

Character Based Literacy Program 60-Minute Lesson Plan Framed in Fire, Introduction



Outcomes for the Novel

Framed in Fire David Patneaude

Focus and goals for this unit: Our goal for this unit is for students to write a business letter.

Unit Roadmap

- Unit's big idea or theme = **Justice requires Restraint.**
- **Definition: There are things I cannot say or do to any other person, the planet or myself because justice demands it. The actions I take and the decisions I make must respect the rights of all.**
- Post theme in your classroom.

On-going classroom product

Create a KWL chart in your class. Use it to find information on mental illness. Use this chart to create a classroom plan on how to better deal with mental illness at a local level.

EXTEND: You can choose to extend this activity and have students write letters to their local representatives giving them more ways to deal with mental illness at a local level.

Final Writing Product

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

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

Types of business letters and format.

<http://businessletterformat.org/>

In the novel Dr. Lubber mis-diagnosed Peter, give him medicine that were not warranted, and was not impartial. Pretend you are Peter. Follow the Business Letter format. Write the Medical Board a letter arguing that Dr. Lubber should be investigated and lose his license.

In your letter introduce your claims (3 of them) and acknowledge the opposing claim. In your body paragraphs give evidence from the novel or another credible source to support your claim. Use words, phrases, and clauses to create cohesion between paragraphs. Establish and maintain a formal style. Provide a concluding paragraph which supports your argument. This letter should follow the standard business letter format and should be 5 paragraphs in length.

Justice Chart; Dr. Lubber

In the reading we meet Dr. Lubber. Keep track of how Dr. Lubber treats Peter unjustly.

This information will help you as you write your final paper.

You will find the information you need in

Day 1, chapter 2

Day 2, chapter 3

Day 5, chapter 11

Day 6, chapter 14

Chapter/Page Number	Claim	Evidence

Character Based Literacy Program 60-Minute Lesson Plan Framed in Fire, Day 1



Outcomes for Today

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

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

PREPARE

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



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

How do you define family (for class discussion)?

What is a family?

In the last few decades the American Family has changed significantly. New combinations of family households are more common than ever before. With the increase of divorce and remarriage, adoption, foster parenting, single parenthood, kinship care, and same-sex relationships families look different. In today's society a mother and father living together with their children is now just one possibility among many.

At its basic definition a family is a primary social group made up of parents and offspring, they share together, live together, work together, care and support each other, keep each other safe, and love each other.

In today's reading Peter describes his life before his mother married Buck, his step-father and they had Lincoln his half-brother.

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

transparent (8)	hyperactive (8)	emerged (9)	mysterious (10)	hovered (14)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 7-23

Setting	Characters	Pages
Peter's house	Peter, Lincoln, Buck, Dillon, Mom	7-13
House	Peter, Lincoln, Buck, Mom	14-16
School/Doctors	Peter, Buck, Mom, school staff and doctors	16-18
Home	Peter and mom	19-23

RESPOND

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

Students might mention:

- Peter, the 7th grade narrator, fills the reader in on his life.
- His mom and stepdad just had a baby named Lincoln.
- Lincoln and Peter get along great.
- Peter think Buck is out to get him.
- Buck is trying to convince the mother that Peter has ADHD.
- Peter's dad had died in a fishing accident.
- The mother gives in to Buck and they have Peter tested.
- The first doctor doesn't find anything wrong.
- Buck handpicks the next doctor who doesn't get along with Peter.
- They make Peter start taking pills that make him feel sick.

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

Map

Continue to add to your class KWL chart (instructions in the introduction of the lesson)

EXPLORE

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

Open Mind Portrait

Create a picture/poster of Peter's likeness. What do you think he is thinking and feeling as he realizes his mom will not stand-up for him? He knows Buck is trying to make him look sick? Add 3-5 thoughts to your OMP.

Justice Chart—Dr. Lubber

Start filling out the Justice Chart on Dr. Lubber. What actions does he take that are unjust? Give evidence from the reading to support your claim. You will use this chart to help write your final product.

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Peter describes his life, before Buck, as normal. How would you describe a “normal” life? Is “normal” different for everyone? Explain.
2. What does Buck do for a living? How are Buck and Peter related?
3. Who is Lincoln? Do Peter and Lincoln get along? How does the age difference hinder or help their relationship? Do siblings normally get along, all the time?
4. Buck thinks Peter has ADHD and wants him medicated. What are the side effects of medication? Do you think his behavior warrants medicine? If you were the doctor, how would you choose to treat Peter?
5. How old is the narrator? What point of view does the narrator have?
6. What is Buck trying to do to Peter? Why do you think he wants this outcome?
7. Why won't Peter's mom stand up for Peter?
8. The author calls each character by their first name, except for Peter's mom. Why do you think she remains nameless?

Analyze Analyze the key paragraph.

Key Paragraph, p. 22

“You think leaving's the answer, Peter? It's not. We'd have nothing.” “We'd have each other.” “That's not enough. You have to give Buck a chance. If you don't, your worst nightmare could come true.” (p. 22)

EXTEND

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

Peter notices his mother crying. She is afraid to leave because she'll have nothing. What do you think she means when she says, “If you don't give Buck a chance, your worst nightmare could come true.”? Predict what you think she means. In this situation who do you agree with more? Peter, for wanting to leave and make it, on their own or his mother who doesn't want to be left with nothing?

Write a one paragraph argument. Introduce your claim (who or what you agree with) acknowledge the opposing viewpoint and organize your reasons logically. Give your reasons support with relevant evidence and sources. Use words, phrases, and transitions to create cohesion throughout your paragraph. Conclude with a sentence or statement which supports your opening claim.

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

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

Character Based Literacy Program 60-Minute Lesson Plan *Framed in Fire, Day 2*



Outcomes for Today

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- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is fire prevention?

The best defense of fires in buildings and in outdoors is to prevent them. The Pre-Fire Management Section takes a proactive approach to fire prevention through the systematic mitigation of risk in the communities. These systems may be created through building inspections, event permits, and community education. In homes properly installed and maintained smoke alarm is the first thing in your home that can alert you and your family to a fire 24 hours a day, seven days a week. Home fire sprinklers can also alert you, but are a few seconds slower than smoke alarms. Whether you're awake or asleep, a working smoke alarm is constantly on alert, scanning the air for fire and smoke.

According to the National Fire Protection Association, almost two-thirds of home fire deaths resulted from fires in properties without working smoke alarms. A working smoke alarm significantly increases your chances of surviving a deadly home fire. Smoke alarms should be tested every six months and the batteries changed yearly. Smoke alarms have expiration dates on them and are normally good for 6-10 years.

In today's reading Lincoln dreams that the neighbor's house is on fire. Peter and Buck run to their home to wake them up. Peter throws a rock in their window setting off their alarm which wakes them up. The fire department tells them that their smoke alarm was not working. Without Peter's actiond they may have all died.

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

exploit (25)	boycott (25)	repulsive (26)	rasp (26)	ruptured (28)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 24-49

Setting	Characters	Pages
Peter's house	Peter, Lincoln, Buck	24-26
School	Peter and Cor-Butt	26-27
Peter's house	Peter, mom, and Buck	27-29
Demmert's house	Peter, Buck, fire department	29-32
Peter's house	Peter and Lincoln	32-33
Kitchen	Peter, Buck, mom, and Lincoln	33-36
Peter's room	Peter and Lincoln	36-39
Car	Peter, Lincoln, Buck, mom	40-41
Resthaven Hospital	Peter, Scorpio, Buck, mom, Lincoln	41-45
Resthaven Intake	Peter, family, staff	45-50

RESPOND

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

Students might mention:

- Lincoln has a dream where he sees the neighbor's house on fire.
- We wakes up and yells 'Fire'.
- He trips and falls down the stairs.
- Buck blames Peter for tripping him.
- Peter is a hero and saves the neighbors but Buck doesn't give him any credit.
- Lincoln has another vision where Peter is taken away.
- Peter is taken to Resthaven and says goodbye to his family.
- Edward, aka, Scorpio appears to be strong enough to call Buck on his behavior.

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

Map

Continue to add to the class KWL chart on mental illness.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What attempts did Peter make to be more compliant around home? Why were his efforts ignored? Is there anything he could have done to become the person Buck wanted him to be?
2. Is there any way Peter could win in the conflict between him and Buck? What suggestions do you have for him to make his situation better?
3. Does the author do a good job creating conflict between Peter and Buck? In this novel who is the protagonist and who is the antagonist?
4. What impressions do you have of Peter's mother? What are her fears? Are they valid?
5. Peter acted during the fire. Do you think he made the right decisions? Is there anything he should or shouldn't have done? Why did Buck consider him a "loose cannon" after this event?
6. Peter's mom warned him about his worst nightmare coming true. When she made this warning, what literary device was the author using? What is Peter's worst nightmare?
7. What is Peter's state as he is being checked in? How would you characterize his behavior? Why do you think he is acting this way?
8. Who is Edward? Why is he called Scorpio? Based on Peter's interaction with him, what is your perception of him? Explain.

Analyze Analyze the key paragraph.

Key Paragraph, p. 33

"But I didn't spend much time wondering about Lincoln or his dreams. I had my own problems. While everybody outside our family was thinking I was some kind of hero, Buck was saying I was some kind of loose cannon, that I was a danger to Lincoln." (p. 33).

EXTEND

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

Based on today's reading do you consider Peter to be a loose cannon or a hero. Create a "T" Chart. On one side give reasons Peter is a hero. On the opposite side give reasons why Peter is a "loose cannon".

State in one full sentence if you claim Peter is a loose cannon or a hero. Write a one paragraph argument which supports your claim. As you write acknowledge the opposing viewpoint. Give evidence/reasons that support your claim. Create cohesion in your writing by using formal style and language with clear transitions, phrases, and clauses. Conclude with a statement which supports your argument.

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

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

Character Based Literacy Program 60-Minute Lesson Plan *Framed in Fire, Day 3*



Outcomes for Today

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

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

PREPARE

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



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

What is the purpose of a formal business letter?

Business letters can be written to employees or managers, as well as clients and prospective customers. The business letter is a formal type of communication that is usually typed on 8 1/2 by 11-inch white stationery paper. Business letters must be targeted to a specific individual or group, have a clear and concise purpose, be convincing and end with a specific objective. Business letters may be attached to resumes and applications.

Sales Efforts

The purpose of a business letter can include introducing customers to new products. In direct mail, a form of advertising, these letters are called sales letters. The sales letter is usually mailed with a brochure and order form. While the color brochure often features a company's products, the sales letter is designed to highlight the key benefits of the products for the consumer or business customer. All introductory or sales letters must follow the AIDA (attention, interest, desire, action) principle, according to businessballs.com. The heading or letter should grab the reader's attention, interest them enough to read it, increase their desire to own the product, and prompt them to purchase it.

Relationship Building

Purposes of business letters also include apprising or thanking business associates or customers. For example, a cover letter sent with a report can apprise business associates about the contents of the report. These letters are often very short, with
Character Education at the Markkula Center for Applied Ethics
www.scu.edu/character

bullet points highlighting key topics discussed in the report. Thank you letters can be used by companies to thank customers for a recent order. The objective of the thank you letter is to build rapport with the customer, and remind them of the company's products or website.

Selling Incentive Sales

The purposes of business letters can include providing sales incentives for customers. Selling incentive sales letters are used to offer rebates, coupons or special deals to long-term customers. For example, a small printing company may offer a 20 percent discount to customers who have used their services for six months or longer. An alternative would be to offer the discount to customers who spend a certain dollar amount with the printer. Companies typically use selling incentive sales letters to promote existing products.

Prevention/Solution

Sometimes, a business must write a letter to acknowledge a complaint. This complaint could involve a customer service issue, damaged product or even an inaccurate shipment. Consequently, the company must write a letter to the customer that informs them what is being done to correct the error. Complaints can lead to potential legal problems. Therefore, it is important for companies to address customer complaints immediately.

Considerations

Finally, a company may write a business to a "lost customer" or someone who has not purchased products for a while, according to the Austin Business Journal. Internet, mail order and retail companies that use databases often have the ability to pinpoint these customers. Subsequently, they may write to these customers and offer them a special deal. For example, a small cell phone company may send letters to customers who have cancelled their service introducing a new monthly rate that is lower than their competition.

<http://smallbusiness.chron.com/purposes-business-letters-3067.html>

Your final writing product this month is a formal business letter written in argument style. Use this as an opportunity to introduce business letters, cover, letters, and the need for formal writing in your class.

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

glimpse (50)	sterile (51)	unoccupied (51)	crevice (52)	contraband (52)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 50-74

Setting	Characters	Pages
Resthaven	Peter, Edwards, Lila	50-52
Nurses station	Peter and Cat	52-54
Peters room	Peter and Edward	54
Peter's room	Peter and Sarah	54-59
Peter's room	Peter, Sarah, Edward, and the Poet (John)	59-62
Cafeteria	Peter, kids, Sarah, and Edward	63-66
Outside	Peter, Sam, Sarah	67
Group Room	Peter, Sarah, the Poet, the group	68-70
Community room	Peter, the group, Sarah, Cat	71-73
Room	Peter, the Poet, Edward	74

RESPOND

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

Students might mention:

- Peter goes through the check-in process and is shown his room.
- He meets Sarah, who is very thin.
- He meets his roommate, Eugene, also called The Poet.
- They all go eat. We find out Sarah has an eating disorder.
- Eugene is "delusional" and thinks he's a famous poet named Eugene. His real name is John.
- They went to Group therapy, Peter acts out and gets a small smile from the Poet.
- Peter is getting used to the routines.

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

Map

Add to your KWL Chart of mental illness.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Each time Peter encounters Edward he hears a click. What do you think the 'clicks' are?
2. What does Peter learn about the others at the hospital? How does Sarah know this information? What does he have to do to get out?
3. Why do you think they are paying such close attention to Peter? What do you think Buck put in his file? How long do actions have to last to form a habit good or bad? How long do you think it will take Peter to form impressions on the staff?

4. Do you think Peter misses his dad or do you think he misses the idea of his dad? What is the difference between the two?
5. What roll does Edward play at the facility? How would you describe the characteristics of his actions?

Analyze Analyze the key paragraph.

Key Paragraph, p. 64-65

“You don’t eat enough?”
 “So they say, food sucks.”
 “You gotta eat.”
 “Why?”
 “I wasn’t sure why. I’d tasted my food. It was OK, but I had a hard time getting it past the lump in my throat.”
 “So you can go home.” (p. 64-65)

OR

“She pushed her tray away.”
 “What do you have to do to go home?”
 “I shrugged, but I had a pretty good idea: watch my mouth, quit fighting, play along.”

EXTEND

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

Peter, Sarah, and the Poet all have to take actions in order to go home. Choose one of the characters. Based on the reading on pages 63-66 **write an argument in which you try to convince them of actions they should take to go home. Start your argument with an opening statement in which you state your viewpoint. Include the opposing viewpoint in your opening. Give evidence to support your viewpoint. Use good transitions, phrases, and words to give flow and consistency to your writing. Conclude with a statement that supports your viewpoint.**

Types of business letters and format.

<http://businessletterformat.org/>

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

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

Character Based Literacy Program 60-Minute Lesson Plan Framed in Fire, Day 4



Outcomes for Today

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

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

PREPARE

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



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

What is a tent revival?

A tent revival is a gathering of Christian worshipers in a tent erected specifically for revival meetings, healing crusades, and church rallies. Tent revivals have had both local and national ministries and have been taking place throughout history. The tent revival is a development of the old camp meetings in which religious people gathered to hear a preacher. In the continental United States, tent revivals have ranged from small, locally based tents holding perhaps a hundred to large organizations with a fleet of trucks and tents able to hold thousands. Most tent revivals in the U.S. have been held by Pentecostal or Holiness Christians who not only adhered to evangelicalism but believed in speaking in tongues (glossolalia), healing the chronically ill, and in some cases resurrecting the dead. As radio and television began to play an increasingly important part in American culture, some preachers such as Oral Roberts, a very successful tent revivalist, made the transition to these media. Such pioneers were the early televangelists.

In today's reading Peter is playing chess with Edward. Peter asks Edward about the clicker. Edward explains how he was at a tent revival at the preacher talked about good deeds. Edward realized his life was full of bad things and he decided to make a change. He keeps track of his good deeds so he can become a better person.

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

misunderstanding (75)	negotiate (78)	ledger (81)	tally (83)	curious (84)
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READ

Review Review the timeline from the beginning every day.

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

p. 75-91

Setting	Characters	Pages
Resthaven	Peter, Eugene (the poet), Clair	75
School	Peter, Mitch	76
Resthaven	Peter, Lincoln	76-78
Cafeteria	Peter, Sarah, Eugene	78-79
Peter's room	Peter, Edward	79-84
Office	Peter, Lila	85-87
Nurses station	Peter, Cat	88-90
Pool	Peter, Sarah, Eugene	90-91

RESPOND

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

Students might mention:

- Lincoln calls Peter and tells him he had another 'real' dream.
- Peter had to get off the phone and didn't quite understand it.
- Edward comes and plays chess with Peter.
- Edward tells him what his counter clicker is for.
- Lila talks with Peter and tells him that she knows he's not taking his meds.
- She says the doctor has to decide for him not to take them anymore.
- We learn about Peter's real family. His dad died on the Gulf Coast in a boating accident. He was a commercial fisherman.
- He had no brothers or sisters and his parents were dead, so Peter grew up with no relatives from his dad's side of the family.
- He died when Peter was 2 years old, and his parents had already been divorced.

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

Map

Add to your KWL Chart on mental illness.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did Lincoln call Peter? What does that say about their relationship? What do you think his dreams are trying to tell him or Peter? What clues does he give?
2. What will happen to Sarah if she doesn't eat? How does Eugene predict her outcome? What does she see when she looks in the mirror?
3. Explain the counter that Edward uses. What does it count? He is counting his deeds for a specific purpose. Should you count deeds or just do them for the sake of doing them?
4. How does Peter describe his relationship when he is at home? What role does he fill? Once he completes his steps in the program do you think his life will be different at home? What else will need to change in order for the outcome to be more positive?
5. Lila knows Peter is not taking his meds, Peter feels great by not taking them. How will this affect his treatment at the center? How should he handle not wanting to be on the meds?

Analyze Analyze the key paragraph.

Key Paragraph, p. 82

"I went back on my own the next day, but the tent was gone. Everything was gone. As if I'd imagined the whole thing. But it wasn't my imagination. And I made up my mind. I was going to be a better man. I was going to put that tally book in better shape." (p. 82)

EXTEND

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

Describe Edward's tally book and his counter. What is he trying to do? How does his system work? What do you think of his system? Would it work for you? Do you agree with his method and reasons for keeping the counter?

Write a one paragraph argument in which you state your viewpoint of Edwards tally system. Introduce your claim to the reader and acknowledged the counterclaim or opposing viewpoint. Give reasons and evidence to support your viewpoint from a credible and reliable source. Use words, phrases, and clauses to create cohesion between your viewpoint and your evidence. Conclude with a statement that supports your claim.

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

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

Character Based Literacy Program 60-Minute Lesson Plan

Framed in Fire, Day 5



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What do you consider a talent?

For class discussion, list talents that people can possess. Some examples: athletic, musically gifted, ability to learn languages, etc. A talent would be considered, a marked innate ability, as for artistic accomplishment. A natural endowment or ability of a superior quality

In today's reading Peter has to meet with Dr. Lubber. He comments on Peter's talent for sarcasm, Peter says you need to have a talent for something.

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

anxious (92)	tablet (92)	inscription (93)	fraction (93)	temptingly (93)
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READ

Review Review the timeline from the beginning every day.

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

p. 92-109

Setting	Characters	Pages
Peter's room	Peter and Eugene	92-94

bathroom	Peter and Sarah	95-99
Resthaven	Peter, Dr. Lubber	100-103
Resthaven	Peter and Lila	103-105
Group	Peter, Sarah, Eugene, other members	105-108
Hallway (phone)	Peter and Lincoln	108-109
Room	Peter and Eugene	109

RESPOND

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

Students might mention:

- Peter is reading a book to Eugene aloud.
- Just as he is about to go to sleep he decided to pull the bookplate off.
- Underneath it he finds another note. This one was from his mother and father.
- Peter has lots of questions. *Wasn't his dead already dead? Why would it say from mom and dad? What else didn't he know?*
- Sarah sneaks out of her room and takes Peter to the bathroom.
- They have a cigarette there. It makes Peter feel sick.
- Dr. Lubber comes to meet with Peter. He is not giving Peter a chance or allowing him to be honest.
- During group therapy a boy named Sam throws a ball through the window.
- Lincoln calls and tells him he knows he smoked with Sarah. He 'saw' it.
- Peter continues to wonder if his dead is *really* dead.

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

Map

Add to your KWL chart of mental illness. Cite the sources you are finding your information.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Peter starts to read aloud to Eugene. What kind of safety does this time provide for Peter and Eugene? What does this time signify?
2. Is he making friends? How do you know? What are the signs of friendship between Peter and Eugene and Peter and Sarah? Create a list of 5 signs and give your reasons.
3. Peter peels the book plate. What does he learn? What should he do to get answers?
4. Why does Peter choose to follow Sarah? Is he making good choices? Do you think their relationship is healthy? Explain.
5. Clair brings in the meds for Eugene and Peter. What is Eugene doing to assist Peter? Is this a sign of friendship? Explain.

6. Dr. Lubber invites Peter into his office and has him sit in a chair that was “half a foot shorter than his” page 100. What does this arrangement signify? What is Dr. Lubber trying to prove? How does body language and body placement speak louder than words?
7. Based on the reading Peter sees Lila and Dr. Lubber. Which person is in more of a position to help Peter? Why? What characteristics need to be in place to have a helping and healing relationship?

Analyze Analyze the key paragraph.

Key Paragraph, p. 105

“When did my dad really die? How? And finally, the one idea that kept flaming up from a dark corner of my mind: If my mom had lied about *when*, could she have lied about the whole thing? *Did* he die?” (p. 105)

EXTEND

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

The author is taking a turn in the plot right now. Do you find it believable that Peter may be questioning that his father is really dead? Is the author writing in a convincing manner? Why or why not?

Write a one paragraph argument to support or oppose the above questions. In your opening state your claim and acknowledge the opposing viewpoint. Give evidence from the reading or a credible source to support your viewpoint. Use clauses, transitions, and strong vocabulary to give flow to your paragraph. Conclude with a statement which supports your argument.

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

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

Character Based Literacy Program 60-Minute Lesson Plan

Framed in Fire, Day 6



Outcomes for Today

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

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

PREPARE

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



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

What are the effects of smoking?

Smoking is the leading preventable cause of death in the United States.

- Cigarette smoking causes more than 480,000 deaths each year in the United States. This is about one in five deaths.^{1,2,3}
- Smoking causes more deaths each year than all of these combined:⁴
 - Human immunodeficiency virus (HIV)
 - Illegal drug use
 - Alcohol use
 - Motor vehicle injuries
 - Firearm-related incidents
- More than 10 times as many U.S. citizens have died prematurely from cigarette smoking than have died in all the wars fought by the United States during its history.¹
- Smoking causes about 90% (or 9 out of 10) of all lung cancer deaths in men and women.^{1,2}
- More women die from lung cancer each year than from breast cancer.⁵
- About 80% (or 8 out of 10) of all deaths from chronic obstructive pulmonary disease (COPD) are caused by smoking.¹

- Cigarette smoking increases risk for death from all causes in men and women.¹
- The risk of dying from cigarette smoking has increased over the last 50 years in men and women in the United States.¹

http://www.cdc.gov/tobacco/data_statistics/fact_sheets/health_effects/effects_cig_smoking/

What are the secondary effects of smoking?

Additional effects of smoking are the monetary cost over the smoker's life time. If an average pack of cigarettes costs \$5.00 per pack, you smoke a pack a day \$150 per month, times 12 months \$1800 per year. If a smoker smokes for 10 years the cost to that person is \$18,000.00 and goes up exponentially from there; Smokers pay more on average for health care. Clean -up costs are associated with the waste on beaches, rivers, and lakes. Cost to employers who have to give smokers a special place to smoke and compensate them for time to smoke while on the job.

In today's reading Sarah comes to get Peter again. He declines a smoke as he promised Lincoln he would not smoke again and he didn't really like it the first time he tried it.

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

delusions (111)	leech (115)	suspicious (115)	edited (116)	version (116)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 110-131

Setting	Characters	Pages
bathroom	Peter and Sarah	110-114
Resthaven office	Buck, Mom, Lincoln, Peter and Lila	115-120
Room	Edward and Peter	120-124
Hall (phone)	Peter and mom	124-127
Room	Peter and Eugene	128-129
Bathroom	Peter and Sarah	129-131

RESPOND

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

Students might mention:

- Sarah and Peter sneak out again to the bathroom.
- Peter confides in Sarah about Lincoln.
- They have their first kiss.

- Peter's family comes to visit him.
- Peter shows the book to Edward and asks his opinion.
- Edward says he'll check into his father's death if he wants him to.
- Peter calls his mother that night and asks about the book.
- The mother said old habits die hard and she just forgot to sign it from only herself.
- Sarah looks at Dr. Lubber's records when he isn't looking and writes down Peter's pathology and shares it with Peter.

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

Map

Add Mental Illness to the class KWL Chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Peter tells Sarah about Lincoln. She doesn't take him seriously and he questions his friendship with her. Do you think he deserves a chance or is Sarah right to judge him?
2. Why did Peter tell Sarah about Lincoln and his dreams in the first place? What trait does their relationship have in order to share that kind of information? Explain.
3. What does Peter's dream of Sarah signify?
4. Peter realizes that he has to start working on a ticket out of Resthaven. What is his first step?
5. Page 116, Peter describes his meeting with his family as, "*feeling like a visitor from another planet who understood English but couldn't speak it. I couldn't explain to them that there was nothing wrong with me.*" What words should Peter use to help his family and Lila see his perspective and make them understand?
6. Home is one option for Peter once he leaves Resthaven, what are his other options?
7. What is Peter's mother's role in the family? What is she most concerned about?
8. Peter sees his copy of *Hawk*, waiting for him like an old friend. In what ways can a book or an object be described as an old friend? Explain.
9. Edward's dad says, *big things come of big decisions*. What does this phrase signify? Explain. What should you do before you make a big decision? Is there an element of faith before acting on one?

Analyze Analyze the key paragraph.

Key Paragraph, p. 115

“Bucky was on my lips, but I didn’t let it out. I needed to start working on my ticket out of the place.” (p. 115).

EXTEND

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

Based on the interaction with Buck when Peter enters the room and throughout the session do you think Peter exercises restraint? Do you think his reasons for exercising restraint are legit or do they need to come from a more honest position?

Write a one paragraph argument in which you support Peter and his use of restraint or oppose his actions. In your opening statement give acknowledgement to the opposing viewpoint. Give evidence to support your claim and counterclaim. Use good transitions, phrase, and clauses to maintain flow and consistency in your writing. Conclude with a statement which supports your original claim.

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

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

Character Based Literacy Program 60-Minute Lesson Plan

Framed in Fire, Day 7



Outcomes for Today

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

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

PREPARE

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



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

What is the Seattle Space Needle?

In 1959, an unlikely artist was inspired by the Stuttgart Tower in Germany and sketched a vision of a dominant central structure for the 1962 Seattle World's Fair on a napkin in a coffee house. The artist was Edward E. Carlson, then president of Western International Hotels. His space-age image was to be the focus of the futuristic World's Fair in Seattle, whose theme would be the 21st Century. Carlson penciled a shape that became Seattle's internationally renown landmark, the Space Needle.

However, Carlson and his supporters soon found moving the symbol from the napkin to the drawing board to the construction phase was far from easy. The first obstacle was the structure's design. Carlson's initial sketch underwent many transformations. One drawing resembled a tethered balloon, another was a balloon-shaped top house on a central column anchored by cables. Architect John Graham, fresh from his success in designing the world's first shopping mall (Seattle's Northgate), turned the balloon design into a flying saucer. A dozen architects on Graham's team worked on sketches and ideas before a final design was reached just a year and a half before the World's Fair

The next hurdles were location and financing. Since the Space Needle was to be privately financed, it had to be situated on land which could be acquired for public use but built within the fairgrounds. Early investigations indicated such a plot of land did not exist. However, just before the search was abandoned, a suitable 120-foot-by-120-foot piece of land was found and sold to investors for \$75,000 in 1961, just 13 months before the World's Fair opening.

Construction, managed by the Howard S. Wright Construction Company, progressed quickly. An underground foundation was poured into a hole 30 feet deep and 120 feet across. It took 467 cement trucks an entire day to fill the hole, and was the largest continuous concrete pour ever attempted in the West. Once completed, the foundation weighed as much as the Space Needle itself, establishing the center of gravity just five feet above ground.

The five level top house dome was completed with special attention paid to the revolving restaurant level and Observation Deck. The top house was balanced so perfectly that the restaurant rotated with just a one horsepower electric motor. In keeping with the 21st Century theme, the final coats of paint were dubbed Astronaut White for the legs, Orbital Olive for the core, Re-entry Red for the halo and Galaxy Gold for the sunburst and pagoda roof. The 605-foot tall Space Needle was completed in December 1961 and officially opened a mere four months later on the first day of the World's Fair, April 21, 1962.

The Weather Needle

Storms occasionally force closure of the Space Needle, as they did for the Columbus Day storm of 1962 and the "Inauguration Day" storm of 1993 when winds reached 90 miles per hour. The Needle is built to withstand a wind velocity of 200 miles per hour. The Space Needle has withstood several tremors, too, including a 2001 earthquake measuring 6.8 on the Richter scale. Seattle has a bad rap for being rainy, mostly because of its continually cloudy skies between October and May. Seattle actually gets less rain than Boston, New York, and Atlanta. Between May and September, downtown Seattle enjoys 71 sunny days on average.

<http://www.spaceneedle.com/history/>

In today's reading Peter discovers that his name is not what his mother had told him. In talking to Lincoln he thinks his dad is alive, lives in Seattle, and his dad is a pilot. He decides he is going to leave Resthaven and Sarah is willing to help him.

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

exaggerate (133)	hefty (134)	resolved (135)	absentminded (144)	casually (145)
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READ

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

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

Read p. 132-153

Setting	Characters	Pages
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Lila's office	Lila and Peter	132-135
Room	Edward and Peter	135-136
Hall (phone)	Peter and Lincoln	136-137
Room	Edward and Peter	138-139
Hall (phone)	Sarah, Peter, and Lincoln	139-141
Community Room	Sarah and Peter	142-143
Hall	Sarah, Peter, and Edward	143-144
Room	Peter and Eugene	145
Hall	Peter and Edward	146-148
Hall (phone)	Peter and Edward	149-151
Community room	Peter and Sarah	152-153

RESPOND

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

Students might mention:

- Lila and Peter talk.
- He does not feel suicidal. She wants to have him go home.
- There are other people that disagree.
- Lincoln calls and says the image is of a dad and a baby girl.
- There is a building that looks like a flying saucer with legs (Seattle?).
- Edward's friend didn't find any information about a ship going down.
- Edward agrees to help Peter and look in his records for a name change.
- Peter's real last name is Nordquist.
- Peter calls the number. They will be back in 3 days.
- He wants to somehow get to Seattle.

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

Map

KWL Chart—continue to add to the KWL chart "Mental Illness."

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Lila asks Peter about taking his meds. Why did he decide to tell her the truth? How did that action change the course of his session with her?
2. Lila talks about Peter's strengths and his weaknesses. Name three strengths for Peter and three weaknesses. Is it possible to have a strength and weakness that are the same quality? Explain.
3. How has the friendship between Eugene and Peter developed lately? How does their friendship contrast to Sarah and Peter? Do you think one friendship is more true than the other? Explain.
4. What impact has Peter reading the novel aloud to Eugene had on Eugene?

5. Sarah claims, “you won’t find a better helper than me.” Predict what this action may have on her recovery. What do you think will happen to Sarah? Explain.

Analyze Analyze the key paragraph.

Key Paragraph, p. 145

“Paper heroes, paper hearts, stir our dreams, give us hope for gentle champions of flesh and blood, but they touch us and they’re gone.”

EXTEND

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

What do you think Eugene is trying to say in his poem? Explain. How do some people have the ability to impact others positively and negatively and then leave? Write an argument in which you defend people who leave a positive impact on someone and then leave. Give examples to support your claim. Conclude with a statement that supports your claim.

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

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

Character Based Literacy Program 60-Minute Lesson Plan

Framed in Fire, Day 8



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What are the possible consequences to Peter's actions?

In today's reading Peter decides he has to leave Resthaven. He has help from Sarah and he has a plan. Do you think he has fully considered all of the consequences for his actions?

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

duffel (154)	lumberjack (157)	shouldered (158)	glancing (159)	scruff (160)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 154-176

Setting	Characters	Pages
Escaping Resthaven	Peter, Eugene. Sarah	154-158
Street/café	Peter random people	158-160
Truck to Deadwood	Peter, Les, Sydney	161
Peter's home	Peter and Lincoln	162-165

Bridge	Peter	166
Bank	Peter, teller, Buck, Billy	166-173
Alley	Peter, Buck, Lincoln	173-176

RESPOND

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

Students might mention:

- Peter says goodbye to Eugene and Sarah and gets a lift home from a trucker.
- Lincoln wakes up and wants to come with him.
- Peter searches for money he had left in his bedroom desk. It is gone.
- Peter goes to the bank to withdraw money.
- The banker calls Buck and Buck shoves him in his car.
- Peter yanks the keys out of the ignition...a chase scene ensues...Lincoln catches the keys as Peter throws them to him and he shoves them down a mailbox.
- Peter escapes as Lincoln grabs a hold of Buck's leg to slow him down

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

Map

KWL Chart-Continue to add to your KWL chart "Mental Illness"

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think Peter chooses to escape? What are other alternatives for him? Should his friends have helped him see other options? What would be the consequences of his actions if this were real life?
2. What change occurred in Eugene as Peter was saying good-bye? What triggered that outcome?
3. How did Lincoln see Peter? What does Lincoln want to do? Does Peter show wisdom by not taking him with him?
4. How did the bank manager know not to give Peter the money? Who is he responsible to? Did he cross a line by calling Buck?
5. How is Lincoln able to help Peter? Does that help cement the bond between them? How? Is there anything closer than a sibling relationship? Explain.

Analyze Analyze the key paragraph.

Key Paragraph, p. 162

"Les dropped me off a couple of blocks from my house. Buck's big car sat empty in our driveway, and the house stood black and silent behind its windows. I relaxed a little. No one from Resthaven had called. Yet." (p. 162).

EXTEND

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

Do you think there are other ways Peter could have handled his situation instead of escaping? Problem-solve some other solutions. What would be the consequences of his actions if this were real life?

Based on your answers above, **write an argument letter to Peter. In your letter, state your argument (should he have left or not). Acknowledge other possible viewpoints and solutions. Give evidence to support your viewpoint. Use transitions, clauses, and tone to create cohesion in your writing. Conclude your writing with a statement that supports your initial claim.**

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

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

Character Based Literacy Program 60-Minute Lesson Plan

Framed in Fire, Day 9



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is faith?

One definition of faith is firm belief in something for which there is no proof, having complete trust.

In today's reading Edward learns more about Peter and his story. Peter is on the run trying to get to Seattle. Edward decides he is going to put his faith in Peter and his story and try to help him. He decides he has been doing nice "safe" things for people, this time he needed to take a risk to help someone.

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

Tucked (177)	Exposed (177)	Casually (179)	Posse (181)	Tingly (182)
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READ

Review Review the timeline from the beginning every day.

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

p. 177-197

Setting	Characters	Pages
Phone booth in town	Peter and Edward	177-179

Bridge	Peter	180-181
Edwards car	Peter and Edward	182-186
Gas station	Peter, Edward, and two men	187-191
Car	Peter, Edward, police man	192-197

RESPOND

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

Students might mention:

- Peter gets a hold of Edward, who agrees to drive him to Seattle.
- Peter and Edward have a racial run-in with some thugs.
- They get pulled over by a police officer.
- Sarah comes to the rescue over the phone.

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

Map

Add to your KWL Chart on Metal Illness.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did Edward decide to put his faith in Peter? Would you risk everything for someone you barely know? (Consider the circumstances of where they met)
2. Why did Edward have Peter hide? What was his concern as they left town?
3. Edward and Peter got in a confrontation with two men. What was the confrontation about? Was there any way Peter and Edward were going to leave without an altercation? What choices did they have?
4. What does Peter do to signify that Edward is his friend? What are different ways that people show friendship?
5. How is Sarah able to assist Edward and Peter? Do you think her action will make a difference for her treatment? How can having a purpose make a difference on how you view things?

Analyze Analyze the key paragraph.

Key Paragraph, p. 188

"...and he don't like no salt-and-pepper crap goin' on." I didn't know what he was talking about. "Don't you got no pride, boy? Don't you care who you're hanging with?" (p. 188)

EXTEND

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

In what ways did the men at the gas station not follow the themes within the “justice requiring restraint” unit? What did they fail to do? Given the circumstances did Edward use restraint? How? Who in this situation used the most restraint?

Based on the information you know from the reading write a one paragraph argument in which you claim which character showed the most restraint during this altercation. You must acknowledge opposing viewpoints and claims. Give evidence from the reading and other credible sources to support your claim. Use proper transitions, clauses, and words to give your paper flow. Conclude with a statement which supports your claim.

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

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

Character Based Literacy Program 60-Minute Lesson Plan

Framed in Fire, Day 10



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

Why is it important to write your story or journal?

Journal writing is an important source of writing strength. However, it takes commitment to write part of your story daily. There are quite a few reasons to keep a journal.

Self Improvement—it is important to have a plan and action if you are trying to make change. A daily journal is a good way to track your progress and spot your strengths and weaknesses.

Creativity—doing a free write can help you process your creative thoughts faster. You can turn them into art, poems, or stories.

Family—journals are way that families can track events and family history. There was a time that family members would journal in their family bibles. Those recorded births and marriages were considered legal documents.

Problem solve—using a journal to write daily tasks or troubles can help see issues in a different way enabling you to see different ways to solve problems.

Spirituality—writing in a journal can help you focus on the small wonders in life. Regardless of If you believe in a higher power there are amazing wonders in our daily life. Recording them helps us focus on the things that are important.

Daily life—keeping track of your day to day life may seem mundane but it helps us see patterns, likes, dislikes, and may help us hone our talents and skills for the future.

Log information—journals can help us log information for medical purposes, weight loss, tracking workouts, or workloads. This information can be used to increase and decrease the positive and negatives parts of our lives as needed.

In today's reading the author closes the novel with a series of letters. Peter was told that writing will help him process many of the events that have happened to him over his life. He decided to take her advice and write in order to share his story and progress.

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

outnumbered (198)	dawn (198)	fatigue (199)	unison (203)	curious (203)
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READ

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

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

p. 198-214

Setting	Characters	Pages
Car	Peter and Edward	198-201
Waiting at house	Peter, Edward	201-204
Front yard	Peter, Edward, James Nordquist and family	205-206
Letters	Peter, Sarah, Edward, Lincoln	207-214

RESPOND

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

Students might mention:

- Peter and Edward continue their journey. Edwards takes time to ask Peter what he will do if he doesn't find his dad.
- Peter is reunited with his real father.
- Peter finds out his mother kidnapped him when his father was in Alaska.
- His father has been looking for him ever since.

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

Map

KWL—Complete your KWL chart for Metal Illness.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Edward tries to find out if Peter is prepared for the worst? Why it is important to prepare for the worst and hope for the best in certain situations? Do you need to have alternate plans for your goals and life, why?
2. What do you think it would feel like to be Peter? Would you be excited? Scared?

3. Would it be hard to believe that this was your father after 11 years of not seeing him? How did his father react to the news?
4. Peter claims his mom was sick. What kind of sickness do you think she had? Looking back, did the author give you any clues about her?
5. How did it feel as a reader to finally get information about what really happened? Why do you think the author used this technique? Was it effective?

Analyze Analyze the key paragraph.

Key Paragraph, p. 198

“What are you going to do if this turns out to be a fool’s errand?” (p. 198)

EXTEND

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

A friend is someone who makes you see the other side of situations even if it is a truth you do not want to face. Edward is a true friend and wants to make sure Peter is prepared for a different outcome. Peter has a plan, return to his life and wait it out, until he is old enough to leave. Do you agree or disagree with his plan?

Write a one paragraph argument in which you support or oppose Peter and his future plan. Give evidence to support your claim. Acknowledge the opposing viewpoint. In this paragraph you can give one or two suggestions of other things he could or should try. Use transitions, clauses, and word structure to give your paragraph cohesion and flow. Conclude with a statement which supports your claim.

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

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

Character Based Literacy Program Lesson Plan

Framed in Fire, Final Writing Product

Outcomes for Today

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

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

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

Types of business letters and format.

<http://businessletterformat.org/>

In the novel Dr. Lubber mis-diagnosed Peter, give him medicine that were not warranted, and was not impartial. Pretend you are Peter. Follow the Business Letter format. Write the Medical Board a letter arguing that Dr. Lubber should be investigated and lose his license.

In your letter introduce your claims (3 of them) and acknowledge the opposing claim. In your body paragraphs give evidence from the novel or another credible source to support your claim. Use words, phrases, and clauses to create cohesion between paragraphs. Establish and maintain a formal style. Provide a concluding paragraph which supports your argument. This letter should follow the standard business letter format and should be 5 paragraphs in length.

Justice Chart; Dr. Lubber

In the reading we meet Dr. Lubber. Keep track of how Dr. Lubber treats Peter unjustly. This information will help you as you write your final paper.

You will find the information you need in

Day 1, chapter 2

Day 2, chapter 3

Day 5, chapter 11

Day 6, chapter 14

Chapter/Page	Claim	Evidence
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Number		