

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Introduction



Outcomes

Final Writing Product

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

In the novel *The View From Saturday*, some of the major themes of *The View From Saturday* can be described as:

- Kindness—Can you be kind if you have never been shown kindness?
- Diversity—should you be concerned with diversity because it is a “hot topic” issue or because you are concerned with helping move a group forward?
- Journey—taking the journey, learning, and living are more important than the destination, is there truth in this statement?

Write a 5-paragraph informative/explanatory essay in which you explore one of the major themes of the novel. Introduce the theme and how it affects the characters and the ideas surrounding the novel. Organize your ideas, concepts, and information using strategies such as definition and classification. Develop the topic with relevant facts, definitions, concrete details, quotes or other examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and vocabulary to inform about or explain the topic. Maintain formal style. Provide a concluding statement or section that follows form and supports the information presented.

Preview the novel by looking at the cover and the back cover. As a class predict what the book will be about. Why do you think the novel is titled *A View from Saturday*? Visit the attached websites. Use the information found to CUBE the author. You can use the cubes to write a biographical sketch on the author.

<http://www.scholastic.com/teachers/contributor/e-l-konigsburg>

<http://www.scholastic.com/teachers/article/el-konigsburg-interview-transcript>

Word Wall Ideas:

As you meet each character use a symbol of them for the word wall or timeline. Only use one symbol per day to highlight the character who is most featured in that day of reading.

Noah—Calligraphy pen or ink well;

Nadia—dog or turtle

Ethan—School bus;

Julian—House or cruise ship;

Mrs. Olinski—Heart

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 1



Outcomes for Today

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

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

PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is an Academic Bowl?

An Academic Bowl is a competition between public school and independent school teams on academic subjects. The winning school team is based on elimination rounds of the teams within the competition until there is a winning team. The teams may be made up of grade level students or subject matter teams. Academic knowledge, teamwork, decorum, and good citizenship are some qualities instilled in the pursuit of being a part of an academic bowl.

In today's reading we get a preview of the team at the bowl and how they came together as the Souls. We also meet Noah who is one of the team members. He shares his experience with older relatives in Florida.

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

extraordinary (2)	championship (2)	elimination (2)	commissioner (3)	calligraphy (4)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Setting and characters: Epiphany, New York; Mrs. Eva Marie Olinski, Noah Gershom, Tillie Nachman

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

Pages 1-8

Setting	Characters	Pages
The Academic Bowl in Albany, New York on the last Saturday in May	Mrs. Olinski, The Souls, Noah Gershom	1-4
Noah's house at his writing desk writing a bread and butter letter to grandparents	Noah's mother, Noah Gershom, Tillie Nachman, Joey	5-7
Century Village, Florida preparing for a wedding, and with Tillie preparing the wedding invitations	Margaret Draper, Izzy Diamondstein, Grandma Sadie, Grandpa Nate, Mr. Cantor, Mrs. Kerchmer, Tillie Nachman, Rabbi Friedman	7-8

RESPOND

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

Timeline Materials

- Large sheet of butcher paper to create a timeline, markers
- Tape, pins, magnets, or Velcro to fasten timeline to wall

Timeline Instructions

- Discuss the story to fix the facts: who, what, where, when, and why
- Decide on the 3-5 most important events, and add these to begin the timeline

Students might mention:

- Mrs. Eva Marie Olinski is the teacher mentor of The Souls at the Academic Bowl.
- The Academic Bowl is being held in Albany, New York.
- The Souls is the name of the four six graders Mrs. Olinski picked as a team.
- The Souls went to Epiphany Middle School in Epiphany, New York.
- Noah's mother makes him write a *bread and butter* letter to his grandparents.
- Noah's grandparents live in Century Village in Florida.
- Noah got involved in helping prepare for a wedding in Florida.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 5

"My mother insisted that I write a B & B letter to my grandparents. I told her that I could not write a B & B letter, and she asked me why, I told her that I did not know what a B & B letter was. She explained—not too patiently—that a B & B letter is a

bread and butter letter you write to people to thank them for having you as their houseguests” (p. 5).

EXTEND

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

In today’s reading Noah is asked to write a B & B letter. **Write an informative/explanatory paragraph in which you share the proper format of a B & B letter and the reasons behind writing a B & B letter.**

Introduce your topic, previewing what is to follow; organize your ideas clearly. Develop a topic with relevant facts, definitions, and details. Use appropriate transitions to create cohesion. Use precise language. Provide a concluding statement that supports the information presented and why it is important.

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

How does reading books help prepare you to answer questions about responsibility that you face every day in your life, or answering questions in your community?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 2



Outcomes for Today

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

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

PREPARE

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



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What is calligraphy?

Calligraphy is the method of beautiful writing using a pen, various nibs to produce different effects, and India ink to form the letters of the alphabet in a prescribed manner for each calligraphy style of letter formation. Calligraphy is used for addressing invitations and for certificates.

In today's reading Noah explains how he got involved in a wedding while he was visiting his grandparents and therefore how he learned to do calligraphy while he was there.

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

corsages (12)	unaccompanied (12)	embarrassing (13)	unfortunately (15)	artistically (16)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Point to each timeline event as you quickly review it.

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

Pages 9-16

Setting	Characters	Pages
Century Village, T.S. spilling ink; Noah's red wagon delivering groceries and a wedding cake.	Thomas Stearns, Tillie Nachman, Noah Gershom, Allen Diamondstein	9-16

RESPOND

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

Students might mention:

- Tillie Nachman was from New York City, New York.
- Tillie claimed that to properly fill a pen to write calligraphy takes six steps.
- Tillie Nachman taught Noah how to write calligraphy.
- Tillie's cat, T.S., got black ink paw prints on the wedding invitations, but Noah found a solution.
- Century Village created a shopping list, and then Tillie and Noah went to the store and bought the groceries, and Noah delivered the groceries with his red wagon.
- Grandpa Nate and Noah attempted to deliver the wedding cake and three bags of ice using his red wagon, but Allen Diamondstein accidentally tripped on the handle of the red wagon and the cake fell onto the sidewalk.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 10

"When I told Tillie that six steps seems a lot to have to do before you begin, she said, 'You must think of those six steps not as preparation for the beginning, but as the beginning itself' (p. 10).

EXTEND

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

Tillie told Noah about the importance of the six steps for filling a calligraphy pen when she said, "You must think of those six steps not as preparation for the beginning, but as the beginning itself." Think of a time or situation that you had to prepare to do something before you actually got to start (packing for a trip, preparing to move or go to a new school, preparing for a job interview).

Write a one-paragraph explanatory/informative paragraph in which you introduce your topic, previewing what is to follow. Organize your ideas, concepts, and information. Develop your topic with relevant facts, definitions, and details. Use appropriate transitions. Provide a concluding statement that follows from and supports your introduction.

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 3



Outcomes for Today

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

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

PREPARE

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



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What is a rabbi?

The Hebrew word, rabbi, means teacher. Those of the Jewish faith have religious teachers who are religious leaders, called rabbis, in synagogues, places for worshiping God. A rabbi usually is a male in the Orthodox Jewish community. The rabbi in other Jewish communities may be a male or a female. The rabbi is trained in a rabbinical school in Jewish law, tradition and rituals.

In today's reading Noah ends up being the best man at Izzy Diamondstein and Margaret Draper's wedding. He shares about the Jewish traditions and his role in the wedding.

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

multiculturalism (22)	rabbi (17)	plunger (20)	coiffed (21)	diversity (22)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.

- Point to each timeline event as you quickly review it.

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

Pages 17-24

Setting	Characters	Pages
Century Village wedding with Noah as Best Man	Noah Gershom, Mrs. Potter, Allen Diamondstein, Tillie Nachman, Grandma Sadie, Grandpa Nate, Mr. Cantor, Izzy and Margy, Bella Dubinsky	17-19
Epiphany, New York in Noah's bedroom.	Noah Gershom	20
Academic Bowl in Albany, New York on the last Saturday in May	Mrs. Olinski, The Souls, Dr. Roy Clayton Rohmer, Nadia Diamondstein, Commissioner of Education	21-24

RESPOND

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

Students might mention:

- Noah becomes the best man, with a tee shirt tuxedo, and does a good job.
- Noah comes up with the five surprise gifts for the paw print invitations.
- Izzy left the red wagon for Noah.
- Noah finishes his letter to his grandparents.
- Mrs. Olinski describes Noah as a brunette, meaning he has brown hair; Nadia as a redhead, Ethan a blonde, and Julian as having blue-black hair.
- The Soul's success at the Academic Bowl made Mrs. Olinski less timid.
- Mrs. Olinski defined The Souls' multiculturalism to Dr. Rohmer.
- Nadia Diamondstein answered the question about the portion of the Atlantic Ocean know for seaweed in the Academic Bowl.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 22

"'Oh', she said, 'then we are still safe, Dr. Rohmer. You can tell the taxpayers that the Epiphany Middle School team has one Jew, one half-Jew, one WASP, and one Indian'" (p. 22).

EXTEND

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

Mrs. Olinski respond to Dr. Rohmer by telling him she does have a diverse group of students on her team. In what ways can diversity be measured? Do you think that color of skin is the only way of making that distinction?

Write a one-paragraph informative/explanatory in which you explain diversity and how diversity can be categorized in a number of ways. Introduce your topic clearly. Develop your topic with relevant facts, definitions, and details. Use appropriate transitions to create cohesion. Use precise language. Conclude with a statement that follows from and supports your topic.

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

How might divorce affect parents and the children involved in the divorce, and what can we do to help fellow students who might struggle with the same feelings as Nadia had in the story?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 4



Outcomes for Today

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

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

PREPARE

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



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What is a condominium?

A condominium is a dwelling that is attached to another dwelling. A condominium (condo) is larger than an apartment, but smaller than a townhouse or single family dwelling. It usually has one or more bedrooms, a living room, kitchen, one or more bathrooms, and a dining area. It is smaller than a townhouse.

In today's reading we meet Nadia. She is Grandpa Izzy's granddaughter and her friend Noah had been best man in their wedding. Nadia is staying with her dad who doesn't want to leave her alone. During her stay, he takes her to her grandparents' home, which is now a condominium.

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

disrespectful (25)	atrociously (27)	unforeseen (28)	condominium (30)	pubescence (30)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Point to each timeline event as you quickly review it.

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

Pages 25-32

Setting	Characters	Pages
South Florida at Grandpa Izzy's condo; dad's swinging singles apartment	Nadia Diamondstein, Grandpa Izzy, Margaret Diamondstein, Nadia's dad, Ginger, Ethan	25-30
Grandpa Izzy and Margaret's condominium.	Grandpa Izzy, Nadia, Margaret, Ginger, and Ethan	31-32

RESPOND

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

Students might mention:

- Nadia visited her father in August down in Florida.
- Nadia's father was nervous, didn't like being alone, and hovered over Nadia.
- Nadia gets to see her Grandpa Izzy and his new wife, Margaret, and Margaret's grandson, Ethan, while visiting her father in Florida.
- Nadia's mother works for Noah Gershom's father as a dental hygienist.
- Nadia arrives to visit Grandpa Izzy and Margaret after they had already left for their turtle walk on the beach.
- Grandpa Izzy introduces Ethan to Nadia.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 31

"He introduced himself and asked her if she would like to take a walk with him. She replied by inviting him to join him on her turtle walk. He accepted, not even knowing where or what it was. And they have been doing it ever since" (p. 31).

EXTEND

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

Grandpa Izzy and Margaret met doing turtle walks. The turtles they were walking and finding are on the endangered species list. **Write an informative/explanatory essay paragraph about an endangered or threatened animal that you know of and state at least three reasons you think that animal is important to protect. Introduce your topic clearly. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions. Provide a conclusion that supports the information presented and supports your introduction.**

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

Learning about different cultures involves learning about different foods. How many different foods from other cultures have you tried in the past year?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 5



Outcomes for Today

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

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

PREPARE

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



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What are Loggerheads?

Loggerheads are sea turtles, one species of turtles whose nests are found on Florida's beaches along the Atlantic Ocean. The Loggerhead turtles are an endangered species of sea turtles that lay eggs in nests the female digs on those Florida beaches amid hotels and people enjoying the beaches.

In today's reading Nadia goes with her grandfather, Margaret, Ethan, and her father to dig out a turtle nest. They inventory the eggs and nest to make sure all of the turtles which can survive are able to leave the nest and get to the water. Turtle watchers have to be licensed and help protect the species.

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

exceptional (33)	fascinating (36)	ruggelach (39)	enthusiastic (36)	hovering (36)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of The View from Saturday.

- Point to each timeline event as you quickly review it.

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

Pages 33-40

Setting	Characters	Pages
Grandpa Izzy and Margaret's condominium.	Grandpa Izzy, Nadia, Margaret, Ginger, and Ethan	33-36
Florida beach with Loggerhead turtle nests.	Nadia, Margaret, Grandpa Izzy, Ethan, fifteen volunteers, Nadia's father	36-39
Grandpa Izzy and Margaret's condominium.	Nadia, Margaret, Grandpa Izzy, Ethan, Nadia's father	39-40

RESPOND

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

Students might mention:

- Loggerhead turtles, a threatened species, need beaches to lay their eggs.
- Nadia and Ethan talk at the pool and get to know each other better.
- Nadia mentions to Ethan that she is half-Jewish and half-Protestant.
- Margaret keeps detailed records about the Loggerhead turtle nest.
- Grandpa Izzy enjoyed ruggelach and bobka, but had adjusted to Entenmanns and Oreos.
- Nadia's father, Nadia, Ginger, and Ethan accompanied Grandpa Izzy and Margaret on their turtle walks on the Florida beach.
- Margaret rescues a live-pipped turtle in a nest they inspect and record the data on the nest.
- Everyone got to go and see *The Phantom of the Opera* and to the Rascal House for ice cream afterwards.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 38

"We never carry them to the water,' Margaret explained. 'They must walk across their native sand. We think that something registers in their brains that kicks in twenty-five years later because they return to the beach where they were born to lay their eggs'" (p. 38).

EXTEND

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

Think about animals (turtles, butterflies, chickens) and people need to "walk across their native sand" on their own. Can you think of times in your life that having too much assistance was equally as harmful as having too little?

Write a one paragraph informative explanatory paragraph in which you inform your reader how struggles are needed for us to learn lessons and to have information stick.

Introduce your topic clearly. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions to create cohesion. Use precise language. Establish and maintain formal style. Conclude with a statement that supports your introduction.

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

Someone said, "It takes all kinds of people to make up the world." How does our novel demonstrate this perspective, and how does your world compare to the novel's characters and the concept that it takes all kinds of people to make up the world?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 6



Outcomes for Today

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

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

PREPARE

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



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Why does a theater have trap doors?

A theater with live actors and actresses has trap doors to make the scenes come alive by allow different action scenes enabling objects to be inserted on stage and removed, as well as actors and actresses to appear on a set or disappear as the script directs.

In today's reading Ethan goes with the family to see the play Phantom of the Opera. He was grateful and impressed with the production aspects of the play. Nadia learns that Ethan and his grandmother knew a lot of information about her and her life but no one had shared with her.

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

particularly (41)	affectionate (42)	tolerant (45)	interfering (47)	recipient (47)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Point to each timeline event as you quickly review it.

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

Pages 41-48

Setting	Characters	Pages
Grandpa Izzy and Margaret's condominium in south Florida	Grandpa Izzy, Margaret, Nadia, Ethan Potter, Nadia's father, Ginger	41, 43-48
The theater, the Rascal House	Grandpa Izzy, Margaret, Nadia, Ethan, and Nadia's father	41-42
Southern Florida beach where the Loggerhead turtle nests are located	Grandpa Izzy, Margaret, Nadia, Ethan, and Nadia's father, Ginger	42-43

RESPOND

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

Students might mention:

- Nadia's dad dropped his bombshell of wanting to get permitted for caring for Loggerhead turtle nests like his father, Grandpa Izzy.
- Grandpa Izzy did not want to hug or congratulate Nadia when he found 100 percent of the turtle nest emerged.
- Ethan tells Nadia about Noah being the best man at Grandpa Izzy and Margaret's wedding.
- Nadia finds out Ethan knows her mother and feels like she has been stalked.
- Nadia thinks Margaret has something to do with her mother leaving her father.
- Nadia gets angry and does not want to go on any more turtle walks.
- Nadia's dad cannot understand why Nadia will not go to her grandfather's condominium or go on any more turtle walks.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 45

"No one seemed to think that it would matter to me where I lived. No one seemed to think it would matter to me whether I spent my life in New York or Florida, or commuting between the two" (p. 45).

EXTEND

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

Nadia is at the mercy of her parents' and her grandparents' decisions. Think of a time you were placed at the mercy of others and the decisions they made that affected you. How did that make you feel? What factors would have made you feel more empowered? Do parents have the obligations to tell their children everything? What could Nadia have done to be more involved in the decision making process (relating to their move and the divorce)?

Make a list of three things that Nadia could have done to participate more in the decisions that were being made surrounding their move and the pending divorce. Choose one of them and write an informative/explanatory paragraph in which you share with your readers a step Nadia could have made to feel more empowered relating to decisions that affected her. Introduce your topic. Develop a topic with relevant facts and ideas. Use appropriate transitions to create cohesion. Use domain specific language. Conclude with a statement that supports your introduction.

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

If everyone helped one other person and protected five resources of our earth by recycling each day, just think how our society and our world would benefit. Have you done your part in being responsible by doing something to help others and our earth?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 7



Outcomes for Today

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

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

PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a northeasterner?

A northeasterner is a storm with high winds that goes up the eastern coast of the United States. The storm includes high gale force winds and rain, or gale force winds and snow that create a blizzard condition for the parts of the eastern United States where the storm strikes. Flooding from the heavy rains or snowdrifts from the heavy snow is a part of a northeastern storm pattern.

In today's reading Nadia refuses to spend time with her grandparents, father, and Ethan. She wants the time with her father. A storm hits threatening the turtle hatchlings. Izzy calls asking for Nadia's help. She shares the news with her father and they realize their lives are much like the turtles. They too have been displaced and Nadia is going to have to travel between her dad and home...and they too will need a lift sometimes.

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

preoccupied (49)	unwillingness (50)	permitted (50)	accommodations (52)	philosophical (54)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Point to each timeline event as you quickly review it.

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

Pages 49-56

Setting	Characters	Pages
Swinging singles apartment of Nadia's father	Nadia, Nadia's father, Ginger, Grandpa Izzy	49-56
Nadia's father's car	Nadia, Nadia's father	56

RESPOND

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

Students might mention:

- Nadia is not dressed to go with her father in the morning; she's not going.
- Nadia is focused on her dad using child custody time for his own interests.
- Nadia did not answer the telephone all day, just listening to the answering machine then erasing the answers.
- Nadia's dad takes the next day off, planning to take Nadia to Disney World.
- Disney World was a two-hour drive from Nadia's father's apartment.
- A northeasterner hits Florida and threatens the turtle hatchlings.
- Grandpa Izzy calls for Nadia and her father's help in rescuing the hatchlings.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 55

"I paused in my narrative. I focused hard on Dad, and he focused hard on me. 'Are you with me?' I asked. My father nodded, so I continued. 'Here is the tragic part. Even if the tide does wash them back into the water, they will not be able to get back home because once the swimming frenzy is turned off, it is turned off forever. Turtles do not have an emergency power pack or a safety switch to turn it on. So, they are, once again at the water's edge, but this time they are without the mechanism for swimming east. That is why they will be lost at sea. They will want to graze. They will have an appetite, but they will not be where they can satisfy it, and they will not know how to get there because they cannot turn back their internal clock. They will not find home. They will not find food. They will starve and grow weak and be eaten'" (p. 55).

EXTEND

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

Think about a time where there was a crisis and a response needed to be made to save—something or someone (real or imagined).

Write an informative paragraph detailing the response. What did you or someone you know, do to respond to the need?

Introduce your topic clearly. Develop the topic with relevant facts and details. Use appropriate transitions to create cohesions and clarify relationships. Provide a concluding statement that follows from and supports the introduction.

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

How does our country show concern for the environment and species that are threatened? How might we do better to be responsible stewards of the earth?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 8



Outcomes for Today

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

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

PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is women's suffrage about?

Women's right to vote began with Abigail Adams writing a letter to her husband in 1776 concerning "remembering the ladies" while working on the Declaration of Independence. It was not until 1919 that women were given the right to vote. Women, especially Susan B. Anthony, advocated for suffrage in the early 19th century, with the 19th constitutional amendment introduced in 1878 and finally passed in 1919.

In today's reading we meet Ethan in more detail. He describes his role in his family and his family's role in the community. He observes a lot and notices what is taking place around him. He was placed on the team without him or anyone else knowing it at first.

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

immediately (57)	reorganized (58)	refrained (59)	suffragette (62)	parceled (63)
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READ

Review Review the timeline from the beginning every day.

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

Pages 57-64

Setting	Characters	Pages
Nadia's father's car	Nadia, Nadia's father	57
Epiphany, New York	Eva Marie Olinski, Margaret Draper, Izzy Diamondstein, Ethan Potter, turtles	58-59
Albany, New York	Commissioner of Education for New York, Ethan Potter	60
School bus in Epiphany, NY	Ethan Potter, Mrs. Korshak	61-64

RESPOND

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

Students might mention:

- Nadia and her dad discuss the life cycle of the Loggerheads as they travel in the northeastern to the beach.
- The author inserts information about Mrs. Olinski's life as a teacher with her principal, and then her accident, and knowing Ethan is Margaret's grandson.
- The commissioner asks about women in New York's history and the four historical places associated with the famous women; Ethan would know all four places and the woman associated with each place.
- Ethan Potter boards the school bus with Mrs. Korshak as the driver; sitting in his usual place.
- Ethan's family was made up of educators and farmers on both sides.
- Mrs. Olinski was Ethan's homeroom teacher for sixth grade.
- Luke Potter was Ethan's older brother; six years older.
- The bus stopped at The Farm, and then drove on to the Sillington place.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 60

"The place names are Seneca Falls, Homer, Rochester, and Auburn,' Ethan rang in as the last syllable sounded. Yes. Ethan Potter would know all four parts. Yes, yes, yes, and yes" (p. 60).

EXTEND

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

Ethan recalls how his family has been influential in his town. Write an informative/explanatory paragraph on how your family's history has impacted your life today by describing one important person in your family that showed responsibility through actions taken that made a positive difference in your family or community.

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

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

What important actions might a class take on as responsible stewards of the earth in order to help protect our community and the earth?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 9



Outcomes for Today

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

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

PREPARE

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



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What is a bed and breakfast (B and B)?

A Bed and Breakfast is usually a home where people can sleep in a bedroom, use the bathroom, and get a breakfast for a specific price. Sometimes the B and B also provide other meals, such as lunch and dinner. Some B and B's are famous for their chefs, accommodations, and their hospitality to their guests.

In today's reading we are introduced to Julian Singh. He is a new student and resident in Epiphany. He is British Indian and he and his father had lived on cruise ships where his father was a chef. They bought and moved into the Sillington House to convert it into a B & B.

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

expectations (66)	responsible (67)	inevitable (68)	paraplegic (68)	complicated (70)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.

- Point to each timeline event as you quickly review it.

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

Pages 65-72

Setting	Characters	Pages
School bus	Ethan Potter, Julian Singh, Mrs. Gershom	pp. 65-68, 71-72
Epiphany Middle School, room twelve	Mrs. Olinski, Hamilton Knapp, Nadia Diamondstein, Noah Gershom, Michael Froelich	pp. 68-71

RESPOND

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

Students might mention:

- Ethan describes the Sillington house, and then sees Julian in front of the house for the first time as the school bus approaches.
- Julian Singh is from India and wears unusual clothes and carries a leather bag.
- Julian asks to sit next to Ethan Potter on the bus, and then Ethan asks about what is a B and B, and finds out Julian's father is the chef of the B and B he bought.
- Mrs. Olinski is the first teacher at Epiphany to teach from a wheelchair.
- Hamilton Knapp is introduced as a person who is a bully of others.
- Ethan notes Nadia Diamondstein as a girl of interest in his class.
- Someone changed the word "paraplegic" to the word "cripple" on the blackboard.
- Julian is accosted by Hamilton and Michael after getting off the bus on the third day.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 67

"Yes," Julian smiled, "A chef. He was a chef on board the *Skylark* the cruise ship. Father decided that we needed to settle down. He has always wanted to own an inn, so he purchased Sillington House. That is what we call it" (p. 67).

EXTEND

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

Julian and his father are on a new adventure. Used to living on cruise ships in international waters Julian is at a new school in a new town. Think about a time you had to experience something for the first time.

Write an explanatory paragraph in which you share your experience and the steps you took to prepare for something new.

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

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

India faced injustice as a nation, but overcame injustice with the actions of one man leading a nation. What can you learn from the life and philosophy of Mahatma Gandhi in relationship to justice requires action?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 10



Outcomes for Today

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

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

PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is an impressionistic artist?

An impressionistic artist creates artwork based on his/her impression of the colors and structure of the original scene being painted or drawn. Impressionist artwork began in Paris in the late 19th century as artists in opposition to traditional methods. Pastel colors were highly used, with emphasis on light in the scenes. One widely acclaimed artist, Monet, has works in many museums worldwide. Impressionist art remains the most attractive style of modern artwork.

In today's reading Julian is still being mocked by many of the kids at school. Ethan decides to do what he can to assist when he can. With that, their friendship started. Julian is in the process of inviting Ethan and Nadia to tea and he does it in a very mysterious way.

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

disentangled (73)	incident (74)	established (76)	dimensional (78)	reproduction (80)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Point to each timeline event as you quickly review it.

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

Pages 72-80

Setting	Characters	Pages
Epiphany Middle School	Ethan Potter, Julian Singh	72-74
Farmer's Market	Ethan's mother, Ethan Potter, Julian Singh, Julian's father	74-76
Ethan's home	Ethan Potter	76, 77-78
School bus and Epiphany Middle School	Ethan Potter, Julian Singh, Nadia Diamondstein	77
Mall	Ethan Potter, Ethan's mother, store clerk	79-80

RESPOND

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

Students might mention:

- Julian's bag now read, "I am a passenger on spaceship Earth."
- Ethan sells Julian's dad four pumpkins at the Farmer's Market.
- Julian gives Ethan a 10-dollar bill with a note stuck to the bill.
- Ethan figures out that the strange invitation is to a tea party on Saturday at 4 pm at the Sillington House.
- The tea party was on October 14th according to the calendar page note.
- Ethan buys a heart-shaped puzzle for Julian's tea party.
- Ethan walks to the Sillington House tea party carrying his gift.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 73

"Between the a and ass, he had squeezed a p. And in the space beneath that, he had changed the message. His book bag now read: I am a passenger on Spaceship Earth" (p. 73).

EXTEND

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

Julian made a very distinct choice to change the message he received. He could have chosen to fight back, but he chose to change the message and continue

on. Think of a time that you had to make a conscious choice to act and react with respect and dignity.

In a paragraph explain the situation and what happened. Introduce your topic clearly; preview what is to follow. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Establish and maintain formal style. Provide a concluding statement that follows from and supports your introduction.

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

How does the world see nonviolent response to injustice? Knowing Mahatma Gandhi and Rev Dr. Martin Luther King's responses to injustice in their countries, what might you do differently in the future when you encounter injustice?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 11



Outcomes for Today

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

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

PREPARE

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



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What is a chanteuse?

A chanteuse is the feminine form of French word, “chanteur”, meaning to sing. The term is first used in 1844, and speaks of a woman singer, especially in a concert, nightclub, or cabaret. The term comes from “chanter.”

In today’s reading the teens arrive at Julian’s for tea. Nadia, Ethan, and Noah were all invited and all brought gifts. Julian shares a little about his mother and the life he lead until arriving in Epiphany. All of the kids were able to slow down and appreciate tea.
http://www.etiquettescholar.com/dining_etiquette/tea_etiquette.html

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

ignition (81)	silhouetted (82)	acknowledging (83)	chanteuse (84)	presence (88)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Point to each timeline event as you quickly review it.

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

Pages 81-88

Setting	Characters	Pages
Puzzle store, car, and Ethan's house	Ethan, store clerk, Ethan's mother	81
Sillington House	Ethan, Nadia, Julian, Mr. Singh, Noah, Alice, Mrs. Gershom	82-88

RESPOND

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

Students might mention:

- Ethan buys a heart-shaped puzzle it is wrapped in pink paper, for Julian.
- Ethan decides to walk to Sillington House.
- Ethan, Nadia, Noah, Alice, and Julian meet on the front porch of Sillington House.
- Nadia gives Julian a puppy named Alice, daughter of her dog, Ginger.
- Noah and Nadia trade small talk about the puppy as a gift for Julian.
- Julian's mother was a chanteuse, but she died, but since she was American and Julian was born on a ship, he is American.
- The group sipped tea, ate small sandwiches and pastries, Ethan told a joke, and Julian opened his two gifts of a calligraphy pen, black ink and a pad of paper from Noah and a puzzle from Ethan.
- Noah offered to teach everyone calligraphy.
- Julian was excited about the puzzle so they all worked on it together.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 85

"I think we must join our other guests,' he said. 'Please,' he said. I crossed in front of him, and as I did so, I felt that I was crossing from stage right to stage left and wearing a tuxedo, and I did not mind that feeling at all" (p. 85).

EXTEND

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

Ethan the others have been invited into a new experience and they all decided to embrace their new friend and their new experience. Imagine you are having a party and invite your friends.

Write an explanatory paragraph--what kind of party you would have, and how you would invite them over to your home. Include in your paragraph what you would

serve them to eat, and what you would do to help build positive relationships between your new friends?

Introduce your topic clearly, previewing what is to follow. Develop the topic with relevant facts and details. Use appropriate transitions to create cohesion. Use precise language. Provide a concluding statement that follows from and supports the information presented.

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

How do people get to know new people and new cultures without offending anyone?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 12



Outcomes for Today

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

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

PREPARE

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



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What is involved in removing old wallpaper?

Wallpaper is held to the wall by a paste that has water as a part of the gluing process. Steam is used to moisten the glue beneath the wallpaper so it can be removed before applying the new all paper. Wallpaper may be removed in sections or strip, depending on how it has been applied to the wall originally. New methods of removing wallpaper include using a tool to score the old wallpaper, using a spray bottle with warm water and a chemical that dissolves the glue, and then using a wallpaper scraper to remove the old wallpaper and the spray bottle for stubborn spots. It takes time and patience to not damage the wallboard beneath the old wallpaper. Then the old glue is removed before new wallpaper paste and wallpaper can be applied to the wall.

In today's reading the team gets involved in helping with projects at the B & B. Today they were there to peel wallpaper prior to having tea. They made a game of their work and the prize for peeling the longest piece of wallpaper was thinking of a name for their group. They decided to call themselves the Souls.

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

clutched (91)	applauded (93)	triggered (93)	mispronouncing (94)	spontaneous (96)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Point to each timeline event as you quickly review it.

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

Pages 89-96

Setting	Characters	Pages
School bus	Julian, Ethan	89
Sillington House	Mr. Singh, Ethan, Julian, Nadia, Noah, Gopal	89-93, 96
Epiphany Middle School	Mrs. Olinski, Hamilton Knapp,	94-95
Albany's Academic Bowl	Mrs. Olinski, The Souls	96

RESPOND

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

Students might mention:

- Ethan boarded the bus, Julian boarded the bus, but neither spoke to each other.
- The next Saturday at 4 pm there was another tea party, after peeling wallpaper.
- Nadia wins the prize for the longest strip of wall, and the prize was picking the name for their group, The Souls.
- On another Saturday, The Souls reflect verbally on a day each member would like to live over.
- Julian introduced a new concept to the group, having chops.
- Mrs. Olinski realized sixth graders had changed when she saw the word, cripple, written on the blackboard.
- Ethan completed the question correctly about the four places in New York, and everyone clapped, and The Souls scored more points.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 96

"Mrs. Olinski remembered the day that the rude applause had distracted a performance. Her fourth choice had been causing her problems, but it had been on the very day when the rude applause interrupted a play that she made the fourth and final choice for her team" (p. 96).

EXTEND

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

Making choices can be difficult, as it was for Mrs. Olinski. **Write an informative/explanatory paragraph in which you detail the steps you use in making responsible choices in your life. How did you learn to make correct choices in your life? How does making responsible choices require proper actions to back up those choices? Can you make good choices for yourself and others without being a leader?**

Introduce the topic, previewing what is to follow. Develop the topic with relevant facts. Use appropriate transitions. Provide a concluding statement that follows from and supports the information presented.

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

Everyone has to make choices in life. What is your basis for making right choices for your life? What role does justice play in making correct choices in life decisions?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 13



Outcomes for Today

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

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

PREPARE

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



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What is an acronym?

An acronym is a word formed from the initial letters of a series of words, such as PCS stands for Permanent Change of Station in the military. Sometimes only the initial letters of the most important words in the series are included in the acronym. What are some acronyms that you know and use every day?

In today's reading there is a synopsis of one of the bowl questions. Nadia's dog, Ginger, tries out for the school play.

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

thoroughly (97)	acronym (98)	audition (100)	bickering (101)	excessive (102)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Point to each timeline event as you quickly review it.

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

Pages 96-104

Setting	Characters	Pages
Sillington House	Julian, Nadia, Noah, Ethan	96
Albany, NY Academic Bowl	Commissioner, Julian Singh	98
Sillington House	Julian, Ethan Potter, Nadia Diamondstein, Ginger, Noah, Sapphire, Mr. Singh, Alice	99-102
Epiphany High School	Ethan, Julian, Noah, Nadia, Ginger, Mrs. Reynolds, Michael Froelich, Hamilton Knapp, Arnold	102-104

RESPOND

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

Students might mention:

- The Souls discussed how to help Mrs. Olinsky.
- Julian answers the question about acronyms, providing two – posh and tip.
- Julian shares about the time Ginger tried out for a part in the play *Annie*.
- Noah and Nadia argue over what Noah knows about dogs.
- The Souls attended the dog try-outs for the play, and Ginger won the part.
- Ethan addresses Mrs. Reynolds after she confronts the yelling of the Souls for Ginger winning the primary role for the dog in the play.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 104

"Ginger was in every way superior to every other dog there. Even her mixed-breed looks better suited the part than Arnold's purebred sleekness. Ginger was first rate. Ginger had star quality. Ginger got the part" (p. 104).

EXTEND

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

Do you think the auditions for the part of Sandy were done fairly? Have you ever experienced someone being chosen for a part or activity when they weren't the best candidate? **Write an explanatory paragraph in which you describe your feelings about someone else being chosen for an activity rather than you. Explain the process. How fair did the process seem to you? How did The Souls prepare Ginger for the try out in the play, and is this a helpful idea for your life? Introduce your topic, previewing what is to follow. Develop the topic with relevant facts and details. Use precise language and appropriate transitions. Provide a concluding statement that follows from and supports the introduction.**

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

How does your school prepare you for being chosen for an activity in the future, such as a college, university, or playing for a sports team?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 14



Outcomes for Today

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

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

PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is an understudy?

An understudy is a person who studies the lead in a performance so that if something happens to the lead, the understudy can step in. In the case of this novel, Ginger's understudy for her part in the play, was Arnold, who could take her role if anything happened to her so she could not perform.

In today's reading Ginger was cast as the lead "Sandy" in the play Annie. Her understudy was Arnold. Arnold was to attend all rehearsals without being able to perform unless something happened to the first performer. Julian learned that Ginger was to be given poisoned dog treats. He had to get to the stage area to warn Nadia.

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

understudy (106)	carafe (106)	tranquilizer (108)	glistens (110)	invisibly (110)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.

- Point to each timeline event as you quickly review it.

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

Pages 105-112

Setting	Characters	Pages
Epiphany High School	Ethan, Mrs. Reynolds, Lucas, Ginger, Michael Froelich, Arnold, Julian	105
Sillington House	Mr. Singh, Julian, Mr. and Mrs. Diamondstein	105-106
School Bus and Epiphany High School	Julian, Jared Lord, Ham Knapp, Nadia, Ginger, Dr. Knapp, Noah, Ethan, Michael Froelich, Arnold, Mrs. Reynolds	106-112

RESPOND

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

Students might mention:

- Ginger wins the dog's role for the play; Arnold is made the understudy.
- Mr. and Mrs. Diamondstein fly into Epiphany from Florida to see the play and visit the Potters.
- Mrs. Singh prepares Sillington House for its first guests, the Diamondsteins.
- The Souls and others are transported by bus for the play's dress rehearsal.
- Hamilton Knapp plans to embarrass Ginger by doctoring her treats.
- Mrs. Reynolds substitutes Arnold at the last minute for the play.
- Nadia informs Julian about the last minute switch of Arnold for Ginger for the dress rehearsal.
- Julian realizes that Arnold will eat the doctored treats and Michael Froelich will be embarrassed by Arnolds' reaction to the treats.
- Julian figures out a way to prevent Arnold from eating the treats.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 112

"There they were, waiting on the prop table. There they were, awaiting my decision" (p. 112).

EXTEND

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

In today's reading Julian had a decision to make. He could say and do nothing, allowing Arnold to eat the treats and getting sick. Ginger would get to perform and Ham would hurt his friend. OR he could say/do something to assist both dogs. He made his choice.

Write an explanatory paragraph, share a time in your life that you knew about something bad that would happen to someone if you said or did nothing. How did you make the right decision to prevent something bad from happening because you knew it would be wrong not to take the right action to prevent wrong from happening? How does this action enable/support you being a leader?

Introduce your topic clearly, previewing what is to follow. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions. Use precise language. Establish and maintain formal style. Provide a concluding statement that follows from and supports the information and explanation presented.

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

Why should people in a community respond correctly to a plan to do something wrong to a person, if they can do something to prevent the behavior?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 15



Outcomes for Today

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

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

PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a “good audience”?

A good audience knows when to applaud, when to be quiet and respectful, and when to laugh. A good audience is not rude, disrespectful, nor detracts from the presentation or performance being provided to the audience. A good audience knows how to act properly in every circumstance.

There's a wealth of entertainment offered in widely differing settings, but the following fundamentals of good audience behavior are adaptable to virtually any situation:

- **No talking, unless audience participation is requested by the performers.** If something must be said, whisper it quickly. Excessively shushing a talkative neighbor can be just as disturbing.
- **Use good posture.** Auditorium seating is often arranged so that the person in the seat behind can see between the two seats in front, so slumping sideways or lounging on a partner's shoulder blocks the view.
- **Remove hats.** Ladies, if your hat is part of your outfit, you can keep it on as long as it doesn't block anyone's view.
- **Noises off.** Turn off cell phones, beepers, audible watches, and any other sound-making gadgets before any performance.

- **Lights out.** Don't forget, the screen on your mobile device can be a distraction too.
- **Snap, crackle, pop.** No rattling of candy boxes or ice in cups, shaking popcorn containers, or slurping drinks.
- **Control coughing.** Muffle coughs and sneezes with a handkerchief. Cough drops and mints may be helpful, but leave if you can't stop the attack.
- **Avoid other sounds that can disturb the people around you and the performers.** Munching noisily, smacking or cracking gum, rattling the pages of programs, tapping feet or drumming fingers, humming or singing along, rummaging in purses—these are just a few of the things that can annoy those around you.
- **Smoke only in designated areas.** Leave and find a place outside if you must smoke.
- **Don't take flash photos or shoot video during live performances.** The point is to do nothing that will distract the performers or disturb others in the audience.
- **Dispose of trash, including chewed gum, in waste containers.** Tell an usher or attendant if anything was spilled, as a courtesy to the next person who has your seat.

<http://emilypost.com/advice/audience-etiquette/>

In today's reading the students do a dress rehearsal of *Annie*. Some of the students display horrible etiquette after the performance.

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

respectively (113)	backstage (115)	ruckus (117)	furthermore (120)	waffled (120)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Point to each timeline event as you quickly review it.

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

Pages 113-120

Setting	Characters	Pages
Epiphany High School	Noah, Ethan, Julian, Arnold, Hamilton, Jared, Mrs. Olinski, Mrs. Reynolds, audience, Nadia, Ginger, Mrs. Korshak, Gopal, Dr. Knapp	113-118
Epiphany Middle School	Mrs. Olinski, Mrs. Sharkey, Mrs. Masolino, Mrs. Laurencin, Noah Gershom, Nadia, Ethan, Hamilton, Julian	199-120

RESPOND

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

Students might mention:

- The audience bursts out in applause when Sandy ran across stage.
- Knapp and Lord create a disturbance in the audience with a chant of "Arf!"
- The audience went wild shouting out "Sandy," while Knapp and Lord got others to echo "Arf."
- Mrs. Reynolds scolds the audience for their misbehaviors.
- Mrs. Olinski asks Julian to go with her to Sillington House; all four souls eventually join her in the ride along with Ginger.
- Julian switched the poisoned treats for good treats, then embarrassed Knapp in front of his mother, Dr. Knapp, dumping the poisoned treats in Knapp's lap.
- Mrs. Olinski decides to appoint the Epiphany Academic Bowl team herself.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 118

"Your son has something growing out of his head,' I said as I pulled two bacon-shaped doggie treats from his ears. 'I think these belong to you.' I said as one by one I dropped the rest of the drugged biscuits on his lap. I turned and walked away" (p. 118).

EXTEND

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

Making the right decision to do the right action takes courage and it means you have to be a leader. What steps go into making good choices?

Write a paragraph where you explain about a time when you had the courage to make the right decision to take the right action. **Introduce your topic clearly, previewing what is to follow. Develop the topic with relevant facts, definitions, and concrete details. Use precise language to inform about and explain the topic. Provide a concluding statement that follows from and supports the introduction.**

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

Making a popular decision is not always making the responsible decision to take the right action. Presidents sometimes must make a responsible decision that is the right action, but still the decision is not popular.

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 16



Outcomes for Today

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

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

PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is malice?

Malice is a chosen behavior based in the intention of meanness to purposely cause someone, or something, great harm, suffering, or injury. Legally, the willful action of a party to cause injury, suffering, distress, bodily harm, or pain without merit, cause, justification, or excuse to another party.

In today's reading the students were watching a production of *Annie*. After the production, a ruckus erupted. The students were scolded and she knew one of the students who started the issue was one of her students. She understood students acting out of good clean fun, but not out of malice with the intent to hurt others.

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

malice (121)	enchantingly (122)	vulgar (123)	maneuvered (124)	apostrophes (128)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.

- Point to each timeline event as you quickly review it.

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

Pages 121-128

Setting	Characters	Pages
Epiphany Middle School	Julian Singh, Mrs. Olinski, Hamilton Knapp, Mrs. Reynolds, Margaret Draper Diamondstein, Ethan Potter, Nadia, Ginger, Mr. Singh, seventh grade academic team	121-125; 127-128
Albany, NY Academic Bowl	Commissioner, Julian, Mrs. Olinski	126-127

RESPOND

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

Students might mention:

- Mrs. Olinski was annoyed with Julian Singh for disappearing.
- Mrs. Olinski was angry because her class disrupted the play with malice.
- Mrs. Olinski went to tea at the Sillington House after the play.
- Mrs. Olinski became angry and jealous at Sillington House.
- Mr. Singh treated Mrs. Olinski with dignity and the drinking of tea relaxed her so she could see all that she needed to observe at Sillington House.
- Mrs. Olinski watched The Soul's behavior at tea and knew her fourth choice, Julian Singh.
- Julian's answer for acronyms was only partially accepted; he challenged the judgment of the advisory board.
- The Souls beat the seventh grade team and take on the eighth grade team at Epiphany Middle School.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 125

"There were talking among themselves and drinking tea. They did not interrupt one another, Mrs. Olinski thought, how unusual, there were nods and smiles and obvious pleasure in one another's company. Mrs. Olinski thought, how unusual to find four 6th graders who listened to one another sympathetically, unselfishly. How curious. How courteous. When people come to tea they are courteous" (p. 125).

EXTEND

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

Mrs. Olinski is convinced that the demise of civilization started when people stopped having 4:00 tea. How do you think tea or the process of tea can help someone pause and begin to act more courteous?

Write an informative/explanatory paragraph in which you share how tea or a process like tea can help people slow down. Introduce your topic clearly, previewing what is to follow. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions to create cohesion and clarify relationships. Use precise language and domain specific vocabulary. Conclude with a statement that follows from and supports your introduction.

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

How does a person responsibly deal with jealousy and anger without hurting someone else?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 17



Outcomes for Today

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

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

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

PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is does it mean to render someone speechless?

This occurs when a person is confronted with information or a question for which the individual does not have an answer and cannot speak to the issue or question, thus rendered speechless. The person does not have the ability to verbally respond.

In today's reading, the Souls answered a question and they were only given half credit. Julian informed the judge they were wrong or had incomplete information. The judge could have disqualified the team, but he was speechless.

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

enormous (129)	trajectory (129)	jubilant (131)	sovereign (132)	unprecedented (136)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Point to each timeline event as you quickly review it

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

Pages 129-136

Setting	Characters	Pages
Epiphany Middle School	Mrs. Olinski, Jared Lord, Hamilton Knapp, 6 th grade class, The Souls, Mrs. Laurencin, Mrs. Masolino, Mrs. Sharkey	129-131
Albany, NY Academic Bowl	Commissioner, Julian Singh	132-133
Epiphany Middle School	Mrs. Olinski, The Souls, Mr. Conner LeDue	133-134, 136
Epiphany School District Office	Dr. Roy Clayton Rohmer, Mr. Homer Fairbain	134-136

RESPOND

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

Students might mention:

- Mrs. Olinski confronts Hamilton Knapp and Jared Lord's behavior in class and behaviors in the past – belching as an unspeakable act, barking *Arf* at the play, and writing “cripple” on the blackboard.
- The Souls took on the eighth grade academic team, won, and headed to Knightsbridge.
- Julian Singh confronts the commissioners, rendering him speechless.
- The principal of Knightsbridge attempts to take on Mrs. Olinski and loses.
- Dr. Rohmer is concerned about keeping his job and about his deputy mispronouncing a word at the district championship.
- The Knightsbridge cafeteria was filled to capacity for the district playoff.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 133

“With the success of her team, Mrs. Olinski was asked more and more often how she chose them, and she continued to give several good answers, varying them as the need arose. They worked well together. They were willing to take time to drill. They understood the rules. All of these answers were true, but not the whole truth. The whole truth was that Mrs. Olinski did not yet know the whole truth” (p. 133).

EXTEND

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

Pretend you are Mrs. Olinski and you need to share with the reader how you chose your team.

Write an informative/explanatory paragraph explaining how and why you chose the team you chose for the competition. Introduce your topic, previewing what is to follow. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions. Provide a concluding statement that follows from and supports the introduction.

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

Sometimes, the required action for justice takes a while in the real world. But eventually, those who are guilty are caught and the required accountability is fulfilled. Responsibility requires action by those in authority.

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 18



Outcomes for Today

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

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

PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What are the Finger Lakes?

The Finger Lakes is the region made up of at least ten narrow, long, and deep lakes gouged into the landscape like fingers in the west-central part of upstate New York. A popular tourist vacation area, the Finger Lakes is a region known for its 100 plus wineries, many water sports including sports fishing, scenic landmarks, bird watching, and museums. In the winter, snow skiing is popular with many visitors to the region. The rich soil boasts farming for over two hundred years by settlers from the revolutionary period of American history. Many lakes and towns have Indian names from the many tribes indigenous to the area.

In today's reading the students win their regions finals and starting to prepare for competition in the regionals. The regions of the state were named based on bodies of water that were near them. Epiphany was located in the Finger Lake Region.

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

sentinels (138)	phalanx (138)	insisted (140)	reincarnation (142)	absentmindedly (143)
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READ

Review Review the timeline from the beginning every day.

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

Pages 136-144

Setting	Characters	Pages
Knightsbridge Middle School	Mr. Fairbain, Dr. Rohmer, Mrs. Olinski, Julian, Ethan, Michael Froelich, Noah, Nadia	137-138
Epiphany Middle School	The Souls, Mrs. Olinski, Mrs. Laurencin	139-140
Sillington House	Mrs. Olinski, Mr. Singh, The Souls	140-144

RESPOND

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

Students might mention:

- Mr. Fairbain makes a couple of errors at the district competition.
- Julian and Ethan nail the victory for Epiphany Middle School over Knightsbridge Middle School.
- The Souls started drilling for the regional competition at Sillington House after tea on a Saturday afternoon.
- Mrs. Olinski was very relaxed after drinking her tea.
- Comments by Mr. Singh about not picking Hamilton Knapp and choosing Julian Singh surprised Mrs. Olinski.
- Mrs. Olinski was impressed that Mr. Singh knew about things she'd never told anyone about the team.
- Mrs. Olinski did not know about the title of the group, The Souls.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 140

"There were two other tables where paying guests were already seated. They smiled and nodded at her in the approving way people do when they see people in wheelchairs" (p. 140).

EXTEND

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

Think about Mrs. Olinski and how self-conscious she feels at being in a wheel chair and teaching. How can we responsibly help disabled or handicapped people feel accepted and cared about all the time?

Write an explanatory paragraph in which you share with your reader how to teach others to respectfully and responsibly help others with a disability without making them feel pity. Introduce your topic, previewing what is to follow. Develop your topic with relevant facts, definitions, and details. Use appropriate transitions. Use precise language. Provide a concluding statement that follows from and supports the information presented.

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 19



Outcomes for Today

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

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

PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is the Upanishads?

These writings form the core of Indian Hindu teachings. The works are hailed at the supreme work of Hindu core teachings. They are the summit of thoughts on man and the universe from the Hindu religion, the wellspring of 8th century and 9th century Hindu religious thought.

In today's reading the students refused to practice with Mrs. Olinski on Saturday as that is when they have tea, at 4:00. Everyone knows tea is at 4:00. Mrs. Olinski joined the team and they had tea/began to practice. They felt they should also have questions on religion/the bible. It was discussed and all aspects of religion would be covered.

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

blitz (147)	complementary (148)	rhythm (150)	muffled (151)	destination (151)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Point to each timeline event as you quickly review it.

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

Pages 145-152

Setting	Characters	Pages
Sillington House	The Souls, Mrs. Olinski	145
Albany NY, Academic Bowl	Commissioner, Julian, Mrs. Olinski, the audience	146, 150, 151-152
Epiphany, NY	Mrs. Olinski, The Souls, Mrs. Laurencin, Dr. Rohmer, Holly Blackwell, Mr. Fairbain, Noah's mother, Grandma Sadie, Grandpa Nate, Bella Dubinsky	147-149
Mrs. Olinski's van	Mrs. Olinski, Mr. Singh, Julian	149-151

RESPOND

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

Students might mention:

- Mrs. Olinski liked the name, The Souls.
- Mrs. Olinski realized the Finger Lakes Regional Championship was in the bag.
- Julian received credit for his acronym, TIP, To Insure Promptness.
- Mrs. Blackwell interviewed The Souls for a television show.
- Yellow school buses took the Epiphany Boosters to Albany.
- Mrs. Olinski drove Mrs. Singh and Julian to Albany in her van.
- The match between Epiphany and Maxwell depended on one question.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 145

"It was dark when Mrs. Olinski left Sillington House, and she was glad. The dark wrapped the afternoon around her and kept it close. Sillington House was its own place" (p. 145).

EXTEND

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

Mrs. Olinski has found peace at the Sillington house and the Souls have found their own place. Think about a place or time you knew you belonged. **Write an explanatory paragraph in which you share with your reader the ideas and concepts that contributed to that feeling. Introduce your topic. Develop your topic with relevant details, facts, and definitions. Use appropriate transitions to create cohesion. Provide a conclusion that follows from and supports the information presented.**

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

How does patience help a person to be a better team player in sports or academics?
How long does it take to learn patience, and when does a person know that patience has been learned?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Day 20



Outcomes for Today

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

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

PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a frieze?

A frieze is a long narrow band or panel of material found in architecture, especially in the Greek era, beneath the cornice and above the capital. It is a decorative panel of bas-reliefs that can be difficult to view unless very large.

In today's reading the Souls win the champion ship and ensure that Mrs. Olinski is given the credit and the applause that she deserves. As the crowd erupts she circles in the wheelchair and her radiant smile is described as a frieze.

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

parched (153)	specifically (153)	frieze (153)	perpetual (155)	existence (157)
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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The View from Saturday*.
- Point to each timeline event as you quickly review it.

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

Pages 153-160

Setting	Characters	Pages
Albany, NY Academic Bowl	The Souls, Mrs. Olinski, Maxwell Middle School Academic Team, Commissioner of Education, Epiphany Boosters	153-154
Mrs. Olinski's van	Mr. Singh, Julian, Mrs. Olinski	155-158
Mrs. Olinski's home	Mrs. Olinski	158-159
Sillington House	The Souls, Mr. Singh, Mrs. Olinski	160

RESPOND

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

Students might mention:

- The last question is answered correctly by Julian Singh.
- Everyone applauded Mrs. Olinski after getting the cue from The Souls.
- The Souls win the trophy, the Loving Cup.
- Mrs. Olinski and Mr. Singh converse on the way home while Julian slept.
- A cup of kindness brought The Souls together, and brought Mrs. Olinski to The Souls and The Souls to Mrs. Olinski.
- Mrs. Olinski checks out *Alice and Wonderland* and *Through the Looking Glass* to know the answer.
- The Souls and Mrs. Olinski meet on Saturday for tea at Sillington House.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 160

"And that was when she knew that they knew that she knew" (p. 160).

EXTEND

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

Mrs. Olinski wants to know if the students chose her or if she chose the students. Think back to the beginning of the novel when Julian suggested they have a project. Think about how kindness has changed all of their courses.

Do you think the Souls chose Mrs. Olinski or that she chose the Souls? **Write a paragraph in which you explain your choice. Introduce your topic previewing what is to follow. Develop the topic with relevant facts, definitions and details. Use appropriate transitions. Use precise language. Provide a concluding statement in which you support your introduction.**

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

How effectively does kindness overcome both malice and spite in a cruel world?

Character Based Literacy Program 40-Minute Lesson Plan

The View From Saturday, Final Writing Product



Outcomes for Today

Final Writing Product

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

In the novel *The View From Saturday*

Some of the major themes of *The View From Saturday* can be described as:

- Kindness—Can you be kind if you have never been shown kindness?
- Diversity—should you be concerned with diversity because it is a “hot topic” issue or because you are concerned with helping move a group forward?
- Journey—taking the journey, learning, and living are more important than the destination, is there truth in this statement?

Write a 5-paragraph **informative/explanatory essay** in which you explore one of the **major themes** of the novel. **Introduce the theme** and how it affects the characters and the ideas surrounding the novel. **Organize your ideas**, concepts, and information using strategies such as definition and classification. **Develop the topic with relevant facts, definitions, concrete details, quotes or other examples**. Use appropriate **transitions** to create cohesion and clarify the relationships among ideas and concepts. **Use precise language and vocabulary** to inform about or explain the topic. Maintain formal style. Provide a concluding **statement** or section that follows from and supports the information presented.