

Character Based Literacy Program Lesson Plan

HUSH, Introduction



Outcomes for Today

Unit Roadmap

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

Background information: This is a story about a family that enters the Witness Protection Program. Teachers may choose to share that information ahead of time, or let the story unfold and tell them when it occurs.

The Witness Protection Program

- There is a state and a federal witness protection program
- The federal government gives grants to the states to enable them to provide the witness protection program.
- The federal program is called WITSEC (the Federal Witness Protection Program) and was founded in the late 1960's by Gerald Shur when he was in the Organized Crime and Racketeering Section of the United States Department of Justice.
- The laws and regulations identifying and outlining the Witness Protection Program are outlined in the Witness Protection Act of 1996.
- The Witness Protection Program is run by the NSW Police Service

The Witness Protection Program is defined as a state or federal program designed to protect prosecution witnesses in serious criminal cases especially from bodily injury or tampering (as by providing aid in establishing a new identity in a new location) from serious criminals, organized crime, etc.

A person is admitted into the Witness Protection Program when:

- They face high risk of their and/or their family's security within the community
- The witness may need to testify in criminal trials

The Witness Protection Program includes the following:

- May provide for the relocation and protection of a witness and/or family.
- Offered protection against intimidation before their testimony or criminal retaliation after.
- Relocation and new identities to witnesses who risk their lives by giving their testimony, this is provided by the U.S. Federal Government or by the state government.
- Protect the safety and welfare of essential witnesses and others who have given information to police concerning criminal activity.

Character Based Literacy Program 40-Minute Lesson Plan

HUSH, 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.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

Who is Jacqueline Woodson?

The author of *Hush* was born in Columbus, Ohio and grew up in Greenville, South Carolina. Her family, including her three siblings, moved to Brooklyn when she was seven. She has always loved to write, and started getting recognition for her stories when she was in fifth grade. She still lives in Brooklyn today, and has published many novels for children and young adults. While only a handful of her novels have autobiographical content, she says that she has felt every emotion that any of her characters have experienced. She encourages students and readers of her novels to never stop reading and writing. For more information, visit the author's website at:

www.jacquelinewoodson.com

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

sizzle (1)	hunched (1)	avalanche (1)	knead (2)	coppery (2)
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READ

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Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

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

Read p. 1-5

Setting	Characters	Pages
Colorado	Mother. Father	1-5
	13 year old Cameron	
	12 year old Toswiah- narrator	

RESPOND

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

Students might mention

- Toswiah is recalling her mother's good cooking.
- She is afraid that her father, who is a police officer, will get killed.
- Her father comes home and they have dinner.
- There is foreshadowing that something is going to happen and everything is going to be different.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 3

"Some nights she is afraid her father will never come home. That he will never walk through that door, take off his hat and his badge, unfasten his holster and place it beside everything else on the table in the mud room. She reads the papers. She knows that cops get killed all the time. Even at her school she's heard kids say they hate cops" (p. 3).

EXTEND

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

It is normal to be afraid, especially of something, which you have no control over. However, it is important not to let fear rule your life.

In a short product, make an argument for why the narrator should not let herself be overcome by fear. Give some suggestions for how she can lessen her fear, using examples from the novel or from your own life. Make sure to cite your sources appropriately.

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 40-Minute Lesson Plan

HUSH, Day 2



Outcomes for Today

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

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b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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PREPARE

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



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Where is Denver?

Denver is the largest city in, and the capital of Colorado. The city is almost exactly a mile above sea level, resulting in the nickname of *The Mile-High City*. The city was originally founded in 1858 as a mining town. It is located at the foot of the Rocky Mountains on the High Plains, resulting in sudden changes in weather. Temperatures can be very cold, or very hot, depending on the season.

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

relieved (11)	morph (11)	hardwood (13)	speechless (14)	testify (15)
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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. 9-19

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Setting	Characters	Pages
New city	Evie (was Toswiah)	9-19
	Anna (was Cameron)	

RESPOND

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

Students might mention:

- Evie talks about how she can't call herself Toswiah anymore.
- She has memories of Denver and her friends and misses it very much.
- She doesn't like her new home.
- Boys tease her and call her Neckbone.
- She remembers her mother a few years ago, in Denver, cooking. Mother was always afraid of dad not coming home.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 9

"There is a song that goes *All that you have is your soul*...It is true. When it comes down to it, every single other thing can be taken clean away from you. Or you can be taken clean away from it" (p. 9).

EXTEND

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

As Toswiah is experiencing, the only thing that cannot be taken away from you is your soul. **In one to two paragraphs, make an argument for why this is important to remember in your daily life. How would believing in this concept change your view of the world, your goals, and your values? Include examples from your own life or from the novel to support 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 40-Minute Lesson Plan

HUSH, 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.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

Who are The Jehovah's Witnesses?

The Jehovah's Witnesses are a specific group of Christians, with beliefs very distinct from Christianity. They believe that the present world system will be destroyed at Armageddon, and that God's kingdom will be established on Earth, which will solve all of humanity's problems. The group formed in the 1870's in Pennsylvania.

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

monogrammed (20)	arthritis (21)	gelato (24)	sourdough (26)	wharf (26)
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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. 20-26

Setting	Characters	Pages
San Francisco	Evie, Anna	20-26
	mother	

RESPOND

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

Students might mention:

- Evie tells the story of how her family had to leave Denver in the middle of the night.
- She explains how they had to leave everything behind and how even the realtor had to tell the new owners of their old house a lie about who lived there.
- It was very sad to leave her grandmother behind.
- Mama becomes very interested in the Jehovah's Witnesses after the move.
- Evie talks about her "made-up" history as a person who "grew up in San Francisco."

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 24

"They don't know I hear them talking late at night when they think me and Cameron are asleep. Daddy says Mr. Dennis and Mr. Randall killed that boy. He wants to be a witness to it—break the Blue Wall of Silence" (p. 24).

EXTEND

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

By breaking the Blue Wall of Silence, Evie's father is risking his life and the safety of his family to tell the truth. This is a hard decision to make, especially when there is so much at stake. **In a short product, make an argument for why Evie's father should risk his life to tell the truth and get justice for the boy who was shot. Include evidence from the book or examples from your own life to support your arguments.**

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 40-Minute Lesson Plan

HUSH, 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.

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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 Miranda Rights?

The Miranda Warning or Miranda Rights are read by police to criminal suspects in custody prior to interrogation. Any information obtained from a suspect who was not read the Miranda Rights may be used to obtain evidence, but statements made by the suspect may not be used in court. Suspects are notified that they have the right to remain silent, and that anything they say can be used against them during criminal proceedings. They are also made aware that they have the right to an attorney, and that if they cannot afford one, an attorney will be appointed for them.

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

squinting (27)	attorney (27)	precinct (28)	hostage (31)	epaulets (32)
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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. 27-39

Setting	Characters	Pages
Denver memory	The family	27-39

RESPOND

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

Students might mention:

- Evie wonders who she is.
- Evie recalls being one big family of police officers in Denver. There wasn't any racial tension between blacks and whites on the force.
- Father had won a Medal of Bravery in Denver.
- Father tells Evie about the shooting of a 15-year old black boy that he witnessed by 2 white police officers.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 36

"My father said, 'What would I do, T?' I shrugged, and stared down at my hands. 'What's the right thing, Daddy?'

'Exactly,' he said, frowning into the darkness. He sighed and kissed my head. Both choices seem so damn wrong" (p. 36).

EXTEND

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

Evie's father has a very difficult choice to make. Think about a time when you had to choose between doing what was easier and doing what was right. What steps did you take to decide what to do? **In a short product, make an argument for how Evie's father should go about choosing what to do. Be sure to include examples from your own life or from the novel to support 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 40-Minute Lesson Plan

HUSH, Day 5



Outcomes for Today

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

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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.

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PREPARE

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



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What are death threats?

They are often made anonymously, are threats by one person or group of people to kill another person or group of people. These threats are often used to manipulate the victim's behavior, and can thus be considered a form of coercion, which is illegal in many areas.

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

raspy (40)	ruin (41)	concealed (43)	feat (43)	exasperation (49)
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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. 40-50

Setting	Characters	Pages
Denver	Family	40-50
	Inspector Oliver	

RESPOND

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

Students might mention:

- The family received death threats over the phone.
- Inspector Oliver comes over and talks with Dad about his choice.
- Dad decides he is going to tell on the cops because what they did was wrong.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 49

"It is about race. If Raymond Taylor was white, I don't think he'd be dead now" (p. 49).

EXTEND

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

Though we have come a long way since the days of slavery and civil rights movements, racism still exists in America. How big of a role do you think race played in the shooting of Raymond Taylor? **In one to two paragraphs, make an argument for how big of a factor race was in Raymond Taylor's shooting. Use evidence from the book and examples from your own life to support your answer.**

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 40-Minute Lesson Plan

HUSH, 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.

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d.) Establish and maintain a formal style.

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W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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What are political rallies?

They are also known as demonstrations or protests, are gatherings of groups of people in support of or to raise awareness for a certain cause. Sometimes they consist of marching as a group from one location to another, meeting at a certain point to listen to speakers, or creating a human blockade, disrupting life to bring attention to the protesters. These rallies are usually nonviolent, but can become violent, depending on the circumstances. Rallies and demonstrations can be very effective at raising support for a cause.

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

protest (51)	rally (51)	riot (51)	injustice (51)	racist (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. 51-56

Setting	Characters	Pages
Denver	The family	51-56

RESPOND

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

Students might mention:

- Evie describes the rallies in Denver by black citizens who knew that two white cops killed a black boy.
- Dad tells his family they need to leave Denver.
- Someone shoots three bullets into their kitchen.
- Evie knew that was the end of her life as she knew it.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 54

"Glass covered the kitchen table and floor. The bullet holes were like small black caves against the white kitchen wall. I stared at them without blinking. I was not afraid. Some part of us that had been the same way forever was gone...I thought *this part of my life is over now.*" (p. 54).

EXTEND

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

Now that Mr. Greene has made his decision about how to handle the situation, everything has changed for Evie and her family. Sometimes changes like these can be positive, and other times, these changes can be difficult for everyone involved. **In a short product, make an argument for why this will be a positive change for Evie and her family. How can you convince her to look on the bright side and try to find things to look forward to?**

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 40-Minute Lesson Plan

HUSH, Day 7



Outcomes for Today

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

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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 Witness Protection Program?

It is run by the United States Department of Justice, and is designed to protect witnesses before, during, and after a trial. This program has never had a breach in security resulting in witnesses or their families being harmed. Witnesses and their families are given new identities with authentic documentation. And are moved to a new location to protect them. Witnesses are given money for their essential living costs, and provided with job training and employment assistance to help them adapt to their new environment. Witnesses are permitted to leave this program and return to their original identities at any time, though this is discouraged.

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

records (57)	turntable (57)	phrases (57)	incubators (59)	peacoat (60)
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READ

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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. 57-62

Setting	Characters	Pages
Denver	The family	57-62
	Men who take them away	

RESPOND

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

Students might mention:

- Evie describes the moon on the night the men came to relocate the family.
- She is sad and will miss her best friend Lulu.
- Cameron is angry and says Evie doesn't know anything about love.
- Evie says love is love.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 62

"When I closed my eyes, I wasn't in the van anymore. I was back at our house, waving good-bye to these strangers. Holding my father's hand" (p. 62).

EXTEND

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

Evie wishes that things didn't have to change. She doesn't want her family to move with some strangers to a new place where she doesn't know anyone. She doesn't want to leave her home or her friends or her life. Unfortunately, she has to. Would it be easier for her to try to forget about her past and start fresh, or hold onto the things that she loves? **Write a short product, making an argument for whether Evie should let go of her past, or hold on to what she loves. Make sure to include evidence for whatever path you choose to recommend.**

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 40-Minute Lesson Plan

HUSH, Day 8



Outcomes for Today

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

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PREPARE

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



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What is Isolation?

It is the process or fact of being alone, or without the contact of other people or society. This can produce very severe, negative reactions in human beings. Isolated individuals may experience feelings of loneliness, fear of others, and negative self-esteem. What social interactions they do have may feel superficial. Isolation is a very unpleasant experience.

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

safe house (63)	profile (65)	embarrasses (65)	sane (65)	trace (66)
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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. 63-71

Setting	Characters	Pages
Somewhere in hiding	The family	63-71
	The men who are taking care of them	

RESPOND

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

Students might mention:

- Cameron feels like she is going crazy and that this is not her real family.
- The family is staying in a safe house for several months.
- They don't know where they are.
- They do know that the father leaves to go testify.
- Evie dreams of meeting up with Lulu when she goes to college.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 66-67

"I didn't tell her that Lulu and I had made promises. We'd go to the same college. We'd room together...And Grandma. She'd be there, too. She'd promised. She was going to make a coconut cake for me. There'd be one candle on it—marking the first day of the rest of my life" (p. 66-67).

EXTEND

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

Experts often tell people that the role of *hope* in a person's life is very important. It can keep them going under severe circumstances. **In a short product, make an argument for why Evie needs to stay hopeful, despite her circumstances. Include suggestions for how to do this, and evidence for how hope helps people like her.**

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 40-Minute Lesson Plan

HUSH, Day 9



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Bullying?

Bullying is the use of force, threats, or coercion to abuse, intimidate, or dominate others. The act of bullying is usually about power. The bully or bullies believe that by abusing others, they will gain more power, in the eyes of themselves or others. Bullying can be emotional, physical, verbal, or cyber. Each type has very negative effects. Bullying is not justice.

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

immature (75)	autumn (76)	dimples (79)	cornrows (79)	narrowed (80)
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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. 75-84

Setting	Characters	Pages
Undisclosed location	Anna	75-84
New school	Evie	

RESPOND

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

Student might mention:

- Evie and Anna are in a new school.
- They tell everyone they moved from San Francisco.
- There is a girl in Evie's class whose name is Toswiah.
- A group of girls in Evie's class give her a hard time.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 82

“Don't even go there, Tamara. You know she's a Joho, and Johos can't fight anybody. It's against their religion” (p. 82).

EXTEND

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

Many religions practice nonviolence. **In a short product, make an argument for why practicing nonviolence is just in most situations. Include evidence to support your answer.**

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 40-Minute Lesson Plan

HUSH, 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.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Head Lice?

They are parasites that live on human hair and feed on human blood. They spread very easily, but are fortunately fairly simple to treat, though not to get rid of completely. A chemical wash can be used to kill the adult lice, but this does not kill the eggs. Wet combing will remove the live and the eggs, but must be repeated every three to seven days because of the life cycle of the lice. After treatment, all clothing and bedding should be washed, and combs and brushes should be boiled or frozen to kill any lice remaining on them.

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

crawl (85)	lice (86)	gulp (86)	knapsack (89)	cootie (86)
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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. 85-90

Setting	Characters	Pages
School	Evie & Anna	85-90
	Carla	

RESPOND

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

Student might mention:

- Carla had lice.
- Evie still felt like she didn't have any friends.
- Anna is working hard to get into a university that accepts 16 year-olds.
- Evie is about to turn 14.

EXPLORE

Analyze Analyze the key paragraph

Key Paragraph, p. 86

"I knew by the next morning she would be the cootie-girl, and even as I kept hearing the awful, gulping sound Carla made as she cried, I couldn't help feeling relieved that it was her and not me" (p. 86).

EXTEND

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

Humans have an emotional need called belongingness, which is the desire to be accepted into a group. Feeling as though you are a part of something greater than yourself is very important for happiness. One of the ways people form groups is by excluding others. **In a short product, make an argument for what Evie should do about her situation: she needs to belong to a group to be happy, but can only do so by unjustly excluding Carla. Use evidence to support your answer.**

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 40-Minute Lesson Plan

HUSH, Day 11



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 difference between Revenge and Justice?

When someone has wronged you in some way, it can feel satisfying to see justice distributed. However, it can be easy to confuse justice with revenge. While justice involves logical consequences, impartial decisions, and restoring balance, revenge is an emotional response with a personal agenda that involves retaliation. Justice is positive while revenge is negative.

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

forbids (92)	trembled (93)	therapist (94)	regret (95)	glares (97)
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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. 91-104

Setting	Characters	Pages
New home	Family	91-104

RESPOND

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

Student might mention:

- Evie turns 14 today and her body is changing.
- Things have really changed. Mama doesn't believe in celebrating birthdays anymore.
- Father is depressed and still doesn't have a job.
- Evie and Anna find out that the men that shot the boy went to jail.
- Father feels like it was the right thing to do to testify against them, but the cost to his career and family feels high.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 97

"He turns slowly and glares at my mother. 'Do you know what that felt like? It felt like sending myself to jail'" (p. 97).

EXTEND

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

Evie's father had close bonds with his police officer friends. They were like brothers but two of them did something terribly wrong. It takes a great deal of courage to stand and speak out against people who are close to you. **Write a short product arguing for why and how Evie's father's actions are courageous and brave. How do you know?**

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 40-Minute Lesson Plan

HUSH, Day 12



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Depression?

Evie's father is depressed. Depression is a state of low mood that can affect a person's thoughts, actions, behaviors, and sense of well-being. Depressed people often feel sad, lonely, anxious, hopeless, and angry. They have trouble enjoying the things that they used to enjoy. Sometimes, an individual's depression might be caused by a specific event and last only a short while. Other times, the depression will last for a long time and reoccur frequently.

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

float (105)	curious (105)	believes (106)	flattens (107)	halfway (107)
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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. 105-108

Setting	Characters	Pages
Schoolyard	Evie	105-108
	Toswiah	

RESPOND

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

Students might mention:

- Toswiah comes over on the playground to talk to Evie.
- Toswiah shares that she has a 'retarded' sister.
- Evie thanks her for talking to her.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 107

“No. I mean really retarded. Only everybody calls it ‘developmentally disabled.’ Only that’s too long to say. She’s seventeen.’ I don’t know what to say, so I don’t say anything. We stare out at the schoolyard without saying anything” (p. 107).

EXTEND

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

It is a very intimate thing to tell someone you have a developmentally disabled sister. Do you think Toswiah is trying to become friends with Evie? **In a short product, write an argument for whether or not Toswiah is showing signs of ‘justice requires restraint’ by respecting the rights of all. Use evidence to support 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 40-Minute Lesson Plan

HUSH, Day 13



Outcomes for Today

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

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

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Armageddon?

Armageddon will be, according to the Book of Revelation, the site of the gathering of armies for a battle during the end of times. The Jehovah's Witnesses believe that this battle will be happening on Earth very soon, and that afterwards, God will repopulate the earth with happy, healthy humans that are free of sin and death. Many other religions believe in the eventuality of the Armageddon as well.

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

preach (109)	engraved (110)	vague (116)	rattled (110)	psyche (115)
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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. 109-121

Setting	Characters	Pages
Home	Anna, Evie	109-121
	Mama, Dad	

RESPOND

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

Student might mention:

- The girls do not want to go to Kingdom Hall.
- Mama is very into her religion.
- They no longer celebrate Thanksgiving or Christmas.
- The family seems unhappy.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 117

"Mama shook her head. 'The Lord works in mysterious ways. He has His plans and it's not for us to understand. There's a reason why we're here. We just don't know it yet'" (p. 117).

EXTEND

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

Mama has started believing this statement more firmly since she changed her religion after the move. **In a paragraph, write a product arguing whether or not you agree with Mama that there is a reason for your existence. Use examples or evidence to support your answer.**

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 40-Minute Lesson Plan

HUSH, Day 14



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 track and field?

It is a sport that combines various events of running, jumping and throwing. There are many events in each category, ranging from sprints, to high jumps, to shot-put. The first recorded track and field event happened in the Ancient Olympic Games, in 776 BC. Many rules govern this athletic activity.

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

permission (125)	tutored (125)	academics (125)	baton (126)	flushed (129)
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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. 125-130

Setting	Characters	Pages
School and home	Evie, Anna	125-130
	Track runners	
	Coach Leigh	

RESPOND

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

Student might mention:

- Evie is interested in track.
- She tells her mother she is being tutored in science.
- The coach says he'll help her get her gear.
- She feels like she belongs for the first time.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 125

"My mother thinks I am getting tutored in science, because she wouldn't approve of track. Not now. Not as a Witness. Her motto is Academics and the Bible" (p. 125).

EXTEND

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

Evie feels like she finally belongs when she joins the track team. However, she feels that she has to lie to her mother about what she is really doing, instead of talking to her mother and trying to convince her of track's importance. **In a short product, write a strong argument that Evie could use to convince her mother to let her run track. Make sure to support your reasons!**

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 40-Minute Lesson Plan

HUSH, Day 15



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

Who is Wilma Rudolph?

In the 1960 summer Olympics, Wilma Rudolph became the first American woman to win three gold medals in track and field during a single Olympic Games. As a black woman, she is considered a civil rights and women's rights pioneer. She was considered the fastest woman in the world during the 1960's. She overcame being born prematurely, and Polio, which caused her to have to wear a brace on her leg, as well as stereotypes and oppression to accomplish what she did.

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

tiptoe (131)	eerie (132)	quicksand (132)	hungrily (132)	hollow (136)
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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. 131-138

Setting	Characters	Pages
Home	The family	131-138

RESPOND

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

Student might mention:

- The family receives letters from Grandma but they are vague.
- The girls on the track team start calling Evie Spider and she likes it.
- Mama is very happy because she gets a job teaching 5th grade.
- Father still seems depressed.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 133

"After practice yesterday, a few girls came over to me and slapped my hand, welcoming me. *Daddy longlegs*, Mira said when she waved goodbye. *Spider woman*. Later, *Spider*, someone said...Spider. I liked that" (p. 133).

EXTEND

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

Nicknames can be either positive or negative, depending on who chooses them. Sometimes they can make the person feel more included, and other times they can be used as tools of bullying. **In a short product, make an argument for whether or not nicknames are good. Do they hurt or help? Use examples or evidence to support your claims.**

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 40-Minute Lesson Plan

HUSH, Day 16



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 an Indian Summer?

An Indian Summer is a heat wave that occurs in autumn. It refers to above-normal temperatures with dry and hazy conditions, after summer would typically be over. The term Indian Summer has been used since before 1778, so it is difficult to tell who originally coined it and where.

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

annoyed (141)	inform (147)	harried (146)	cellophane (140)	sternum (141)
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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. 139-151

Setting	Characters	Pages
Coffeeshop	Evie and Anna	139-151

RESPOND

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

Students might mention:

- Anna tells Evie that she got accepted into Simon's Rock school on a partial scholarship.
- Anna tells Evie she already knows that she is running track.
- Anna wants Evie to trust her.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 146

"‘It's mine!’ I said, not caring that I sounded like a four-year-old. ‘Track's mine. And you and Mama and Daddy aren't gonna take it away from me. Nobody's gonna take it away from me’" (p. 146).

"All I'm saying is, Mama and Daddy aren't gonna get us out of this one. We're in it together and we got to do it ourselves. You'll run. I'll go to Simon Rock. Nobody's gonna stop either of us" (p. 146).

EXTEND

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

Both track and university life offer Evie and Anna freedom. They have something to take their minds off their troubles and something to look forward to. **In a short product, argue why it is important for the girls to look for the future to help them through the present time. Use examples and evidence to support 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 40-Minute Lesson Plan

HUSH, Day 17



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Depression and Suicide?

As mentioned earlier, depression causes problems with people's self-worth and view of reality. It causes them to lose hope. When a depressed person believes that there is no hope left for them, they may try to commit suicide. Often, this is not because they want to die so much as they want to end the pain that they feel. It is important to pay attention to the warning signs of suicide (giving away possessions, talking about death, a sudden upswing in mood, etc.) and address them by getting the person help.

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

mosey (155)	flawless (156)	fluid (156)	shard (157)	pierced (158)
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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. 152-158

Setting	Characters	Pages
Outside	Evie, Toswiah, Sheila	152-156
Home	Mama and Dad	156-158

RESPOND

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

Students might mention:

- Evie runs into Toswiah and her sister Sheila outside running.
- Toswiah is friendly.
- Evie's father tries to commit suicide.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 156

"My body was fluid. My stride was flawless. In my head, I saw myself in slow motion, running against the cold wind blowing up all around me. Running *hard* against it, into it, through it. And winning. I, Evie/Toswiah Thomas/Green...was winning" (p. 156).

EXTEND

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

Sometimes the best way to face a problem is to attack it head on. The paragraph above is a metaphor for Evie's new approach to her life and difficulties. **In a short product make an argument for why this approach will work for her, or why it won't. Use evidence from the novel to support your answer.**

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 40-Minute Lesson Plan

HUSH, Day 18



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Pledge of Allegiance?

It was composed in 1892 by Francis Bellamy. It was formally adopted by congress in 1942. Many congressional and government meetings open with this pledge. It is commonly recited at school at the beginning of the day. Traditionally, an individual should stand and salute the flag when reciting the pledge.

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

increments (163)	steered (162)	puzzled (162)	straitjacket (163)	apostles (163)
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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. 161-165

Setting	Characters	Pages
Home	Toswiah, Anna, Mama, Principal	161-165

RESPOND

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

Student might mention:

- Evie can't decide whether to continue track or not.
- Anna tells her she should.
- Dad is in a hospital on meds and doing better.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 165

"Some days I wish Lulu and I had had a huge fight and screamed our hatred at each other. That by the time I left, our friendship had been bruised beyond repair. Then the missing wouldn't hurt so. The holding on wouldn't be so deep" (p. 165).

EXTEND

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

Sometimes it is easier to let go of things when it feels like there is a reason to. Evie is struggling to let go of her friendship with Lulu because it feels like there was no reason for them to end their friendship. **In a short product, argue why even though it is more difficult for Evie now, it will be better in the long run that her and Lulu's friendship was not damaged before she left. Convince Evie to focus on the future.**

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 40-Minute Lesson Plan

HUSH, Day 19



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Athletic Discipline?

To be a successful athlete, an individual must have a great deal of self-discipline. Many athletes work out up to eight hours a day, participating in multiple workouts of many different varieties. They must strictly monitor their diets and make sure that they keep their bodies and minds healthy. It is a big commitment to be a serious athlete, and is definitely not for everyone.

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

bogeyman (166)	hamstrings (167)	spikes (167)	refrain (171)	mantelpiece (173)
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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. 166-174

Setting	Characters	Pages
Track	Evie and other runners	166-174
	Coach Leigh	

RESPOND

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

Student might mention:

- Evie training hard and getting faster.
- The other girls trying to keep up with her.
- It has been 7 months since they left Denver and Evie is feeling more like a person again.
- New neighbors move in.
- Mama supports Anna going to college.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 171

"I press my hand to my chest. Seven months have passed since we left Denver in the middle of the night. My heart is still beating. I am no longer who I was in Denver, but at least and at most—I am" (p. 171).

EXTEND

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

While most people like to believe that they do not change, and that their thoughts, opinions and beliefs are the same at their core no matter what, this is not true – people change frequently, and this is a very good thing. Change is a sign of growth and maturity. **In a short product, make an argument to Evie why it is a good thing that she has changed since she has moved.**

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 40-Minute Lesson Plan

HUSH, Day 20



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Mental hospital?

Mental hospitals are institutions where people suffering from mental illness can get the help that they need. They are monitored 24 hours a day, and receive therapy. They are able to relax and focus on recovering with a group that understands their circumstances. While mental hospitals used to be very negative places, now they are much more positive and helpful to the people they serve.

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

peels (175)	crook (175)	inheritance (176)	shuffle (176)	solarium (178)
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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. 175-180

Setting	Characters	Pages
Mental hospital	Evie and Dad	175-180

RESPOND

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

Student Might Mention:

- Evie visits Dad at the hospital.
- He is doing much better.
- She wants to break speed records as a runner.
- She asks him to tell him about when he first wanted to be a cop.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 180

"Me and Daddy stare at each other for a long time—two, old, old buddies who knew each other when" (p. 180).

EXTEND

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

Sharing secrets can unite people, or it can tear them apart. **In a short product, make an argument for whether the sharing of secrets is a good thing or a bad thing.**

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

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