Character Based Literacy Program Lesson Plan
Popcorn Days and Buttermilk Nights, Introduction

Outcomes for Today

Focus and goals for this unit: Our goal for this unit is for students to write an argument essay. We will be conducting a book review and students need to be able to argue their viewpoint of the novel.

Unit Roadmap

- Unit's big idea or theme = **Change requires effort.**
- **Definition: 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 we don't feel like working. It requires one step at a time.
- Ideally this would be posted in your classroom.
- Written product: a high quality response to argument/response to literature.

Map

As most of the novel took place in Norsten students are asked to map or sketch various different locations throughout the novel. Have them pay attention to the details in the chapter to create a classroom visual product.

Final Writing Product

The final writing product for *Popcorn Days and Buttermilk Nights* is an argument essay. Write a 5 paragraph argument essay in which you agree or disagree with alternative punishments to help rehabilitate lesser criminals. Students need to introduce their claim. Use evidence from the reading and research to support their claim. Use transitions and clauses to create cohesion in their writing. Write using formal style and format. Include a strong conclusion, which supports their initial claim.

On days 2, 3, 4 6 and 9 students wrote or investigated alternative punishments. Have students review that information and pull it together for their final writing product.

1st paragraph might begin with what they initially thought about the punishment Carley received for his crime and if they believe in alternative punishments to jail. State your claim to agree or disagree with alternative punishments.2nd, 3rd, and 4th paragraph can give evidence that alternative punishments can help or hinder someone's rehabilitation. 5th paragraph will conclude your essay giving support to your initial claim
These tasks are embedded in the lesson on the corresponding days.

Final Writing Product Day 2

Do you think that Carley's punishment from the court fit his crime? What do you think of alternative punishments? Make a list of 3-4 crimes and the punishment you would give

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someone who committed it (example, person caught doing vandalism must clean the same area they committed the crime in and formally apologize to the owner. Person caught stealing food must work in a community garden to grow food)

Final Writing Product Day 3
Investigate what it costs per person to prosecute a first time offender.

Final Writing Product Day 4
Investigate what alternative punishments are currently being used and their effectiveness.

Final Writing Product Day 6
If you committed a crime (vandalism, curfew, stealing, drugs) what alternative punishment would help you? Explain

Final Writing Product Day 9
In what ways has Carley changed? Use Venn diagram if needed

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Character Based Literacy Program 60-Minute Lesson Plan
Popcorn Days and Buttermilk Nights, 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 blacksmith?
Black smiths are people who work with iron and steel. They take hot iron and reshape it to form another shape or use. Blacksmith's role in the community was important they forged tools, shoes for horses, and were able to help fix equipment.

What is a farrier?
A farrier is a person who shoes horses.

In today's reading, we meet Carley who was sent to Norsten, MN to be "straightened out" after he vandalized property near his home. He arrives at the blacksmith shop and is roped into working.

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

depot (2)	foundation (2)	Edifice (3)	forge (3)	bellows (11)

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.

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Read p. 13

Setting	Characters	Pages
Norsten, MN		
Town	Flashback (Carley)	1-4
Norsten (the seasons)	Carley,	4-6
Store	Carley	6-8
The blacksmith shop	Carley and David	8-13

RESPOND

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

Students might mention

- Flashback to blacksmith shop.
- Carley was sent to stay with his uncles in Minnesota due to vandalizing.
- Carley arrives in town and goes to look for his uncle.
- He wanders through town and finds the blacksmith shop.
- He begins to work with his uncle.

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

Map

- Find MN on a U.S. map. See if Norsten is a real town.
- Draw MN and hypothesize where farmland might be in the northern part of the state.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Carley describes the town and the souls of the buildings. Do you think buildings have personalities? Explain? What type of architecture do you appreciate most?
2. Why would the author think it is sad for a building to have burned down?
3. What does it mean to say a building has history?
4. What role does chapter one play in the novel? What is the author's purpose of describing the death of the town?
5. What circumstances brought Carley to town? What was his attitude about being in town?
6. How did Carley first describe the blacksmith shop? What was David doing when Carley met him? Describe the type of power David had?
7. What was Wheelers response to David? How did he handle him?
8. Describe Carley's extended family? How does it compare to your family?

Analyze Analyze the key paragraph.

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Key Paragraph, p. 4

"It was perhaps proper for the building to kill itself before it had to fit into the new times, before it had to leave its intended purpose…" (p. 4).

EXTEND

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

Think of a building, house, apartment, room, or place you know well. What memories are stored there? Holidays? Friends? Family? Hard times? Good times? How would you feel if this place was destroyed? Do you think that a building has a soul?

Write an argument to support or oppose the statement that buildings have a soul. Introduce your claim and acknowledge your opposing viewpoint. Support your claim with logical reasoning and relevant evidence using credible sources. Use words, phrases, and clauses to create cohesion. Provide a concluding statement that supports your opening claim.

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 60-Minute Lesson Plan
Popcorn Days and Buttermilk Nights, Day 2

Outcomes for Today

Standards Focus
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 a horse and wagon? Do people still use them? What does this form of transportation tell you about the family, area, and economics of the area?
Horse and wagons are a form of transportation and can also be used to transport goods and work in remote areas where cars and trucks cannot be used. Horse and wagons are still used in rural areas and in certain religions similar to the Amish or Mennonite http://lancasterpa.com/amish/
In today's reading, David decides Carley can stay with his family. The day's work is done and they are going home. David hitches up the horse team to the wagon and they drive home.

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

transformed (15)	cargo (15)	Mallards (15)	Holsteins (17)	slough (18)

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.14-25

Setting-Norsten, MN	Characters	Pages
Wagon, road home	Uncle David and Carley	14-21

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farm	Carley, his cousins	22
Home	Lynette, Tinker, Emily, Carley	23-25

RESPOND

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

Students might mention:

- David hooks up the horse team to the wagon to get home.
- Carley is amazed by the sights and sounds of the north.
- The horses get out of control and they nearly have an accident.
- Carley is introduced to cousins.
- Carley is taken to his new room, which he shares with the boys in the family.

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

Map/Sketch
Draw a map/sketch of the road from town to the family home. What sights did Carley see and describe? What form of transportation did they use? Utilize the colors described in the reading to help draw your map.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Gary Paulsen create a sense of the SETTING in this chapter? Can you visualize the scene? Does he engage your senses?
2. Why did Carley know nothing about this side of the family? How do dynamics change when people move or get married? Is it important to stay connected to your roots?
3. What does the wagon team and transportation tell you about Uncle David and his family? Explain.
4. Carley is taken to the room he is going to share with his cousins. He describes it as "stark poverty". Do you think this is an accurate description of poverty? Expand. What does poverty look like to you?

Analyze Analyze the key paragraph.

Key Paragraph, p. 15

"The road was fairly smooth. A horse-drawn grader had evened it down from the ruts of spring thaw. The ditches had standing water, and now and again a set of mallards would get up, flying ahead of us to land in the ditch up a ways until we came on them again. The woods back of the fields were a deep green that made me think of pictures I'd seen of Ireland in a *National Geographic Magazine."* (p. 15)

Note: Pages 15-18 describe the country; pages 22-25 describe the inside of the house

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EXTEND

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

Do you feel the author does a good or bad job of describing the setting? **Write a one-paragraph argument in which you agree or disagree with the author's descriptions. Introduce your claim and acknowledge the opposing viewpoint. Organize your reasons logically with supporting evidence. Use words and phrases to create cohesion in your writing. Provide a concluding statement, which supports your claim.**

Final Writing Product
Do you think that Carley's punishment from the court fit his crime?
What do you think of alternative punishments?
Make a list of 3-4 crimes and the punishment you would give someone who committed it (example, person caught doing vandalism must clean the same area they committed the crime in and formally apologize to the owner. Person caught stealing food must work in a community garden to grow food)

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 60-Minute Lesson Plan
Popcorn Days and Buttermilk Nights, 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.
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 art of storytelling?
There are some components of a good story.

1. **Passion**: This should be the easy one, the more passionate the storyteller is, the more authentic they seem and the more compelling their story becomes.
2. **A protagonist:** There needs to be a hero or protagonist in your story; somebody who can be respected and related to. This person, community or group engages as your audience as they want to see what happens to them and learn more about them.
3. **An antagonist:** If there is nothing at stake, there is no story. What is the hero up against? There doesn't need to be some super villain; think poverty in the community or lack of education.
4. **Awareness**: What's the "Aha!" moment in your story? A moment where people learn or realize something they otherwise wouldn't have. Did the hero learn something? What was the meaning behind the story?
5. **Transformation:** What has changed throughout the length of the story? Think about the impact, what is different and what has changed as a result of the story you are telling. Again, you don't need to thwart some mythical villain and restore order to the universe; a personal success or any little change can be very moving.

In today's reading, David kept the family up telling a story. This is not only a way to incorporate Carley into the family BUT a form of family entertainment. David was able to engage all of the members of the family with a good story.

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

lye soap (26)	tousled (26)	foreman (31)	bucksaws (30)	spokes (30)

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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. 26-32

Setting	Characters	Pages
Kitchen	David, Emily and Carley	26-28
Kitchen	David, Emily, Carley, and the kids	28-32

RESPOND

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

Students might mention:

- Carley is feeling alone and scared, David brought him down to eat.
- Carley ate a lot of food.
- The kids returned from their chores.
- David brought the family together to tell a story.
- Everyone went to bed. Carley felt as if he belonged.

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

Map
Create a map of the farm. Where are the fields, house, and barn?

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Is David a realistic character? Is Carley? Why or why not? In what ways does Gary Paulsen do a good or bad job with characterization?
2. How does Carley react to David asking if he should go to another home?
3. How does food help Carley connect with the family?
4. David allows the kids to stay up late for a story, how does this action help Carley belong?
5. What is the evening like in the home? Does farm life really ever stop?
6. Why is Emily repairing the clothes? What does this tell you about the economics of the family?

Analyze Analyze the key paragraph.

Key Paragraph, p. 28

"David studied me through the pipe smoke. He didn't stare, just looked. Then a strange thing happened. He turned his face from me and said to Emily, 'I think Bets is

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going to calf tomorrow. She didn't come in tonight. We should find her and get her home, so we don't lose the calf to wolves when it comes'" (p. 28).

EXTEND

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

Some may say that the kitchen is the heart of the home. As Carley sits in the kitchen and eats dinner he starts to feel like he belong in the family. Part of the reason is that he is part of the discussion between David and Emily and also because the scene takes place in the kitchen. Do you agree that the "kitchen is the heart of a home"?

Write a one-paragraph argument in which you agree or disagree with the above statement. State your claim and acknowledge opposing viewpoints. Give evidence to support your claim. Provide a concluding statement or section that supports your claim.

Final Writing Product

Investigate what it costs per person to prosecute a first time offender.

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 60-Minute Lesson Plan
Popcorn Days and Buttermilk Nights, Day 4

Outcomes for Today

Standards Focus
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 life like on a farm?
Farming has changed considerable over the last century. Abraham Lincoln created the U.S. Department of Agriculture in 1862. At that time about 90 out of every 100 Americans were farmers. Today, that number has shrunk to just 2 out of every 100 Americans.

Still, the motto of the U.S. Department of Agriculture is the same today as it was nearly 150 years ago. Across the bottom of the official USDA seal, are the words

"Agriculture is the foundation of manufacture and commerce."

Today it doesn't take as many people to work on farms as it once did. In the 1830s, 40s and 50s when pioneers first settled Iowa's rich prairie lands, most farms were just 80 acres. That was as much land as most pioneer farmers could take care of. By 1900 many Iowa farms were larger than 80 acres, and most farming was done with simple machines and horses.

In the early 20th century, farms were more diverse than today. Most farmers raised lots of different crops and cared for many varied animals. Farmers planted corn, oats, wheat and barley, and raised cattle and hogs. Women planted large gardens of potatoes,

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carrots, lettuce, pumpkins, beans and radishes. They also cared for chickens and sold eggs.

Throughout the 20th century, as machinery developed, farms began to grow bigger. As they got bigger, they also tended to become less diverse. Many Iowa farmers raised just corn and soybeans. Others raised hogs or cattle with some field crops.

As farms grew larger, many farmers moved off the farms their grandparents once occupied. Today, the Iowa countryside is dotted with abandoned farm buildings that once held crops and provided shelter for animals.
Where farmhouses once stood, the land is now cultivated for crops.

Today's Farmer

Being a successful farmer today requires knowledge of advanced technology, educational preparation and business skills. Many farmers learn about the business and practice of agriculture through a training program at a college or university.

http://www.campsilos.org/mod4/students/life.shtml

Take a virtual tour of a farm.
http://www.sites.ext.vt.edu/virtualfarm/dairy/dairy.html

In today's reading, Carley is introduced to the farm and the roles that each of the kids play in day-to-day operations. Tinker explains the jobs and the family to Carley and he learns to fish, milk cows, and work. He is learning to be happy.

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

canvas (34)	oil lamp (34)	stanchions (35)	udders (35)	calf (36)

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. 33-41

Setting	Characters	Pages
Kitchen	The family	33-35
Barn	Tinker, David, Carley, Emily, Emma	35-36
Field	Tinker, Carley, Bets	36-37
Barn	Carley and Tinker	37-39
Farm	Carly and tinker	39-41

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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:

- Getting up early and bathing with icy cold water.
- Carley watches everyone fulfill a role on the farm.
- Carley and Tinker go to find Bets and learned she already calved.
- Tinker explains the family dynamics to Carley.
- Carley begins to feel as if he belongs on the farm.

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

Map
Sketch/map what you think the barn and river area were like based on the descriptions in the reading.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. In what ways is Carley happy? How does his life differ from his life in the city? What do you think it's like for him to be a part of a large, farm family?
2. What is Carley starting to learn?
3. How does the family survive with little or no money? Do you have to have money to have happiness?
4. How does each member of the family contribute? What are their roles? What do you contribute to your family?

Analyze Analyze the key paragraph.

Key Paragraph, p. 41

"Nine years old to my fourteen, Tinker showed me things I had never dreamed could be, a way of living I couldn't believe at first. Soon I was living the same way—running barefoot through the dust and mud, cleaning fish, tanning in the sun—a way of living that boiled down to just one word, happiness" (p. 41).

EXTEND

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

What is happiness? What does it take to make you happy? In which ways has Carley become happy? Does Happiness come from money or an internal place?

Write a one-paragraph argument in which you define happiness and argue that it comes from money or the things and feelings around you. Introduce your claim. Acknowledge counterclaims. Give details and examples to support your

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claim. Use examples and evidence to support your claim. Conclude with a statement, which supports your argument.

Final Writing Product Day 4
Investigate what alternative punishments are currently being used and their effectiveness.

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 60-Minute Lesson Plan
Popcorn Days and Buttermilk Nights, Day 5

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 impulses?
An impulse can be a sudden involuntary action driven by emotion. Impulse control should be taught starting in infancy to ensure children and teens are able to cope and thrive without acting out. Impulse control helps children make and keep friends. Children who can control their anger and frustration, and use words to express their feelings, are likely to be able to make and keep friends. And making and keeping friends can boost self-esteem and later school success. Early experiences can contribute to later success with impulse control.

- **Infants** need a responsive and predictable environment. When you respond to their physical needs with love and care, they learn to expect order in their world. They also learn that their actions affect others
- **Toddlers** need to feel independent and capable. You can help them use their developing language skills to label their own and others' actions. Learning to describe actions, thoughts, and feelings with words is key to having good impulse control.
- **Older preschool children** learn to control their impulses by taking turns or sharing their toys. They are increasingly able to use language to control their emotions and interact with others.
- You can encourage the development of impulse control in your 3-, 4-, and 5-year-olds in the following ways:
    - **Suggest words that your child can use to say how she feels**. If your child gets mad while playing a game, encourage her to use words to show her

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anger, such as "That really makes me mad!" or "I don't like it when you play the game that way!"

- **Make it clear that hurting others is not allowed.** When your child gets mad playing a game and pushes or hits another child, take him aside and remind him that hurting others is not allowed.
- **Help your child think of new ways to solve problems.** When your child has a disagreement with another child, suggest solutions such as taking turns or sharing.
- **Respond to your child's misbehavior with words.** When you tell your child the reasons behind rules and explain the consequences for misbehavior, you help her develop inner controls on her behavior.
- **Model self-control when dealing with stress or frustration.** Your child learns many behaviors from observing you. When you model self-discipline and self-control in difficult situations, your child will learn to follow your example.

The above strategies should be modeled and discussed as children grow older. **The bottom lines, think, think, think then act.**

In today's reading, the author foreshadows Carley acting on impulse.

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

yearling (42)	chute (43)	scampered (44)	guttural (44)	satisfaction (47)

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. 42-49

Setting	Characters	Pages
Barn	Tinker and Carley	42-43
Barn Rodeo Chute	Tinker, David, and the kids	43-48
Calf pen	Tinker, Carley, the kids	48-49

RESPOND

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

Students might mention:

- Tinker and Carley are finished with their chores. Carley has his own chores to do independently.
- They notice the calves are charged.
- They decide to play rodeo.
- Tinker rides a calf and decides they need to rope to hold onto.
- Carley is afraid but decides to ride anyway.

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- He is bucked from the calf, drug, lands in mud and cow manure.
- Carley is angry and after he is done he hits Tinker.

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

Map
Sketch the rodeo set-up that the boys create.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What role is Carley beginning to fulfill on the farm? What would you feel if you were trusted to contribute to something larger than yourself?
2. Why does Carley agree to ride the calf?
3. Have you ever been dared to do something that you know wasn't the right thing but you did it anyway? Have you ever known you were going to get mad before you actually were mad? What happened?
4. What is Carley really angry about? Explain.

Analyze Analyze the key paragraph.

Key Paragraph, p. 48

"I knew they were all laughing at me, knew that it was because of the way I looked packed with mud and manure all over, and the hot worm came into my thoughts" (p. 48).

EXTEND

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

Write about a time you knew you were going to get mad ahead of time. What strategies could you use to help control your anger? Remember, change requires 3 things: vision, plan and effort. What could your vision be? Your plan? Write one paragraph in which you defend your plan to another person. Argue that your plan will help you control your anger.

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 60-Minute Lesson Plan
Popcorn Days and Buttermilk Nights, Day 6

Outcomes for Today

Standards Focus
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 killdeer?
The killdeer is North America's most well known plover, although many people know the killdeer without understanding its family affiliation. The killdeer can be common around human developments, frequently seen on playing fields, parking lots, and other unnatural habitats. Its "broken-wing" display is famous and known by many non-birders. The killdeer often forms flocks after breeding in late summer. It feeds in fields and in a variety of wet areas, but rarely along the ocean shore, and in general, it is not prevalent on mudflats. It is noisy. It reacts quickly to any perceived disturbance. Polytypic (3 ssp.; nominate in United States). Length 10.5" (27 cm).
www.nationalgeograpic.com

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

outburst (52)	cot (55)	killdeer (57)	frantic (57)	marvel (58)

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. 49-62

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Setting	Characters	Pages
Kitchen	David, Emily, Carley	50-54
Room	Carley, Tinker, the other kids	54-55
Road to work	David, Carley, Killdeer	56-58
Blacksmith Shop	Nels, David, and Carley	59-62

RESPOND

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

Students might mention:

- David and Emily have to decide how to punish Carley.
- Emily defends Carley, he says that he is sorry but cannot change the past.
- Carley will begin working at the smith shop.
- They see a killdeer on the way to the shop and learn how she protects her chicks.
- Carley is amazed at what he gets to see.
- Nels lighting the match with an ax.
- Carley appreciating everyday life.

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

Map
Map the road to town and sketch what they see.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Gary Paulsen build suspense in this chapter? What events help keep you interested and wondering what is going to happen?
2. David talks about being a mechanic versus being a blacksmith. In which ways does David fix things? Does he just fix tangible things? Do you know someone like David? How are people who fix things unique? Can all things be fixed?
3. What made David and Carley cry when they watched Nels?
4. The author refers to Popcorn Days and Buttermilk Nights on page 62. What does that phrase refer to?

Analyze Analyze the key paragraph.

Key Paragraph, p. 52

"'I'm…' I was going to say I was sorry, but it struck me that being sorry wasn't enough" (p. 52).

EXTEND

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

In today's reading, Carley was heartbroken that he hurt Tinker and let David down. He realized he needed to stay on the farm and was willing to do what it took to mend relationships. Do you agree with Carley that an apology was not enough?

Write a one-paragraph argument in which you defend his need to do more than apologize to Tinker. Introduce your claim and acknowledge the counter claim. Give evidence to support your claim. Use good transitions to create cohesion in your writing. Conclude with a statement, which supports your claim.

Final Writing Product

If you committed a crime (vandalism, curfew, stealing, drugs) what alternative punishment would help you? Explain

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

Extend the reading to the student's lives or to the world

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Character Based Literacy Program 60-Minute Lesson Plan
Popcorn Days and Buttermilk Nights, Day 7

Outcomes for Today

Standards Focus
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 difference between the consumerism of the city and the desire to make something of nothing and fix things in the country? (for class discussion)
As you lead this discussion with your class, refer to page 65.

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

harness (63)	cuds (63)	burly (64)	soot (64)	reshape (65)

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. 63-70

Setting	Characters	Pages
Barn	Carley	63
Smithy	Carley and David	64-66
Wagon	Carley and David	66-69
Fields	Carley and Jenny	69-70

RESPOND

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

Students might mention

- Carley is starting to enjoy the smalls and sounds of the farm.
- He begins to compare his two lives and appreciate that he has value.
- He begins to learn to fix things.
- He shares with David what living in the city is like.
- He and David start to see the change that has occurred in him.
- He meets Jenny who is able to help him learn more about David.

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

Map
Sketch/map the inside of the blacksmith shop.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. In what ways is Carley changing, both physically and emotionally? What does he think about the city now?
2. What does Carley learn from working at the smithy? How has his attitude about work changed?
3. Carley learned he belonged to the steel. He felt he belonged. What happened to his view of his life in the city? What changed for him? How has David's work ethic help change him?
4. How does the author uses the stages of summer to help depict the change that Carley is involved in?
5. What does Carley want most for his friend Jim?

Analyze Analyze the key paragraph.

Key Paragraph, p. 66

"…although I first hated the wheel at first, that soon changed. The wheel became part of me, of maybe I became part of the trip-hammer wheel. It became my part of the smithy. A place for me to be" (p. 66).

EXTEND

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

Carley is appreciating and valuing his ability to learn and become part of something bigger than himself He knows he has value and he is able to have a "place" where he belongs.

Write a one-paragraph argument in which you defend the need people have to belong. Introduce your claim and acknowledge the opposing viewpoint. Give

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evidence to support your claim. Use transitions and clauses to create cohesion. Conclude with a statement, which supports your claim.

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

Extend the reading to the student's lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
Popcorn Days and Buttermilk Nights, Day 8

Outcomes for Today

Standards Focus
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 harvest?
The harvest is the gathering of a ripened crop. In the reading, the crops are ready and the community pulls together to harvest as much as possible to ensure very little of it is wasted.

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

weld (71)	harvest (71)	windrows (72)	shaulker (72)	implements (72)

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. 71-78

Setting	Characters	Pages
Blacksmith shop	Carley, David	71-72
Blacksmith shop	Carley and Jenny	73-74
Blacksmith Ship	Carley and David	74-75
Home	David, Emily, and Carley	76-78

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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:

- Carley working really hard at the shop and feeling content. Harvest is upon them and they are busy.
- Jenny brings Carley lunch and he starts to see how the town needs David and David needs the town.
- They continue to work hard so the other families can harvest their crops.
- There is a circus coming to town and David realizes he does not have $16.00 to send his kids.

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

Map
Sketch the town and the street as they town is preparing for harvest.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does the Harvest affect the members of the community?
2. Carley realizes that David is needed by the town and the town is needed by David. How does that contrast to the people in the city? Which do you think is better? Explain.
3. What is the significance of Carley's relationship with Jenny? What does he learn from her?
4. What does the family have to do to bathe? What does that signify about their resources?
5. David realizes he does not have the money to send the kids to the circus. How does that affect him? What do you think that feels like for a father? How did Carley respond? Did that surprise you?

Analyze Analyze the key paragraph.

Key Paragraph, p. 73

"I had never acted what you'd call serious or older than I was, and I didn't mean to act that way now.

'I was just thinking that all these people really need David, and David really needs all these people.'

'…Yes, it works both ways.'

'…This way is better'" (p. 73).

EXTEND

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

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In the city is was considered weak to be needed. In the north it is a relationship. David success is directly related to the townspeople and their success is directly related to what he can do to keep their machines running. Which system do you think is better?

Write an argument in which you defend the city system or the country system. Once you make your claim acknowledge the opposing viewpoint. Give evidence to support your claim. Using good transitions and clauses to create cohesion. Conclude with the statement that supports your claim.

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

Extend the reading to the student's lives or to the world

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Character Based Literacy Program 60-Minute Lesson Plan
Popcorn Days and Buttermilk Nights, Day 9

Outcomes for Today

Standards Focus
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 barter?
To barter means to buy, sell, or trade without using cash. The farmers would try to sell their crop and if there was a buyer who didn't have money they would barter for it. Someone might trade meat for grain or equipment for grain.

In today's reading, David works fixing all of the equipment and the farmers can not pay him with cash so they give him things that have a similar value or barter. Food and items for his service.

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

threshed (79)	Forge (80)	tongs (80)	Venison (80)	anvil (81)

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. 79-86

Setting	Characters	Pages
Blacksmith shop	David and Carley	79-80
Lunch	Carley and Jenny	80

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Blacksmith Shop	Carley and David	81-82
Beer hall	Jenny, David, and Carley	82-84
Blacksmith Sop	David and Carley	85-86

RESPOND

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

Students might mention:

- A long week of really hard week fixing farm equipment.
- They had a feeling of satisfaction when the work was over.
- David went to town; Carley went to sleep.
- David was angry that he could not take the kids to the circus.
- David decided he was going to do something; he was going to take his kids to the circus.

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

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does it feel like for Carley during this hard week at work? Does he want to give up? Why doesn't he? What do you think keeps him going? Why do you think Carley is not getting into trouble anymore?
2. How has the work changed Carley?
3. What happens to the members of the community during the Harvest season? How do people's roles change?
4. What does David want for the kids?
5. He is tired of talking about things. What do you think he is going to do for the kids? Is it important to know your talents?

Analyze Analyze the key paragraph.

Key Paragraph, p. 85

"'No,' he said, and I realized he was sitting there crying. 'No we won't talk about it tomorrow. Talking never did anything about getting anything done. That's what's wrong now—everybody talks. No, I am through talking'" (p. 85).

EXTEND

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

Write a 1-paragraph argument in which you defend David's desire to take action. State your claim and acknowledge the counterclaim. Give examples to support your claim. Conclude with a statement which supports your claim.

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Final Writing Product Day 9
Create a Venn Diagram of Carley. In what ways has Carley changed?

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

Extend the reading to the student's lives or to the world

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Character Based Literacy Program 60-Minute Lesson Plan
Popcorn Days and Buttermilk Nights, Day 10

Outcomes for Today

Standards Focus
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 make something out of nothing?
The idiom "make something out of nothing" refers to ones ability to create something significant or useful out of something that may have been rendered useless.

In today's reading, David is going to build a circus. He is going to create magic and wonder using the broken parts and items that people have brought in.

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

tempered (88)	re-inspected (88)	deft (90)	obviously (90)	tethered (92)

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. 87-100

Setting	Characters	Pages
shop	Carley and David	87-91
Shop	Emily and Carley	91-92
Field	Carley and David	93-94
Field	David and Carley and Milton	95-97

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The Circus	David, Carley, the town	97-100

RESPOND

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

Students might mention:

- David getting it in his head to build his own circus.
- Carley and David working nonstop to make a merry-go-round and Ferris wheel.
- The town realizes what David is creating and they all pitch in to help.
- David is building joy, happiness, and memorize for his family.
- Carley realizes that he had spent much time tearing things down and now was able to help build something positive.

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

Map
Sketch or map the circus. Use the descriptions in today's reading to help.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is David's vision? What is his plan? What kind of effort did he put into it? How did that make him feel? How did he involve others?
2. Why did Milton come to help? How is David's change infectious? What will it bring to others?
3. Was there anyone in the town who did not contribute? What does that do to a community?
4. What realization did Carley have about the difference in himself? Why is this change important?

Analyze Analyze the key paragraph.

Key Paragraph, p. 97

"'I was down to the state fair in Minneapolis one time,' he said, smiling up at the Ferris wheel framed against the sky. 'And it was something to see, but it didn't hold nothing to this. More'n once David has taken the town by surprise. But this…this…I just had to help'" (p. 97).

EXTEND

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

Do you think one person can make a difference? **Write an argument in which you support or oppose one person's ability to make a difference in a community. State your claim and acknowledge a counter claim. Give examples to support**

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your claim. Use transitions and clauses to create cohesion. Conclude with a statement, which supports your claim.

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

Extend the reading to the student's lives or to the world

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Character Based Literacy Program Lesson Plan
Popcorn Days and Buttermilk Nights
Final Writing Product

The final writing product for *Popcorn Days and Buttermilk Nights* is an argument essay. Write a 5-paragraph argument essay in which you agree or disagree with alternative punishments to help rehabilitate lesser criminals. Students need to introduce their claim. Use evidence from the reading and research to support their claim. Use transitions and clauses to create cohesion in their writing. Write using formal style and format. Include a strong conclusion, which supports their initial claim.

On days 2, 3, 4 6 and 9 students wrote or investigated alternative punishments. Have students review that information and pull it together for their final writing product.

1st paragraph might begin with what they initially thought about the punishment Carley received for his crime and if they believe in alternative punishments to jail. State your claim to agree or disagree with alternative punishments. 2nd, 3rd, and 4th paragraph can give evidence that alternative punishments can help or hinder someone's rehabilitation. 5th paragraph will conclude your essay giving support to your initial claim

Final Writing Product Day 2
Do you think that Carley's punishment from the court fit his crime?
What do you think of alternative punishments? Make a list of 3-4 crimes and the punishment you would give someone who committed it (example, person caught doing vandalism must clean the same area they committed the crime in and formally apologize to the owner. Person caught stealing food must work in a community garden to grow food)

Final Writing Product Day 3
Investigate what it costs per person to prosecute a first time offender.

Final Writing Product Day 4
Investigate what alternative punishments are currently being used and their effectiveness.

Final Writing Product Day 6
If you committed a crime (vandalism, curfew, stealing, drugs) what alternative punishment would help you? Explain

Final Writing Product Day 9
In what ways has Carley changed? Use Venn Diagram if needed.

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