

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Introduction



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

Final writing product

Write a 5 paragraph argumentative essay in which you introduce a theme from the novel. In your essay you will explain to your reader why that theme was important to you the reader. You must introduce and acknowledge other viewpoints. Give reasons and evidence from the reading or from another credible source to support your writing. Use clear transitions to give your writing cohesion. Your final paragraph should have a clear statement that supports the argument you presented.

Day 10—Theme Exploration

Based on <http://www.scholastic.com/teachers/book/miracles-boys#cart/cleanup>

Some of the themes that are explored in the novel are:

- Death, Grief, Loss
- Family structure
- Leadership and Responsibility
- Pride and Self-Esteem
- Respect
- Siblings
- Freedom
- Change

Choose one of the potential themes that apply to the novel.

Use the attached Theme Profile Chart to find evidence from the novel that supports your theme choice.

Day 11—Thesis statement

In order to write a strong essay, you must have a strong thesis statement. Practice writing your thesis statement that is clear, concise, and coherent. This statement will introduce your argument.

Example:

In the novel “Miracle’s Boys” the theme family plays a major role.

Day 12 & 13—

Find examples from the reading to give your argument evidence.

Day 14 & 15

Write a 5 paragraph argumentative essay in which you introduce a theme from the novel. In your essay you will explain to your reader why that theme was important to you the reader. You must introduce and acknowledge other viewpoints. Give reasons and evidence from the reading or from another credible source to support your writing. Use clear transitions to give your writing cohesion. Your final paragraph should have a clear statement that supports the argument you presented.

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 1



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a narrator? What role do they play in literature?

A narrator who tells a story or gives an account of something? Miracle's Boy's is written from the first person point of view. The narrator, Lafayette is telling his story and exposing himself in the story. As the narrator he is telling his story to the reader.

What is a correctional institution?

A correctional institution is usually run by the government to house juvenile and adults who are found guilty of a crime.

In today's reading, we meet Lafayette and his brother "new Charlie". New Charlie is the hardened angry brother who was released from Juvenile hall. His friend Aaron they are describing the various different ethnic gangs.

Predict the story.

- Show your class the novel. Ask them to predict the story based on the cover of the book.
- Introduce the author, Jacqueline Woodson. Go to www.jacquelinewoodson.com. Great information about her and how she got into writing. Very compelling.
- Ask students to CUBE the author. Template attached.
- You can use this CUBE to write a sketch about the author.

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

rind (6)	karate (9)	stereotype (3)	totem pole (10)	shoehorn (14)
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READ

Review Review the timeline from the beginning every day.

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

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

Read p. 1-15

Setting	Characters	Pages
New York City, apartment	Newcharlie, Aaron, Lafayette—7 th grade narrator	1-15

RESPOND

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

Students might mention:

- Charlie sharing his inside knowledge about the institution hierarchy:
- Lafayette talking about how his brother has changed since he got back from Rahway.
- Charlie used to be sensitive and close to his brothers, but ever since his mother died and he got sent away he has been hardened.
- Lafayette now calls him Newcharlie because he has changed so much.
- Newcharlie has a lot of bravado around having been at Rahway.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 5

"Right after he came home from Rahway, I got up in the middle of the night to look at him. He'd been away for more than two years, and the guy sleeping across from me was a stranger. Some days he'd just sit on that bed with his hands hanging down between his knees. Just staring out the window and looking evil. But when he was asleep, his face spread out—all the frowns and scowls just kind of faded and he looked like Charlie again, ready to care about something, to be happy, or to cry about stray animals" (p. 5).

EXTEND

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

Has anyone in your life (friend, family member) ever changed in a "negative or positive" way? What was that like for you? What do you think caused the change? How do you wish the person would have acted and why? Was there anyway to support this person in making positive choices? **Is change, positive or negative easy for others to cope with? Write a one-paragraph argument in which you argue that change regardless of kind is hard for friends and family? State your claim. Give relevant**

details and information to support your claim. As you write acknowledge the opposing viewpoint. Conclude by supporting your opening statement.

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 2



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the history of Central Park in New York? What kind of activities and amenities does the park offer?

Central Park initially opened in 1857. It was later improved and expanded, according to the plans of designer Frederick Law Olmsted and architect Calvert Vaux Greensward, after which it reopened in 1873. Central Park consists of 843 acres and receives approximately 40 million visitors yearly. Central Park offers hundreds of special attractions for solo explorers and families, including Belvedere Castle, the Central Park Carousel, an outdoor amphitheater, playgrounds, and the world-famous Central Park Zoo.

What is a publishing house?

A publishing house is another name for a publishing company. These companies take the written work of a writer or musician and make it available to the public. Most books and songs are published through a publishing house. Publishing houses work with the writer and the writer's agent to negotiate contracts. Many new writers start their career with a small publishing house, since it is often difficult to get larger publishers to take a chance on unknown talent. For most new writers, a small publishing house is preferable to self-publishing or not being published at all.

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

hypothermia (17)	unclasped (18)	miracle (19)	demon (19)	curly (19)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 16-20

Setting	Characters	Pages
Central Park	Father, Tyree, woman, and her dog	16-17
Charlie and Lafayette's room	Charlie and Lafayette	17-20

RESPOND

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

Students might mention:

- Lafayette tells us how his dad died saving a woman and her dog that had fallen in a frozen lake;
- Lafayette talks about how Charlie used to pray to St. Francis and for the animals;
- Their Mama's name was Milagro—which means miracle in Spanish;
- Lafayette wonders what the lady who was saved thinks about that experience now and if she remembers his dad;
- Lafayette hold tight to the two photos he has of his mom and remembers how Charlie burned the other photos he had.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 20

"Sometimes I wonder what happened to that lady and that dog my daddy saved. There's always stories about people getting saved and then giving the people who saved them money or people coming along years later and naming their kids after the people, but none of that ever happened to us..." (p. 20).

EXTEND

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

Do you think it's understandable that Lafayette has all these questions floating around in his head? What questions would you have? What answers would you want to hear if you were in his shoes? **Do you think the woman who was saved had an obligation to reach out to the family at some point? Based on your answer write a 1 paragraph argument in which you state your claim and acknowledge the opposing opinion. Give details to support your claim using language to transition clearly. Conclude using a statement that supports your viewpoint.**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 3



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a primary caretaker?

The primary caretaker of a child is the person who can provide a happy, stable household for a child. The primary caretaker is the person who takes the most active role in a child's upbringing. This person needs to be able to meet the physiological, physical, and the emotional needs of the child. In the best case scenario this person would also be a positive role model ensuring that the child has strong values, character, and is able to be raised in a positive environment.

In today's reading, we meet Ty'ree who is Lafayette and Charlie's older brother. He has assumed responsibility for the boys and does a good job of setting rules and ensuring the boys have their basic needs met.

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

sickly (23)	Shrugged (25)	deceiving (27)	jutted (28)	Chockfull (28)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 21-28

Setting	Characters	Pages
Living room	Lafayette	21-22
Living room	Lafayette and ghost mama	23

Living room	Lafayette and Ty'ree	24-28
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RESPOND

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

Students might mention:

- Lafayette and home and watching TV. He knows the rules and knows what he can do when Ty'ree is gone.
- Lafayette wonders about the plants that Charlie has introduced to the home and remembers his mom.
- Lafayette and Ty'ree talk. Ty'ree is the primary caretaker now that Mama is gone.
- Ty'ree works full time at a publishing house and is able to care for the boys;
- Ty'ree is a positive role model and has sidelined his life to care for his brothers;
- He wants to make sure that Lafayette does not get in trouble.
- Lafayette knows there are many things in their house they are not supposed to talk about.
- They both miss their mom.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 25-26

"Ty'ree looked at me, a slow smile coming to his face. He had the best smile in the world. Everybody said so. When he smiled, it made me think about when I used to go to church, how I'd sit there staring at this stained-glass window of Jesus with all the kids around him. Jesus was smiling and everything seemed peaceful and right. That's what Ty'ree's smile was like. Peaceful and right" (p. 25-26).

EXTEND

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

What does Lafayette mean when he says that Ty'ree's smile was peaceful and right? What does 'right' mean in this case? Is there a person in your life who you admire, whose presence or smile is peaceful and right? Ty'ree and Newcharlie are completely opposite personalities in Lafayette's life. If you had a choice, who would you rather be around and emulate? **Write a paragraph in which you explain who you would rather be around. Introduce your claim/choice with a logical argument and acknowledge the opposing viewpoint. Use relevant evidence to support your claim using credible evidence from the book or another source. Provide a concluding sentence that supports your claim.**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 4



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the significance of a diploma?

According to [Diplomaguide.com](http://www.diplomaguide.com), one of the important effects of having a high school diploma is "A high school diploma shows the employer that you do have an educational background and other skills, such as problem solving, that you've obtained through your classes." A diploma can determine the kinds of jobs you are qualified for and can be the difference between getting hired or denied employment. Having a high school diploma allows a student to continue his education. While about 97 percent of colleges and universities will accept a GED, the high school diploma is looked at more favorably. It's not the paper that matters, but the effort and education it represents.

Read more: http://www.ehow.com/facts_4811181_importance-high-school-diploma.html#ixzz2wobPliRP

In today's reading, the boys talk about how their mama died. Ty'ree had left to get his diploma, he graduated the day before. Because he had his diploma he was able to better care for the boys.

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

dim (20)	beige (31)	insulin shock (32)	precise (33)	starch (34)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 29-36

Setting	Characters	Pages
Living room couch	Lafayette and Ty'ree	29-36

RESPOND

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

Students might mention:

- He knows that Ty'ree always helped his mother by clipping coupons and doing what he could to help her save money.
- Lafayette recalls how when Charlie was 12 1/2 he got a gun and robbed a candy store;
- The police caught him and he was sent to Rahway Home for Boys;
- While Charlie was in Rahway, Mama died of insulin shock.
- Lafayette was the one to find her dead.
- Lafayette thought she had been oversleeping.
- Lafayette can remember everything from the day she died and it is committed in his memory.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 33-34

"Once Mama has said to me that time is like a movie—something you watch real close wanting to catch every line, every action, every moment. Then it passes and you feel like no time passed at all. She said that when her parents died, time didn't stop they way people always say it does. She said it just became more precise—every minute, hour, day mattered that much more. Charlie had been in Rahway for two months... There were four days between the time I found her and the day we buried her... And now years have gone by—like no time at all" (p. 33-34).

EXTEND

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

What does Mama mean when she said that time became more precise and that every day mattered that much more? Do you appreciate every day, as if it's your last? Why or how is time significant to you? Do you waste time or do you consider time precious? **Write a one paragraph argument in which you defend "precious time". State how time is precious to you. Argue its worth why acknowledging the opposing viewpoint. Organize your writing logically. Give the reader evidence to support your claim. Use effective transitions and language to create flow in your writing. Conclude with a strong statement in support of your thesis.**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 5



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What does it mean to cross yourself? What is the significance?

Crossing yourself is a Catholic, Anglicans, or Lutheran practice in which you are showing your devotion to your belief system. In times of suffering crossing oneself is a sign of acceptance. It is also a sign of prayer when you don't know what else to say,

In today's reading, Lafayette recalls his mother's funeral. Newcharlie was allowed to come for the day and when his aunt saw him and the guards she crossed herself. Me and Bobby McGee, this song is referenced multiple times in the novel. Take time to play it for the students.

http://www.youtube.com/watch?v=5FMhnl0__Vo

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

beautiful (38)	squeezing (38)	mirror (38)	Underneath (38)	occasions (39)
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READ

Review Review the timeline from the beginning every day

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

Read p. 37-41

Setting	Characters	Pages
Flashback	Aunt Cecile, Lafayette, mama,	38
Home	Neighbors coming to visit, Aunt Cecil, Lafayette, and Newcharlie	38-39
Home	Newcharlie and Lafayette	40-41

RESPOND

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

Students might mention:

- Lafayette recalls meeting his Aunt Cecil for the first time
- He describes what happened when his mother died and how many of the neighbors brought food to show support for the family.
- Charlie was released for a few hours to attend the funeral and blamed Lafayette for not saving her.
- Charlie was very angry and upset and lashed out at his brother unfairly.
- He remembers hearing Charlie crying as he was taken away. He wants to know what happened to his brother?

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 39

"They had let Charlie come to the funeral and stay with us for a few hours afterward. When Aunt Cecile saw him with those two guards from Rahway, she crossed herself and pressed her handkerchief against her mouth. Charlie stood real stiff while she hugged him, his eyes sweeping over everybody, checking us all out. There wasn't any feeling in them" (p. 39).

EXTEND

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

Look back up at the timeline. What event or group of events has really moved you so far? Why? Is the author doing a good job writing a realistic story?

Discuss what you like about the book so far. Make an argument defending the realism of the story for you acknowledge the opposing viewpoints. Use clear transitions and details to support your claim. Do you have any suggestions that would make it stronger? Conclude with a statement that supports your viewpoint.

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 6



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is MIT?

The Massachusetts Institute of Technology (MIT) is a private research university in Cambridge, Massachusetts known traditionally for research and education in the physical sciences and engineering, and more recently in biology, economics, linguistics, and management as well.

Founded in 1861 in response to the increasing industrialization of the United States, the institute used a polytechnic university model and stressed laboratory instruction. MIT's early emphasis on applied technology at the undergraduate and graduate levels led to close cooperation with industry. Curricular reforms under Karl Compton and Vannevar Bush in the 1930s emphasized basic science. MIT was elected to the Association of American Universities in 1934.

Researchers worked on computers, radar, and inertial guidance during World War II and the Cold War. Post-war defense research contributed to the rapid expansion of the faculty and campus under James Killian. The current 168-acre (68.0 ha) campus opened in 1916 and extends over 1 mile (1.6 km) along the northern bank of the Charles River basin.

Today, the Institute comprises various academic departments with a strong emphasis on scientific, engineering, and technological education and research. It has five schools and one college, which contain a total of 32 departments. Eighty-one Nobel laureates, 52 Science recipients, 45 Rhodes Scholars, and 38 MacArthur Fellows have been affiliated with the university. It is one of the most selective higher learning institutions, and received 18,357 undergraduate applicants for the class of 2018—only admitting 1,419, an acceptance rate of 7.73%.

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

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MIT also has a strong entrepreneurial culture. The aggregated revenues of companies founded by MIT alumni would rank as the eleventh-largest economy in the world.^[9]

In today's reading, we learn that Ty'ree had excelled in school and science. He had been accepted to MIT. When mama died Aunt Cecil wanted the boys to come live with her so he could go to school. He decided to get a job and keep the family together. This earned him respect in the neighborhood.

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

honeysuckle (43)	launch (44)	rockets (44)	fuss (45)	flinching (46)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 42-47

Setting	Characters	Pages
home	Ty'ree, Aunt Cecil, Lafayette	42-43
Home	Ty'ree	44
Mama's room	Ty'ree and Lafayette	45-47

RESPOND

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

Students might mention:

- Aunt Cecile wanted to take the boys down south after Mama died but Ty'ree insisted he could take care of Lafayette on his own, now that he had graduated from high school.
- He had received several awards for his intellectual gifts in high school and was accepted to MIT.
- He had wanted to work for NASA but gave that up to take care of Lafayette.
- It was important for Ty'ree to keep what was left of his family together;
- When Aunt Cecile left Ty'ree took all of mama's things to the Goodwill;
- Lafayette realizes there is nothing left of her;
- He and Ty'ree finally start to mourn their mother.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 46-47

"Ty'ree had left up the flowered curtains Mama's bought downtown, and for some reason this was sadder than anything to me. It seemed wrong—a big, blue-plaid boy

comforter on the bed and Mama's lady curtains at the window. I went over and rubbed the curtains against my face.

'This is all, huh, T?' I whispered. 'This all we got left of mama.'

Ty'ree shook his head. 'Nah,' Lafayette," he said. 'That ain't all'" (p. 46-47).

EXTEND

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

Lafayette is sad at the changes. He would rather his brother still sleep on the couch and his mother was at home. He wishes her clothes were still there, but happy he can still smell her. He is sad that his brother moved into her room but left the curtains.

Do you think Ty'ree was right to move into mama's room and to get rid of her things? Write a one paragraph argument in which you defend him or Lafayette. In your thesis state your viewpoint and give the opposing viewpoint. Give reasons and evidence to support your thesis. Use logical flow and transitions. Conclude by supporting your viewpoint.

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 7



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What are art films?

Art films or foreign films are films that often follow an underlying social issue or are more artistic in nature. Art films are often lower budget and are shown with subtitles as they are filmed in another language.

In today's reading, Ty'ree and Lafayette have enough money to go to a movie. On their way there they get sidetracked by talking about Newcharlie and issues that pertain to them.

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

allergies (57)	subtitles (59)	subtitles (59)	quivery (59)	attention (60)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 48-60

Setting	Characters	Pages
Home, Lafayette's room	Lafayette, Newcharlie, Aunt Cecil	48-50
Home, eating dinner	Lafayette and Ty'ree	50-60

RESPOND

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

Students might mention:

- Lafayette was dreaming about Aunt Cecil's house. He was woken up by Ty'ree, he cooked them a dinner;
- Lafayette was trying to remember Newcharlie before he went to the boy's home
- They decide to go to a movie, Ty'ree likes art films and Lafayette regular films;
- Ty'ree cooked a full meal. He reads cook books like others read magazines;
- They boys get into an argument about Newcharlie and how he has changed. They realize all of them have changed in one way or another and that is how they are coping;
- Lafayette processes Mama's death with Ty'ree;
- Ty'ree continues to reinforce that there was nothing Lafayette could do to save Mama;
- They leave to the movies not knowing when Newcharlie is coming home.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 58

"'I know I told you this a lot of times,' Ty'ree said. 'And I know other people have said it too. But I'm gonna keep saying it, 'cause I know you need to keep hearing it. There wasn't anything you could have done, Lafayette'" (p. 58).

EXTEND

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

Ty'ree and many others have to work to convince Lafayette that there was nothing he could have done to help his mother but he does not believe them. **Write a 1-2 paragraph argument, directed at Lafayette trying to convince him he did everything he could for his mother. Use examples from the reading and facts you know from the novel to support your claim. Acknowledge the counterclaim. Use strong transitions to give your paragraph flow and continuity. Conclude with a strong statement that supports your claim.**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 8



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What challenges come with not having enough money?

What is the difference between having your needs met but not your wants (for discussion)? There is a distinct difference between having your needs and wants met.

In today's reading, we realize that Lafayette and his brothers have their basic needs met. They have food, clothing, shelter, and sometimes enough left over for a movie or fun.

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

tokens (61)	re-adding (61)	impatient (62)	Barely (64)	limousine (65)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 61-71

Setting	Characters	Pages
Subway station	Ty'ree and Lafayette	61-62
Walk to the movies	Lafayette and Ty'ree	62
Remembering mama	Lafayette and mama	62-64
Walk to movies	Lafayette and Ty'ree	64-70
Coffee	Lafayette and Ty'ree	70-71

RESPOND

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

Students might mention:

- Lafayette is reflecting on how poor they had been and how they were always just getting by;
- He thinks of his mom's pride and how she dreamed it would be better;
- Mama had always told them that someday they would have more money and go to Puerto Rico, where she is from;
- He thinks about the times when they mis-figured or an unexpected expense would come up. To be better prepared Ty'ree set up a rainy day fund;
- Lafayette feels like he is being blamed for everything. He is angry for Newcharlie burning all of mama's pictures;
- Ty'ree takes Lafayette to the movies but decide to get something hot to drink instead;
- They say they will always be there for each other—Brother to Brother, B to B;
- Ty'ree starts talking about their dad.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 67

"He couldn't go back to school. Not right now anyway. Because of me. Because of Newcharlie. He couldn't quit his job, and he couldn't go at night 'cause the caseworker would be on us talking about how me and Newcharlie would be home alone too much. The only way he'd be able to go to college was if me and Newcharlie went to live down south" (p. 67).

EXTEND

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

Lafayette feels a lot of responsibility for the choices and Ty'ree has had to make and Ty'ree feels a responsibility to keep the family together. They both want to move forward but feel like they are being help back. Do you think Lafayette and Newcharlie should go to live down south? Or do you feel that Ty'ree is doing the right thing to sacrifice his future to keep the family together? **Choose a side. Write a one paragraph argument in which you defend one of the boy's position. Use your experiences and facts from the novel to give evidence to your writing. Use clear transitions and clauses to give your writing cohesion. End your paragraph with a statement that supports your argument.**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 9



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What does the idiom, *you have a monkey on your back* mean?

The phrase or idiom *monkey on your back* means that you have a burdensome problem, situation or responsibility.

In today's reading, Ty'ree tells Lafayette about the day their father died. He shares with him how he got to be there with his dad in his last moments and Lafayette got to be with their mother. Charlie didn't get to be there for any of it. He was not part of losing his parents, they were just gone. Ty'ree relates this to being a burden that Charlie has had for his life.

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

electrified (74)	dodging (74)	shock (77)	psychologist (82)	Incarnate (82)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 72-82

Setting	Characters	Pages
Central Park	Ty'ree and dad in the park	72-75
Coffee shop	Ty'ree and Lafayette	76-82

RESPOND

Character Education at the Markkula Center for Applied Ethics

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

Students might mention:

- Ty'ree and daddy were in Central Park on Sunday morning, dad was reading the paper and Ty'ree climbing the tree.
- He saw a woman jogging with her dog, he heard her scream, and saw the dog fall in the lake. He told his dad to go help.
- His dad fell in the lake, he was given a blanket and taken home by police;
- He died of hypothermia.
- Lafayette was frustrated that he never knew Ty'ree was there.
- Lafayette learns that Newcharlie was not home for either parents' death.
- Ty'ree and Lafayette were able to support each other and Newcharlie was in Rahway, he had no one.
- Lafayette starts to understand how hurt Newcharlie is, but does not agree with how he has dealt with it.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 81

"Charlie got the biggest monkey on his back, I can remember the last thing I said to daddy and you can remember the last thing you said to mama. Least we got to be there. But not Charlie. And I think he carries that around. It's more like a gorilla on his back than a monkey...and while he was gone, me and you had each other after mama died. And he had Rahway" (p. 81).

EXTEND

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

Ty'ree gives Lafayette a different perspective of Charlie and how he suffered the loss of his parents. Do you think Charlie has some reasons to be angry or should he deal like his brothers have? **Based on your answer write a one-paragraph argument in which you show support for the opposite side of argument. Write a thesis in which you introduce your topic and thoughts, acknowledge the opposing viewpoint. Give evidence to support your claim. Use solid transitions in your writing to show cohesion. Conclude with a strong statement that supports your opening.**

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 10



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is death?

Death is defined as the cessation of all vital functions of the body including the heartbeat, brain activity (including the brain stem), and breathing. Death comes in many forms, whether it is expected after a diagnosis of terminal illness or an unexpected accident or medical condition.

In today's reading, Lafayette tells Dr. Veron that his mother has died but he still feels her. He knows that she is gone but he has her memory and the parts of her that she has instilled in him. He feels her around him.

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

Harlem (84)	Whispering (84)	whimper (92)	Screech (92)	Blinked (92)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 83-96

Setting	Characters	Pages
Home	Ty'ree, Aunt Cecil, Lafayette	83-84
Dr. Vernon's Office	Dr. Vernon, Lafayette, Aunt Cecil	84-86
Dr. Vernon's Office	Dr. Vernon and Lafayette	86-88
Home	Lafayette and Ty'ree	89-90

Home (watching TV remembering mama)	Lafayette and mama	90-91
Bedroom	Lafayette	92
Bedroom	Lafayette and Ty'ree	93-95
Street	Lafayette and Ty'ree	96-97

RESPOND

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

Students might mention:

- Lafayette describes what it was like to go to the psychologist, Dr. Vernon for a year after his mother died;
- He liked Dr. Vernon a lot and his office felt very safe, like warm blankets protecting him;
- He shares with Dr. Vernon what it is like to not have his parents and his fears;
- Dr. Vernon tells him he is going to be OK;
- Lafayette is watching a movie and Ty'ree is talking to his girlfriend on the phone;
- Lafayette remembers what it was like to watch movies with his mama;
- He tells her that he is the same boy and he is OK;
- He is awoken by the sound of a car screeching and hitting a dog. Was it a dream?
- Ty'ree is waking Lafayette up. He was dreaming;
- Lafayette learns that Newcharlie had been arrested and they had to pick him up.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 91

"I sat there wishing Smitty and PJ were around even if Smitty was nosy. I hadn't changed like Ty'ree said. I just didn't want to answer a whole lot of questions. 'Mama,' I whispered, 'I'm still me. I'm still Lafayette'" (p. 91).

EXTEND

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

Do you agree or disagree with Lafayette? Is he still the same person? **Write a 1-2 paragraph argument in which you formulate an argument in which you defend your position. Give examples from the text or from a credible source to support your argument. Conclude with a strong statement to support your opening statement.**

Final Writing Product--Theme Exploration

Based on <http://www.scholastic.com/teachers/book/miracles-boys#cart/cleanup>

Some of the themes that are explored in the novel are:

- Death, Grief, Loss
- Family structure
- Leadership and Responsibility

- Pride and Self-Esteem
- Respect
- Siblings
- Freedom
- Change

Choose one of the potential themes that apply to the novel.

Use the attached Theme Profile Chart to find evidence from the novel that supports your theme choice.

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 11



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the role of the police? What other services do they provide? (for discussion and investigation)

The general role of police services in most jurisdictions is to protect and serve. In most cases people think of law enforcement as the group of police or deputies who are on-call to enforce laws. In most cities and jurisdictions police provide a much greater service. Police serve to enforce laws but also to prevent crime, in many areas they may house inmates in jail, they can do welfare checks on loved ones if you can not get in touch with them. They are trained professionals who respond to accidents and incidents and in many cases are the first there to initiate CPR or first aid prior to the medics arriving. They promote many safety programs aimed at keeping kids and the public safe so they do not have to enforce as much.

In today's reading, Newcharlie has been arrested for fighting and being initiated into a gang. The boys go to pick him up and for the first time Lafayette sees him as a broken person.

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

fluorescent (97)	Swollen (98)	custody (101)	parole (102)	precinct (102)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 97-107

Setting	Characters	Pages
Police station	Lafayette and Ty'ree	97-98
Police station/bench with Newcharlie	Newcharlie, Ty'ree, Lafayette	98-100
Police station	Police officer, Ty'ree, Newcharlie, and Lafayette	100-102
Walking home	Ty'ree, Newcharlie, Lafayette	102-107

RESPOND

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

Students might mention

- Lafayette and Ty'ree go to the police station;
- Newcharlie was in the corner and had been beaten bad;
- Newcharlie had been caught in a stolen car;
- Supposedly, Aaron was taking him to a party but it was actually a gang initiation;
- Ty'ree has to show the officer the guardian papers and the officer tells him he doesn't want to make another arrest tonight (gives him a break);
- Newcharlie denies being in a gang and said he did not want to fight; he was beaten anyway;
- Lafayette is worried, he knows gang members get killed and he doesn't want to lose another family member;
- Ty'ree is angry, Newcharlie feels like a failure, and Lafayette tries to defend his brother.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 105-106

"Then he showed me his colors. You had to fight somebody. I didn't want to do it, but..."

He started choking...'It makes you somebody. Aaron got all these other homeboys around him now. He don't really need me...it makes you somebody. It gives you people'" (p. 105-106).

EXTEND

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

Newcharlie wants to be around Arron because he wants to be someone and have "people" why do you think he has that need? What role does he want the gang to fill?

Based on what you know about the characters write a one paragraph argument "letter" to Newcharlie. This letter will be written from his mama's perspective. Argue why he should not be considering being in a gang. Use examples from the reading to give your argument validity. Use coherent transitions. Conclude with a strong statement that supports your argument.

Day 11—Final writing product argument introduction

In order to write a strong essay, you must have a strong thesis statement. Practice writing your thesis statement that is clear, concise, and coherent. This statement will introduce your argument.

Example:

In the novel “Miracle’s Boys” the theme family plays a major role.

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 12



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is freedom?

Freedom can take many forms. It can be the exemption from external control or regulation, the power to determine action without restraint, political or national independence, or personal liberty.

In today's reading, Mama tells Lafayette about the need to help someone else become free. "Being free means you help someone else get free."

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

function (109)	muffled (111)	squinted (111)	ignoring (111)	free (113)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 108-113

Setting	Characters	Pages
home	Lafayette, thinking about mama	108-109
Home	Lafayette, Smitty,	110-112
Home	Lafayette and Newcharlie	112-113

RESPOND

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

Students might mention:

- Lafayette remembers special times with his mother;
- Lafayette was processing the night's events by talking to mama;
- Smitty called wanting to hang out with Lafayette, he decided to meet them at the park;
- Lafayette struggles with how to be around Newcharlie, he wants to reach out but doesn't know how to.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 109

“‘The function of freedom,’ Mama read, ‘is to free someone else.’ I shrugged and went back to my comic book. ‘You ever thought about that, Laf?’ Mama asked me. ‘That being free means you help somebody else get free?’” (p. 109).

EXTEND

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

Write about what you think Mama is trying to get across to Lafayette. Are those people who have freedoms obliged to help out those that don't? Why or why not? **Write a 1 paragraph argument in which you state your viewpoint of the above argument. Acknowledge the other viewpoint. Give evidence to support your claim. Conclude by using a strong statement that supports your argument.**

Day 12 & 13—

Find examples from the reading to give your argument evidence. Use the chart to help organize your thoughts and ideas.

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 13



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What does it mean to be assertive?

A basic definition of assertive is to act with confidence, aggressive, and self-assured.

In today's reading, Lafayette asserts himself to Aaron. He acts with confidence and tells him to stay away. In the process he defends his brother.

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

stoop (114)	dimples (114)	embarrassed (116)	scratch (116)	frowning (117)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 114-118

Setting	Characters	Pages
Stoop	Smitty, PJ, and Lafayette	114-116
Park	Aaron, Lafayette, PJ, and Smitty	116-118

RESPOND

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

Students might mention:

- Lafayette joins his friends for some basketball. As they were sitting on the stoop he learns that the neighborhood knows Newcharlie had been arrested;
- He encourages the boys to talk to Newcharlie to squash the rumor that he is returning to Rahway;
- They go to the park and see Aaron. Aaron asks about Newcharlie. Lafayette stands up to him and he doesn't want to be part of a gang;
- Aaron gets mad, his friends tell him to leave the kids alone;
- The boys play basketball and Lafayette thinks about Newcharlie.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 118

"Aaron glared at me. I looked back at him. Not frowning but not smiling either. Just looking. It seemed a long time ago I wanted him to like me, to be my friend. But it didn't matter anymore. I didn't need him. Charlie didn't need him either" (p. 118).

EXTEND

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

In what ways is Lafayette showing maturity through his actions with Aaron? If you were Mama, would you be proud of Lafayette? Do you think it was wise of him to stand up to him? Write a letter to Lafayette (from mama's perspective) do you think mama would support or condone his actions? **Write a 1-2 paragraph argument in which you defend your viewpoint in the form of a letter. Write a strong opening statement in which you introduce you claims. Organize your reasons logically. Acknowledge the opposing viewpoint. Use words and transitions to create cohesion. Provide a concluding statement that supports your argument.**

Day 12 & 13—

Find examples from the reading to give your argument evidence. Use the chart to help organize your thoughts and ideas.

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 14



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the process of reconciliation?

It is important to reconcile a relationship in order to move forward, forgive, and to grow. The following is a process that may help one forgive, the process below relates to a friendship but you can follow the same process with siblings and family members. Replay the events of your recent disagreement. Write down your side of the story and then write down your friend's side of the story without being biased. It will help you to gain perspective on where your friend might be coming from and give you a bigger sense of compassion. Accept the possibility that your friend may not want to reconcile with you. Decide whether or not this move is one that you want to make. Realize that you could be disappointed or feel hurt should your friend decide not to mend the relationship. Write a letter of apology to your friend outlining how you feel about the situation and read it to her in person or over the telephone. Admit your responsibility in the disagreement without placing blame on the other person. This can be difficult for many people, because it's human nature to want to forgo responsibility for negative outcomes. Speak to your friend honestly and sincerely when you talk to him during your reconciliation meeting. Relive the good times you had as friends, but give adequate attention to the negative aspects of your friendship. Your job should be to communicate your honesty and authenticity about yourself and your feelings about your relationship. Give your friend some time to think over the decision to reconcile the friendship. Be careful not to rush them into the decision, since you want it to be a mutual reconciliation. Make a pact with your friend to start over with a completely clean slate that is free from past indiscretions, arguments or disagreements.

In today's reading, Lafayette has to decide to get past his anger and grow his relationship with Newcharlie.

Read more: http://www.ehow.com/how_2384396_reconcile-friendship.html#ixzz2xNPkoZor

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

smudges (122)	glared (123)	chiseled (125)	wincing (125)	paradise (127)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 119-131

Setting	Characters	Pages
Stoop	Newcharlie and Lafayette	119
Stairs	Mama and Lafayette	120-122
Stoop	Newcharlie and Lafayette	122-128
Stoop	Newcharlie, Lafayette, and Ty'ree	128-131

RESPOND

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

Students might mention:

- Lafayette returns home. He sees him mama in the stair well. He remembers her and she is telling him not to fight with Newcharlie anymore;
- Lafayette shares with Charlie that when the paramedics tried to resuscitate Mama, her eyes did open for about a minute;
- Newcharlie tells Lafayette how disappointed he was that the last thing mama saw was him in handcuffs;
- They talk on the stoop, they remember and they share. Lafayette learns that his mama is chiseled inside him and he is going to be ok;
- Ty'ree returns home and they share stories of their mama and things she used to do and say.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 126

"Charlie bit his lip again and held it... 'I wish the last time had been something else. I wish it had been me sitting on the couch next to her making her laugh. I used to make her laugh all the time. I wish that was the way she got to remember me. Not with no handcuffs on'" (p. 126)

EXTEND

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

Why do you think Charlie felt badly when his mom's last memory of him was in handcuffs? Write a few paragraphs describing your thoughts about what Charlie was feeling and thinking. Why did he want his mom to remember something else?

Do you think Charlie's mom ever forgot her last image of him? Write a one-paragraph argument in which you defend your position? Defend your argument with evidence from the reading or life experience? Conclude with a strong statement that supports your argument.

Day 14 & 15 Final writing product

Write a 5 paragraph argumentative essay in which you introduce a theme from the novel. In your essay you will explain to your reader why that theme was important to you the reader. You must introduce and acknowledge other viewpoints. Give reasons and evidence from the reading or from another credible source to support your writing. Use clear transitions to give your writing cohesion. Your final paragraph should have a clear statement that supports the argument you presented.

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

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

Character Based Literacy Program 40-Minute Lesson Plan

Miracle's Boys, Day 15



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

The final writing prompt for Miracle's Boys is an argument essay.

The essay is broken down into pieces starting on Day 10 of the lesson plan.

Day 10—Theme Exploration

Based on <http://www.scholastic.com/teachers/book/miracles-boys#cart/cleanup>

Some of the themes that are explored in the novel are:

- Death, Grief, Loss
- Family structure
- Leadership and Responsibility
- Pride and Self-Esteem
- Respect
- Siblings
- Freedom
- Change

Choose one of the potential themes that apply to the novel.

Use the attached Theme Profile Chart to find evidence from the novel that supports your theme choice.

Day 11—Thesis statement

In order to write a strong essay, you must have a strong thesis statement. Practice writing your thesis statement that is clear, concise, and coherent. This statement will introduce your argument.

Example:

In the novel "Miracle's Boys" the theme family plays a major role.

Day 12 & 13—

Find examples from the reading to give your argument evidence.

Day 14 & 15

Write a 5 paragraph argumentative essay in which you introduce a theme from the novel. In your essay you will explain to your reader why that theme was important to you the

reader. You must introduce and acknowledge other viewpoints. Give reasons and evidence from the reading or from another credible source to support your writing. Use clear transitions to give your writing cohesion. Your final paragraph should have a clear statement that supports the argument you presented.