Solitary, Be Not Idle.” What does that phrase convey to you? Why is it an important mantra?
4. What are Florence’s fears about the garden in the winter? Why is it important to have faith that spring with come? What does spring convey to you?
5. What did she discover?
6. Why is it significant the young girl planted the first crop again?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 85
“They were both freed slaves and they wanted to get good and far away from cotton-growing country. They went over the mountains, just to be safe, and homesteaded along the Gunnison River. Which is how my grandfather and my father and my sisters and I all came to be born there, the first black family in the whole county. My father called them our seedfolks, because they were the first of our family there.”

EXTEND

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

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Why do you think the author called the novel Seedfolks? What do you think of the title? Would you have named it something else? Why is it significant to take the risk and be a seedfolk? **Write one paragraph in which you explain why seedfolks have to take a risk to establish and change a community. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

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

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Character Based Literacy Program Lesson Plan *Seedfolks*, Day 14

Outcomes for Today

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

PREPARE

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

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

Reread favorite chapter for further understanding

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

Create your own word wall words.

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.

Reread one of your favorite chapters for further comprehension

Setting	Characters	Pages
Cleveland	You decide	

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RESPOND

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

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

EXPLORE

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

Key Questions
Have your students create a list of essential questions for their chosen chapter.

9. Analyze Analyze the key paragraph.

Key Paragraph
Have your students choose a key paragraph for their chapter.

EXTEND

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

Have your students create a writing prompt and answer their chosen prompt.

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

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

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

Outcomes for Today

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

PREPARE

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

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

The final writing product for *Seedfolks* is a five paragraph Informative/Explanatory Essay

Throughout the novel you have maintained a class KWL Chart. The information in the Learning column of this chart can be the basis for your essay.

Write a 5-paragraph informative/explanatory essay. Using one of the topics you have explored individually or as a class write a text that conveys an idea or information on a topic. **Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding**

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statement or section that follows from and supports the information or explanation presented.

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