

Maniac Magee



ISBN-10	0-316-80722-2
ISBN-13	978-0-316-80722-7
Author	Spinelli, Jerry
Publisher	Little, Brown Books for Young Readers
Copyright	1990
Lexile	820L
Genre	Realistic Fiction
Synopsis	Jeffrey Lionel "Maniac" Magee might have lived a normal life if a freak accident hadn't made him an orphan. After living with his unhappy and uptight aunt and uncle for eight years, he decides to run--and not just run away, but run. This is where the myth of Maniac Magee begins, as he changes the lives of a racially divided small town with his amazing and legendary feats.
Themes	Economic Disadvantage, Family Relations
Protagonist	Male, Orphan
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character



Character Based Literacy Program Lesson Plan

Maniac Magee, Introduction



Outcomes for the novel

- 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.
- W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Maniac Magee by Jerry Spinelli

Focus and goals for this unit: Our goal for this unit is for students to write a argumentative essay.

Unit Roadmap

Unit's big idea or theme = **Justice requires Restraint.**

Definition: There are things I cannot say or do to any other person, the planet or myself because justice demands it. The actions I take and the decisions I make must respect the rights of all.

Ideally this would be posted in your classroom.

Major written product: Argument Essay

Write a 5-paragraph argument paper.

Maniac had interactions with characters that were significant and influential either for the positive or negative. Throughout the novel you will create Character Profile Charts for the following characters

Amanda—day 2, 6, 7, 20

Grayson—day 10, 11, 12, 13

McNab's—day 15, 16, 17

Mars—17, 18, 19, 20

- Choose one of the characters who you feel is the most significant.
- Write a 5-paragraph argument in which you state why you felt this character was the most significant to Maniac and to the novel.
 - **Introduce your claim and acknowledge the alternate or opposing claims.**
 - **Support your claim with logical reasons and relevant evidence (use the Character Interaction Chart)**
 - **Use words, phrases, and clauses to create cohesion and clarify the relationships among the claims, reasons, and evidence.**
 - **Maintain formal style.**
 - **Provide concluding statement or section that follows form and supports the argument you presented.**

Character Profile Charts—

You will be asked to create a CPC for Amanda and the Beale family, Grayson, the McNabs, and Mars. You may want to post these charts in your class and add to them throughout the reading.

Word Wall Idea's

Use cutouts of feet or tennis shoes (converse) to write your word wall words on. Maniac is running everywhere he goes and this is a good visual for your class.

Map

Throughout the novel you will be asked to add locations to your map. Many of the locations are factual some are not. For the ones that do not correspond to factual locations give students and opportunity to be creative.

Pre-reading Activity

Have students look at the front and back cover of the novel

Have students predict what the book is about.

http://www.jerryspinelli.com/newbery_008.htm

Have students cube the author. They can use the cube to write an autobiographical sketch.

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

		Name			
		Who			
	What	When	Where		
		Why			

Character Based Literacy Program Lesson Plan

Maniac Magee, 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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is an author's voice?

Voice is the author's style, the quality that makes his or her writing unique, and which conveys the author's attitude, personality, and character. There are three writing styles or "voice" that authors adopt for their writing, first person narrative, third person narrative "omniscient", and second person.

First person narrative means writing from the "I" point of view. As in: I walked down the alley, I picked up the phone, and I told Tony that he was going down if he didn't cough up the money by Saturday. I thought about it, then shook my head. I told myself I didn't care, but I picked up the paper anyway and glanced over the business column.

Third person narrative form is writing from the omniscient point of view. Here, you use the he-she form. As in: he walked down the alley, she picked up the phone, and Jason told Tony that he was going down if he didn't cough up the money. Mort thought about it, and then shook his head. And Cleary told himself that he didn't care, but picked up the paper anyway.

Second person is the least-used form in novels, mainly because it usually reads more awkwardly. Second person is the "you" point of view, the imperative (command) form, and the way this web site is written. For example: "If you're looking for an agent, consider reading the info in the agent's file.

In today's reading we meet Maniac Magee. The author introduces the character and describes what makes him unique. The author sets his voice.

2. Word Wall

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

legend pg. 2	monument pg. 2	legacy pg. 2	trestle pg. 5	orphan pg. 5
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read

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

p. 1-9

Setting	Characters	Pages
Two Mills	Maniac/ Jeffrey	1-2
Bridgeport	Mom and Dad	5
Hollidaysburg, PA	Aunt Dot and Uncle Dan	5-7
The Lost Year	Maniac	8-9

RESPOND

5. Timeline

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

Students might mention

- Narrator mentions that Maniac was a legend.
- Jeffrey's parents died in an accident and he was orphaned at age 3.
- Jeffrey (Maniac) was sent to live with his Aunt and Uncle, whom he did not like.
- He ran away after 8 years.

6. Map

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

Maniac Magee takes place in Pennsylvania. Have class track the locations on a map of the state and cities he visits.

Locate Bridgeport and Hollidaysburg on your map.

EXPLORE

7. Activity

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

Cube: 5 W's and H.

Create a cube that answers the 5 W's and H questions from today's reading. Hang cube up in class on a mobile. Use cube to write an introductory paragraph for Maniac Magee.

Open Mind Portrait

Create an OMP in the likeness of Maniac. What do you think he is thinking and feeling as he loses his parents? Has to live with his aunt and uncle? And finally leaves? Add 3-5 thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What kind of voice is the author creating in terms of the narrator?
2. What techniques does the author use to set the scene of the novel?
3. Who are some literary legends? What characteristics do legends normally possess?
4. Do we know who the narrator is?
5. How is the author creating curiosity with the reader?
6. How does the author describe Maniac on the first day? What does that image make you think of (page 9)?
7. What was significant that Maniac did as he ran through towns? How does that one word change things for people? Explain.

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 8:

And another question: Why did he stay here? Why? Two Mills?

Of course, there's the obvious answer that sitting right across from the Schuylkill is Bridgeport, where he was born. Yet there are other theories. Some say he just got tired of running. Some say it was the butterscotch Krimpets. And some say he only intended to pause here but that he stayed because he was so happy to make a friend.

EXTEND

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

Based on the information from today's reading why do you think Maniac stopped running? **Write an argument to support your claim. Use logical reasoning and evidence as you write. Use words phrases and clauses to create cohesion and clarify the relationships among claims. Establish a formal style. Provide a concluding statement that supports the argument you presented.**

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

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

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

		Name			
		Who			
	What	When	Where		
		Why			

Character Based Literacy Program Lesson Plan

Maniac Magee, 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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is a Samaritan?

A Samaritan is someone who is willing and able to help those in distress. The word stems from a parable.

In today's reading Maniac "runs" in to Amanda who is walking to school with a suitcase. He thinks she is running away but she is just carrying her books. At the end of the day some boys are threatening him. Amanda is the Samaritan who saves him.

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

suspicious pg.10	deserted pg. 11	hauling pg. 11	grungy pg. 13	stupefied pg. 19
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READ

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

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

p. 10-19

Setting	Characters	Pages
East End	Jeffrey and Amanda	10-13
High school fields	Maniac and high school kids	14-15
Finsterwald's	Kids and Maniac	16-19

RESPOND

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

Students might mention

- Jeffrey meets Amanda who carries her own library with her in a suitcase.
- He asks to borrow a book and makes her late for class for the first time in her life.
- Jeffrey is noticed on several occasions in the East End. First of all, he's white and most of the people in the East End are black.
- Second, he catches a football during high school gym class as he was 'running by.'
- He also helps Arnold Jones, whom he didn't know, by getting him out of the scary Finsterwald's back yard.
- He then proceeded to read on Finsterwald's front steps.

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

In today's reading the town is developed more.

Create a map of specifically of Norristown, PA (this is somewhat fictitious so add locations as you see fit)

Map the locations Maniac visits.

EXPLORE

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

Open Mind Portrait

Add to your OMP of Maniac. What is he thinking and feeling as he stops and says HI to Amanda? Asks her for her books? Helps her? And helps the boy at Finsterwald's? Add 3-5 new thoughts to your OMP.

Comic strip

Create a comic strip that summarizes one major even in today's reading. Make sure you add dialog to your panels.

Character Profile Chart

Start a character profile chart for Amanda and the Beale family. You will add to this as you read the novel. As you add to this cite pages and examples to support the traits the characters have. You may use this in your final writing prompt.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who is Amanda Beale and why is she late for school? Why did Maniac think she was running away? What was in the suitcase?
2. Maniac offers to carry the suitcase for Amanda. Why was that event significant? What does that tell you about his character?

3. Amanda wants to know where Jeffery is from. His reply is, “it is where I am from, not where I am.” What is Jeffery trying to convey to Amanda.
4. What happens out on the football field? What was Maniac carrying?
5. Who is Arnold and why is the vignette about him important?
6. What kind of person do you think Jeffrey/Maniac is by all these descriptions? What else would you like to know about it?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Page 12-13

“Can I have a book?” he said.

“They’re mine,” she said.

“Just to read. To borrow.”

“No.”

“Please. What’s your name?”

EXTEND

10. Write

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

Jeffery is trying to convince Amanda to lend him a book. They are obviously her most prized possession. He doesn’t belong in there and he doesn’t have any connection. However, he is slowly finding a connection with Amanda.

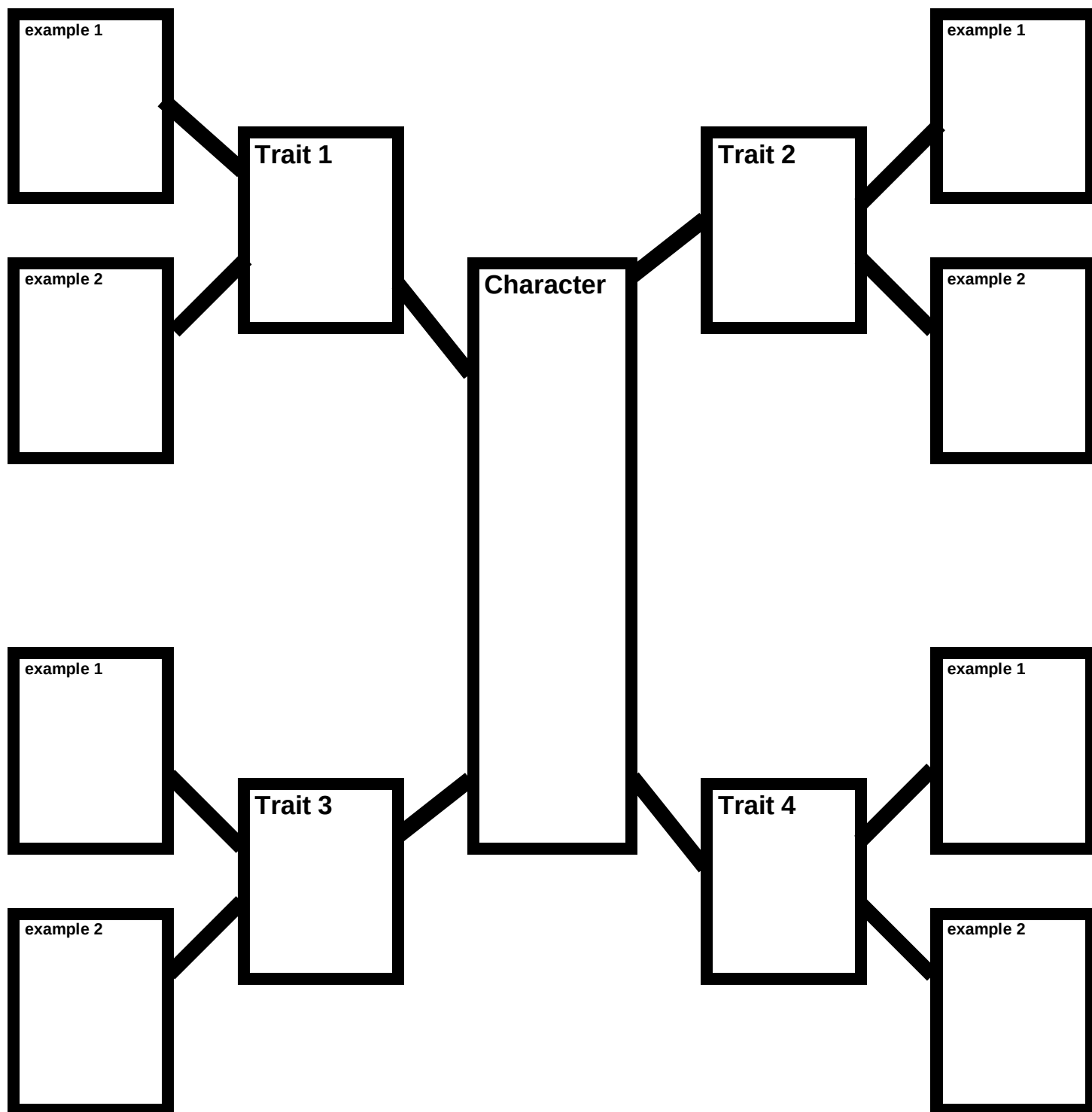
Write an argument in which you pretend you are Jeffery trying to get Amanda to loan you a book. **Introduce your claim (what you want). Support your claim with logical reasons and evidence (why should she let you borrow the book). Use words, phrases, and clauses to create cohesion and clarify relationships between your reasons and your evidence. Provide a concluding statement that supports your claim (restate why she should let you borrow the book)**

11. Close

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

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

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

Maniac Magee, 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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is the Children's Crusade?

In a popular movement known as the Children's Crusade (1212), a motley crew including children, adolescents, women, the elderly and the poor marched all the way from the Rhineland to Italy behind a young man named Nicholas, who said he had received divine instruction to march toward the Holy Land.

<http://www.history.com/search?q=children%27s%20crusade>

In today's reading Maniac is staying in the deer shed at the zoo. As promised he has kept Amanda's book in perfect condition. He has not returned it yet, as he wants to read it again.

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

reeled pg. 25	pandemonium pg. 25	bunted pg. 25	wandering pg. 29	townships pg. 29
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READ

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

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

p. 20-29

Setting	Characters	Pages
Pickwell Home	Jeffrey and the Pickwell family	20-21
Little League field	Kids in town, Jeffery, John McNab	22-27
School/town	Kids in town	28
Elmwood Park Zoo	Jeffery	29

RESPOND

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

Students might mention

- Jeffrey dines at the Pickwell's house. No one knew who he was.
- Jeffrey hits John McNab's baseball pitches when everyone is striking out.
- He rounds all the bases after bunting a frog.
- People around East End are talking and come up with the nickname 'Maniac' to describe the new kid in town.
- He is enjoying reading the book Amanda loaned him.

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

Add to your map of Norristown, PA

Add the Little League Field

Add the Elmwood Park Zoo

EXPLORE

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

Character Profile Chart

We are learning more information about Jeffery/Maniac Magee.

Start filling out a CPC on him.

Add one trait based on what you know about him so far.

Give 2 examples from the reading to support your trait.

Cite the page number you found it on.

You will work on this throughout the novel.

Venn Diagram

Create a Venn Diagram comparing Jeffery and John McNab.

Use the descriptions from the reading to show their similarities and differences.

Use this diagram to write a character comparison.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why didn't the Pickwells question Jeffrey when he was eating dinner with him? Why were the kids amazed when he left?
2. What was unusual about Jeffrey's experience with John McNab? Why are the kids amazed at John? What characteristics does he possess? Are they positive or negative? Explain.
3. What does Jeffrey want? Where does he live?
4. How did Jeffrey spend his days? Is it significant that Jeffrey is keeping Amanda's book perfect? Explain. What does he value?

9. Analyze Analyze the key paragraph.**Key Paragraph**

Page 29:

He started reading Amanda Beale's book his second day in town and finished it that afternoon. Ordinarily, he would have returned it immediately, but he was so fascinated by the story of the Children's Crusade that he kept it and read it the next day. And the next.

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

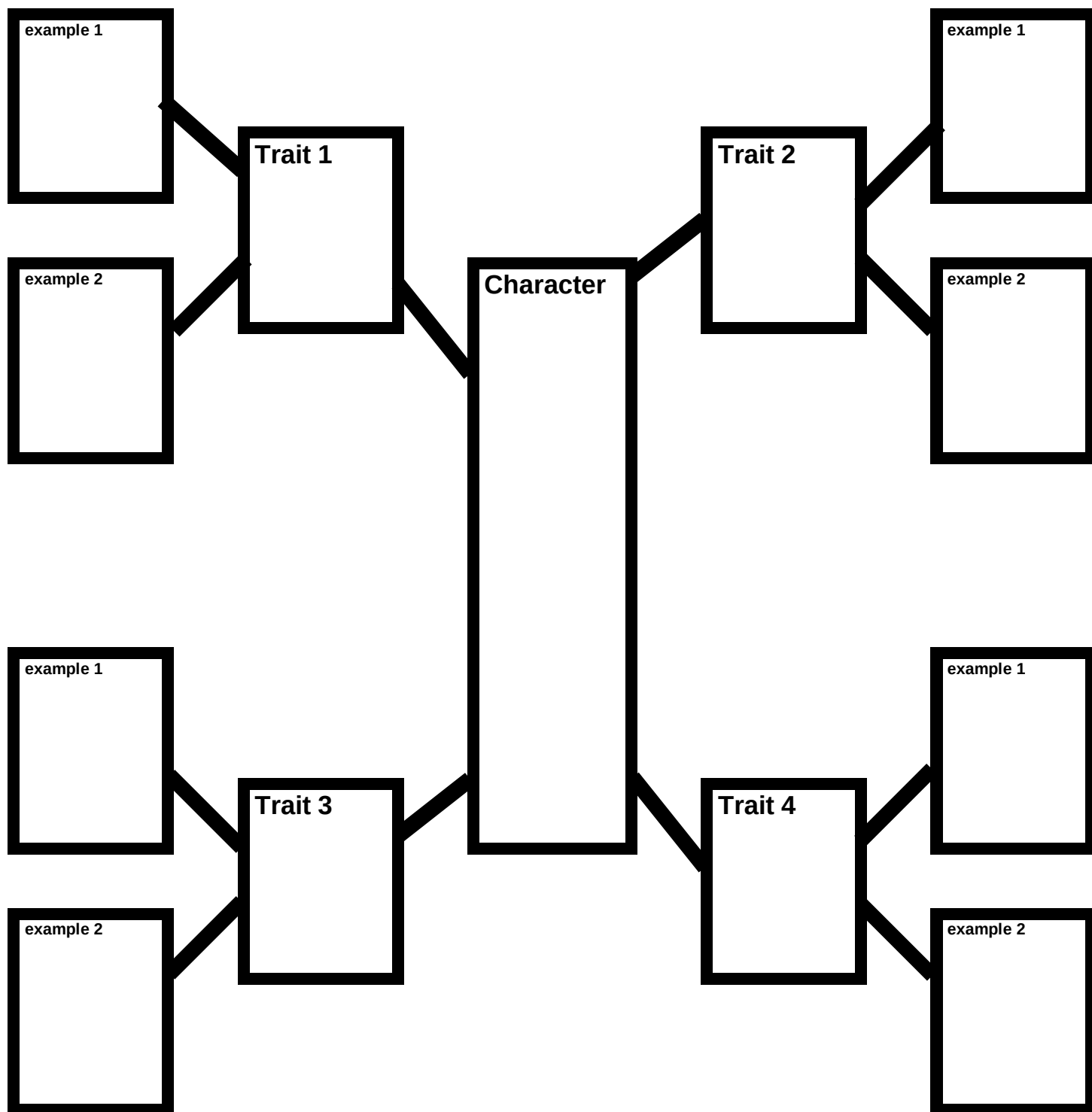
How does the author continue to develop the character of Jeffrey, who is now called Maniac? Does he seem likeable? Trustworthy? Interesting? Responsible?

Choose a characteristic that you think Maniac Magee has. Write an argument essay in which you introduce that characteristic and its relevance to Maniac. Introduce your claims and acknowledge an alternate or opposing claim. Organize your reasons and evidence logically. Support your claims with logical reasoning and evidence using accurate sources. Use words and phrases to create cohesion and clarify relationships in the writing. Establish and maintain formal style. Conclude with a statement that supports your claim.

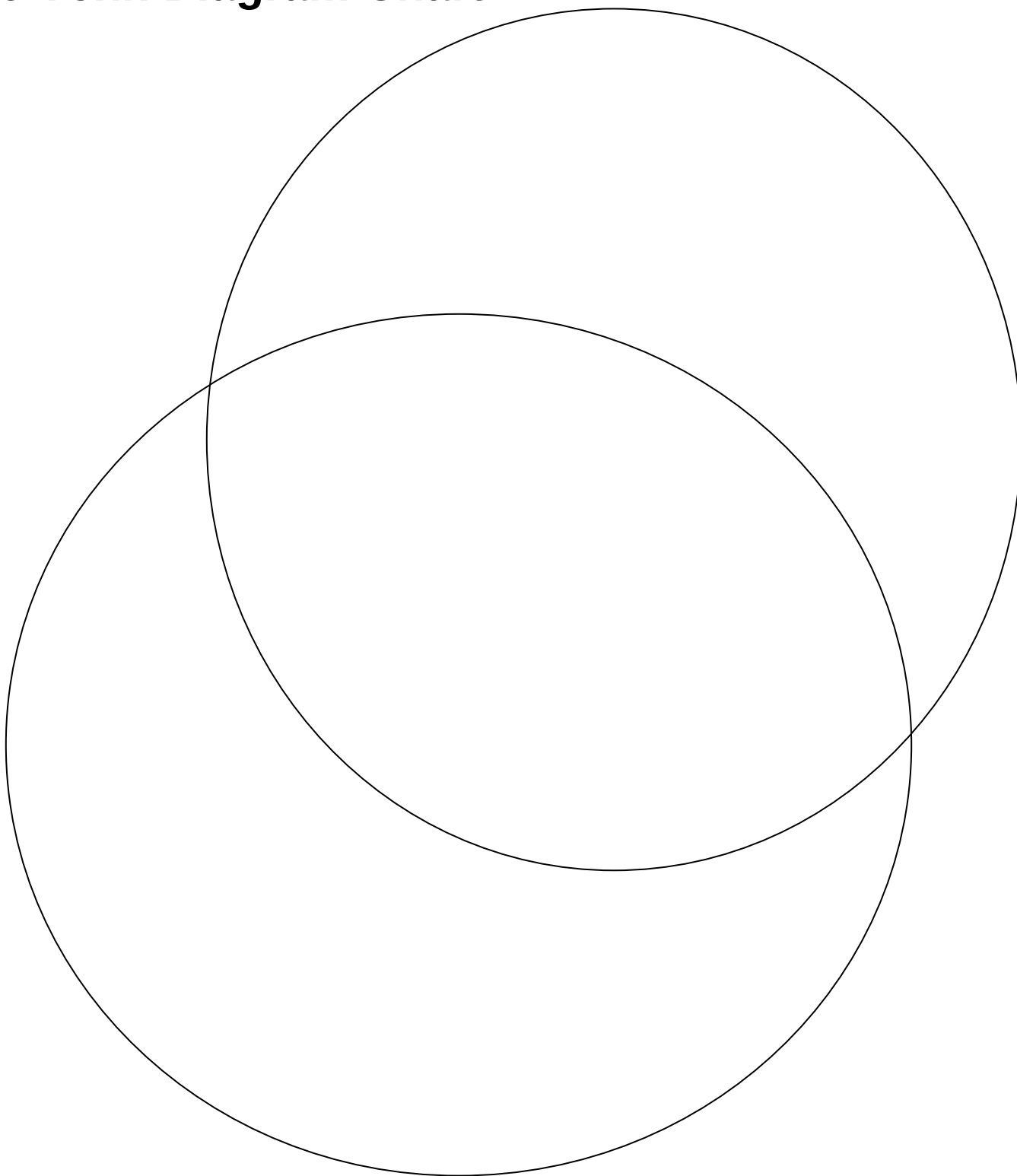
11. Close Close by extending today's lesson to life and the world.

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

4g6 Character Profile Chart



6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

Maniac Magee, 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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What makes up neighborhood territories (for class appropriate discussion)?

A neighborhood or territory can be defined by cultural or financial demographics, a river or body of water (geographic landmark), railroad tracks, or by specific neighborhoods or subdivisions.

In today's reading Maniac was chased out of the West End into the East end (primarily black) neighborhood. When he arrived he met Mars who was flustered that Maniac was there. He almost got into a fight with him until a woman broke it up. During this altercation Mars ripped the page from Amanda's book.

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

blemish pg. 30	stunned pg. 30	instincts pg. 31	armory pg. 31	screeching pg. 31
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READ

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

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

p. 30-37

Setting	Characters	Pages
West End	Maniac, McNab and boys	30-32
East End	Maniac and Mars Bar	33-37

RESPOND

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

Students might mention

- McNab wanted to get even with Maniac so chased him from the West End to the East End.
- No white kids were supposed to go to the East End at night, but Maniac didn't know this.
- Another kid decided to give him some trouble until a lady intervened.

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

Add to your map of Norristown, PA

Separate the east end from the west end

EXPLORE

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

Open Mind Portrait

Add to your OMP of Maniac. What is he thinking and feeling as McNab comes after him? When he meets Mars Bar? When Mars tears the page out of the book? Add 3-5 new thoughts to your OMP.

Character Profile Chart

We are learning more information about Jeffery/Maniac Magee.

Add another trait to the CPC you started on Day 3 of the lesson

Give 2 examples from the reading to support your trait.

Cite the page number you found it on.

You will work on this throughout the novel.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why are McNab and his friends laughing when they stop chasing Maniac? What is the difference between the two sides of town? What separates them?
2. Why does Mars Bar give Maniac a hard time?
3. What does Maniac do when Mars offers him a bite of his candy bar? Why is this considered taboo?
4. Maniac does not know he shouldn't be on the East End. Is racism a learned or ingrained practice? Does Maniac care what side of the street he is on? Why doesn't it matter to him? If he had a home do you think he would think and feel differently? Explain.
5. What misunderstanding do Jeffrey and Mars Bar have in relation to the word 'bad'? Do you think this interaction frustrates Mars? Is Maniac intentionally trying to be frustrating? Explain.
6. Who helps Jeffrey out? Would you consider this unknown character a Samaritan?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 37:

The lady looked down at Maniac. A little of the glare lingered in her eyes. “You better get on, boy, where you belong. I can’t be following you around. I got things to do.”

EXTEND

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

Why is the lady telling Maniac to get going? Why would she have to follow him around? Why was he not welcome in that part of town? Why doesn’t Maniac know he is not welcome? Do you consider the unknown woman a Samaritan?

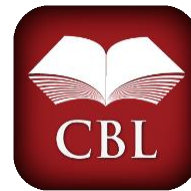
In what ways does the unknown woman become a Samaritan to Maniac and to others not from the East End? Write an argument in which you state your claim. Acknowledge the opposing viewpoint and organize your reasons logically. Support your claim with relevant evidence, accurate and credible sources. Use words, phrases, and clauses to clarify relationships. Maintain formal style. Provide concluding statement that supports your argument.

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

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

Character Based Literacy Program Lesson Plan

Maniac Magee, 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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

In what ways does Maniac break down color and race barriers? (for class discussion)

In today's reading Maniac goes to the Beale home. He introduces himself to Mrs. Beale and promptly shakes her hand and show impeccable manners. He spends the day in their family doing "normal" family things. In this situation there is no difference between the Beale family life and most other families.

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

uncrumpled pg. 38	finicky pg. 38	cringed pg. 38	solemnly pg. 42	quiver pg. 43
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READ

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

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

p. 38-44

Setting	Characters	Pages
East End	Maniac, Mars, and Amanda	38-40
Beal home	Maniac, Amanda, Mrs. & Mr. Beale's and Family	40-43
Car	Maniac and Mr. Beale	43-44

RESPOND

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

Students might mention

- Mars Bar and his friends spot Maniac and start to threaten him.
- Amanda comes by and tells Mars Bar to leave him alone.
- She knew Mars Bar was the one that damaged her book.
- Jeffrey comes back to Amanda's house and spends the evening with the Beale's.
- They invite him to stay after realizing he doesn't have a home.

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

EXPLORE

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

Open Mind Portrait

Add to your OMP of Maniac. What is he thinking and feeling as Mars corners him? When he meets Mrs. Beales? When he is invited to stay and realizes he has an address? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What happens when Mars Bar spots Jeffrey again? Do you think Mars is
2. How has the author built suspense in these chapters?
3. What is your impression of Mars Bar and his maturity level? How does he react when he is confused or doesn't understand something? Is that a "norm"? What would happen to people's relationships if they took time to think and understand before acting?
4. What does Maniac do when he meets Mrs. Beale? What does this say about his character? How does he help throughout the day? Does this make for a good houseguest?
5. How does Mr. Beale know he is homeless? What are his choices? What would you do in this situation?
6. What is Maniac's reaction to being able to stay at the Beale home?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 43:

Mr. Beale made a U-turn right there and headed back. Only Mrs. Beale was still downstairs when they walked into the house. She listened to no more than ten seconds' worth of Mr. Beale's explanation before saying to Maniac, "You're staying here."

EXTEND

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

In what way does Mr. and Mrs. Beale's decision to let Maniac stay demonstrate courage? How does their decision show respect to Maniac and his situation?

Write an argument in which you defend the decision the Beales make as a family? Introduce your claim and acknowledge the counter claim. Organize your reasons in a logical fashion. Use words, phrases, and clauses to create cohesion in your writing. Provide a concluding statement in which you support the argument you presented.

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

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

Character Based Literacy Program Lesson Plan

Maniac Magee, 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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is the importance of a name?

In genealogy we usually concentrate on surnames since they are the most important way of identifying people who are related. A surname is usually inherited and, while it may be changed, some form of it is usually retained. Given names are more important in a way because they represent a voluntary choice by the parents or, sometimes, by an individual. A name is usually not given lightly. It represents thought and feelings and can be significant to the researcher.

Some of the most fascinating names come from early New England where parents sometimes named their children after virtues they hoped they would possess: Patience, Charity, Prudence, Thankful. Some names appear quite strange to modern ears. In view of 20th century meanings, "Free love" does not seem to be an appropriate name for a daughter! Other names had special meaning. In early New England it is believed that the name Benoni was associated with sorrow and was used when the mother was not married or died in childbirth or if the circumstances were in some way unfortunate.

You may think you have a relationship all figured out only to come upon a completely different name for the wife. Nicknames that were common in earlier times, especially for girls, may not be known nicknames at all today. I thought I never would figure out all the wives one man had. He was married to Ann, Margaret Agnes, Hannah and Nancy in different records. Fortunately, my life was simplified when I found out that Ann, Hannah, Nan and Nancy were all variations of the same name. Some even say that Agnes is a

variation of Ann so his four wives became two at the most. Here are some others you may encounter:

- Margaret: Maggie, Rita, Madge, Greta, Peggy, even Daisy (Marguerite is the French word for Daisy)
- Mary: Polly, Minnie, Polette (Polly/Mary is very common in early America)
- Minerva: Minnie
- Alice: Lisa, Sonny
- Amelia: Milly
- Helen: Ailene, Elaine, Leonora, Nelly
- Sarah: Sadie
- Louise: Alison, Eloise, Lois

Most male nicknames are more straightforward, although Hal and Harry for Henry or Neil for Cornelius are a little less obvious. What frequently happens with men is they decide to go by their middle name. Everyone will know them by the middle name and they will be written up in county histories under this name. John William may be called Bill most of the time. But when it comes to some official documents, he will trot out his full legal name. You may pore over the census looking for Bill or Wm. and completely overlook John. Your best piece of luck is when you encounter a document where he uses both names together.

http://www.genealogy.com/articles/research/35_donna.html

In today's reading Maniac meets Hands Down the boys he caught the football from. Soon everyone on the east end was calling him Maniac. Mrs. Beale did the same and he corrected her, "Jeffery". He was afraid of losing the one thing his parents gave him.

2. Word Wall

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

hemisphere pg. 45	miracle pg. 46	plunking pg. 47	converged pg. 51	billboard pg. 52
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

p. 45-53

Setting	Characters	Pages
The Beale Home	Jeffrey, the Beale family	45-49
East End	Jeffery/Maniac	50
Church	Jeffery, the congregation	51
Playing field	Jeffery and neighborhood kids	52
Home	Jeffery and Mrs. Beale	53

RESPOND

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

Students might mention

- Jeffrey is a dream houseguest and the family loves him.
- He is responsible, helpful, unassuming and pleasant to be around.
- He loves his new home, his neighborhood, his church, and his friends.
- He starts playing football with Hands Down and others.

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

Add the significant locations to today's reading.

EXPLORE

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

Character Profile Chart

We are learning more information about Jeffery/Maniac Magee.

Add another trait to the CPC you started on Day 3 and 5 of the lesson

Give 2 examples from the reading to support your trait.

Cite the page number you found it on.

You will work on this throughout the novel.

Cause and Effect Chart

Create a cause and effect chart for the Beale Home.

What effects did Maniac have on everyone in the household?

Character Profile Chart—Amanda and the Beale Family

Add to the Character Profile Chart for Maniac and Amanda/the Beale family.

Make sure you cite examples and page numbers this will help in your final writing project.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Jeffrey feel in his new home? What does he do to contribute? How is this valued? Why won't Jeffrey sleep in his bed?
2. How does the Beale family like him?
3. Describe his experiences running. What does he like about the morning?
4. The East Enders call themselves black. Why is this term confusing to Maniac? What does he see and experience when he sees them? How does that compare to him being white? Does he see himself as white? What does he see and experience?
5. Who is Hands Down? Why is his interaction with Maniac in this chapter significant? How does he help him belong?
6. What is Jeffery/Maniac's concern about not being referred to as Jeffery? Why is his identity important to him?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 46:

Other strange things happened in the house.

Such as: the yellow bucket and sponge spent more time gathering dust in the cellar and less time in Mrs. Beale's hands. Because, with Maniac around, Hester and Lester lost their interest in crayoning everything in sight. And therefore, sometimes for fifteen minutes in a row, Mrs. Beale was seen doing something she hadn't done since the little ones were born: nothing...

EXTEND

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

How has the family changed since Jeffrey's been around? How does his presence add to the life of the Beale family? In what ways do you add to your family life? The author alludes to race issues of the time, the east end and the west end. Not crossing the street, etc.

Maniac/Jeffery wants to belong. He appreciates people and being connected with them. He doesn't see black versus white, he sees people. He contributes to the home he is living in, much like the rest of us do. Write and argument in which you agree or disagree with this statement, "In most cases people are people and regardless of color, they want to belong and contribute."

Introduce your claim and acknowledge the opposing viewpoint. Organize your reasons logically. Support your claims with relevant evidence using credible sources. Use words and phrases that create cohesion. Provide a conclusion that supports your claim.

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

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

Character Based Literacy Program Lesson Plan

Maniac Magee, 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

1. Background

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What constitutes bullying? (For Discussion)

Bullying involves an individual or a group repeatedly harming another person—physically (e.g. punching or pushing), verbally (e.g. teasing or name-calling), or socially (e.g. ostracizing or spreading hurtful rumors).

<http://www.thebullyproject.com/>

In today's reading Jeffery/Maniac was becoming famous. Kids talked of his abilities running, on the football field, and around town. They trash talked and he started doing the same, until he did it in front of Mrs. Beale. Maniac did not see that many in his community did not like him, because he was different. He was told to go home by a man, and he couldn't convince him, he was home. He was troubled at what the man said, and when he returned from a job there was graffiti on the Beale's from porch.

2. Word Wall

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

darted pg. 55	littered pg. 55	soul pg. 55	quiver pg. 55	gawked pg. 62
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READ

3. Review

Review the timeline from the beginning every day.

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

p. 54-63

Setting	Characters	Pages
East End	Jeffrey, the Beale family	54-56
East End	Jeffery	57-58
East End street	Jeffery and the neighborhood	59-62
Home	Jeffery and the Beale Family	62-63

RESPOND

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

Students might mention

- Maniac became famous all over the East End.
- Most kids and adults found him a warm, caring, curious person.
- He was adopting a lot of the 'cultural' habits of his neighborhood.
- He did not understand race relations however.
- He did not understand why some people would have a hard time with him being white in a predominantly black neighborhood.

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

Add locations from today's reading to your map.

EXPLORE

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

Open Mind Portrait

Add to your OMP of Maniac. What is he thinking and feeling when he trash talks in front of Mrs. Beale? When he is out with the kids in the neighborhood? When he is yelled at by the man? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What was Maniac well known for? How do the kids show their approval?
2. Maniac loved the sound of the trash talk. What about the talk reminded him of church? How is it different?
3. The author alludes to things that Maniac "didn't see" on page 57-58. List 3 things he wasn't able to see. Why do these things matter to others? Should they? Explain.
4. What did the old man call Maniac? How is that term hurtful? Why didn't it affect him at first? How does Maniac see colors?
5. What was written on the side of the Beale's house and what did it mean?

9. Analyze Analyze the key paragraph.**Key Paragraph**

Page 57:

Maniac Magee was blind. Sort of. Oh, he could see objects, all right...He could see these things, but he couldn't see what they meant. He couldn't see that Mars Bar disliked him, maybe even hated him. When you think about it, it's amazing all the stuff he didn't see. Such as, big kids don't like little kids showing them up...

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

"I lost my sight, but I never lost my vision." Unknown.

When the author states that Maniac was 'blind' to a certain degree, what is he talking about? What is the difference between what different people 'see' and having vision? Do you think Maniac had a vision of what things are supposed to be like for people?

Write an argument in which you support or oppose the "vision" that Maniac had towards others. Introduce your claim. Acknowledge opposing viewpoints and organize your reasons/evidence logically. Support your claims with logical reasons and evidence. Use words, phrases and clauses to promote cohesion. Provide a concluding statement that follows forms and supports the argument presented.

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

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

Character Based Literacy Program Lesson Plan

Maniac Magee, 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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What are the 7 Wonders of the World?

The Seven Wonders of the Ancient World (often called simply, the Seven Wonders of the World) is a list of man-made structures built during the classical era. Scholars believe that ancient historians began compiling the list in the second century B.C. The final list of the Seven Wonders that we currently reference was defined in the Middle Ages.

The Great Pyramid at Giza **Cairo, Egypt**

Noted for being the only surviving member of the Seven Ancient Wonders of the World, the Great Pyramid is the largest of the 3 pyramids built in the ancient city of Giza, now part of greater Cairo, Egypt. The pyramid is believed to have been built around 2560 B.C. as a tomb for the Egyptian Pharaoh Khufu, and likely took 20 years to construct. (Egyptologists argue over man-power numbers, and estimates have ranged from 14,000 to 360,000 men). When built, the pyramid measured nearly 480 feet high, with the sides each measuring about 755 feet long. In addition, each side is oriented with one of the cardinal points (north, south, east and west). Nearly 2.3 million blocks of stone, each weighing approximately 2 tons, comprise the pyramid. The pyramid remained the world's tallest building for 4 millennia after it was built.

Hanging Gardens of Babylon **Al-Hillah, Iraq**

The Hanging Gardens of Babylon are said to have been built by Nebuchadnezzar II, a ruler of Babylon, around 600 B.C. Though historians often debate the actual existence of the gardens, because there's no physical evidence and Babylonian documents never mention them (Greek scholars first described the gardens), accounts state that the gardens consisted of vaulted terraces raised above one another and supported on pillars -- in other words, an artificial rising mountain of gardens. The terraces were filled with dirt and planted with trees and flora, which were said to hang over the sides. The amazement over the gardens stems from what would have been an extraordinarily complicated irrigation system, which brought water from the Euphrates to the gardens in an otherwise arid environment. The gardens are thought to have been destroyed by an earthquake around the first century B.C.

Temple of Artemis at Ephesus Selcuk, Turkey

Completed around 550 B.C. to honor the Greek goddess of hunting and nature, the Temple of Artemis was built during the Achaemenid Dynasty of the Persian Empire. Arson destroyed the temple in 356 B.C. The ancient author and philosopher Pliny described the temple as being 377 feet long and 180 feet wide (about 3 times the size of the Parthenon), with 127 Ionic columns measuring 60 feet high, and made solely of marble. Used as both a marketplace and a place of worship, the temple housed numerous works of art and sculpture.

Statue of Zeus at Olympia Olympia, Greece

This enormous statue honoring the god Zeus was built at the Temple of Zeus in Olympia around 450 B.C. Designed by the Greek sculptor Pheidias, the statue of a seated Zeus measured 40 feet tall and was carved from ivory with gold-plated accents. The statue depicts him seated on a cedar throne inlaid with jewels, holding a statue of Nike (goddess of victory) in his right hand and a scepter with an eagle on top in his left hand. Various theories exist to explain the statue's destruction. Some scholars believe that it was destroyed along with the temple in the fifth century. Others argue that the statue was brought to Constantinople, where it was destroyed in a fire in A.D. 462.

Tomb of Maussollos at Halicarnassus Southwestern Turkey

The tomb built to hold the remains of the Persian king Mausollos and his wife, Artemisia, was designed by the Greek architects Satyrus and Pythius and constructed around 353 B.C. on a hill overlooking the ancient city of Halicarnassus. The tomb stood 135 feet high, and its exterior was surrounded by an ornamental frieze. Numerous statues, bas-reliefs and columns decorated the exterior of the ornate and enormous tomb, and eventually the term "mausoleum" became used to describe any large and impressive tomb. Multiple earthquakes ultimately led to the destruction of the tomb in the 14th century.

Colossus at Rhodes Rhodes, Greece

The Colossus of Rhodes was actually an enormous, looming 100-foot tall statue of the Greek god Helios, built on the island of Rhodes around 280 B.C. The statue was erected to commemorate the island's patron god, Helios, after Rhodes successfully defended itself in 304 B.C. from an invasion. Scholars believe that the statue stood either on a pedestal at the entrance to the island's harbor or on a breakwater in the harbor. An earthquake destroyed the statue in 226 B.C., a mere 54 years after its construction.

Lighthouse of Alexandria **Pharos Island, Alexandria, Egypt**

Scholars estimate the Lighthouse of Alexandria measured between 383 and 450 feet high and was built in the third century B.C. to act as a landmark for Pharos, a small island off the coast of Alexandria, Egypt. The lighthouse's tower was built using light-colored stone, and at its highest point, a mirror was placed to reflect sunlight during the day; at night a fire burned to give off light. Some historians believe that the light given off could be seen for some 35 miles. The lighthouse was damaged by 2 earthquakes in 1303 and 1323, and its remains were destroyed in 1480, when a fort was built on the site.

<http://www.travelchannel.com/interests/hot-topics/articles/seven-wonders-of-the-world>

In today's reading Amanda convinces Jeffery/Maniac to do something that will help other people learn to like and respect him. She wants him to tackle the Cobble's Knot. The community refers to this knot as the 8th wonder of the world.

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

sneered pg. 65	curiosity pg. 67	contortions pg. 69	daintily pg. 71	cunning pg. 73
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READ

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

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

p. 64-73

Setting	Characters	Pages
East End	Jeffrey and Amanda	64-67
Beale Home	Jeffery, Amanda, an neighbor kid	67
Cobbles Corner	Jeffery and the community	68-73

RESPOND

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

Students might mention

- Amanda tries to convince Jeffrey not to feel badly about what happened.

- He thinks about running away because he doesn't want to cause her family any trouble.
- Amanda said she had a great idea for how to become a local hero.
- He had to untie the very complicated 'Cobble's Knot'.
- It took him a long time, but for the first time in history, someone was successful.

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

Add Cobbles Corner to your map.

EXPLORE

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

Poster/Newspaper Headline

Create a poster that publicizes the Cobbler's Knot.

Give the poster a title

Details of the untying

Who was involved

Prize obtained

Highlights of the neighborhood while it was going on

Use colorful and descriptive language.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why was Amanda so upset with the idea of Jeffrey leaving? What impact has he made on the Beale household?
2. What conflict is causing Jeffrey to think about leaving? What are his options? Do you think leaving is the best way for him to deal with this issue?
3. What concerns does Amanda have for him? What is his plan for each of her concerns?
4. How does the conflict get resolved? What happens in the neighborhood while Jeffery is working on the knot?
5. What predications do you have?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 69:

Hardly a week went by without somebody taking a shot at the Knot, and losing. And each loser added to the glory that awaited someone who could untie it.

Page 73:

And then, around dinnertime, a huge roar went up, a volcano of cheers. Cobble's Knot was dead. Undone. Gone. It was nothing but string.

EXTEND

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

Amanda believes untying the knot will get people to like Jeffrey and respect him. Why do human beings respect people who have unusual gifts? Do you think that earning respect will change how people feel?

Can you be respected and still not liked? Can you be liked and not respected? Write an argument in which you defend one of the positions above. Introduce a claim and acknowledge the opposing claim. Support the claim with logical and relevant evidence. Use accurate sources and information. Use words and phrases to create cohesion. Establish and maintain formal style. Provide a concluding statement that supports your claim.

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

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

Character Based Literacy Program Lesson Plan

Maniac Magee, Day 9



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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is a band shell?

A band shell is an outdoor concert venue that has the rear sounding board shaped like a seashell for better acoustics and sound.

In today's reading Grayson finds Jeffery/Maniac at the zoo. He had fallen off the fence in the Buffalo pen. Grayson takes him to the equipment she behind the shell. He makes him comfortable and feeds Jeffery, showing him much kindness.

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

coiled pg. 74	snarling pg. 76	escort pg. 76	mosey pg. 79	lumbering pg. 80
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READ

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

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

p. 74-83

Setting	Characters	Pages
Cobble's Corner	Jeffery, Amanda, the community	74
Beale Home	Amanda and Jeffery	75
Walking out of town	Jeffery, Mars, McNab	76
Zoo	Jeffery	79-80
Band Shell	Jeffery and Grayson	80-83

RESPOND

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

Students might mention

- Maniac walks out of town—on one side of him black boys, on the other white.
- He goes to the zoo and sleeps with the bison.
- As he is climbing the fence one morning he falls.
- A man named Grayson finds him and offers him food and shelter.

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

Add the band shell to your map.

EXPLORE

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

Open Mind Portrait

Add to your OMP of Jeffery. What do you think he is thinking and feeling as he is walking out of town? As he unravels the knot? As he learns he has hurt the Beale Family?

Character Profile Chart

Start a CPC of Grayson. Add a character trait from today's reading. Give two examples from the reading to support your trait. Cite the page it came from. You will continue this chart as you continue to learn about Grayson. You may use this chart for your final writing project.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is the mood of the neighborhood as Jeffery unties the knot? What tone does the author use to convey this feeling? How does the tone change as Jeffery sees the confetti?
2. What happened to Amanda's book and why was it such a big deal? Do you think Jeffery's reaction is justified? What should he do before he leaves?
3. What does Maniac decide to do?
4. Does untying the knot have the effect Amanda thought it would have?
5. How does Jeffery leave town? Explain how his departure is significant to his character.
6. Why doesn't Grayson take Jeffery to a hospital or to the police? How does he help Jeffery?
7. What is Jeffrey craving when he meets Grayson?

9. Analyze Analyze the key paragraph.**Key Paragraph**

Page 76:

So he turned and walked down Hector, right down the middle of the street, right down the invisible chalk line that divided East End from West End. Cars beeped at him, drivers hollered, but he never flinched. The Cobras kept right along with him on their side of the street. So did a bunch of East Enders on their side...And then they were calling at each other, then yelling, then cursing. But nobody stepped off the curb, everybody kept moving north, an ugly, snarling black-and-white escort for the kid in the middle...And that's how it went...Maniac Magee walked—not ran—right out of town.

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

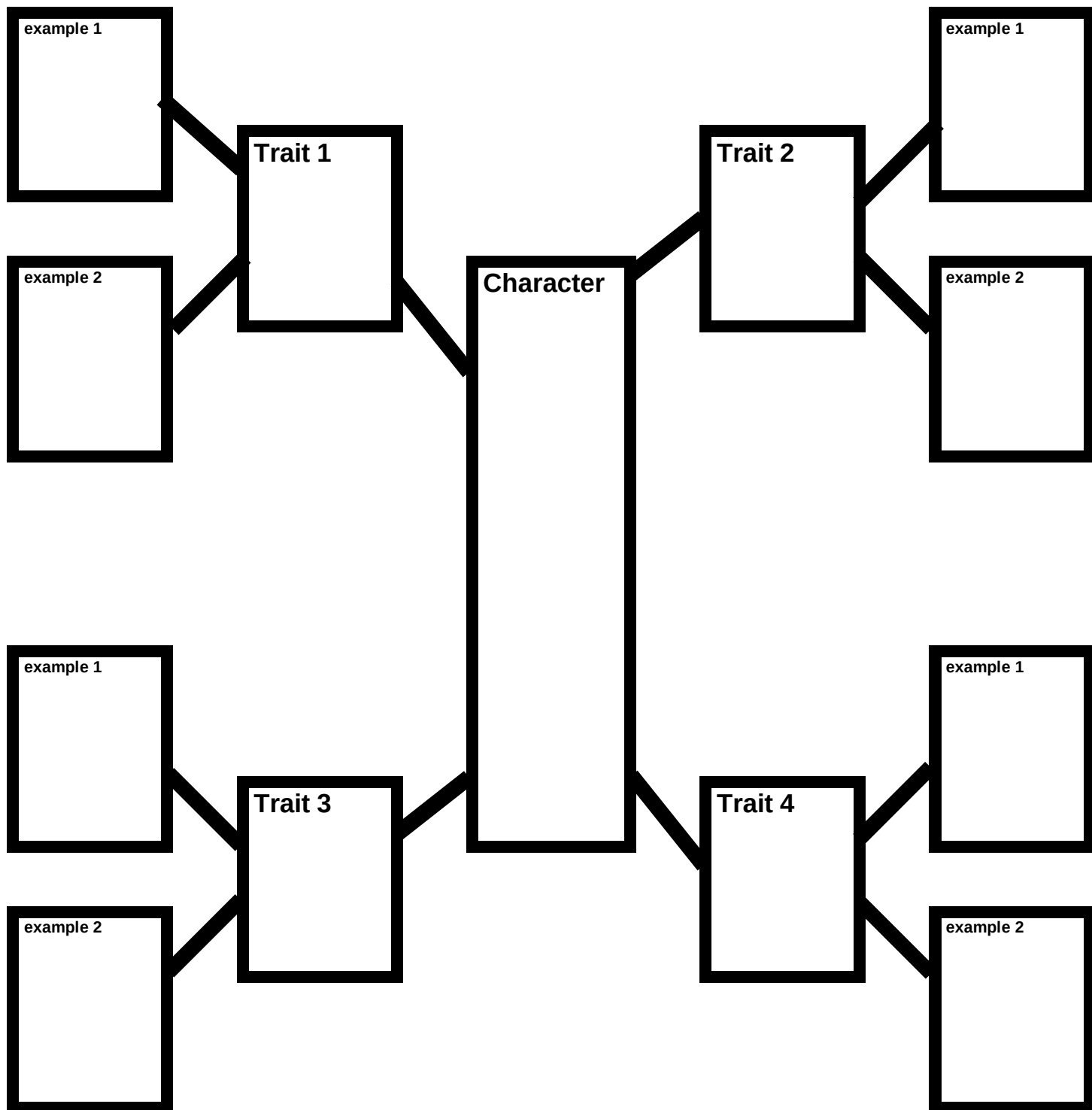
What is happening in this scene and why do you think Maniac wanted to walk, not run out of town? Why is there so much conflict? Does walking show more respect for yourself than running?

Optional: This is hugely metaphorical as it exemplifies quite literally the racial divide. Do you think there is still a racial divide in this country? In your town? Explain your answer.

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

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

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

Maniac Magee, Day 10



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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What was the role of the YMCA?

George Williams founded the YMCA in 1844. In 1844, industrialized London was a place of great turmoil and despair. For the young men who migrated to the city from rural areas to find jobs, London offered a bleak landscape of tenement housing and dangerous influences.

Twenty-two-year-old George Williams, a farmer-turned-department store worker, was troubled by what he saw. He joined 11 friends to organize the first Young Men's Christian Association (YMCA), a refuge of Bible study and prayer for young men seeking escape from the hazards of life on the streets.

Although an association of young men meeting around a common purpose was nothing new, the Y offered something unique for its time. The organization's drive to meet social need in the community was compelling, and its openness to members crossed the rigid lines separating English social classes.

Years later, retired Boston sea captain Thomas Valentine Sullivan, working as a marine missionary, noticed a similar need to create a safe "home away from home" for sailors and merchants. Inspired by the stories of the Y in England, he led the formation of the first U.S. YMCA at the Old South Church in Boston on December 29, 1851.

YMCA housing began in the 1860s to give young men moving to cities from rural areas safe and affordable lodging. Facilities included gyms, auditoriums and hotel-like rooms. Chicago's Farwell Hall, the first known YMCA dormitory, was completed in 1867. Between 1922 and 1940, YMCA accommodations grew from approximately 55,000 rooms to more than 100,000, more than any hotel chain at the time. Among those who stayed at YMCA residences: journalists Andy Rooney and Dan Rather, black leaders

Malcolm X and Dr. Martin Luther King Jr., novelist Jack Kerouac, and U.S. Ambassador Andrew Young.

In today's reading Grayson takes Maniac to the YMCA where he has a room and lives. Maniac is able to shower and get clothes.

<http://www.ymca.net/history/founding.html>

What does it mean to be ignorant? (for discussion)

Ignorant means to lack knowledge or information on a particular subject. To be uninformed or unaware.

In today's reading Maniac (Jeffery) and Grayson went to dinner. While there Grayson started asking Maniac questions about the Beale Family. He wanted to know if they ate mashed potatoes, ate with a fork, brushed their teeth, and if they ate cake. Maniac's response was that they are just regular people, "like us". This interaction shows how ignorant people are towards people and things they consider different. For maniac they just another family, more normal than the family he ran from. Grayson, was amazed that they liked the same things he did.

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

puzzlement pg. 86	recognition pg. 86	dumbfounded pg. 87	digesting pg. 88	tempted pg. 89
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READ

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

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

p. 84-90

Setting	Characters	Pages
Two Mills YMCA	Jeffrey	84-85
Driving with Grayson	Grayson and Jeffery	85-86
Band shell	Grayson and Jeffery	87
Diner	Grayson and Jeffery	88
Baseball room	Grayson and Jeffery	89-90

RESPOND

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

Students might mention

- Grayson took Jeffrey to his home, which was the YMCA.
- Jeffrey cleaned up and they went shopping for some new clothes.
- They go out to dinner and Jeffrey talks to him about his life with the Beales.
- Grayson has never known any black people and had several questions.
- Jeffrey tells him they are just the same as everybody else.
- Grayson has an idea, which remains a mystery to the reader.

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

Add the Two Mills YMCA to your map.

EXPLORE

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

Open Mind Portrait

Add to your OMP of Maniac. What is he thinking and feeling as he is taken for a shower and gets new clothes? As he shares with Grayson his life at the Beale home? When he decides to stay in the equipment room? Add 3-5 new thoughts to your OMP.

Comic Strip—Create a 6-panel comic strip, which retells the events in this chapter. Make sure you include dialog.

Character Profile Chart

Add to your CPC of Grayson. Add a character trait from today's reading. Give two examples from the reading to support your trait. Cite the page it came from. You will continue this chart as you continue to learn about Grayson. You may use this chart for your final writing project.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What kind of kindness does Grayson show Maniac in today's reading? Why are these significant?
2. *An idea was worming around in Grayson's head pg. 86.* The author refers to the "idea" multiple times in today's reading. How does the author use this to foreshadow an event?
3. How does Maniac answer Grayson would he asks about having to go to school? Why is it important for him to have an address and school at the same time?
4. What questions does Grayson have about the Beales? Why are the similarities so dumbfounding to Grayson? How does this interaction show the similarities in people and the need to know people from other backgrounds and not assume? Explain.
5. How does Maniac define home? Why does Maniac refer to the Beale's family with their address when he refers to them, Mrs. Beale of 728 Sycamore St?
6. Maniac realizes that he should stay alone. He wants Grayson to tell him a bedtime story. He knows that everyone has a story. What is he refereeing to when he asks about his "story"? Do you think Grayson's story is happy or sad? How much control do you have over your story?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 88:

“Well, they were my family. I had a mother and a father and a little brother and sister and a sister my age and a dog. My own room, too.”,,,

...“I was never in a house of theirs.”

“Well I am telling you it is the same. There are bathtubs and refrigerators and rugs and TV’s and beds.

EXTEND

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

In today’s reading Grayson is amazed at the similarities between him and the Beale Family and families in general. Do you think this type of ignorance is what contributes to race issues, social issues, and class issues?

Write an argument in which you agree or oppose the need to know people before you judge them based on color or class. 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.

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

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

Character Based Literacy Program Lesson Plan

Maniac Magee, 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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What does it mean to be literate?

Literacy has a variety of different meanings. The ability to read and write, being proficient in a subject or field, and having a vast knowledge of literature.

In today's reading Maniac has been taking money to the library and purchasing books so he can learn. He is self-taught in math and using his skills to learn as much as he can. He is literate. Conversely, Grayson asks Maniac if he will teach him to read as he has never learned. Knowledgeable in many areas but not in others.

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

fidgeted pg. 92	immorality pg. 94	invasion pg. 95	aroma pg. 96	flaunting pg. 98
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READ

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

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

p. 91-99

Setting	Characters	Pages
Baseball Shed	Jeffrey and Grayson	91-95
Paying ball	Jeffery and Grayson	96-98
Baseball Shed	Jeffery and Grayson	98-99

RESPOND

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

Students might mention

- Maniac discovers that Grayson used to play Minor League baseball.
- Maniac ends up helping Grayson in the afternoons at work.
- Grayson tells Maniac stories about his baseball days and teaches him all about the sport.
- They spend a lot of time together.
- Maniac has been buying used books at the library and reading them.
- Grayson asks Maniac to teach him to read.

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

EXPLORE

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

Sketch

Create a sketch based on the description of the baseball field or the equipment shed on page 98

Plot Profile Chart

Start a PPC. List 2-3 main events from today's reading. Fill in 2-3 main events rate them on a scale of 1-10 based on their intensity.

You will add to this chart over two more days.

Character Profile Chart

Add to your CPC of Grayson. Add a character trait from today's reading. Give two examples from the reading to support your trait. Cite the page it came from. You will continue this chart as you continue to learn about Grayson. You may use this chart for your final writing project.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What kind of career did Grayson have in the Minor Leagues? How was Grayson different when he told Jeffery he was a pitcher?
2. What did the man at the gas station send him to do? How did that affect him? Should you accept free items before clarifying the conditions?
3. How did Jeffery start spending his afternoons? What was he learning? When the author refers to Grayson as the professor what does that mean?
4. What happened the day a scout came to see him play?
5. What is Maniac's attitude about learning and how do you know? Can you be self-taught?
6. What favor does Grayson ask of Maniac?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 98:

He showed them to the old man. Ancient, back broken math books, flaking travel books, warped spellers, mangled mysteries, biographies, music books, astronomy books, cookbooks.

“What’s the matter?” said the old man. “Can’t you make up your mind what kind you want?”

The kid laughed. “I want them all.” He threw his hands out. “I’m learning everything!”

EXTEND

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

In what way is Maniac’s love of learning infectious? Can you be self-taught? Do you need a basic understanding to be self-taught? Is self-taught more meaningful to people than other types of learning?

Write an argument in which you claim how people have an ability to be self-taught. 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.

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

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

3g6 Plot Profile Chart

10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Intensity	Description										
Event		1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program Lesson Plan

Maniac Magee, 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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What are the impacts of not knowing how to read?

What freedoms come with an ability to read? (for class discussion) How can literacy help you?

Illiteracy is, the inability to know how to read or write or not having knowledge of a particular subject.

We learned that Maniac is self-taught, loves to read and learn, and can teach himself any subject. On the contrary Grayson cannot read. He is illiterate and wants Maniac to teach him how to read.

According to [ProLiteracy](#) data from February 2011, adult low literacy can be connected to almost every socioeconomic issue in the United States:

- More than 65 percent of all state and federal corrections inmates can be classified as low literate.
- Low health literacy costs between **\$106 billion and \$236 billion** each year in the U.S.
- Seventy-seven million Americans have only a 2-in-3 chance of correctly reading an over-the-counter drug label or understanding their child's vaccination chart.
- Low literacy's effects cost the U.S. **\$225 billion or more each year** in non-productivity in the workforce, crime, and loss of tax revenue due to unemployment.

Globally, illiteracy can be linked to:

- Gender abuse, including female infanticide and female circumcision

- Extreme poverty (earning less than \$1/day)
- High infant mortality and the spread of HIV/Aids, malaria, and other preventable infectious diseases
- 1 in 3 high school students drop out each year. [2008 Report of the National Commission on Adult Literacy]
- 16.8% of US adults ages 18-24 did not graduate high school or obtain equivalency. [Education Attainment table, 2010 American Community Survey (U.S. Census Bureau)]
- The [National Center for Education Statistics](#) shows that the majority of people who do not complete high school have basic or below-basic literacy skills. 26% of prison inmates nationwide had parents who had not completed high school, and 37% of inmates had not completed high school themselves.

Polka Music

According to the *New Grove Dictionary of Music and Musicians*, the *polka* originated in Bohemia around 1830 as a round dance, and became popular throughout Europe and in America in the course of the 19th century. The name "polka" is derived from Czech words for "field" or "half;" in other interpretations the name relates to the Czech term for a Polish girl, "polska," in reference to the krakowiak dance-songs which the Bohemians adopted for their polkas. It is interesting to note that the word "Polka" means "Polish woman" in Polish.

Music with the polka's characteristics appears in various collections written about 1800 for practical use by village musicians. In the 19th century polkas were composed by the leading composers of ballroom music of the 19th century (including both Johann Strausses); examples occur in art music by Smetana, Dvorak, and others. In the following years polka was performed in many countries all over the world such as Austria, France, England, USA and India. It attained extraordinary popularity, so much so that clothes, hats, streets and even dishes were named after it (e.g. "polka dots").

Tuned In Radio is a source for examples of polka music.

<http://tunein.com/radio/Polish-New-Castle-Radio-s142568/>

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

knack pg. 101	pommel pg. 101	consonants pg. 101	orneriest pg. 101	preposterous pg. 105
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READ

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

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

p. 100-109

Setting	Characters	Pages
Two Mills	Maniac and Grayson	100-101

Learning to read	Maniac and Grayson	101-102
Equipment shed	Maniac and Grayson	103-105
Football game	Maniac and Grayson	106
Equipment shed	Maniac and Grayson	107-109

RESPOND

5. Timeline

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

Students might mention

- Maniac learns that Grayson ran away when he was 15.
- Maniac teaches Grayson how to read.
- They celebrate Thanksgiving together and have a great time.
- Maniac paints numbers on the Band Shell door--his new address.

6. Map

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

EXPLORE

7. Activity

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

Thoughtshot.

If you were going to freeze the moment in time when Grayson finally finished reading *The Little Engine that Could*, what thoughts do you think were going through his mind?

Open Mind Portrait

Add to your OMP for Maniac. What do you think he is thinking and feeling as he teaches Grayson to read? As he has a great Thanksgiving? Once he paints his address on the door? Add 3-5 new thoughts to your OMP.

Character Profile Chart

Add to your CPC of Grayson. Add a character trait from today's reading. Give two examples from the reading to support your trait. Cite the page it came from. You will continue this chart as you continue to learn about Grayson. You may use this chart for your final writing project.

Plot Profile Chart

Add 2-3 more events to your PPC. Rate them on a scale from 1-10 based on their intensity.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. How does Maniac teach Grayson to read? What language does he use that "gets" to Grayson? Why is it important to know your students to help them really learn?
2. The first book Grayson reads by himself is *The Little Engine That Could*, why is this symbolic? What reaction did Maniac have? Why was it appropriate?

3. What was Grayson feeling after he read the book?
4. What season is it and how can you tell? Be specific?
5. What are Grayson and Maniac especially grateful for? How did they celebrate the day?
6. After dinner Maniac paints his address on the Band Shell, how is the band shell a home for him? What elements does a house have to possess to become a home?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 105:

Something deep in his heart, unmeasured by his own consciousness, soared unburdened for the first time in thirty-seven years, since the time he had so disgraced himself before the Mud Hens' scout and named himself thereafter a failure.

EXTEND

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

Why do you think Grayson was feeling unburdened for the first time in thirty-seven years?

Reading could be considered a fundamental freedom. Write an argument in which you support or oppose the freedom that comes with one's ability to read and write. 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.

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

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

Character Based Literacy Program Lesson Plan

Maniac Magee, 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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

A Christmas Polka

https://www.youtube.com/watch?v=r_Q8l9mJxVQ

How do you celebrate the Christmas Holiday?

In today's reading Grayson and Maniac celebrate Christmas together. They did a lot with nothing and Christmas was meaningful and beautiful.

What are rites and rituals of birth and dying?

Rites of Birth & Death

NONRELIGIOUS Worldview

There are no special rituals for birth or death, but there may be distinctive observances consisting of secular elements excerpted from familiar customs of the cultural surroundings. For example, in the United States, holding a solemn gathering and eulogizing the deceased person is commonplace. More frequently, friends and/or family may arrange for a "joyful celebration of life" memorial event in addition to or in lieu of a cremation or burial ceremony.

BUDDHIST Worldview

Buddhists invite monks and nuns to attend such events and to read the scriptures, but the main ceremonies are generally from older traditions. In Theravada Buddhism, funerals are occasions for teaching about suffering and impermanence and for chanting paritta (protection) in order to gain and transfer merit for the sake of the deceased.

CHRISTIAN Worldview

Many Christians are baptized into the Church while they are babies, but this can be done at any time in life. At death, Christians are laid to rest in the hope of the resurrection of the dead. Cremation and burial are both acceptable.

HINDU Worldview

Before birth and in the first months of life, there are many ceremonies. These include: reciting the scriptures to the baby in the womb; casting its horoscope when it is born; cutting its hair for the first time. At death, bodies are cremated and the ashes thrown on to a sacred river. The River Ganges is the most sacred river of all.

MUSLIM Worldview

At birth, the call to prayer is whispered into the baby's ear. After seven days the baby is given a name, shaved, and baby boys are circumcised. At a person's death, the body is washed as if ready for prayer and then buried as soon as possible. Cremation is not allowed.

JEWISH Worldview

Baby boys are circumcised eight days after birth. The names of girls are announced in the synagogue on the first Sabbath after birth. Burial takes place within 24 hours of death and cremation is very rare. The family is in full mourning for seven days and, for eleven months, the special prayer Kadish is said every day.

SIKH Worldview

At birth, the Mool mantra, the core teaching of Sikhism, is whispered into the baby's ear. The baby is named at the gurdwara, or place of worship. The Guru Granth Sahib is opened and the first letter of the first word on the page gives the first letter of the baby's name. At death, the body is cremated and the ashes thrown onto running water.

TAO Worldview

Horoscopes are cast at birth. After a month a naming ceremony is held. At death, the body is buried and paper models of money, houses and cars are burnt to help the soul in the afterlife. After about ten years the body is dug up and the bones buried again in an auspicious site.

DEIST Worldview (*of historical interest*)

Deists of the 18th centuries participated to varying degrees in the rites and observances stipulated by their surrounding (mostly Christian) communities. Those in the upper classes, though differing in belief to the orthodoxy, still continued generally loyal to convention, and so they remained technically within their churches and participated on social grounds as expected (e.g., having children baptized, allowing a religious burial ceremony).

<http://teachingaboutreligion.org/comparerites.html>

In today's reading Grayson dies. Maniac eulogizes him in the band shell and then was angry and frustrated at the lack of caring the men showed for his friend. He took off running.

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

acquaintanceship pg. 110	sill pg. 110	aroma pg. 110	languished pg. 111	pungent pg. 111
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READ

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

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

p. 110-118

Setting	Characters	Pages
Band Shell	Maniac and Grayson	110-111
The woods	Maniac and Grayson	112-113
Band Shell	Maniac and Grayson	113-116
Funeral site	Maniac, pallbearers, and funeral man	116-118

RESPOND

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

Students might mention

- Grayson and Maniac decorate their home for Christmas.
- Grayson moves into the Band Shell as well.
- They had a wonderful Christmas full of love and thoughtfulness.
- Five days later Grayson was dead.
- The pallbearers were disrespectful and Maniac ran away before the funeral was over.

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

Add the outside Christmas tree and Funeral Plot to your map.

EXPLORE

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

Sketch

Using the description on page 110-111 of the inside of the band shell or on page 111 of the description of the outdoor tree sketch a picture that represents the scene.

Poster

Create a poster representing the life of Grayson. Use information from the book and his relationship with Maniac to represent his importance to others.

Venn Diagram

Google Search Death Rites and Rituals.

Choose two religions or cultures that interest you.

Create a Venn Diagram comparing the two rituals.

Write a compare and contrast essay to share the similarities and differences of the two.

Character Profile Chart

Complete your CPC of Grayson. Add a character trait from today's reading. Give two examples from the reading to support your trait. Cite the page it came from. You will continue this chart as you continue to learn about Grayson. You may use this chart for your final writing project.

Plot Profile Chart

Add 2-3 more events to your PPC. Rate them on a scale from 1-10 based on their intensity.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does the author do to give the reader a clear sense of what it is like to be with Maniac and Grayson at Thanksgiving and Christmas? Be specific. What nouns, adjectives, verbs and adverbs does he use?
2. How effective is he in portraying the mood and setting? Do you think Maniac and Grayson were experiencing joy and peace? Explain.
3. Did the author surprise you with Grayson's death?
4. What does Maniac do to eulogize Grayson? How did he honor his life? Why was he so angry with the gravediggers?
5. Why is it ironic that Grayson's grave was dug by a steam shovel?
6. What did Jeffery/Maniac do? Where do you think he will go?

9. Analyze Analyze the key paragraph.**Key Paragraph**

Page 114:

The boy could not take his eyes off the glove. The old man could not take his eyes off the boy. The record player finished “Christmas Polka” and clicked off, and for a long time there was silence.

Five days later the old man was dead.

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

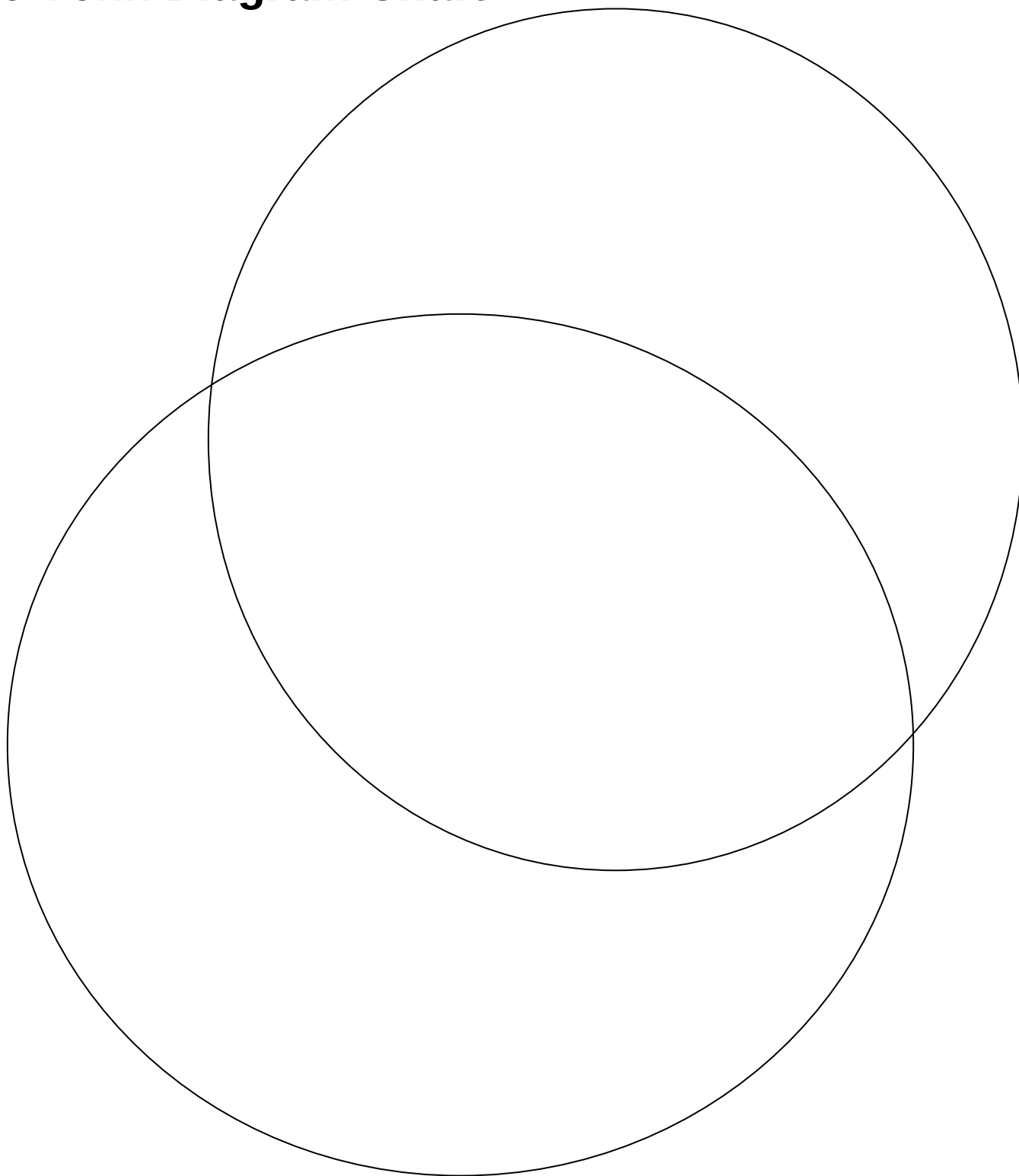
In writing, authors often juxtapose events in the chapter specifically for effect. This is part of the craft of writing. What impact did it have on you as the reader to have just read about how wonderful Christmas was and then read that the old man was dead? What feeling did this leave you with? What impression?

Write an argument in which you support the effect and effectiveness the author uses to grab the reader. 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.

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

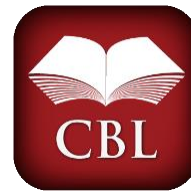
Extend the reading to the students’ lives or to the world.

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

Maniac Magee, 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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

Valley Forge

On December 19, 1777, when Washington's army marched into camp at Valley Forge, tired, cold, and ill equipped, it was lacking in much of the training essential for consistent success on the battlefield. On June 19, 1778, after a six-month encampment, this same army emerged to pursue and successfully engage Lt. Gen. Sir Henry Clinton's British army at the Battle of Monmouth in New Jersey. The ordered ranks, martial appearance, revived spirit, and fighting skill of the American soldiers spoke of a great transformation having occurred amidst the cold, sickness, and hardship that was Valley Forge.

The man most responsible for this transformation was Friedrich Wilhelm von Steuben, onetime member of the elite General Staff of Frederick the Great, king of Prussia. No longer in the Prussian army, indeed without employment of any kind, von Steuben offered his military skills to the patriot cause. When he arrived at Valley Forge from France on February 23, 1778, he was armed with a letter of introduction from Benjamin Franklin. Washington saw great promise in the Prussian and almost immediately assigned him the duties of Acting Inspector General with the task of developing and carrying out an effective training program.

Numerous obstacles threatened success. No standard American training manuals existed, and von Steuben himself spoke little English. Undaunted, he drafted his own manual in French. His aides often worked late into the night, translating his work into English. The translations were in turn copied and passed to the individual regiments and companies that carried out the prescribed drill the following day.

Von Steuben shocked many American officers by breaking tradition to work directly with the men. One officer wrote of von Steuben's "peculiar grace" as he took "under his direction a squad of men in the capacity of drill sergeant." From dawn to dusk

his familiar voice was heard in camp above the sounds of marching men and shouted commands. Soon companies, regiments, then brigades moved smartly from line to column, column to line; loaded muskets with precision; and drove imaginary redcoats from the field by skillful charges with the bayonet.

When the Continental Army paraded on May 6, 1778, to celebrate the French alliance with America, von Steuben received the honor of organizing the day's activities. On that day the Grand Parade became a showplace for the united American army. Cannons boomed in salute. Thousands of muskets fired the ceremonial "feu de joie," a running fire that passed up and down the double ranks of infantrymen. Cheers echoed across the fields. The good drilling order and imposing appearance that the troops presented during the Alliance Day ceremonies demonstrated their remarkable progress in improving their abilities as a unified, fighting force capable of defeating the British Army. Washington, with von Steuben's aid, had made an army of the Continental troops. With their French allies, the Americans could now proceed with the war.

<http://www.nps.gov/vafo/index.htm>

In today's reading Maniac does not know where to go. He ends up at the encampment in Valley Forge. He spends a night waiting for his own death. On the second night he hears two voices. The boys are running away. He sees they are young so he takes them for pizza and to try and find their family.

2. Word Wall

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

solitary pg. 121	satchel pg. 121	careening pg. 122	desolation pg. 122	urchins pg. 128
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

p. 121-128

Setting	Characters	Pages
On the road	Maniac	121-122
Valley Forge	Maniac,	122-123
Valley Forge	Maniac, Piper, Russell	123-127
Cobbler's	Maniac, Piper, Russell, John McNab	128

RESPOND

5. Timeline

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

Students might mention

- Maniac was sad about Grayson and just felt like dying.
- He left the Band Shelter and wandered, finally landing in a vacant cabin at Valley Forge.
- Two 8 year-old boys were running away and were in the cabin next door.
- Maniac convinced them to go through Two Mills before they moved to Mexico.
- When they got there they had a pizza.
- As it turns out, the two young boys were John McNab's younger brothers.

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

EXPLORE

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

Open Mind Portrait

Add to your OMP for Maniac. What do you think he is thinking and feeling as he mourns the loss of Grayson? Meets the two boys? Takes them to a safe place? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How did Maniac cope with Grayson's death? What are his options?
2. What did he take with him when he left the Band Shelter?
3. Why do you think he didn't want to stay there? How did he react to the address being painted on the door? Does he contribute to his own instability? Explain.
4. What is Valley Forge?
5. How did the two boys he met get along? What can you tell about their personalities based on the author's description of them?
6. Where were they going? Why did Maniac decide to help them? What does this say about his character and sense of responsibility?
7. Who ended up being their older brother?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 127:

He waited while they bickered over what to do. Valley Forge was a good five or six miles from Two Mills. These kids might not have made it to Mexico, but they had come a long way and stayed out overnight, and someone somewhere must be worried sick about them.

EXTEND

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

Maniac has a certain sense of Responsibility to the boys. He knows someone worries about them. What do you think contributes to his desire to help them?

Write a 1-2 paragraph argument in which you defend Maniac's need to help the boys. 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.

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

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

Character Based Literacy Program Lesson Plan

Maniac Magee, 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.

PREPARE

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What are positive peer associations and how can they be fostered?

What do you think of those mysterious and seemingly dreaded forces in our society – teenage peer groups and pressure? Do you conjure up nightmare images of gangs, drugs, sex and alcohol? If so, you are not alone. The public has a tendency to associate teen peer group influence as only negative.

Peer groups are not inherently positive or negative. They can be both good and bad. Teen friendships, group interactions and influences are a part of positive development. Here are some ideas on peer group influence:

Why are peer groups important? Children learn to evaluate themselves through the eyes of their peers. They get important feedback on their personal characteristics. They practice and gain social skills and confidence. They learn fairness, cooperation and how to defer personal gratification to group goals.

Teens learn how to make themselves more attractive and interesting to others. They learn to school their aggressive reactions in the interest of fitting in. They enjoy companionship while exploring their interests – sports, music, art, debate, honor society, drama, languages, etc.

When and why are peer groups influential? Peer groups become important in late elementary years and peak during the eighth or ninth grade. Teens with a strong need to belong are more subject to peer influence.

During high school, peer group influences start to wane. Individual identity, values and goals play more of a role in decision-making. Older teens have more of a sense of who they are and what they want. Some teens are open to everyone and can befriend others in different groups without needing to belong to a particular group themselves.

Some peer groups can be exclusive and closed while others may be more open to newcomers and outsiders. Some groups have strong values and norms and demand conformity. Influence within the group may be widespread or centralized because of the attitudes of certain individuals. Sometimes a teen's inability to fit in may be due to circumstances beyond his or her control.

Positive peer groups usually have strong bonds to school while negative groups are anti-education in some fashion. Religious peer groups mix teens from different schools and age groups.

Deviant peer groups form from socially rejected children or those whose family life is lacking in attention and love. Another factor is poor academic achievement. Negative peer groups are more prone to go across ages, especially younger age peers, to find companions sympathetic to their antisocial attitudes.

What about parental influence and peer groups? If decisions are long term and have strong consequences, then parental influence is still strong. If their most important decisions are more short term – style and mannerisms, clothes, personal expressions, etc. – teens will be most influenced by their peers.

There is a myth that parents lose influence to the peer group. Researchers have found that children who have strong parental influence also have strong peer influences at the same time. As they grow toward maturity, they are more interdependent with both parents and peers.

Teens who are neglected or have too many conflicts with their parents often connect with friends who tend to be anti-education and antisocial. Getting love, attention, respect and encouragement in the family helps teens be less dependent on peer approval.

What can parents do? Here are a few recommendations:

- Get to know your children's friends. Make your home a place where your children's friends are welcome. Get to know their names. Recognize and greet them socially when you see them in public. Form a relationship with them.

Let your children host their friends at your home. At younger ages, drive them on trips and activities. Don't be too intrusive.

- Don't overreact. Be cautious about judging. Children will devalue your opinion and not trust your judgments if they see you are judging wrong or on surface impressions. One bad apple doesn't spoil the barrel. A problem kid can benefit from a positive peer group and won't necessarily be a negative drag on your child's behavior or character.

Your child can recognize the good and bad in their friends and not judge them too harshly. It is when the mix of friends is predominantly negative that parents need to be concerned. If most of your child's friends are positive influences, relax and trust your child's judgment.

- Set the stage. Encourage them to get involved in activities and interest groups where they can form friendships. Skills give them greater self-confidence and more acceptance from others. Some children may need coaching on social skills such as being friendly, talkative and assertive.
- Keep your lines of communication open. Help them when peer relationships go awry. Be concerned and helpful. Keep your own relationship positive.
- Do things as a family. Enjoy each other's company. Go camping. Eat out. Family activities provide a good balance to the ups and downs of peer friendships. Teens need both a comfort zone of security with family life and with their peer groups at school and church.

http://www.agweek.com/event/article/id/287608/publisher_ID/1

In today's reading Maniac helps John save humiliation from his brothers. He is invited to their house that is filthy. They boys share how their goal is to attack the east end.

Maniac realizes that these kids have no supervision yet, he is considered the orphan.

He thinks of the positives relationships he has had with the Beales and with Grayson.

He tries to help the young boys to the best of his ability.

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

lambasting pg. 129	reveal pg. 130	demonstrated pg. 130	abundant pg. 132	agony pg. 136
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READ

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

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

p. 129-140

Setting	Characters	Pages
West End	Maniac, the McNab brothers	129-130
McNab House	Maniac, the McNab brothers	130-132
McNab House	Maniac, the McNabs, dad	132-133
McNab House	Maniac and the Cobra's	133-135
McNab House	Maniac, Russell, Piper	136-137
Finsterwald's house	Maniac, neighborhood kids	138-140

RESPOND

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

Students might mention

- The McNabs bring Maniac home.
- Their house is a complete mess.
- Maniac helps John save face by telling his brothers that John struck him out all day long.
- Maniac is trying to keep the kids in school so he continues offering them weekly pizza and completes a dare.

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

EXPLORE

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

Character Profile Chart

Start a Character Profile Chart for the McNab Boys.

Cite examples and pages from the text to support your view.

You may use this for your final writing project.

8. **Discussion** Ask discussion questions of all 9 types.

Key Questions

1. What does Maniac do to help John regain the respect of his little brothers? What does this say about his character? What do you think he values?
2. What role does he fulfill with Russell and Piper? Why do you think it is important for him to support the younger boys?
3. What is their father like?
4. On page 135 Maniac is lying in bed at the McNab house. He is thinking, "Who is the orphan here anyway?" What do you think he is referring too? The McNab's have a home and a father can they be considered orphans?
5. What gift did Maniac give Piper and Russell?
6. How does Maniac tackle Finsterwald's? How does the author portray him? What do you think he really like?

9. **Analyze** Analyze the key paragraph.

Key Paragraph

Page 137:

What a wonderful thing, this importance. Waiting for them the moment they awoke in the morning, pumping them up like basketballs, giving them bounce. And they hadn't even had to steal it! They loved it. The more they had, the more they wanted.

EXTEND

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

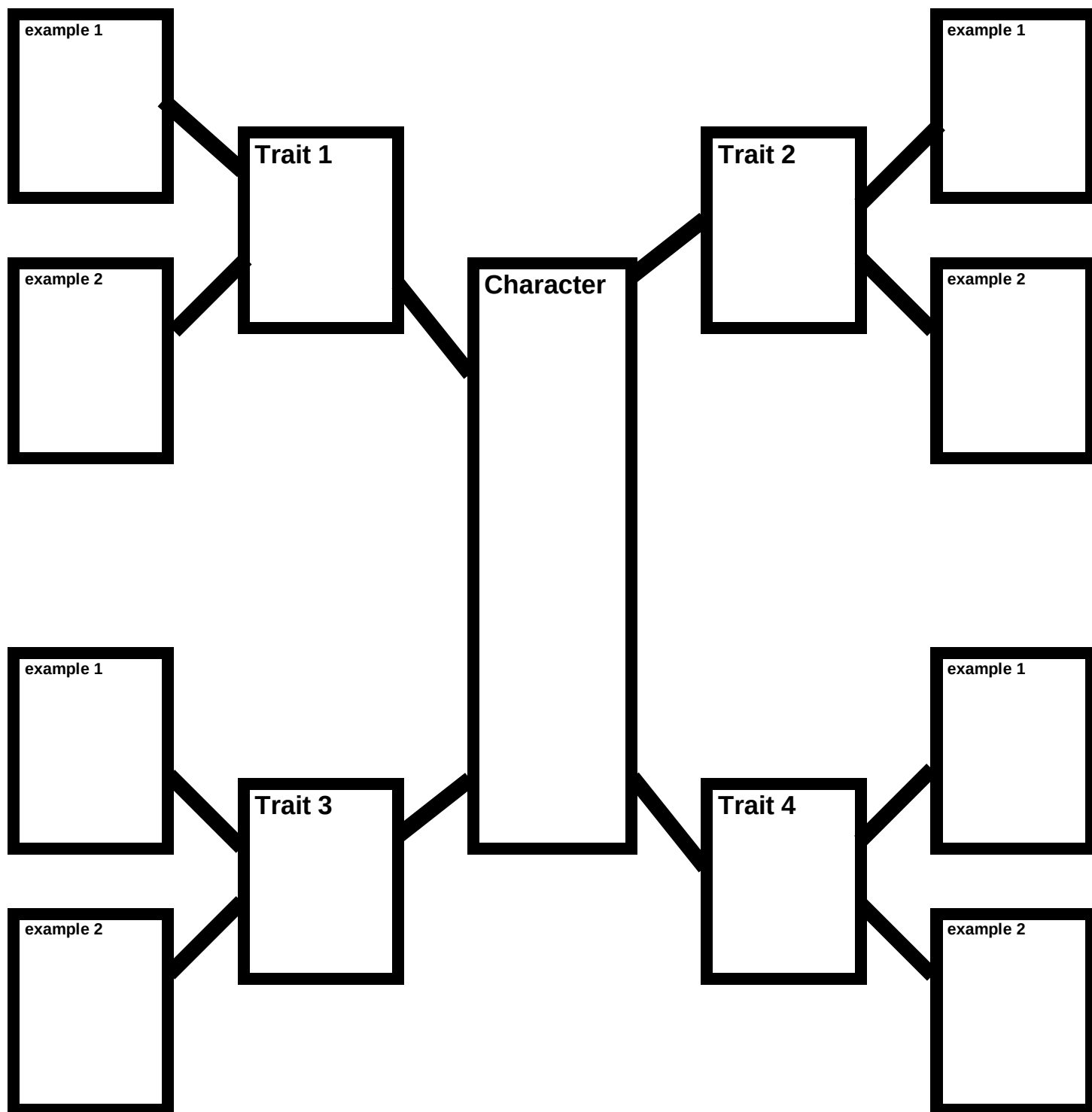
How does it make a person feel to know someone important? What is it mean to be important? How does Maniac treat people? How does Maniac make people feel? Do you also think that makes him likeable?

In thinking about Maniac as a character he has had an interesting life and he rarely shares much about himself to others. Do you think it is important to be interesting to others or to be interested in others? Write a 1-2 paragraph argument in which you state your claim and 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.

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

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

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

Maniac Magee, Day 16



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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is personal space (phone book of space)?

The term “personal space” generally refers to the physical distance between two people in a social, family, or work environment. Think of your personal space as the air between your body and an invisible shield, or bubble, you have formed around yourself for any relationship.

The distance between you and your shield most likely varies from one person to another, depending on a variety of factors, including how well you know the person, your relationship to that person, and how much you trust him or her.

Determining Factors for Personal Space

The comfortable space between you and someone you know well will probably be much smaller than it would be if you barely knew the other person. With a stranger, it is even greater. Typically, people who live in crowded cities have smaller personal space preferences than those who live in wide-open spaces.

Other factors that determine a comfortable personal space:

- Male to male
- Female to female
- Male to female
- Professional relationship – any combination of male and female
- Romantic versus platonic relationship
- Culture and country

Average comfort levels of personal space distance in the U.S.:

- Approximately 0 to 20 inches for intimate couples
- Approximately 1-1/2 feet to 3 feet for good friends and family members

- Approximately 3 feet to 10 feet for casual acquaintances and coworkers
- More than 4 feet for strangers
- More than 12 feet for speaking to a large group

General Rules of Personal Space:

1. Never touch anyone you don't know.
2. Don't reach for anyone's children, regardless of your intentions.
3. Stand at least 4 feet away from a person unless you know him or her well.
4. When someone leans away from you, you are probably in that person's space that makes him or her uncomfortable.
5. If you walk into an auditorium or theater that isn't crowded, leave an extra seat between you and the next person. However, it is acceptable to sit next to someone if the room is crowded.
6. Never lean over someone else's shoulder to read something unless invited.
7. Never go through anyone else's personal belongings.
8. Don't allow your dog to go to the bathroom on someone else's property.
9. Acknowledge personal space on the road. Don't tailgate when driving.
10. Don't fling your arm around someone's shoulder or slap anyone on the back unless you know the person very well.
11. Don't enter a room or office without knocking first.
12. Don't cut in front of people in line.

Personal Space at Work

Observing boundaries in the office is important to maintaining professionalism. However, after working with people for years and getting to know them, these lines may have become blurred.

Keep in mind that others who don't know you well, including supervisors, may misunderstand what they see. That is why you should observe professional distance while at the office and reserve more intimate gestures for after hours.

Work policies:

- Be aware of company policies regarding relationships with coworkers.
- Don't assume your relationship with a coworker or supervisor is personal.
- Avoid hugging or other familiar gestures.
- Only step into someone's workspace if you know you are welcome. Be respectful if you sense the person is busy.
- Save personal conversations for the lunch break or after hours.

What to Do if Someone Invades Your Personal Space

When someone gets uncomfortably close to you, there are several things you can do. Keep in mind that being direct may hurt the other person's feelings, so before speaking your mind, determine whether or not the issue is worth bringing up.

Ways to deal with space intrusion:

- Accept it.
- Lean away from the person or take a step back, hoping he or she will take the hint.
- Come right out and say you are uncomfortable being so close.
- Explain why you need more space. For example, if you are left-handed, and the person is too close to your left side, comment about how you need the space to take notes.

Teach Kids How to Protect Their Personal Space

When teaching manners to small children, show them how to protect their boundaries and respect the personal space of others. Explain how important it is to follow the wishes of people who tell them to back off. Make sure you tell them in language they understand.

Some parents use the bubble analogy, explaining that everyone has an invisible bubble around them, and when you get too close, it pops. Also tell your children that they should let you know if anyone tries to touch them inappropriately.

<http://etiquette.about.com/od/Manners/a/Etiquette-Rules-What-Is-Personal-Space.htm>

In today's reading Maniac goes to the East End on a dare from Russell and Piper. While there he bumps into Mars. Mars continually invades his personal space or his "phone booth" of space.

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

heroic pg. 141	boosting pg. 142	perilous pg. 142	forlorn pg. 143	fierce pg. 144
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READ

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

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

p.141-148

Setting	Characters	Pages
McNab's house	Maniac & McNab boys	141-142
East End	Mars Bar and others	143-145
Plum Street (East End)	Mars Bar and others	145-147
The Beale Home	The Beale's and Maniac	148

RESPOND

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

Students might mention

- Maniac engages in a lot of interesting activities that no one has ever done before.
- Then they dared him to go to the East End.
- When he got there Mars Bar saw him and challenged him to a race.
- Maniac beat him, running backwards.
- As he was being 'ushered' out of town, the Beales saw him.

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

EXPLORE

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

Open Mind Portrait

Add to your OMP for Maniac. What do you think he is thinking and feeling as he runs into Mars? As he convinces the McNab kids to go to school? As he is reunited with the Beale Family? Add 3-5 new thoughts to your OMP.

Poster

Mars and Maniac race on the street create a poster that recounts the race.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Maniac trades a dare for a week of school with the McNab boys. Why is he making this sacrifice? Why is school important to Maniac?
2. What feats does Maniac do that all the kids think are really amazing?
3. How does Maniac interact with Mars? Why is this interaction frustrating to Mars?
4. In what way does Maniac win the race? Does he win with integrity? Explain?
5. Describe the interaction between Mars Bar and Maniac.
6. What was Maniac considering right before he raced? How did Mars attitude change after Maniac won? Would it have been different if Maniac was a better winner?
7. How does the author use the reconnection with the Beale's family? Predict what you think will happen.

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 141:

Thus began a series of heroic feats by Maniac Magee. At twenty paces, he hit a telephone pole with a stone sixty-one times in a row...

EXTEND

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

Do you think Maniac's feats are truly heroic? For what reason is Maniac taking the challenges the boys give him? Does that make his actions heroic?

Write an argument in which you support or oppose Maniac's "heroic" actions. 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.

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

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

Character Based Literacy Program Lesson Plan

Maniac Magee, Day 17



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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is acceptance?

Acceptance can be defined as, a favorable reception; approval; favor.

In today's reading Maniac returns to the Pickwell home for dinner. He considers how accepting they (the Pickwell and Beale) family are of him and of others. He knows that they are not the people who made Hector street a boundary between black and white.

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

ecstatic pg. 149	genuine pg. 150	revolt pg. 151	barrier pg. 154	persuaded pg. 155
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READ

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

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

p. 149-157

Setting	Characters	Pages
West End, McNab house	Maniac and the McNab's	149-152
Pickwell's	Maniac and Pickwell family	153-154

West End	Maniac, Russell, and Piper	154-155
McNab House	Maniac, Russell, and Piper	156-157
Library	Maniac, Russell, and Piper	157

RESPOND

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

Students might mention

- Maniac had a sweet reunion with the Beales.
- He returned to the East End and the McNab boys were waiting for him.
- They had missed him.
- They were building a pillbox- a small, enclosed, partly underground concrete fort used as an outpost.
- The McNabs were afraid black people were going to storm and West End.
- Maniac couldn't believe it. He thought Russell and Piper, given the right parenting, would be just like Hester and Lester.
- He tried to parent them but it didn't last long.

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

Add the library to your map.

EXPLORE

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

Postcard

Pretend you are Maniac. Write a postcard to the Beale Family. Explain why you miss them and how much you appreciate them. Be specific.

On the other side illustrate something from today's reading.

Character Profile Chart—McNab's

Continue to add traits and examples for the McNab Family and Boys. You may use this for your final writing product.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Were the McNab brothers surprised to see Maniac alive after visiting the East End? What was the result of Maniac being on the East End? Was their reaction genuine? Why do you think they were so concerned?
2. What were the McNab's building? What was Maniac's reaction?
3. Do you think the author makes the McNab Family extreme to provoke a response? Explain.
4. Where do you think the brothers received all of their fear about people unlike themselves?

5. How is Maniac's experience at the Pickwell and Beale home vastly different than with the McNab's? What did he learn from these interactions?
6. When Maniac tried to parent the brothers, what happened? Why did he stop trying to parent the boys?
7. What did the boys do to anger Maniac? In what way did they cross the line?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 151:

Once it was done, they'd be ready. Let the revolt begin. Let the 'rebels' s they called the East Enders, come. Let 'em bust through the newly installed bars over the plywood on the windows. Let 'em bust through the steel door. They'll find themselves staring down the barrel of a little surprise...one of these days they are gonna revolt...

EXTEND

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

Comment on the reasonableness of the McNab brothers' fear of black people. Where do you think the brothers received their ideas and fear about people unlike themselves? What has Maniac's experience been of black people? Do you think it takes more courage to just accept all people for who they are?

Write a one-paragraph argument in which you support or oppose the courage it takes to accept others. 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.

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

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

Character Based Literacy Program Lesson Plan

Maniac Magee, Day 18



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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is pride? For discussion

Pride is a feeling that you respect yourself and deserve to be respected by other people.

In today's reading Maniac takes Mars to the Pickwell's for dinner and then to the McNab's for the birthday party. John McNab jumps at Mars and Maniac had to hold him back. Maniac realized that Mars had a lot of pride by not trying to fight John and by walking away.

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

goading pg. 157	stoking pg. 157	fuss pg. 160	persisted pg. 161	utter pg. 161
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READ

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

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

p. 158-169

Setting	Characters	Pages
East End	Maniac and Mars	158-159
Pickwell Home	Maniac, Mars, and the Pickwell Family	160-161
McNab House	Maniac, Mars, the McNabs and Cobra's	162-166
West End	Maniac	167-169

RESPOND

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

Students might mention

- Maniac brought Mars Bar to the West End.
- They ate at the Pickwell's house first and then went to the McNabs.
- Mars Bar was not welcomed by the McNabs.
- Maniac felt frustrated that people just couldn't get along.
- He slept in a different place every night.

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

EXPLORE

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

Rap/Poem

Create a rap or poem to address the theme of today's reading.

Open Mind Portrait

Add to your OMP for Maniac. What is he thinking or feeling when he invites Mars to the West End? As they have dinner at the Pickwell's? As he leaves the McNab's with Mars? Add 3-5 new thoughts to your OMP.

Character Profile Chart

Start a CPC for Mars. You will add to this as you read the novel. As you add to this cite pages and examples to support the traits the characters have. You may use this in your final writing prompt.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How did Maniac convince Mars that he was badder? What does Maniac do that no one else chooses to?
2. How was Mars Bar's experience different at the Pickwell's versus the McNabs?
3. Are all white people like the Pickwell's?
4. Are all white people like the McNabs?
5. Are all black people like the Beales?
6. Are all black people like Mars Bar?
7. What message is the author trying to make? Why does the author make the McNab's and Mars so extreme?
8. After Maniac and Mars left the McNab's what does Maniac realize about Mars? How does Mars show restraint and courage?

9. Analyze Analyze the key paragraph.**Key Paragraph**

Page 168:

East End and West End, black and white would only begin when the alarm clocks rang. For now, before sunrise, there were no divisions, no barriers. There were only the people, the families, the town. His town. As much his town as anyone's.

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

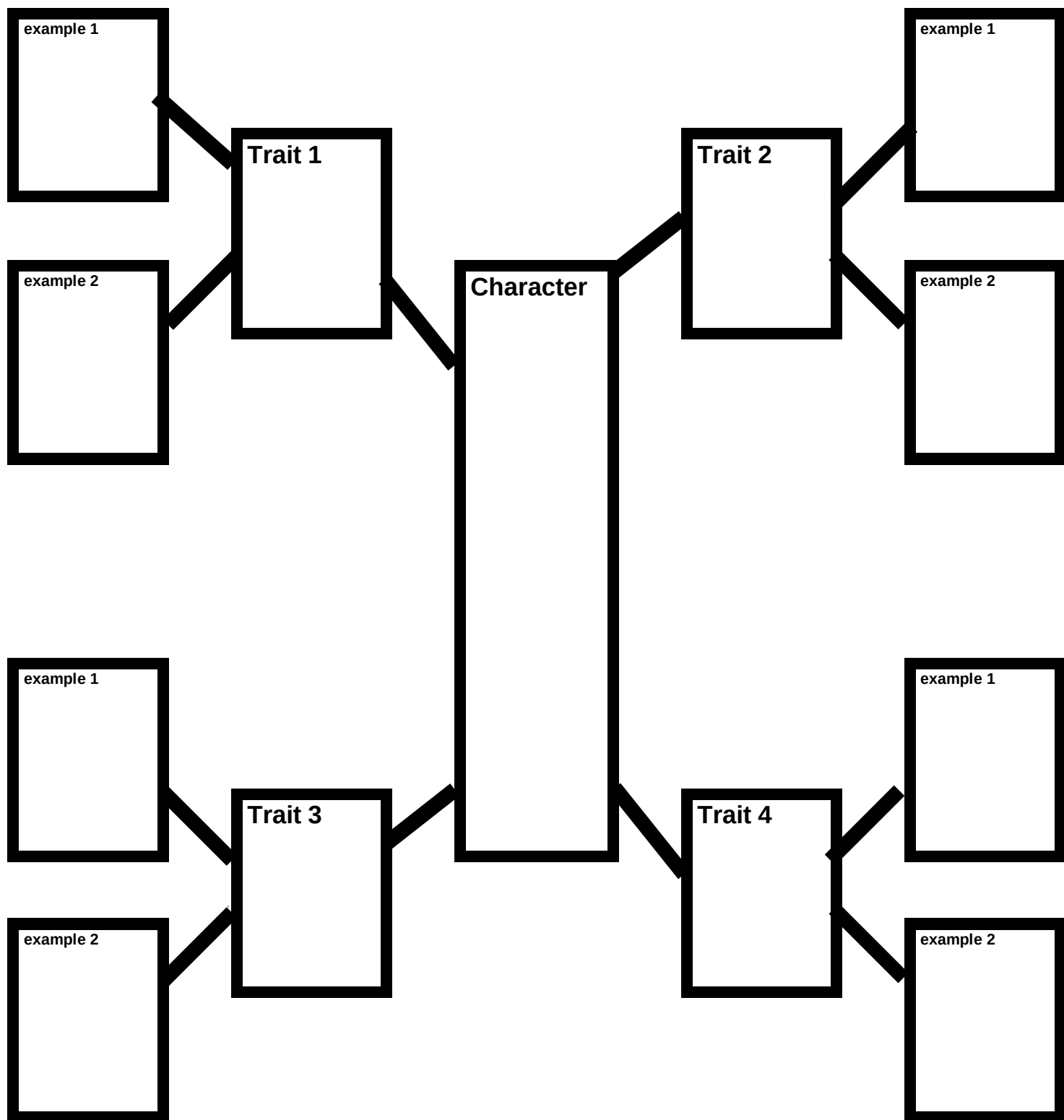
How does the fact that Maniac travels and stays with different families influence his perspective? How is Maniac's perspective unique? What is the author trying to tell the reader? Do you think experiences help shape your opinions?

Write a one paragraph argument in which you support your oppose the need for different experiences with different groups of people. 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.

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

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

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

Maniac Magee, Day 19



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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

How can you practice being assertive?

These are some ideas to get you started.

1. Start small. You wouldn't try to scale a mountain before reading a manual, practicing on a rock wall and then moving on to bigger peaks. Going in unprepared just sets you up for failure. Paterson suggested trying to be assertive in mildly tense situations, such as requesting to be seated at a different spot at a restaurant. Then gently work up to tougher situations such as talking to your spouse about infidelity issues, he said.

2. Learn to say no. People worry that saying no is selfish. It's not. Rather, setting healthy limits is important to having healthy relationships. Here are 10 ways to build and preserve better boundaries, along with 21 tips to squelch being a people-pleaser.

3. Let go of guilt. Being assertive can be tough — especially if you've been passive or a people pleaser most of your life. The first few times it can feel unnerving. But remember that being assertive is vital to your well-being. "Assertive behavior that involves advocating for oneself in a way that is respectful of others is not wrong — it is healthy self-care," Marter said. Sometimes, you might be unwittingly perpetuating your guilty feelings with negative thoughts or worries. "Replace negative thoughts — such as 'I am a bad person for not loaning my friend money' — with a positive mantra [such as] 'I deserve to have financial stability and not put myself in jeopardy,'" she said. Deep breathing also helps ease your worries and anxiety. "Breathe in what you need — peace, strength, serenity — and breathe out feelings of guilt, anxiety or shame."

And if you still feel uncomfortable, put yourself in a compassionate parent or best friend's shoes. "Sometimes it is easier to think about speaking up for somebody else who we love than it is for ourselves," Marter said.

4. Express your needs and feelings. Don't assume that someone will automatically know what you need. You have to tell them. Again, be specific, clear, honest and respectful, Marter said.

Take the example of ordering food at a restaurant, she said. You'd never just order a "sandwich." Instead you'd request a "tuna on rye with slices of cheddar cheese and tomatoes." If you're worried of upsetting someone, use "I" statements, which usually make people less defensive.

According to Marter, instead of saying, "You have no clue what my life is like, and you are a selfish ass," you might say, "I am exhausted and I need more help with the kids." What also helps is tempering your anger and speaking from a place of hurt, she said, such as: "I feel so lonely and need you to spend time with me."

"Focus on the real issue, not the minutiae," she said. In other words, "are you really mad that the toilet seat was left up or that you were up with the baby five times the night before?" If it's the baby — and it likely is — be clear and specific: "I am upset that I was up with the baby five times last night and need for you to get up at least twice a night."

5. Check out resources on assertiveness. In addition to Paterson's *The Assertiveness Workbook*, Marter recommended *Your Perfect Right: Assertiveness and Equality in Your Life and Relationships* (9th Edition) by Robert E. Alberti and Michael L. Emmons and *Assertiveness: How to Stand Up for Yourself and Still Win the Respect of Others* by Judy Murphy. Paterson also suggested taking a course on effective communication.

In today's reading *Maniac* is called to help the McNab brothers. Russell is on a trolley trestle scared and stuck. They are begging for Maniac to help them. Maniac calmly leaves them asserting his right to protect himself. This is the same trestle his parents died on and he chooses to walk away.

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

sensations pg. 170	merging pg. 171	veered pg. 171	harnessed pg. 171	gondolas pg. 172
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READ

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

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

pg. 170-174

Setting	Characters	Pages
About town	Maniac and Mars Bar	170-172
Train Trestle	McNab brothers, Mars, and Maniac	172-174

RESPOND

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

Students might mention

- Maniac and Mars Bar start bumping into each other on their early morning runs.
- They keep running together, taking turns creating a route.
- Some days it is around the East End, sometimes the West End, sometimes in the city, sometimes in the country.
- They never talk. They never even look at each other.
- They always diverge before daybreak.
- One morning, Piper McNab comes running up to them. Russell was stuck out on a trestle.

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

Add the train trestle to your map.

EXPLORE

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

Plot Profile Chart

Add to your plot profile chart. Add 2-3 more significant events. Rate them on a scale of 1-10 based on their intensity. Use the finished chart to write a summary of the reading.

Open Mind Portrait

Add to your OMP for Maniac. What is he thinking and feeling as he runs with Mars? As he sees Russell on the trestle? As he leaves him there and walks away? Add 3-5 new thoughts to your OMP.

Character Profile Chart

Add to your CPC for Mars. You will add to this as you read the novel. As you add to this cite pages and examples to support the traits the characters have. You may use this in your final writing prompt.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How did Mars and Maniac begin to run together? How do you think this interaction started to change their perspectives of each other?
2. What mood does the author having the two characters run side by side create?
3. Can you see how similar interests and backgrounds unite people? What was their common goal?
4. Can you make any predictions about how the book might end?
5. What mood does the author create by having Maniac walk away from the McNab boys? Why does Maniac walk away? What would you have done?

9. Analyze Analyze the key paragraph.**Key Paragraph**

Page 173:

With the drenched, mud-footed kid clawing at him, he turned without a word, without a gesture, and left the platform and went downstairs. Shortly he appeared on the sidewalk below. He crossed Main and continued walking slowly up Swede, Piper screaming after him from the end of the platform.

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

Why do you think Maniac didn't go after Russell? Do you think he was obligated to assist in this situation?

Write an argument in which you support or oppose Maniac's decision to walk away from the platform. 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.

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

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

Character Based Literacy Program Lesson Plan

Maniac Magee, Day 20



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

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What does it mean to go home? (for discussion)

Home can be a dwelling that you live in but it can also mean the center of something. There is a difference between a house and a home. A home is based on respect and caring for others. A home is a place people sleep.

In today's reading Mars and Amanda come to get Maniac from the Bison Pen. Amanda is angry at Maniac and tells him he is going home. She gives him all the reasons why her home is his home and for the first time Maniac can really stop running.

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

swatted pg. 174	amplified pg. 177	snickered pg. 177	pry pg. 178	wrenching pg. 181
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READ

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

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

p. 175-184

Setting	Characters	Pages
zoo	Maniac and Mars Bar	175-178
Mars House	Mars, his mom, Piper and Russell	178-179
Zoo	Maniac and Mars Bar	179-180
Bison Lean-to	Maniac, Amanda and Mars	181-184

RESPOND

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

Students might mention

- Mars Bar hears about how Maniac's parents died.
- Mars Bar invites him back to stay at his house and Maniac declines the offer.
- Amanda comes to the zoo and convinces Maniac he needs to come home and live with them.

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

Complete your map.

EXPLORE

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

Plot Profile Chart

Complete the PPC you started.

Optional: email author about how you liked his book or write a review for Amazon

Open Mind Portrait

Complete your OMP for Maniac. What is he thinking and feeling as Mars comes looking for him? Asks him to come to his house? When Amanda comes to find him and take him home? Add 3-5 final thoughts to your OMP.

Character Profile Chart Mars and Amanda

Add to your CPC for Mars and Amanda. You will add to this as you read the novel. As you add to this cite pages and examples to support the traits the characters have. You may use this in your final writing prompt.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What did Mars Bar and Maniac talk about at the zoo? What parts of Maniac's life did he share with Mars? What does Mars want from him?
2. What breakthrough happened in their friendship?
3. Were you surprised that Amanda came back into the story?
4. How does she interact with Maniac? What role does she assume in the relationship?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 184:

Maniac said nothing. He was quite content to let Amanda do the talking, for he knew that behind her grumbling was all that he had ever wanted. He knew that finally, truly, at long last, someone was calling him home.

EXTEND

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

Discuss the evolution of Mars Bar and Maniac's friendship. How did you like the book? What are your thoughts and feelings about how it ended? What lessons did some of the characters learn in the novel?

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

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

Character Based Literacy Program Lesson Plan

Maniac Magee, Final Writing Project



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.

Write a 5-paragraph argument paper.

Maniac had interactions with characters, which were significant and influential either for the positive, or negative. Throughout the novel you have created Character Profile Charts for the following characters

- Jeffery and Amanda—day 2, 6, 7, 20
- Maniac and Grayson—day 10, 11, 12, 13
- Maniac and the McNab's—day 15, 16, 17
- Maniac and Mars—17, 18, 19, 20

Choose one of the characters who you felt was the most significant.

Write a 5-paragraph argument in which you state why you felt this character was the most significant to Maniac and to the novel.

Introduce your claim and acknowledge the alternate or opposing claims.

Support your claim with logical reasons and relevant evidence (use the Character Interaction Chart)

Use words, phrases, and clauses to create cohesion and clarify the relationships among the claims, reasons, and evidence.

Maintain formal style.

Provide concluding statement or section that follows form and supports the argument you presented.