Character Based Literacy Program 60-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 from and supports the information presented.

On Going Class Room Product:

- Create a Literary Theme Chart that can be posted in the class.
- Have students ill in the chart as you read with themes they encounter in the days reading.
- Students can also keep an ongoing chart for themselves.
- Students can use this chart to assist them in their final writing product.

Sample

Theme/definition	Cite page number	Example from Text	Characters Involved

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Preview the novel by looking at the cover and the back cover. As a class predict what the book with 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

Literary Theme Chart

Theme/definition	Cite page number	Example from Text	Characters Involved

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Character Based Literacy Program 60-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)

READ

Review Review the timeline from the beginning every day.

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

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- 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.

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

Map Materials
- Large sheet of butcher paper to create a large map, markers
- Tape, pins, magnets, or Velcro to fasten map to wall

Map Instructions

Create a map of the eastern United States so that New York and Florida can be seen. Determine the locations listed in the novel within New York and Florida.

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Literary Theme Chart

- Have students fill in the chart as you read.
- Students can also keep an ongoing chart for themselves. Students will use this literary theme chart to aid them when writing their final writing product.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Konigsburg begin the novel with a description of the Academic Bowl?
2. As the novel begins, what kind of person is Mrs. Olinski?
3. What do you think the story is about?
4. From what point of view does Konigsburg write?
5. How does a person become a good team member for an Academic Bowl?
6. Why does Noah want to help his grandparents?
7. How do you relate to Noah's feelings about his summer at his grandparent's?
8. Why do you think Mrs. Olinski picked the members of her team, The Souls?
9. Historically, why do bread and butter letters have so much value?

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?

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Character Based Literacy Program 60-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.

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 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)

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.

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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 accidently tripped on the handle of the red wagon and the cake fell onto the sidewalk.

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

Map Materials

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

Map Instructions

Continue to add to the classroom map of the state of New York.

- Determine the location of Albany (on the eastern border), Epiphany, and Maxwell.
- Epiphany and Maxwell are fictitious locations, what does that mean we must do?

Literary Theme Chart

- Have students fill in the chart as you read.
- Students can also keep an ongoing chart for themselves.
- Students will use this literary theme chart to aid them when writing their final writing product.

EXPLORE

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

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Key Questions

1. Why does Noah use the red wagon to deliver groceries and the wedding cake?
2. What kind of person is Grandpa Nate?
3. Where is this section taking place in the United States?
4. How does Konigsburg describe Allen Diamondstein?
5. Why does Noah volunteer to be the best man?
6. What can you infer about Noah's feelings in deciding about the surprise gifts at the wedding?
7. How would you feel wearing a T-shirt tuxedo to a wedding as the best man?
8. What does Konigsburg mean to tells us about the best thing is giving up a gift?
9. How does something remind us of a happy event? (i.e. the red wagon)

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.

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

How do small events in your life help prepare you for even bigger events that you must responsibly make decisions about, and could change the outcome for your life?

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Character Based Literacy Program 60-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.

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 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 Diamnondstein 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)

READ

Review Review the timeline from the beginning every day.

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

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- 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.

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

Map Instructions

Create a city map of Epiphany, and then determine the location of the school and homes of each of the characters as revealed in the novel, or use your imagination.

Literary Theme Chart

- Have students fill in the chart as you read.
- Students can also keep an ongoing chart for themselves.
- Students will use this literary theme chart to aid them when writing their final writing product.

EXPLORE

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

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Key Questions

1. What can you infer about Noah's feelings in deciding about the surprise gifts at the wedding?
2. How would you feel wearing a T-shirt tuxedo to a wedding as the best man?
3. What does Konigsburg mean to tells us about the best thing is giving up a gift?
4. Why did Mrs. Olinski call The Souls a multicultural team?
5. What did Nadia mean when she said her father seemed to hover over her?
6. Why do you think Dr. Rohmer called Mrs. Olinski a cripple?
7. How did you feel when Mrs. Olinski responded to Dr. Rohmer about The Soul's multicultural team?
8. What did the author do in the novel to connect Nadia with Mrs. Olinski?
9. The author describes characters in the novel in great physical detail, why do you think the author takes time to describe the characters physically?

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?

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Character Based Literacy Program 60-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.

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 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)

READ

Review Review the timeline from the beginning every day.

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

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- 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 very nervous, did not like being alone, and hovered over Nadia all the time.
- 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.

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

Map Instructions

Create a map of Florida. Then, determine the location of Grandpa Izzy and Margaret's condominium on the beach in relationship to the swinging singles apartment of Nadia's dad in south Florida. Mark the locations.

EXPLORE

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

Key Questions

1. Why does the author take time to explain that autumn is so special to Nadia?
2. What does Nadia feel about Ginger in our section today?
3. Why do you think the author jumps from the Academic Bowl to one of the characters telling their personal story?
4. How did the author tie Nadia into a relationship with Noah in this section of the novel?
5. Why did the author use the description, "a blond zaftig woman," to describe Margaret? (p. 31)

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6. What is a “threatened species?”
7. Why do you think Loggerhead turtles are a threatened species?
8. What do you think Nadia is feeling toward Ethan during their meeting at Grandpa Izzy and Margaret’s condominium?
9. Why do you think the author chose to include the comment about Nadia’s religious mixture of faiths?

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? What prevents you from learning about different cultures from tasting different culture’s food?

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Character Based Literacy Program 60-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.
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d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
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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 next 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)

READ

Review Review the timeline from the beginning every day.

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

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- 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.

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

Map Instructions
Determine the location of the homes of each of the characters as revealed today in the novel to your best ability. Designate a place for the beach being described.

KWL Instructions
Create a KWL Chart for Loggerhead Turtles. You will add to this chart as you read.

- Fill out the K (know) column: What do you **K**now?
- Fill out the W (want) column: What do you **W**ant to know?
- Fill out the L (learn) column: What have you **L**earned?
- Review the chart when it is complete

Create a KWL today on Loggerhead Turtles.
Add to it over the next 2-3 days of reading.

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Literary Theme Chart

- Have students fill in the chart as you read.
- Students can also keep an ongoing chart for themselves.
- Students will use this literary theme chart to aid them when writing their final writing product.

Theme/definition	Cite page number	Example from Text	Characters Involved

EXPLORE

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

Key Questions

1. Why do you think the author chose to include the comment about Nadia's religious mixture of faiths?
2. How do you make ruggelach (rugelach), and bobka (babka)?
3. From inference, who is Nadia's father, and what is his name, based on information the author included in today's section?
4. Why do you think the author included so much about Loggerhead turtles in the novel?
5. How does the author weave in information into the novel that helps explain how The Souls can answer questions at the Academic Bowl?
6. Why does the author paint this section of the novel with so much development about relationships between characters?
7. How would you describe Nadia's father based on what you have read so far?
8. Why does Nadia get upset with Ethan in this section of the novel?
9. What hurts Nadia's feelings in this section of the novel, and were the actions purposeful?

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?

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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?

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Character Based Literacy Program 60-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.
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.

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)

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.

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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' dad cannot understand why Nadia will not go to her grandfather's condominium or go on any more turtle walks.

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

Map Instructions
Create a map of the small area of south Florida along the Atlantic Ocean where possibly there might be the theater, and the Rascal House where our characters are interacting. Insert the locations you think might realistically be located.

KWL Instructions
Add to the KWL Chart for Loggerhead Turtles.

- What do you **K**now?
- What do you **W**ant to know?
- What have you **L**earned?

Literary Theme Chart

- Have the students continue filling in their literary theme charts.

EXPLORE

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

Key Questions

1. How does the author create vivid visualizations of the characters in the novel
2. When does Nadia decide she is not going on turtle walks anymore?
3. Who is the person Nadia is the most upset with at the end of today's section?
4. What is so important about helping Loggerhead turtle nests be located in the right place before the turtles emerge from their eggs?
5. Why do you think Nadia's father lives in a swinging singles apartment?
6. Why is it just that we take responsibility for the endangered Loggerhead sea turtles?
7. What caused Nadia's dad to want to be permitted according to the text?
8. What caused the author to spend so much time on Loggerhead sea turtles in the text?

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?

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Character Based Literacy Program 60-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 snow drifts 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' 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.

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

KWL Instructions
Continue adding to the whole class KWL chart
Step One: Read the segment you wish to analyze
Step Two: Fill out the K (know) column: What do you **K**now?
Step Three: Fill out the W (want) column: What do you **W**ant to know?
Step Four: Fill out the L (learn) column: What have you **L**earned?
Step Five: Review the chart when it is complete
Continue to add to your KWL for the Loggerhead Turtles.

Literary Theme Chart
Have students continue to fill out their literary theme charts.

EXPLORE

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

Key Questions

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1. What happens when a northeastern hits Florida's beaches when turtles are hatching?
2. How do the hatchlings get rescued from being eaten by birds or dying by being lost?
3. What are the conflicts in this section of the novel?
4. How does the author create a mood in this part of the novel?
5. What core value does Nadia demonstrate when she tells her father they will go help rescue the turtle hatchlings? Why do you think so?
6. What does Nadia's father learn from Nadia in this section of the novel?
7. What core value in this section might you apply in your community this week?
8. What cultural values do you hear the author present the reader in this section of the novel?
9. What do you think will happen next in the story?

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?

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Character Based Literacy Program 60-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)

READ

Review Review the timeline from the beginning every day.

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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.

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

Map Instructions

Create locations in Epiphany for The Farm and the Sillington place. Label the cities of Seneca Falls, Homer, Rochester, and Auburn, New York.

KWL Instructions

- Complete your KWL for Loggerhead Turtles
- Continue adding to the whole class KWL chart
- Write a paragraph in which you summarize the information you learned about Loggerhead Turtles.

EXPLORE

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

Key Questions

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1. Why do Nadia and her father discuss the comparison of the turtles going north in the summer and south in the winter with her commute the opposite way?
2. How does the short two-page insert help us understand the linkage between characters better?
3. What is the purpose to have the question given about the four places for the academic team to answer just prior to Ethan's exposé?
4. What style does the author use to help us understand the development of the plot?
5. How do you learn about historically famous people?
6. How different is the culture of the characters from your own culture?
7. What will happen next with Ethan Potter on the school bus?
8. What is the difference between Ethan's experience on the school bus and your experience on a school bus?
9. How does Ethan demonstrate responsibility through action with his reflections?

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?

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Character Based Literacy Program 60-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.

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 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)

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.

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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	65-68, 71-72
Epiphany Middle School, room twelve	Mrs. Olinski, Hamilton Knapp, Nadia Diamondstein, Noah Gershom, Michael Froelich	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.

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

Map Instructions
Add the Sillington house to the locations on the Epiphany map.

KWL Instructions
Continue adding to the whole class KWL chart.

Literary Theme Chart
Have students continue to add to their literary theme charts.

EXPLORE

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

Key Questions

1. Why do you think the Singh family bought the Sillington House to turn into a Bed and Breakfast Inn?
2. How do you think Hamilton Knapp and Michael Froelich will be as characters in the plot development?

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3. What is Ethan learning about different cultures through his interaction with Julian Singh?
4. How does the author develop the three new characters he introduces in this section of the novel, e.g. Julian, Hamilton, and Michael?
5. How does the author introduce Mrs. Olinski? Why?
6. How does this section of the novel relate to your experiences in sixth grade so far?
7. Which character do you relate to the best? Why?
8. How is Julian's culture so different from the town culture of Epiphany? Is it better or just different? Why did people at school treat Julian so poorly?
9. What do you think will happen with the lunch crowd, Nadia, Ethan, and Noah?

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?

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Character Based Literacy Program 60-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)

READ

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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.

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

Map Instructions
Add the Farmer's Market and the Mall to the Epiphany city map.

Literary Theme Chart
Have students continue adding to their literary theme charts.

EXPLORE

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

Key Questions

1. Why does Konigsburg have a character like Julian Singh appear in the novel?
2. As Julian copes with mistreatment, what is Ethan learning about responsibility requiring appropriate action?

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3. How does the Farmer's Market play into the development of the plot?
4. Why do you think Ethan had a problem taking money from somebody his own age?
5. How does the author unfold the plot using the strangest invitation Ethan has received?
6. How does Julian create interest in the tea party for each character?
7. What method did the author use to give the reader insight into the author of and story about Alice and Wonderland?
8. What is your impression of Ethan's response to Julian's invitation?
9. Why was Ethan so concerned about his mother knowing what he bought to take to the tea party?

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; which 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?

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Character Based Literacy Program 60-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.

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 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)

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.

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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.

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

Map Instructions
Add to the map details about Sillington House's exterior and interior.

KWL Instructions
Continue adding to the whole class KWL chart.

Literary Theme Chart
Have students continue adding to their literary theme charts.

EXPLORE

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

Key Questions

1. Why does Konigsburg develop the setting at Sillington House with so many details?
2. Why do the guests bring Julian gifts for a tea party?

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3. What does Ethan learn from his experiences at Sillington House?
4. How are the guests becoming more than just school friends?
5. How does Konigsburg's style of writing draw you into the story?
6. How does the context of the Sillington House lend itself to building relationships?
7. Why does Julian inform his guests that their presence is desired, not presents next time?
8. In what ways is the story different than your life experience with friends?
9. What is your tentative conclusion about the development of these sixth graders' relationship as a group this Saturday at Sillington House?

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?

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Character Based Literacy Program 60-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.

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 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 wall paper prior to having tea. They made a game of their work and the prize for peeling the longest piece of wall paper 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.

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

Literary Theme Chart
Have students continue to add to their literary theme charts.

EXPLORE

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

Key Questions

1. Why does Konigsburg develop a basis for comparison within the novel, jumping from character to character, like she is piecing together a story?
2. What did you think of Ethan's desire to not talk with Julian on the bus?
3. Why did the characters go back to Sillington House the next Saturday?

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4. Why did Nadia pick the term, The Souls, as the name of their group?
5. How does Konigsburg draw the reader into the story by her descriptions of settings?
6. How did the characters demonstrate responsibility in action on the second Saturday?
7. What did you think of how The Souls reflected on a day each would like to live over?
8. What is your impression of how Mrs. Olinski handled Hamilton Knapp's comments?
9. How did the author weave in her fourth choice for the group in contrast to the four places in New York in Ethan's four-part question?

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?

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Character Based Literacy Program 60-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.

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 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)

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.

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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.

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

Map Instructions
Create a location for Epiphany High School on the map of Epiphany.

Literary Theme Chart
Have students continue adding to their literary theme charts.

EXPLORE

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

Key Questions

1. Why does Konigsburg keep jumping from one setting and character to another setting and character?
2. Who knows acronyms the best on The Souls academic team? Why?
3. How can you tell where the setting is for Julian's sharing about the discussion about Ginger playing a role in a play?
4. What are the characters learning about Nadia and Noah's heated bickering?
5. How is Konigsburg keeping the reader piecing together the story from different perspectives of the characters?

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6. What is your impression of Mrs. Reynolds as the person selecting a dog for the part?
7. Why have you felt strongly about someone being selected for a part in an activity?
8. What are your feelings about the characters in The Souls?
9. How do you think Ginger will do in the play, according to all you know presently?

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?

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Character Based Literacy Program 60-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)

READ

Review Review the timeline from the beginning every day.

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

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- 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.

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

Map Instructions
Determine where to place an airport on the map of Epiphany, then draw and label the Epiphany Airport.

Literary Theme Chart
Have students continue to fill in the chart as you read.

EXPLORE

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

Key Questions

1. Why does Konigsburg change settings and characters in the midst of Julian sharing his story?

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2. How does the change of setting and characters make the reader focus on all the parts of the story that are being developed at the same time?
3. Does real life develop much like the way Konigsburg writes this novel?
4. How is our core value being played out by Julian's behavior with what he has heard about Hamilton Knapp's plans to embarrass Ginger?
5. Why do you think Julian wants to prevent either dog from ingesting the doctored treats?
6. What mood does the author create in the development of the plot of Arnold being substituted at the last minute for Ginger without anyone's knowledge?
7. When would you have taken responsible action to right the wrong being done by Hamilton Knapp's plan with the doctored treats?
8. What do you anticipate will happen when Julian gets a chance to take away the doctored treats and prevent Arnold from getting ill.
9. Why do The Souls seem to always be in conflict with Hamilton Knapp's chosen values?

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?

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Character Based Literacy Program 60-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.

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- **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 user 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)

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

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RESPOND

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

Students might mention:

- 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.

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

Map Instructions
Add the play in the auditorium at Epiphany High School to the Epiphany map.

Literary Theme Chart
Have students continue to fill in the chart as you read.

EXPLORE

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

Key Questions

1. Why does Julian struggle with making a decision concerning the poisoned treats?
2. How would you have responded to the pressure to allow Arnold to suffer the fate Knapp planned for Ginger?
3. How did Konigsburg teach the reader about the attributes of a good audience?
4. What is your opinion of Mrs. Reynolds as the director of the play?
5. How did Julian finally make his decision?
6. What factors did Julian consider in making his decision about the poisoned treats?
7. What was your impression of Julian using magic to teach Knapp a lesson about wrong and right?
8. What is the difference between "you four souls," mentioned by Mrs. Olinski and "The Souls?"
9. Who do you think will be the fourth person Mrs. Olinski will appoint to the team? Why?

Analyze Analyze the key paragraph.

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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.

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Character Based Literacy Program 60-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)

READ

Review Review the timeline from the beginning every day.

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

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- 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.

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

Literary Theme Chart
Have students continue to fill in the chart as they read.

EXPLORE

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

Key Questions

1. What was the reason Mrs. Olinski picked Julian Singh to be the fourth member?
2. Why was Mrs. Olinski having feelings of anger and jealousy at Sillington House?
3. What was the mood at the Sillington House with The Souls, Mr. and Mrs. Diamondstein, Mr. Singh and Julian, Ethan, Nadia, Noah, and Ginger?
4. What redeemable value did Mrs. Olinski see in The Souls that afternoon at tea?

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5. Why did the author insert Mrs. Olinski's distaste for vast amounts of turquoise, shocking pink, and chartreuse?
6. What effect does additional information about Mrs. Olinski have on the reader?
7. What is your impression of Mrs. Olinski with the additional information supplied by the author in this section?
8. How do you respond to colors you dislike, or to how people are treated that you really care about?
9. What culture has been cultivated by The Souls at the Saturday afternoon tea?

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 specify 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?

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Character Based Literacy Program 60-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, 6th 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.

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

Map Instructions
Create a place for Knightsbridge Middle School on the map of Epiphany.

Literary Theme Chart
Have students continue to fill in the chart.

EXPLORE

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

Key Questions

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1. When do you think Julian will get credit for his second acronym?
2. What is happening to Epiphany Middle School as the sixth grade team keeps winning against older students?
3. Who finally gets held accountable for their irresponsible actions of erasing a word and writing another term on the blackboard, and for barking *Arf* at the play?
4. How does Konigsburg use Mrs. Olinski to confront the injustice of two bullies in the classroom?
5. In what ways did Mrs. Olinski apply the value of responsibility requires action in her sixth grade classroom?
6. How did the author use the text to demonstrate the poor choice of behavior of a professional mistreating a teacher and being held accountable for his behavior?
7. What did you learn about responsibility requires action from Mrs. Olinski's classroom confrontation of two belching students?
8. How did silent applause demonstrate most of the class approved of Mrs. Olinski's actions to confront irresponsible behaviors?
9. Who do you think will be the winner in the district academic team contest? Why?

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.

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Character Based Literacy Program 60-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.

- 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 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.

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

Literary Theme Chart
Have students continue to add to their literary theme charts.

EXPLORE

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

Key Questions

1. Why do you think Konigsburg had Michael Froelich be a part of the celebration of victory over the Knightsbridge Middle School team?
2. How did the author create imagery using the idea of students forming a phalanx for Mrs. Olinski?

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3. How did Konigsburg use The Souls to convey a new value for Saturday afternoon to Mrs. Olinski?
4. What attitude was conveyed by The Souls to Mrs. Olinski upon her arrival at Sillington House that Saturday afternoon for tea?
5. What effects are created when Mr. Singh drops ideas verbally on Mrs. Olinski that she thought were only her private thoughts?
6. What is your impression of the interchange between Mr. Singh and Mrs. Olinski at Sillington House?
7. What do you think caused Mrs. Olinski to become relaxed at Sillington House?
8. Why was Mrs. Olinski uneasy with Mr. Singh's explanations about her thoughts?
9. What do you predict will happen between Mr. Singh and Mrs. Olinski?

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.

You might want to review the material below that summarizes etiquette when interacting with those with disabilities.

http://ucp.org/resources/disability-etiquette/
http://www.guidedogs.com/site/PageServer?pagename=resources_access

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Character Based Literacy Program 60-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)

READ

Review Review the timeline from the beginning every day.

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

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- 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.

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

Literary Theme Chart
Have students continue to fill in the chart.

EXPLORE

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

Key Questions

1. Why does Konigsburg keep skipping from one setting to another so rapidly as the novel is wrapping up?
2. Why did Mrs. Olinski get upset with Holly Blackwell?
3. What caused Mrs. Olinski to take Mr. Singh and Julian with her in the van to Albany?
4. What is your evaluation of the way Konigsburg writes the text for the novel?
5. What problem is overcome in this section of the novel?
6. Where did you learn more about how Julian knew the answer for the acronym, TIP?
7. How does Mrs. Olinski value Mr. Singh and Julian?

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8. How did Noah's mother help raise money for the Epiphany Boosters to go to Albany?
9. What is the tone of the text where Mrs. Olinski and Mrs. Singh are talking in the van?

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?

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Character Based Literacy Program 60-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)

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.

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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.

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

Map Instructions
Add to the map of New York, the town of Oneonta where Mrs. Olinski stopped for gas and saw angels had landed on Julian's eyelids.
Complete your map.

Literary Theme Chart
Have students complete their charts on literary themes.

EXPLORE

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

Key Questions

1. Why does Konigsburg call the trophy a loving cup?
2. What helped The Souls to become an effective and efficient academic team?
3. How did kindness bring together The Souls and draw in Mrs. Olinski?
4. How does kindness demonstrate responsibility requires action in relationships?

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5. What is the most important value the author presents in the novel?
6. Who learns the most in the novel, The Souls, Mrs. Olinski, or Michael Froelich?
7. What is the atmosphere that last Saturday at Sillington House?
8. How does resolution come to Julian's life in Epiphany?
9. How is this novel unlike any novel you have read?

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?

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Character Based Literacy Program 60-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.

Utilize your Open Mind Portraits to assist in your writing and the on-going classroom projects.

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Literary Theme Chart

Theme/definition	Cite page number	Example from Text	Characters Involved

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