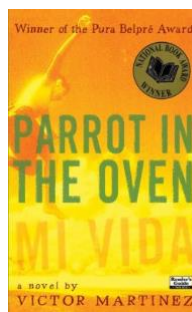


Parrot in the Oven: Mi Vida

Lesson Plan



ISBN-10	0064471861
ISBN-13	978-0064471862
Author	Martinez, Victor
Publisher	Rayo
Copyright	2004
Lexile	1000L
Genre	Coming-of-Age Story, Fiction
Synopsis	Manny, fourteen years old, is confronted with an alcoholic father, friends involved in gangs, and a rough neighborhood. Manny struggles to make the right choices and to somehow belong. The novel contains mature and graphic situations.
Themes	Resilience, Race, Education
Protagonist	Latino-American Young Male
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character      

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Introduction



Summary

Parrot in the Oven is a novel about a young fourteen-year-old Mexican-American boy named Manny Hernandez. Manny lives in a household where his father is an alcoholic, his mother stays at home and cleans all day, and where his brother won't get a job. Manny wants to be more than the "*penny*" his dad says he is. Manny wants to be respected, not only by his father but also by the neighborhood bullies. *Parrot in the Oven* is a story of young man from Fresno, California who struggles with finding himself as a person and of finding his place in life.

There is an unabridged CD version of the novel available.

Content Warnings

On page 140, a new chapter begins titled, "Family Affair." In this chapter we learn that Madga is pregnant and is having a miscarriage. The topic is sensitive so make sure to read ahead before reading out loud with the class.

Community Connection

The theme this quarter is Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs. Manny was on his heroic Journey to find himself. The novel ends with Manny being a hero without even trying.

Class Project

As a class, list all of the everyday heroes found in your community or neighborhood.

- As a class list the different occupations that heroes can be found?
- Once completed have students break off in pairs to research their organization and tell how they show courage and heroic deeds.
- Where else can you find your everyday heroes?
- What service is provided?
- What kind of education is needed for the occupation?
- Do you know of any everyday heroes?

Project

Contact an organization on your list and volunteer to work in their agency.

Final Writing Assignment

As a final writing assignment, students will examine the theme of Courage and will write a biographical piece about a student in your class. Your biography should focus on some portion or phase of his or her life. It should have a beginning, middle, and an end. It should give the reader a strong sense of the main character through his/her actions, as well as through the use of imagery and descriptive language. It should follow the main character through an event or chain of events that results in significant change in character. Manny's life is grayshaded like *The Parrot in the Oven*—until the last chapter when he returns home, having made some big decisions for himself. What does your character's oven look like? How does he/she remove himself/herself from it? You already have much of the information to write this. You will, however, need to organize what you have in a logical order. You will also need to add more details.

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the Army?

The United States Army is the agency that organizes and trains soldiers for land warfare. There are two service options for the Army: Active Duty and Army Reserves. Active Duty is fulltime service and Army Reserves allows you to make a commitment to your country while continuing to live life as a civilian and to serve when your experience is needed.

For more information visit: <http://www.goarmy.com/>

2. Word Wall

busboy (1)	hashed (2)	sixth sense (3)	shamming (4)	hustled (7)
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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.

Read p. 1-10 (stop before the last paragraph)

Setting	Characters	Pages
Home	Manuel (Manny), Bernardo (Nardo)	1
Bonneville Lakes Golf and Catering Service event	Bernardo (Nardo), Randy, Mr. Baxter	2-4
Home	Manuel (Manny), Bernardo (Nardo), Dad	4-7
Pepper field	Manny, Nardo, Dad, Foreman	7-10

RESPOND

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

Students might mention:

- Manuel, the narrator, explains that his brother, Nardo, goes through jobs like a "thumb through a deck of cards."
- That summer, Nardo had a job as a busboy at the Bonneville Lakes Golf and Catering Service. He got fired for dancing with a girl.
- Manny wants a baseball glove real bad.
- He convinces his brother to pick peppers with him in order to earn some money.
- They arrive at the field long after picking has begun. They were first told that it was too late in the day but were given the smallest row near the road, as it was all they had left.

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

KWL Chart

Create a KWL chart of Manny and Nardo.

Open Mind Portrait

Create an Open Mind Portrait of Manny.

EXPLORE

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

Figurative Language Cube

Create a Figurative Language Cube. You will only complete two sides of the cube today. An analogy compares two similar things. In today's reading, Martinez uses the analogy, "He could duck trouble better than a boxer could duck a right cross." Label one

of the cubes, “Parrot in the Oven Analogy.” Represent this analogy visually by creating a drawing of the situation. Label another box, “My own analogy.” Write an analogy comparing yourself to “trouble.” Then represent it visually by creating a picture of the situation you chose.

Employee Qualities Chart

As a class, create what do you think are the qualities a boss looks for in an employee? Afterwards, decide whether or not you think you would be a good employee. Is Nardo a good employee?

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

Key Questions

1. Explain this simile: “My brother Nardo went through jobs like a thumb through a deck of cards” (p. 1).
2. What did Randy and Nardo dare each other to do?
3. According to Nardo what is the lesson in his being fired from Bonneville Lakes Golf and Catering?
4. What is the reason Nardo doesn’t want to work in the fields?
5. How did Manny’s dad lose his job?
6. On page 6, Manny is adamant that he is not like Nardo. Why do you think his convictions are so strong? What is wrong with Nardo?
7. How did Manny earn money prior to working in the fields?
8. What made Nardo finally decide to work in the fields with Manny?
9. Describe Nardo’s reaction when he is first told there was no work for them in the fields? Do you think Nardo really wanted to work in the field?

9. Analyze Analyze the key paragraph.

Key Passage, p. 4

“The way Nardo tells it, you’d think he did that man a favor working for him. ‘Don’t you ever get braces, Manny,’ he said, as if that were the lesson he’d learned” (p. 4).

EXTEND

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

In the paragraph above, Nardo fails to correctly identify the lesson to be learned after trying to get work in the fields. He deflects responsibility to the girl with braces and to Manny.

In 1-2 paragraphs explain what you believe the real lesson to be learned is. What should Nardo have done instead, and what the likely results would have been had he acted differently? Can you relate to this situation? Is there a time in your life when you thought you learned a certain lesson, but actually realized that the lesson was different than the one you originally believed? Using techniques such as description and reflection, create a sense of nostalgia in your writing.

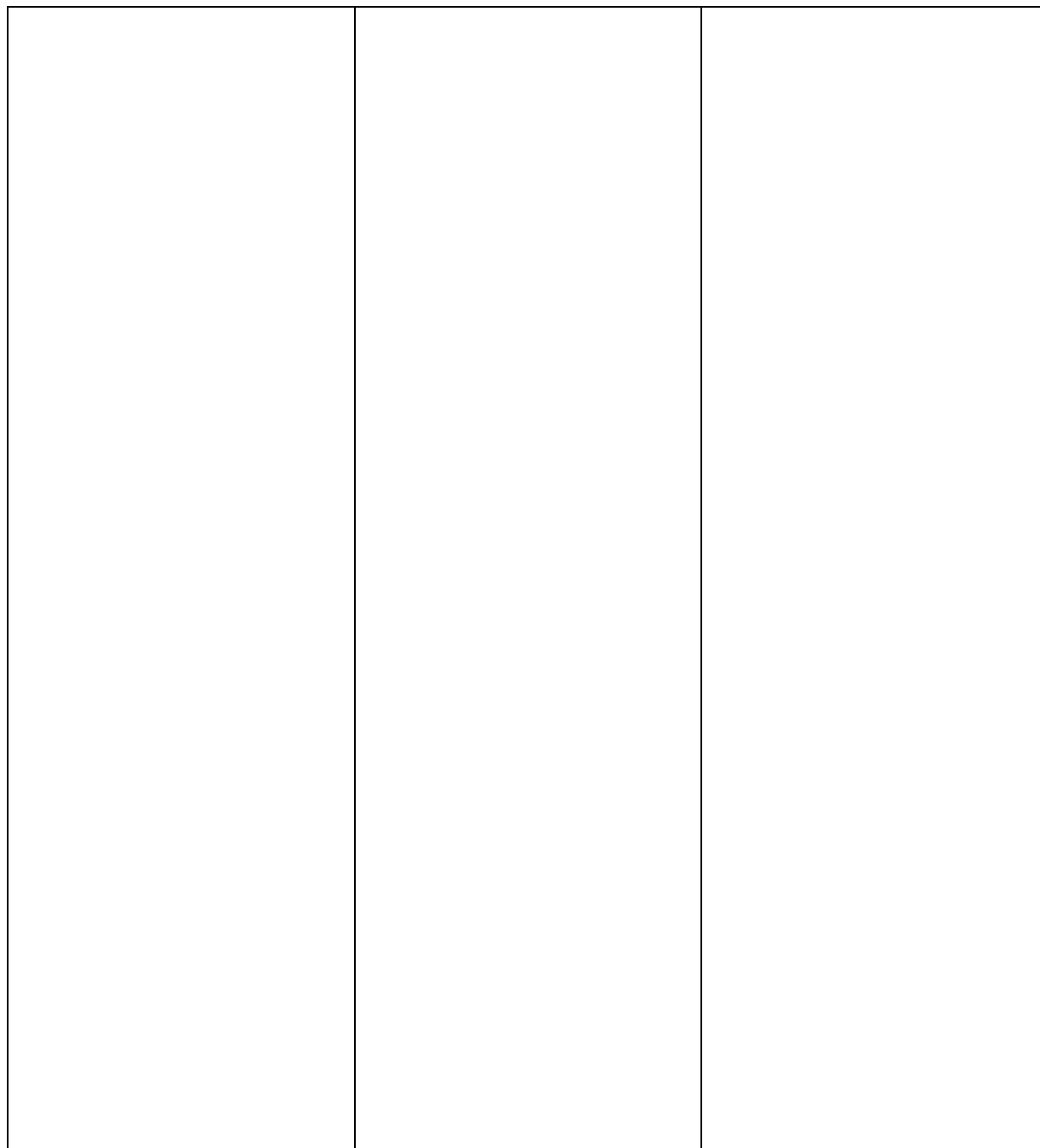
When you have finished your assignment, upload a word-processed version final version to the online forum of your choice (i.e. Blog, Google Docs).

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

Community Connection

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?
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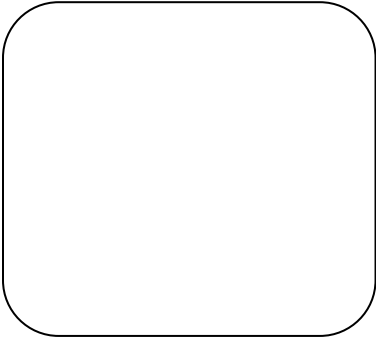
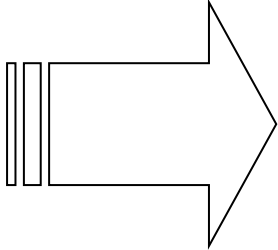
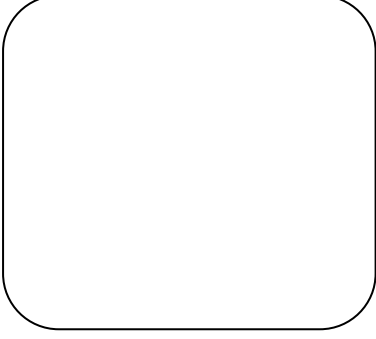
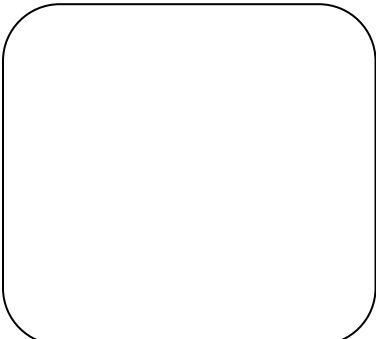
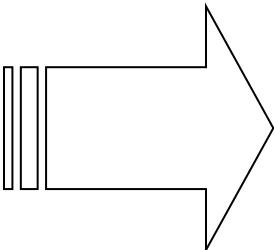
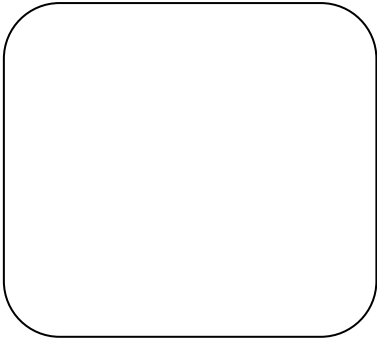
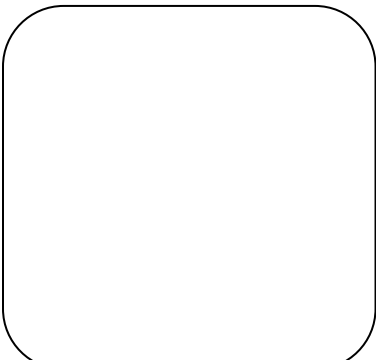
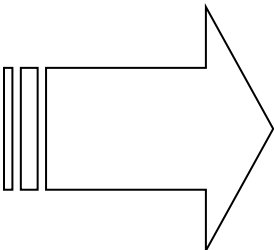
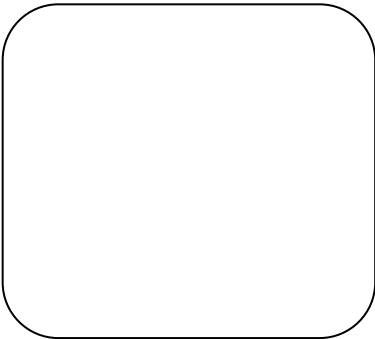
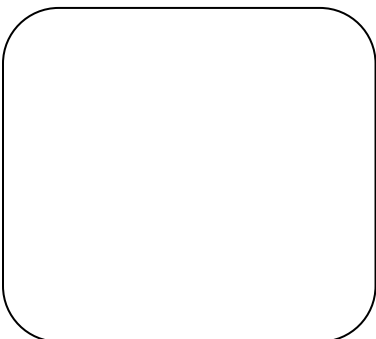
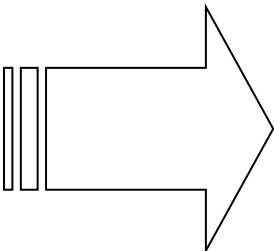
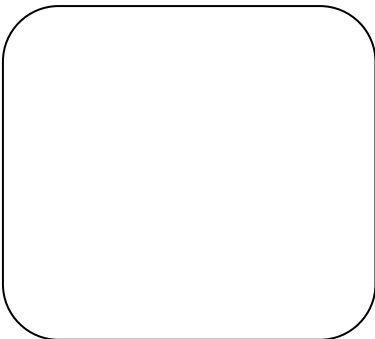


Cubing Figurative Language

Directions: Complete each face of the cube with a type of literary/writing device from the book. Use markers or colored pencils. Include drawings if you would like. Cut it out along all of the dotted lines. Fold all flaps. Punch two holes in your cube. These will be connected to other cubes with yarn. Glue or tape the flaps together.

Your Name			
		Metaphor	
	Personification	Alliteration	Simile
		Hyperbole	

METAPHOR CHART

Metaphor	Comparing it to	object or thing
		
		
		
		

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Figurative Language: Metaphors

A metaphor is figure of speech that compares two things without using the word like or as. A metaphor expresses the unfamiliar in terms of the familiar. Some examples of metaphors include the sayings: A heart of stone, he has the heart of a lion. Metaphors are a descriptive technique used to show a comparison between two seemingly dissimilar things.

In today's reading, Victor Martinez compares Manny's hands to warm honey, which is an example of a metaphor in *Parrot in the Oven*. Metaphors are used frequently, not only in this novel, but also in many different works of literature. As you read, try to spot the different metaphors that Martinez uses in this novel.

2. Word Wall

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

tripod (11)	foreman (11)	lured (12)	marveling (14)	furrors (15)
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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.

Read p. 10 - 20

Setting	Characters	Pages
Pepper field	Manny, Nardo, Forman, Immigration, Joe-the Bracero	10-20

RESPOND

5. Timeline

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

Students might mention:

- After being given the smallest row, Nardo and Manny pick peppers for a while, resting more often, and moving more slowly than others around them.
- Manny is having a hard time picking the chiles due to the "fresh scent of the freshly broken peppers."
- Nardo takes a break and buys a soda from the Burrito Truck owned by the labor contractor. He complains about the high price and the poor quality of the soda.
- Immigration vans surround the field. Many begin to run. Even Manny feels the urge to run, and he is a US Citizen.
- Immigration rounds people up and takes them away.
- The man who had been working next to them is gone.
- All the workers run to claim the abandoned sacks of peppers from the field including, Nardo and Manuel, and cash in the sacks of peppers.

6. Map

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

KWL Chart

Add to KWL Chart of Manny or add to KWL Chart of Nardo.

Open Mind Portrait

Add to OMP of Manny.

Metaphor Chart

Create a Metaphor Chart: each day add two metaphors from the day's reading.

EXPLORE

7. Activity

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

Figurative Language Cube

Continue working on this cube by adding two more boxes today. A metaphor compares two things without using like or as. “We stopped too much, my brother to eye the girls near the weigher, and me to watch the man and compare hands. **His were wings in a blur of wonder**, mine stirred a pot of warm honey.” Label another box on your cube, “Parrot in the Oven Metaphor.” Create a visual representation of the metaphor for the man’s hands. Record the metaphor below it.

Then label another box, “My Metaphor.” Think of something you are good at. Write a metaphor comparing yourself doing that thing you are good at to something else without using like or as. Create a visual representation of your metaphor.

Short Research Project:

Since part of today’s readings concern manual labor and pickers, feel free to conduct research into the life of a manual laborer in the 20th century in America. What are some challenges that these individuals face? How is immigration an important factor? What are the limitations that an undocumented worker faces? How can people show courage in the ways that they come to this country? Write 2 paragraphs: one with facts about undocumented farm workers, and another with your personal opinions towards their situation. Draw a scene of Nardo and Manny picking chilies in the fields.

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

Key Questions

1. Why is Manny working in the fields picking chilies?
2. What are Nardo’s complaints about the soda he buys? Do you think Nardo is lazy? What does he seem to value in life?
3. Manny states that he and Nardo weren’t the best pickers but not the worst pickers. In your opinion, what kept them from being good chile pickers? What qualities do they possess that prevent them from being the worst pickers?
4. What do you think Manny means when he says, “His were wings in a blur of wonder, mine stirred a pot of honey?” (p. 14). What figure of speech is being used in this quote? You may conduct an online search or use authoritative print sources to help aid your research.
5. Do you agree with the ideology of the people working in the fields that if the workers would have stayed and acted like they belonged then the Immigration people would not have noticed them and might have left them alone?
6. Do you think the field workers, including Nardo and Manny, had a right to cash in the others workers peppers? Why or why not?
7. How is Manny feeling at the end of the chapter as he stands in the empty, dusty, chile field?
8. Do you think Manny bought his glove or something else?

9. Analyze Analyze the key paragraph.

Key Passage, p. 20

"I thought of the baseball glove, all clean and stiff and leather-smelling, and of myself in the cool green lawn of center field. I imagined already being on the baseball team at school, and people looking at me. Not these people picking chilies or those sent away in the vans, but people I had yet to know, watching me as I stood mightily in center field. I looked down at the sacks, then far out in the distance at the clouds of dust folding and wondered how long I'd have to work to fill those sacks. The weariness of it stretched as wide as the horizon" (p. 20).

EXTEND

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

In the paragraph above, Manny, the main character and narrator, finds himself standing in the center field of his reality, imagining the center field of his dreams. Do you think Manny will ever reach his dream of being a baseball star? Why or Why not?

In one paragraph, explain why dreams are important to stay motivated. Is there a particular dream you accomplished? If so, how did you feel? In a second paragraph, describe what Manny will have to do in order to reach his goal. What are barriers that might prevent him from becoming a baseball player? How can he overcome obstacles by being courageous?

Use reflection, description, and other literary techniques to be as descriptive as possible and to create a tone of accomplishment. In your writing, focus on creating a tone of courageous perseverance. When you have completed your assignment, upload a final, word-processed version to the online forum of your choice.

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

Community Connection

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is Welfare?

Welfare means: aid (help) in the form of money or government programs for those in need (people who cannot provide - food, shelter, clothing and/or education - for themselves and/or their families.)

Welfare is a federally funded and government program which began in the 1093's during the Great Depression. The government provided families and individuals in need and by creating a welfare program that would give assistance to those with little to no income. Welfare systems are still in place to this day, providing assistance to those who are socio-economically disadvantaged.

For the history and more information on Welfare go to: <http://www.welfareinfo.org/>

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

schemes (21)	plead (22)	raucous (22)	vise (22)	croquet (23)
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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.

Read p. 21-28

Setting	Characters	Pages
Rico's Pool Hall	Dad	21
In the car	Dad, Mom, Manny, Magda, Pedi	22-23
Driving through the neighborhood	Dad, Mom, Manny, Magda, Pedi, the Garcia Brothers	23-24
Manny's home/ in front yard	Dad, Mom	24-25
Manny's home	Dad, Mom, Manny, Magda,	26
Somewhere in the Neighborhood	Manny, the Garcia Brothers	27-28

RESPOND

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

Students might mention:

- Manny's Dad likes to spend his time in Rico's Pool Hall talking about schemes to make money and how he can escape back to Mexico
- The family has to go get Dad out of Rico's Pool Hall where he is "looking for a job."
- While driving home, Dad makes fun of the Garcia Brothers, who he dislikes because they wrecked his croquet set.
- Mom and Dad argue in front of the house about Welfare- whether or not the family should sign up.
- Dad goes in the house promising again to get a job.
- Mom and Dad are arguing and so Manny decides to leave to house to escape the yelling of his parents
- Manny runs into the Garcia boys- Bobby, Stinky, and Little Tommy.

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Metaphor Chart

Metaphor Chart: add two metaphors from the days reading.

Bookmark

Create a bookmark for this book. On one side, write “Manny” and on the other side, begin keeping a list of all the ways Manny shows courage.

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

Today, you will fill in the last two boxes. A simile compares two things using “like” or “as”. Students may wish to reference one of the following: “The Garcia’s came over like wild chimpanzees” (p. 23). Or “Shaped like box hotels in a monopoly set, the houses weren’t pretty or stylish, but in spring the grass flowed to every porch like green water lapping against the hulls of houseboats, and that was beautiful. But now it was summer and the heat had sucked the grass blond” (p. 24). Label the fifth box of your cube, “Parrot in the Oven Simile.” Choose one of the two similes above and visually represent it. Record the Simile Sentence below it.

Think about your own life. Create a simile that compares your neighborhood to something using like or as. Or, create a simile comparing your friend(s) to something else. Record the simile in the sixth box of your cube along with a visual representation. Tape it up to form a cube.

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

1. Using descriptive language, explain what kind of person Manny’s dad is. Then describe Manny’s mother.
2. What is your opinion of Mom dragging Manny with her to get Dad from Rico’s Pool Hall?
3. How is Mom’s reaction to Manny’s behavior different from Dad? Why do you think that is?
4. Why does Manny’s dad think that the Garcia Brother killed his dream? What was his dream?
5. In your opinion, do you think Manny’s dad is any different from the Garcia Brothers?
6. Why doesn’t Dad want to sign up for Welfare? What do you think makes him feel that way?
7. Do you think Dad should swallow his pride and sign up for the welfare services? Explain your answer.

8. Where did Manny go when he heard his parents begin to argue? Why didn't he take his little sister, Magda, with him?
9. What do you notice about the song that Magda is singing when Manny takes off? What does it tell you about Madga? Their family?
10. What do you think is going to happen to Manny with the Garcia Boys surrounding him? Predict what you think will happen.

9. Analyze Analyze the key paragraph.

Key Passage, p. 21

"Because of his drinking, and because of the milk she said drained into the gutter whenever he drank, Mom hated to see Dad go to Rico's. She was always dragging me along with her to bring him home. On the day after the chili peppers, we were all piled in the car—my little sister PEDI whining about the heat, Magda clapping her hands to the rock-and-roll music inside her head, Dad complaining about a streak of clever pool shots he was working on before Mom yanked him rudely away. No telling how much money he could have won, he kept saying" (p. 21).

EXTEND

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

In today's reading, Manny talks about how his dad is always drunk and is too prideful to collect money from the welfare office. It appears that Manny's father's dream was destroyed at the precise moment the Garcia Boys wrecked his croquet set.

Pretend you are Manny. Your journal, write a 2-paragraph entry about you father. How do you feel about being his son? What do you think he can do to change? **Use evidence from today's reading and try to use imagery-rich language, such as a metaphor, simile, or an analogy in your paragraph. Also, when you have completed your assignment, upload a word-processed version to the online forum f your choice (i.e., Google Docs, Blog).**

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

Community Connection

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is alcoholism?

Alcoholism is drinking alcoholic beverages at a level that interferes with physical health, mental health, and social, family, or job responsibilities. Brain damage is a common and potentially severe consequence of long-term, heavy alcohol consumption.

In the previous pages, we read that Manny's dad lost his job due to his drinking on the job. Manny's dad lives at Rico's bar when he is not at home criticizing his family and his neighbors. Manny's dad may suffer from Alcoholism.

An Alcohol Abuse Screening Quiz, developed by the Office of Health Care Programs, Johns Hopkins University Hospital can be found at:

http://alcoholism.about.com/od/tests/l/blquiz_alcohol.htm

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

ornery (31)	tousled (33)	enticingly (33)	huffed (34)	brilliantine (34)
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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.

Read p. 28-36

Setting	Characters	Pages
The neighborhood	Manny, the Garcia Boys	28-32
Manny's home	Manny, Mom, Dad, Pedi, Magda	32-35
Down the street heading for Rico's	Dad, Garcia Boys	36

RESPOND

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

Students might mention:

- Stinky and the rest of the Garcia Boys tease Manny about his family being on welfare and his sister Magda.
- Stinky gets upset with Manny for not wanting to let Magda go on a date with him.
- The Garcia Boys are turning Manny's words around trying to work themselves into a fight.
- Finally, they leave Manny alone. He decides to go home.
- Upon arrival, Pedi is on the porch. Magda is in her room. Dad is on the couch, drinking tequila and beer. And Mom is cleaning and watching a Tony Curtis movie.
- Dad starts an argument so he'll have an excuse to go back to Rico's.
- As he heads down the street on foot, the Garcia Boys fall in behind him, throwing pebbles at the back of his head.

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Metaphor Chart

Add two metaphors from the days reading.

Bookmark

Add to the courage bookmark of Manny. In what ways did Manny show courage in today's reading?

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

On a postcard, visually represent the figurative language: "He stared at me like I was weeds growing in a field that he would someday have to chop" (p. 35). On the other side, explain what Manny means in literal terms. What is his dad thinking he will have to do to Manny someday soon?

Sketch

Draw a picture of one of the Garcia Boys. Use the information from today's reading to help with the sketch.

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

1. Describe Stinky in your own words. Use descriptive language and sensory details to create as clear and coherent a picture as possible.
2. In your opinion, why do you think Manny lied to his mom about where he was getting his injuries? Would you have told your mom the truth? Is he showing courage in this decision?
3. What is your impression of Manny's mom and dad? How are they similar or different from your own parents?
4. What do you think it means when Martinez says that Dad is "smoldering" around the house? What are the different definitions of the word "smoldering?" Use authoritative Internet or print sources to support your answer.
5. If you were Manny's mom, how would you react to Dad on the couch, drinking tequila and beer?
6. What do you think Victor Martinez is trying to tell you about Manny's mom and their relationship when he writes that "He stood over Mom for about a minute to see if she'd lift her eyes, then grinned meanly, grabbed his keys and pint of tequila and stormed out"?
7. Why do you think Manny's dad begins the fight at home with his wife? Was there justification of him getting mad and then storming off to Rico's?

9. Analyze Analyze the key paragraph.**Key Passage, p. 35**

“Mom just kept watching the TV. I guess she figured she could scold him for starving us, scold him about the unpaid rent or the job somewhere in the world waiting for him to try harder, but she was tired of all that. She knew if she cluttered his ears with too much griping, it would only thicken his stubbornness. He’d smolder around the house for hours, grumbling and haranguing until he gnawed her patience down to shreds” (p. 35).

EXTEND

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

In the paragraph above, Manny’s Mom decides not to say anything to her husband, because she knows he is just looking for an excuse to storm out of the house and head back to Rico’s. He finds a reason anyway.

Pretend you are Manny’s mom. From her perspective, write your husband a letter telling him how you feel about his drinking habits. Is his behavior disruptive to the family? Let Dad have it, “scold him for starving [them]” and about the “...unpaid rent [and] the job somewhere in the world...” “Clutter his ears with griping” and otherwise harangue him. Use descriptive words and sensory language to create a sense of extreme disapproval. Employ different narrative techniques such as dialogue, reflection, and description. Remind him of his responsibilities and tell him what he needs to do (and not do) in order to fulfill them.

When you have finished your assignment, upload a final, word-processed version to the online forum of your choice (i.e. Blog, Google Docs).

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

Community Connection

Post Card Activity

Materials:

- Card Stock Note Cards to make your post card
- Markers, crayons, pens, colored pencils or pencils
- Pictures, graphics, photographs, cartoons, or drawings
- Construction paper, scissors and glue sticks if desired

Directions:

A. You are one of the characters in the story. On the back of your postcard write to another character about an event, situation, problem, or person you are dealing with. Include at least 5 sentences, using correct grammar and spelling and giving examples and details.

B. Leave a place for the address of the person to whom you are sending the card and a place for the stamp. You may cut out the one on the reverse side or create your own. The cost of mailing a 5X8 post card is now 39 cents.

C. Add graphics on the front, and write an appropriate caption.

Step 1: Put the name of the character you are going to be.

Step 2: Put the name of the character to who you are going to write.

Step 3: Jot down several ideas (incidences and people) you want to write about.

Step 4: Jot down several ideas for graphics you could use for the front.

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is pride?

Pride is having a high opinion of one's own dignity, importance, merit, or superiority; becoming or dignified sense of what is due on oneself or one's position or character.

Having pride also means having a feeling of self-respect and personal worth. Exploring the pages already read, including today's reading, Manny's dad lets his pride get in the way when an individual does something good for his son and instead of being appreciative for the good deed he is angry. Notice that it is pride that keeps Manny's dad from allowing his family to go on welfare and getting a job.

2. Word Wall

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

numb (38)	smart-aleck (39)	unclog (41)	antsy (43)	blandly (44)
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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.

Read p. 37-48

Setting	Characters	Pages
School Office	Manny, Mrs. Kingsley (school secretary)	37-38
Bus stop	Manny, Mr. Hart	38-42
Mr. Harts office	Manny, Mr. Hart	42-43
Mr. Harts car	Manny, Mr. Hart	43-45
Front of Manny's house	Manny, Mr. Hart, Dad	45-48

RESPOND

5. Timeline

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

Students might mention:

- Mom sends Manny to get his school records. She wants him to start the year at a new school across town that has more resources.
- After getting his records, while waiting for the bus, Manny runs into his teacher Mr. Hart.
- Mr. Hart talks Manny into waiting for him to give him a ride home.
- Mr. Hart gives Manny \$20.00 for "school supplies."
- Mr. Hart goes the long way to Manny's house making sure to drive past the new school Manny mom wants him to attend.
- Manny tries to get Mr. Hart to drop him off near a ditch instead of at home, in the projects.
- Mr. Hart ignores his request and takes him to his house and Manny's dad is in the front yard.
- After Mr. Hart leaves, Manny's dad is angry and finds the \$20.00 Mr. Hart had given Manny.

6. Map

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Metaphor Chart

Add two metaphors from the days reading.

EXPLORE

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

Character Interaction Chart

Use Manny, Mom and Dad as the 3 characters to profile and analyze.

1. Choose 3 characters to profile and analyze. Fill in the name of each character in one of the 3 boxes.
2. Each character box is connected to each of the other character boxes. In the **Character #1** box, write down two ways Character #1 does the following to Character #2 and Character #3:
 - Thinks about each of the other characters,
 - Interacts with each of the other characters,
 - Gets along with each of the other characters, or
 - Does to each of the other characters.
3. Then do the same thing in the **Character #2 box**, describing Character # Two's relationship towards Character #1 and Character #3.
4. Finally, do the same thing in the **Character #3 box**, describing Character # Three's relationship towards Character #1 and Character #2.

Research and Sketch

Research what president is on the cover of the \$20.00 bill. Sketch the president and the \$20.00 bill and list five important facts about the president.

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

Key Questions

1. Why does Mom want Manny to start the year at a different school?
2. Why do you think Mrs. Kingsley had Manny read the note from his mom out loud?
3. What is your thought regarding Manny's dad perspective of school and work?
4. How does Manny feel about Mr. Hart? Does his nonverbal communication tell you how he feels?
5. Why do you think Mr. Hart wants to help Manny? What is motivating him?
6. Why do you think Mr. Hart keeps staring at Manny's shoes?
7. What barriers or conflicts do you think Manny will face if he goes to the new school?
8. What is the tone in the car as Mr. Hart is taking Manny home?
9. Have you ever known a teacher like Mr. Hart? Would you have let him take you home and give you \$20.00 for school supplies? If you were Manny, would you have found what Mr. Hart did offensive? Explain your answer.
10. What reason do you believe is behind Mr. Hart taking Manny through the neighborhood and the school that Manny's mom wants him to attend?

11. Manny's dad is extremely angry at Manny for allowing Mr. Hart to take him home. Is he angry because Mr. Hart is white or do you think he was embarrassed about his living area? Or both? Explain your answer
12. Why does Manny's dad act differently when Mr. Hart is around?
13. What do you think Manny's dad means when he asks, "Don't you think I know people like this?" What do you think the author intends when he writes ambiguous statements like this?
14. Victor Martinez names this chapter "Charity", do you think this is a good name for this chapter? If you could give this chapter a new title what would it be?

9. Analyze Analyze the key paragraph.

Key Passage, p. 48

"He give you this?" he asked, his voice croaking and the cords on his neck pulsing as he took in gulps of air. He didn't really expect an answer. He looked over at me with glazed eyes, then turned toward the house. As he reached the door, he swung back around and pointing right at the president's picture on the twenty-dollar bill, said, 'Don't you think I know people like this?'" (p. 48).

EXTEND

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

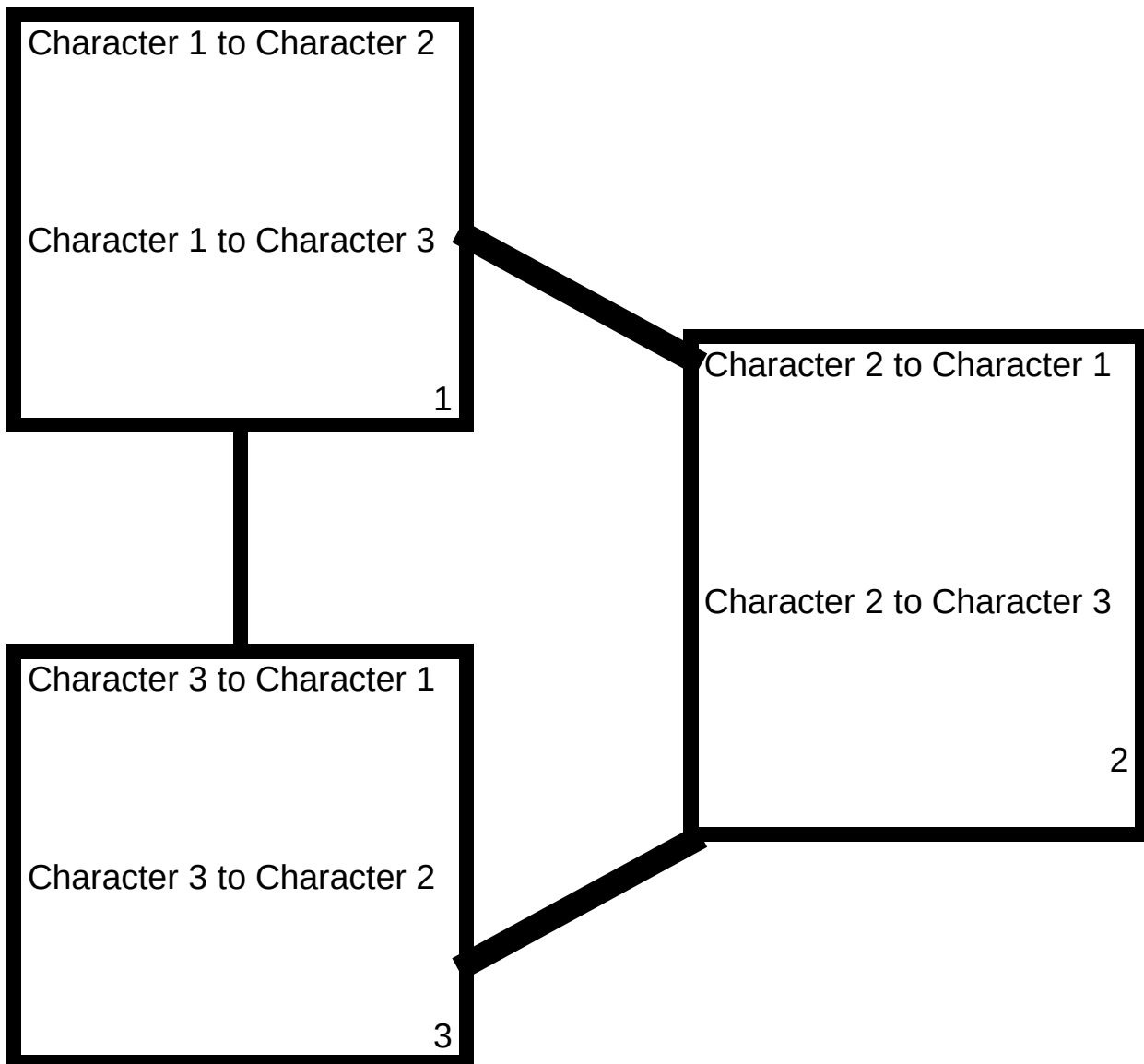
In today's reading Manny is given money from Mr. Hart for "school supplies" and is given a ride home from his teacher. Upon arriving home Manny's dad is furious that Manny would bring a guy like Mr. Hart home and takes the twenty dollars that Mr. Hart gives him. Analyze the paragraph above. Decide what you think Manny's dad means when he says, "Don't you think I know people like this?"

Write a paragraph explaining your interpretation of the above quote. Using descriptive language, sensory details and other techniques (i.e., reflection, pacing), explain why you think Manny's Dad is so mad. What is the cause of his anger? How would you feel if someone treated your son that way? Explain why he took his son's money. Be logical in your organization and show coherence in your writing.

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

Community Connection

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What are parrots?

Parrots are a broad order of more than 350 birds that include Macaws, Amazons, lorikeets, lovebirds, cockatoos and many others. All parrots have curved beaks, four toes on each foot, two pointing forward and two projecting backward. Most parrots eat fruit, flowers, buds, nuts, seeds, and some small creatures such as insects. Parrots are found in warm climates all over most of the world. These birds have been popular companions throughout history because they are intelligent, charismatic, colorful, and musical.

In today's reading, you will find out why Manny is called *Perico* by his father. You will also notice that the reasoning behind the name is a contradiction to the perception of what popular companions compare parrots to.

2. Word Wall

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

binge (49)	gritting (49)	fidgeting (50)	cronies (50)	dodging (60)
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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.

Read p. 49-60

Setting	Characters	Pages
Home	Mom, Magda, Manny,	49
Rico's Pool Hall	Rico, Dad, Mr. Sanchez, Mom, Manny	50-52
Home	Mom, Magda, Manny, Pedi, Dad	52-58
In front of Sophie's house	Dad, Manny, Mom	58-60

RESPOND

5. Timeline

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

Students might mention:

- Dad takes Manuel's \$20.00 and goes on a drinking binge. He disappears for two days.
- Mom and Manny go to Rico's Bar to get Dad and bring him home.
- He refuses to leave with them. But Manny knows he will follow soon.
- Mom notices she has embarrassed her husband and leaves with Manny with Dad still at the bar.
- Mom sends Magda to her friend's house. She goes to Sophie's, leaving Manny at home to watch Pedi.
- Dad comes home and realizes Mom is not home but at Sophie's.
- Dad thinks that Mom is going to leave him and that Sophie is bad news.
- Dad gets his gun, goes to Sophie's and chases her through the neighborhood until the police show up.

6. Map

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

Open Mind Portrait

Add to OMP of Manny

KWL Chart

Add to KWL Chart of Manny

Bookmark

Add to the courage bookmark of Manny. In what ways did Manny show courage in today's reading? Remember, courage is risk for a reason, not for thrills.

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

Read the Key Paragraph below from page 51. Then Read Martinez's response to being a Parrot in the Oven in the appendix section labeled "Questions for Victor Martinez", page 8.

Create an acrostic poem Titled "El Perico." In an acrostic poem each line's first letter vertically forms the concept being described or explained. (For instance, the first line of your poem will begin with the letter "E," the second letter will be "L," the third with be "P," and so on). Hence each of the lines of your poem should help describe or explain what it is to be a Parrot in the Oven.

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

1. What did Dad do with the \$20.00?
2. Manny's father was hiding in the bathroom when his wife and Manny came looking for him. What is Victor Martinez trying to tell you about Manny's father?
3. Where is Dad at the beginning of today's reading? How long has he been gone?
4. In your opinion do you think it was right to send Madga away to her friend's house and leave Manny at home with Pedi to deal with Dad?
5. Why does Dad call Manny Perico? How do you think this relates to the book title?
6. How was Dad before he lost his job?
7. In your opinion, if you were Manny's mom would you have left the house to go get your hair done or wait for your husband to get home? Explain.
8. What do you think Manny's dad expected when he got home from the bar?
9. Do you think Manny's dad really planned on killing his wife?
10. Predict what you think will happen to Manny's dad? Do you think he will go to jail?
11. How does the Victor Martinez use of detail draw you into the story? Is it effective?
12. How are you like a Parrot in the Oven?

9. Analyze Analyze the key paragraph.**Key Passage, p. 51-52**

“*Perico*, or Parrot, was what Dad called me sometimes. It was from a Mexican saying about a Parrot that complains how hot it is in the shade, while all along he’s sitting inside an oven. People usually say this when talking about ignorant people who don’t know where they’re at in the world. I didn’t mind it so much actually, because Dad didn’t say it because he thought I was dumb, but because I trusted everything too much, because I’d go right into the oven trusting people all the way—brains or no brains” (p. 51-52).

EXTEND

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

Manny is compared to a Parrot by his father. It is in today’s reading that we first get introduced to the significance of the parrot and its relation to the title of the book.

In a paragraph, explain how you think Manny like a Parrot in the Oven. Use evidence from the story to back up your assertions. Also, create a persuasive tone in your paragraph by using reflection, description, and other narrative techniques. In a second paragraph, compare yourself to Manny. Are you like a Parrot in the Oven? Use personal details and other techniques to be as clear and coherent as possible.

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

Community Connection

Name: _____

Acrostic Poem Project

The Big Idea:

An acrostic poem is a way to show what you know about a character or theme in a book you are reading. You could also include ideas that represent you, as well. You might not think of it as poetry because it doesn't rhyme, but poetry doesn't always have to rhyme.

- Formed by writing a word vertically down the page
- One letter per line
- Use decorative letters for the first letter
- First letter should be capitalized
- Each line of poetry must begin with the letter on that line
- Each line must pertain to the word
- May use one word or a phrase
- Does not have to rhyme
- Use adjectives and phrases that describe the word

Example:

Crunchy, munchy
Oh, so sweet
Oodles of chocolate and nuts
Kids love them!
I like to eat them hot from the oven
Everyone waits for them to cool.

-OVER-

Before You Begin:

A. Make a list of all the things you know about one of the characters: his or her likes, abilities, fears, issues, and character traits.

1. _____ 2. _____
 3. _____ 4. _____

B. List two scenes from the book where the character appears.

1. _____
 2. _____

C. List four themes (topics, ideas, meaning) from the story.

1. _____ 2. _____
 3. _____ 4. _____

Create An Acrostic Poem:

Now create your own acrostic poem. Choose a word from your ideas in "Before You Begin," Section A, B, or C for your main word.

Put your word on this line. _____

Suggestions:

- Use construction paper
- Add graphics (pictures, drawings)
- Use a variety of media
- Create a collage



Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 7



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is shock?

Shock is when a person has an intense emotional reaction to a stressful situation.

Today, Manny's mom goes into a state of shock and is unable to answer the policemen's questions when they police ask her about the gun and the information that the neighbors reported that her husband was running around the neighbor trying to shoot her. It is only at the end of the reading that she is able to find her voice and tells the police to, "take him!"

2. Word Wall

holsters (61)	burly (62)	cherub (62)	staunch (64)	feebleness (67)
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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.

Read p. 60-70

Setting	Characters	Pages
Home	Two policemen, Mom, Dad, Manny, Pedi	60-70

RESPOND

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

Students might mention:

- The Police enter the house and talk calmly with Dad and Mom.
- When asked about the gun Dad swears that there is no gun in the house.
- The police ask Mom where the gun is and she says nothing.
- One officer's goes through the house and locates the gun under the bed in the back bedroom.
- The gun is unregistered. The police want to confiscate it, but Dad won't allow them to.
- So they arrest Dad and take the gun. He goes quietly.
- Mom says that Dad will have to stay in jail until the police are ready to let him go as she has no money for bail.
- Manny gives Pedi a bullet to play with and that seems to quiet her.

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Bookmark

Add to the courage bookmark of Manny. In what ways did Manny show courage in today's reading?

EXPLORE

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

Research and Drawing

Research Parrots using authoritative print or digital sources. Find out what countries they are most likely found in. Then, using the research you've compiled, draw a picture of a parrot. Underneath the parrot list some facts that include the different types of parrots, characteristics, where they are found, and what they feed on.

Character Profile Chart

Create a character profile chart of Manny's mom.

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

Key Questions

1. Why do you think Mom hid the gun from the police? Would you have done the same?
2. What happens when the police arrive?
3. What do you think Manny's mother is thinking while the police are asking questions?
4. What do you think Manny's dad would have done if the police didn't quickly handcuff him?
5. Do you find it odd that Dad was arrested for unregistered firearm and not attempted murder of his wife? What does this say about the way that gender is viewed at the time that this story takes place?
6. What do you think Mom means when she says, "Take him...Go ahead, take him"? Is she fed up with his behavior?
7. After Dad is arrested, Mom starts talking about cleaning and wanting a new vacuum. Why do you think she does this? Does cleaning help you release stress?
8. If Mom did have the bail money do you think she would have bailed Dad out of jail?
9. Read the description of the room that begins with the last paragraph on page 67 and continues onto page 68. Explain the relationship of the description to the myth of the Parrot in the Oven.
10. How did you feel when Manny gave Pedi a bullet to quiet her? How is this ironic?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 67

"But Mom wasn't listening. She seemed to still be hearing something in the air. Then her face became more alert, and she turned to the officer leading Dad out of the door. 'Take him,' she said, softly at first, then with decided anger. 'Go ahead, take him!'" (p. 67).

EXTEND

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

When Manny's father is arrested and put in handcuffs, Manny's mother tells the officers to, "take him". A lot of meaning is packed into those two little words. Let us unpack them and examine their meaning in the context of the passage.

Pretend you are Manny's mother. Compose a letter to your husband, while he is being held in jail. In the letter, use techniques (such as description, reflection, dialogue and pacing) in order to convey your emotions towards him and what he did to you. How has he put you and your family in danger? Can you forgive him? Why or why not? Be creative and use Manny's mother's voice; create personal events that her character could use to support her stance. Try to be as concise as possible to create coherence and a tone of chastisement. When you have completed your assignment, upload a word-processed version to the online forum of your choice.

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

Community Connection

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character". To its left and right are two trapezoidal shapes, each labeled "Trait 1" and "Trait 2" respectively. Each trapezoid is connected to the central rectangle by a line. To the left of each trapezoid are two rectangular boxes labeled "example 1" and "example 2". To the right of each trapezoid are two rectangular boxes labeled "example 1" and "example 2". The entire diagram is enclosed in a thick black border.

Character

Trait 1

Trait 2

example 1

example 2

Trait 3

Trait 4

example 1

example 2

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 8



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is an Oven?

A chamber or enclosed compartment for heating, baking, or roasting food, as in a stove, or for firing, baking, hardening, or drying objects, as in a kiln. The Parrot in the Oven is the symbol of the novel. You will notice that throughout the rest of the book metaphors and similes use of heat, cold, light, dark, trust, being fooled, limitations, and etc. will be used. You previously read why Dad calls Manny *perico*. Think about whether or not you think Manny is living in an oven? How can the warmth of an oven be comforting? How can it be suffocating? Which of the two do you think is the most relevant interpretation for Manny at this point in his life?

2. Word Wall

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

shushed (72)	peered (73)	starched (74)	sloth (75)	saplings (77)
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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.

Read p. 71-80

Setting	Characters	Pages
At home in the kitchen	Mom, Dad,	71-72
Manuel and Nardo's Bedroom	Nardo, Manuel	72-74
In the car on the way to Grandma's	Manny, Nardo, Dad	74-75
Grandma's house	Nardo, Manuel	75-80

RESPOND

5. Timeline

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

Students might mention:

- Dad is released from jail.
- Dad and Mom talk things out, make a lot of promises to each other and make up.
- Dad promises to get a job- not just look for one.
- Nardo climbs in the bedroom window. He is drunk.
- Next day, Dad wakes up Manny and Nardo. He drives them to Grandma's house and tells them to make the yard spotless.
- Manny and Nardo quit for the day soon after Nardo goes in to make Kool-Aid.
- Grandma wakes up.

6. Map

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

Open Mind Portrait

Add to OMP of Manny.

Bookmark

Add to the courage bookmark of Manny. In what ways did Manny show courage in today's reading?

Metaphor Chart

Add two metaphors from the days reading.

EXPLORE

7. Activity

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

Symbolism

The Parrot in the Oven is the symbol of the novel. Scenes in the novel alternate by Manny's description from dark, gray, and shady to unbearably hot. What metaphor or symbol would you use if you were to write your own biography of your 14th year?

Draw a picture to visually represent it. Below your drawing, record its characteristics.

Character Profile Chart

Create a character profile chart of Manny's mom.

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

Key Questions

1. How did Manny feel about his parent's marriage and his dad being in jail?
2. What is your impression of Manny's Mom? What kind of person is she? Does she show courage in her actions?
3. Why do you think Mom was excited to have her husband home? Remember that we just read about how she told the policemen to "take him!"
4. What promises do Manny's parents make to each other? Do you believe they will keep their promise? Why or why not?
5. Why do you think he takes the kids over to Grandma's?
6. Why doesn't Manny want Nardo to go inside to make Kool-Aid? Do you think Nardo is lazy?
7. In your opinion, who do you think quit first Manny or Nardo?
8. If you were to write a memoir or autobiography about some portion of your life, what symbol or metaphor would you choose to represent your experiences?

9. Analyze Analyze the key paragraph.

Key Passage, p. 74

"Dad must have sizzled on some hot plans while he was in jail, and now, he was ready to get into action. I'd rather have gotten dragged across a cactus desert and dropped thirsty in a lake of salt than listen to him, but he had us there in the car, muscling his voice so our minds wouldn't wander" (p. 74).

EXTEND

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

In today's reading, Manny's Dad is released from jail. He has promised to be a better husband and look for a job. Dad has taken Manny and Nardo to Grandma's house to clean. On his way there Dad tells them while in jail he "sizzled" up plans to make money.

Pretend you are Manny riding in the backseat of the car. Re write the monologue Dad gave, describing the hot plans he "sizzled" while he was in jail. Be sure that Dad explains how your cleaning of Grandma's yard fits with his grand plan. Focus on original word choice; use words that Manny's Dad would

actually use. Use techniques such as dialogue, pacing, and description. Your writing should be coherent and contribute to an overall sense of scheming. When you have completed your assignment, upload it to the online forum of your choice.

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

4g6 Character Profile Chart

The chart is a central vertical rectangle labeled **Character**. It is connected to four trapezoidal boxes labeled **Trait 1**, **Trait 2**, **Trait 3**, and **Trait 4**. Each trait box is further connected to two rectangular boxes labeled **example 1** and **example 2**. The layout is symmetrical, with traits 1 and 2 at the top, and traits 3 and 4 at the bottom.

Character

Trait 1

Trait 2

Trait 3

Trait 4

example 1

example 2

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 9



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What are dreams?

Dreams are a series of ideas, images, emotions, thoughts, and/or sensations occurring involuntarily in the mind during certain stages of sleep. Dreams can give us subtle clues as to what is going on in our subconscious mind and provide us with hints to our true emotions, fears, worries and desires.

In today's reading, Manny has a dream about his grandma. Nardo thinks it is a look into Manny's future and Manny thinks maybe it was telling him that Grandma was going to die. Dreams have different meanings to different people.

For more information on dream interpretations see below:

<http://www.dreammoods.com/dreamdictionary/>

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

<http://www.meaningofdreams.org/>

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

drought (82)	reservoirs (82)	unfurled (83)	scuttling (84)	blanched (87)
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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.

Read p. 80(bottom) – 89

Setting	Characters	Pages
Grandma's front yard	Grandma, Nardo, Manuel	80-83
Grandma's house	Grandma Rosa, Aunt Letty, Uncle Joe, Mom, Nardo, Cousin Rio, Horacio, and Dad	83-87
Outside Grandma's house	Manny, Mr. Vuksanivich, Grandma	87-89

RESPOND

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

Students might mention:

- Grandma comes out front where Manny and Nardo are cleaning up
- Grandma tells Manny and Nardo how beautiful the garden and neighborhood used to be.
- Grandma dies a few months after Manny and Nardo clean her backyard.
- After the funeral everyone gathers at Grandma's house.
- Manny tells Nardo that he had a dream about Grandma the night before.
- Manny imagines his grandmother's soul becoming color in someone else's yard.

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Metaphor Chart

Add two metaphors from the days reading.

EXPLORE

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

Postcard

Go to <http://www.dreammoods.com/>. Read the symbolism explanations for: Earthquakes, Mountains, and Lava, and Fire. Create a postcard with the dream image on one side. Interpret the dream on the other.

Poster

Create a poster of imagery from a dream you have had. Interpret it using the above website or your own insights. Below explain what the symbols mean to you.

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

Key Questions

1. According to Grandma, what did the neighborhood used to be like?
2. According to Manny, what has happened to the neighborhood?
3. What happened to Grandpa?
4. How did Manny's mother react to the death of her mom?
5. Did Dad ever find a job? How do you know?
6. Do you think Manny's dream foreshadowed her death, or did the earthquake symbolize trouble in his own life? Have you ever experienced a dream in which something was revealed to you?
7. What does the garden symbolize? Research the Garden of Eden. How does it relate to the garden in this chapter?
8. Do you think the title "the garden" for this chapter is fitting?
9. What would you have named this chapter?

9. Analyze Analyze the key paragraph.

Key Passage, p. 85

"I leaned forward on the couch and in a half whisper told Nardo that the night before I had dreamt about Grandma. She and I were walking together in the mountains, when suddenly, under our feet, a huge earthquake erupted, with fire tearing open the earth like a sharp knife through seams of old leather. I woke shivering and soaked in cold sweat" (p. 85).

EXTEND

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

Manny's grandma has passed away. On the day of her wake, Manny tells Nardo about a dream he had about his grandma before her death.

What do you think Manny's dream symbolizes? In 1-2 paragraphs, explain what you think the symbolism of the earthquake, the fire, and Manny's grandma meant in the dream? What do the mountains and the earthquake and the fire symbolize? Feel free to research these symbols using authoritative print and/or digital sources. In your writing, use various techniques such as description to create coherence. Pay careful consideration to the sound, length and flow of your

sentences. When you have completed this assignment, upload it to the online forum of your choice.

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

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 10



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is lying?

Lying is the deliberate act of deviating from the truth. It is when a person is deliberately untruthful. Lies promote deceit and usually, but not always, have serious consequences

for those who choose to be untruthful. The first president of the United States famously said, “I cannot tell a lie” when he confessed to chopping down a cherry tree.

In today’s reading, Manny tells a lie to Pedi about the whereabouts of Magda. Pedi gets real upset with Manny and calls him a liar and appears to be hurt by the lie.

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

bribed (92)	lacquered (92)	tantrums (96)	coaxed (97)	haughtily (98)
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READ

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

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

Read p. 90-100

Setting	Characters	Pages
Magda’s room	Magda, Manny, Pedi	90-93
Mom and Dad’s room	Manny	93-94
Living Room	Manny and Pedi	95-99
Mom and Dad’s room	Manny and Pedi	99- 100

RESPOND

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

Students might mention:

- Magda goes out to meet her secret boyfriend leaving Manny to watch Pedi.
- In searching his parent’s closet for the dominoes, Manny finds his dad’s gun.
- Manny attempts to play dominoes with Pedi, but Pedi is sulking awaiting Magda’s return.
- Pedi calls Manny a liar and is upset with him for lying to him about the whereabouts of Magda.
- While Pedi is sleeping Manny goes back to look at the gun.
- Manny begins trying to unjam the bolt. As Pedi comes into the room, the gun unjams and goes off.
- The bullet hits Pedi.
- Manny is relieved to see Pedi alive and is stuck between the emotion of joy and grief.

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Metaphor Chart

Add two metaphors from the day's reading.

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

Pick 5 events that you think have been significant in the story so far. Decide on a scale on 1 (low) to 10(high) how intense you think this event is, and mark your score in the appropriate box.

Prop Activity

Identify important objects in the story. 1. If you were acting out this story, what objects (prop) from the story would you want on the stage for the actors to touch and handle? (See activity at end of lesson for more directions).

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

1. What kind of employee is Magda? If you had Magda's job (and were in her situation) how would you act?
2. What is Magda keeping from her parents?
3. Describe Pedi's personality.
4. What evidence does Victor Martinez state to let you know that Manny's dad still does not have a job?
5. Why do you think gun is so important to Manny's dad? What does it represent to him?
6. Pedi gets upset when Manny lies to her about the whereabouts of Magda. Why do you think Manny lied? Could he have told Pedi the truth?
7. How does Manny respond to Pedi accusation of him being a liar?
8. How does Pedi apologize to Manny for calling him a liar and being mean to him?
9. Why do you think Manny is so fascinated by the rifle?
10. Do you think Pedi will survive?
11. Do you think it is a good idea to have a gun in the house?

9. Analyze Analyze the key paragraph.**Key Passage, p. 100**

"The sound of the gun going off was like a huge mouth swallowing a noise, and Pedi was eaten by that mouth. Thoughts ran together inside my head and blurred, like currents of fast water flowing together. Loud shrieks inside my lungs were bursting to get out, but couldn't. Pedi was dead, I knew it. The way she fell back on the floor, she

could only be dead. I was afraid to go up to her, thinking I'd see a gory gash where the bullet entered her head and I'd lose my mind" (p. 100).

EXTEND

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

Manny is fascinated with his father's gun in today's reading. Earlier we read that his father chased his mom throughout the neighborhood shooting at her with the same gun. In today's reading Manny is playing with the gun and accidentally shoots Pedi or in her direction. It wasn't until his incident with Pedi that he finally realizes the finality of bullets and how harmful guns can be.

Guns have been prominent in the media and news lately, and several debates are underway about gun rights and gun safety. Find information on this topic and use current authoritative news sources to support your research. Then, pretend to be Manny.

From his perspective, **write two paragraphs. In the first, pretend that the bullet that went off actually hit Pedi and wounded her. How do you feel? How are you going to explain this to your parents? What are the consequences of your actions? In a second paragraph, imagine that the gun did not go off. Still writing from Manny's perspective, describe how you feel (relieved, hopeful, etc.). How does the fact that your sister was not harmed change your relationship with her?**

In your writing, use different techniques such as reflection, description, dialogue and pacing. Try to create a sense of drama and suspense in the first paragraph, and a sense of thankfulness in the second.

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

Community Connection

3g6 Plot Profile Chart

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

Prop Activity

Materials:

- Construction paper, or other stiff paper
- Pencils, crayons, markers, colored pencils
- Scissors, glue sticks

Step One: Identify important objects in the story.

1. If you were acting out this story, what objects (prop) from the story would you want on the stage for the actors to touch and handle?
2. What objects would be important for the audience to see on the stage?
3. Make a list of 3 important props from the story.

- _____
- _____
- _____

Step Two: Choose one of the objects (prop) to make.

Step Three: Make a colorful 3-dimensional version of the object.

Step Four: Put your prop on the wall or bulletin board.

Writing Assignment: Write a 5-6 sentence paragraph that does the following:

- Includes a topic sentence
- Describes the prop
- Explains how it is used by the characters and observed by the audience
- Makes clear why it is important to the story

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 11



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does it mean to have reflection?

Reflect means to cast back, to think, ponder, meditate, and contemplate. It is important to listen to your thoughts and feelings. By clearing your mind and thinking about past events, people and experiences, you can gain deeper insight and wisdom. Reflection can help you determine what you want out of life, what you value, and where you want to go.

In today's reading, Manny sits under the cooler and reflects on his life and his family.

2. Word Wall

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

perspiration (101)	sidling (102)	unclamping (105)	clothesline (107)	gravity (109)
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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.

Read p. 101-109

Setting	Characters	Pages
The living room	Magda, Pedi, Manny, Mom	100-106
Under the cooler	Manny	106-109

RESPOND

5. Timeline

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

Students might mention:

- Manny placed the rifle back in the closet.
- Manny tried to stop Pedi from crying.
- Magda comes home, and Manny pretends that nothing happened.
- Magda and Mom fight about being responsible.
- Magda threatens to leave the house if Mom gets in her "business" again.
- Manny lays down under the cooler for the rest of the day, just thinking.

6. Map

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Metaphor Chart

Add two metaphors from the days reading.

EXPLORE

7. Activity

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

Newspaper Activity

Use construction paper to create the front page (one side only) of a newspaper highlighting different events in Manny's life. Significant events from the novel can be used as cover stories and headlines. A drawing depicting the action from one of these significant events can be used.

Acrostic Poem

Use the name of a person, place or thing from the story to create acrostic poem.

8. Discussion

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

Key Questions

1. Why do you think Manny didn't tell Magda about the rifle and the bullet?
2. Would you have told Magda about what happen while she was gone or would you have pretended nothing happen like Manny?
3. Do you agree with Magda lying to her mom?
4. What is your opinion of how Magda reacted to being told not to end up like her mom? Do you agree with Magda's reaction?
5. Have you ever caught a friend or family member in a lie? How did it make you feel?
6. Do you think Magda was being judged by her mom? Explain.
7. How did Mom respond to Magda's outburst?
8. Why do you think Mom always cleans when there is a problem in the household?
9. Why is Manny lying under the cooler? What is he doing there? What does this suggest about the weather?
10. What happened to the bullet? Do you think anyone will ever notice it?

9. Analyze

Analyze the key paragraph.

Key Passage, p. 109

"For a long time, I lay there, thinking, my head pillowed on my arm. Thoughts came like damp, echoing coughs, and the air felt empty. I sort of began to feel like no gravity was holding me, and I was spiraling down a long, black tunnel. Looking up, I remembered the bullet, which I figured got buried inside the cooler shaft. I prayed no one would ever see it. The thought of how close I'd come to killing Pedi gave my lungs a peculiar sponginess, as if apart from my body they'd been sobbing for hours" (p. 109).

EXTEND

10. Write

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

Even after watching his dad chase after his mom with a gun Manny is intrigued by the rifle. While playing with the rifle the rifle goes off and shoots in Pedi's direction. Manny puts the gun away and acts like nothing happens when his mom and sister return home. Have you ever had a situation where you almost lost someone close to you because of irresponsible behavior?

In a paragraph, describe what happened with the rifle. Did you learn anything from this situation? Do you regret playing with the rifle? Will you do it again? Put yourself in Manny's shoes as you write and try to imagine what is going on in his mind. Try using descriptive, sensory language- sight, smell, taste, feeling, sounds, etc. You may also wish to include figurative language, such as a

metaphor or a simile. When you have finished your assignment, upload a final, word-processed version to the online forum of your choice.

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

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 12



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a Brown Beret?

Brown Berets is a Chicano nationalist activist organization of young group of young Mexican Americans that emerged during the late 1960s. The Brown Berets felt a strong

commitment with the basic needs of the barrio such as issues on unemployment, housing, food, and education.

During the Chicano/a movement, the Brown Berets appeared as one of the most radical organizations. The Brown Berets were influenced by the revolutionary movements in Latin America, the organizing efforts of the Black Panthers, Puerto Rican Young Lords, and the American Indian Movement to fight police harassment, inadequate public schools and education.

2. Word Wall

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

daintily (112)	fascination (112)	sneering (112)	glum (116)	hobo (119)
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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.

Read p. 110-125

Setting	Characters	Pages
The outside lunch table	Manuel, Albert Sosa, Lencho Dominguez, Miss Van der Meer	110-116
At school	Manuel, Albert, Lencho, Chico, The Berets	116-120
The Gym	Coach Rogers, Boise Johnson	120-122
B-Hall	Ms. Van der Meer, Manny, Lencho	122-125

RESPOND

5. Timeline

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

Students might mention:

- Manny and his friend Albert are sitting at a table in B-Hall outside of Ms. Van der Meer's room, when Lencho Dominguez shows up trying to recruit for his boxing team.
- Albert joins the boxing team along with another guy named Chico.
- They are going to fight against Coach Roger's team headed up by Boise Johnson.
- Lencho's team is supported by The Beret's, of which Lencho is a junior member.
- A few days before the fights, Ms. Van der Meer stops Manny in the hall and asks him to tell Leonard (Lencho) that she hopes he wins.

6. Map

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Bookmark

Create a bookmark for *The Parrot in the Oven*. On one side write the name “Manny” and on the other side begin keeping a list of all the ways Manny shows courage.

Metaphor Chart

Add two metaphors from the days reading.

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

Pretend you are Lencho. Create an advertisement poster for the upcoming boxing contest. Be sure to include information about both teams. Then create a one or two-sentence statement stating what, from your perspective the fights are going to prove. What do you think the outcomes will be?

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

1. What is the reason for Manny not going to the new school? Did you expect him to go to the new school? Why or why not?
2. Describe Lencho Dominguez in your own words.
3. Why do you think Manny and Albert are so fascinated by Lencho?
4. Have you ever known someone like Lencho?
5. Why do you think Manny felt safe enough to say what he did to Lencho? Will Lencho do anything about it?
6. Who is Miss Van der Meer?
7. Victor Martinez wrote “As he passed, the white students cold-stared Lencho like he’d just peed on the Queen of England.” Why do you think Victor Martinez pointed out that the “*white students*” stared at Lencho?
8. How does Victor Martinez describe the Chicano guys? What is your opinion of his description?
9. Describe Lencho’s two recruits for his boxing team. Use description and sensory imagery to be as coherent about their appearances and manners as possible.
10. What is the philosophy of being a Beret?
11. What role did Manny play on the boxing team? Why do you think he didn’t try joining the boxing team?
12. Who is Coach Rogers?
13. How are the athletes selected? Do you agree with how athletes are chosen for the sports team?

14. Why does Ms. Van der Meer want Lencho to win? Why doesn't she tell him herself?
15. Do you think Lencho's team will win?

9. Analyze Analyze the key paragraph.

Key Passage, p. 122

"What mostly fired us up, though, was Lencho's inspirational talks. He spoke with braids of lightning in his voice, saying stuff he'd learned in the Beret's about Mexicans and Chicanos being a special people, how power slept in our fists and we could awaken it with a simple nod of our heroic will. He piled it on about being proud, about how marvelous it was going to be after we pulverized those other guys, Lencho could really swell the chest muscles" (p. 122).

EXTEND

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

Albert decides to join Lencho's boxing team. Manny decides not to join but becomes an equipment manager instead. During the weeks that followed Lencho trains Albert and another guy named Chico.

Often with sticky situations or character-changing events one is either talked into doing something "stupid" or talked out of a difficult situation. Recall on an experience in which you were either convinced to do something that you later regretted, or given advice that helped you leave a difficult situation.

Write a descriptive paragraph about the details of that experience. Who influenced you? Do you regret your decision? Were you courageous in the choices you made? Be as specific as possible and use techniques such as reflection, description, and pacing to create a coherent tone. When you have completed your assignment, upload a final, word-processed version to the online forum of your choice.

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

Community Connection

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 13



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does it mean to be disappointed?

To be disappointed means to be let down or to be unsuccessful in something or someone. At times individuals appear to place people in a category or on a pedestal that some find it difficult to live up to. For example in today's reading Lencho is representing the Brown Berets, not just himself, for the fight against Boise.

In today's reading, Lencho is disappointed in the results of Albert and Chico's fight and Manny is disappointed in Lencho's fighting display against Boise. For Lencho, it was a lot of hard training but no victory. For Manny, it was the way Lencho didn't fight that disappointed him. For the Brown Berets, it was embarrassment of Lencho's lose that disappointed them.

2. Word Wall

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

bogusly (126)	snuffling (126)	lopsided(128)	revved (131)	rafters (133)
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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.

Read p. 125-140

Setting	Characters	Pages
The Gym, day of the tournament	Lencho, The Berets, Nardo and his friends, Manny	125-128
Ringside	Manny, Lencho, Albert, and Rochel	128-129
Locker room	Manny, Albert, and Chico	129-130
Ringside	Manny, Chico, Lencho, and Malcolm Augustus Ringside Miguel (Beret Leader), Boise, and Coach Rogers	130-140

RESPOND

5. Timeline

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

Students might mention:

- On the day of the fight the gym is full with people.
- Albert fights Boise's little brother and loses with a big bloody nose.
- The bloody nose intimidates Chico, who fights Malcolm Augustus.
- Chico gets knocked out cold.
- Miguel, the leader of the Berets takes Lencho's corner before the fight with Boise.
- While Lencho lasts the three rounds, Boise is the clear victor of the fight.
- The Berets feel let down and they kick Lencho out for disgracing them.

6. Map

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Bookmark

Create a bookmark for *The Parrot in the Oven*. On one side write the name "Manny" and on the other side begin keeping a list of all the ways Manny shows courage.

Metaphor Chart

Add two metaphors from the day's reading.

EXPLORE

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

Newspaper

Pretend you are a reporter for the school newspaper. Give your paper a name and create an attention-grabbing headline for the front-page article. Your headline should highlight the results of the boxing tournament. Write an introduction to your front-page article and include a visual. Write a description below the visual using some form of figurative language.

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

Key Questions

1. How has school life changed since Manny joined the boxing team?
2. Describe the Brown Berets.
3. Why do you think Manny thinks, "This is the biggest moment of my life"?
4. What does Manny do as manager of the team?
5. How does Albert's fight end?
6. Why was it a bad idea to take Albert back to the locker room before his fight?
7. How was Manny able to calm down Chico before his fight?
8. In your opinion, how did you think Chico's fight went?
9. In your opinion, was Lencho nervous because Miguel was nudging him around trying to pump him up, the number of people in the audience or the fact that he was fighting Boise?
10. Describe the scene on tournament day. Which characters show courage?
11. Why do you think Manny expected so much from Lencho and was disappointed at the way he fought?
12. What do you think Victor Martinez mean when he wrote, *"I suddenly realized that the whole fight shouldn't have been given so much meaning. When pumped up with pride, something so ugly as a boxing match could only grow too cruel to maintain; it could only burst, right in everybody's faces."*
13. Do you agree with the reason Lencho was kicked out of the Berets?

9. Analyze Analyze the key paragraph.

Key Passage, p. 138

"I felt like screaming for him to shut up. The truth was, I was afraid that Lencho would go down. If he did, I didn't know what I'd do. I had expected and wanted so much from him, that for him to disappoint me then would hurt, really hurt. I suddenly realized that the whole fight shouldn't have been given so much meaning. When pumped up with pride, something so ugly as a boxing match could only grow too cruel to maintain; it could only burst, right in everybody's faces" (p. 138).

EXTEND

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

Chico, Albert, and Lencho are finally able to put the training into action. In today's reading all three fighters lose to their opponents, even though each fought hard. Albert loses to Boise's little brother, Albert to Malcolm Augustus, and Lencho loses to Boise. When Lencho loses he not only lets himself down but also disappoints the Brown Berets and Manny.

Have you ever been disappointed in someone you looked up to? Why were you disappointed? Could the person have done anything different in your eyes? Did you learn anything from the situation? Write a paragraph detailing why you were let down and what you feel the person could have done different to make you not disappointed. Try to use as many sensory details and images as possible to describe the situation coherently. When you have completed your assignment, upload a final, word-processed version to the online forum of your choice.

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

Community Connection

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 14



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a Miscarriage?

A miscarriage is a sudden loss of pregnancy. Most miscarriages occur within the first 12 weeks of pregnancy. Causes for miscarriage include genetic abnormalities, infection, medications, hormonal effects, structural abnormality of the uterus, and immune abnormalities. However, some causes of miscarriages are not easily understood.

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

cinderblocks (140)	swooned (140)	incubator (142)	crevices (142)	cubicle (145)
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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.

Read p. 140-151

Setting	Characters	Pages
Home	Magda, Manuel, Mom	140-142
The Bus	Magda, Mom, Manuel	142-144
Emergency Room	Receptionist, Magda, Manuel, and Mom	144-146
ER Bathroom	Magda, Mom, Manuel, and Receptionist	146-150
Waiting Room	Other patients	150-151

RESPOND

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

Students might mention:

- Magda comes home very sick and faints on the front porch.
- Magda has been hiding her pregnancy, and she is losing her baby.
- Mom realizes this and asks Manny to help her bring Madga to the bathroom.
- Mom piles everyone on the bus, headed for the hospital.
- Upon arrival at the Emergency room, they encounter a full waiting area and a rude, judgmental receptionist.
- Magda tries to go to the restroom, but she faints.
- When Manny tries to get the receptionist to get the doctor, she explains rudely that one is not available.
- They go back to the waiting room.

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Bookmark

Create a bookmark for *The Parrot in the Oven*. On one side write the name "Manny" and on the other side begin keeping a list of all the ways Manny shows courage.

Metaphor Chart

Add two metaphors from the days reading.

EXPLORE

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

Sketch

Draw a picture of the most exciting, the funniest, or the saddest part of the story. Explain your choice underneath your picture: use sensory details, imagery and description to be as concise as possible.

Cubing An Action

Complete each face of the cube by describing each important part of an action from the story. Make sure to answer the questions of what action happened today? What caused the action of today? What effect did it have on the family? What did they do about the incident? Who was involved? What is your opinion of what happened in today's reading?

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

Key Questions

1. What were Manny's initial thoughts of what happened to Magda?
2. What was wrong with Magda?
3. What are your thoughts of Mom throwing Magda's baby in the toilet?
4. Describe the scene at the hospital.
5. Why does Manny think the receptionist sighs were sighs of disapproval and not sympathy, embarrassment, or curiosity?
6. What was the receptionist reaction when Manny told her his sister fainted inside the Men's restroom?
7. In your opinion why do you think the receptionist is so rude to Manny and his family? Do you agree with her rudeness?
8. Is Manny's mom embarrassed for herself, for Magda, or for the receptionist?

9. Analyze Analyze the key paragraph.

Key Passage, p. 149

"Finally, we got her into the wheelchair. The receptionist held the hydraulic door and watched, her eyes a mushy boredom. She wasn't preaching anymore. She didn't even look embarrassed about her slobbery speech. If anything, it was my mom who looked embarrassed. She was rattled, too, by what the lady said. She wasn't surprised, though. Nothing surprised my mom. She *expected* people to treat her mean. Then a little anger sparked inside her. When she turned the chair to wheel Magda out, she said in a gruff voice for me, *not* the lady, to hold open the door" (p. 149).

EXTEND

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

In today's reading Manny's mom is embarrassed by the situation she and her children find themselves in. Magda is having a miscarriage and is rushed to the hospital.

Upon arriving at the hospital, the receptionist is rude and makes Manny and his mom feel embarrassed about Magda's condition.

Have you ever been treated in a way that has made you feel embarrassed about a situation you were involved in? Have you been judged by someone before they got a chance to know you? Write a paragraph detailing the events of the situation. Did you get mad like Manny's mom during or after the situation? Did you think the other person had a right to judge you? How did it make you feel? Write your paragraph from a first-person perspective. Be as descriptive as possible by utilizing sensory details and images. Employ techniques such as dialogue, pacing, reflection and description to create cohesion and an overall sense of injustice about your treatment.

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

Community Connection

11c12 Cubing an Action

When and Where			
Who			
Cause	Action	Effect	
Evaluation			

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 15



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is an antagonist and a protagonist?

An antagonist is a person who is opposed to, struggles against, or competes with another. A protagonist is the leading character or hero.

The major characters in a story are the protagonist and antagonist. The protagonist is the central character in the plot of a story. The antagonist is the character or force in conflict with the protagonist. Usually, the protagonist is a single person or hero of the story. Typically, the protagonist is likeable and someone with whom the reader can relate and root for. The antagonist may be another person (villain), group of people, or even some elements like the weather. In *The Parrot in the Oven*, the protagonist is Manny. Who do you think the protagonist is?

2. Word Wall

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

cringing (151)	cocoon (152)	flicker (152)	phlegm (152)	icily (154)
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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.

Read p. 151-158

Setting	Characters	Pages
Manny's bedroom	Manny and Nardo	151-152
Magda's room	Manny, Mom, Magda	152- 156
The Bathroom	Dad, Magda, Mom, Manny	157-158

RESPOND

5. Timeline

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

Students might mention:

- Manny goes straight to bed when the family returns from the hospital.
- He awakes to moaning and murmured voices.
- Magda is still sick with a high fever.
- Manny demands they return to the hospital.
- Mom tells Manny to go back to bed but Manny refuses
- Mom tells Manny that she is trying to protect him from being blamed for Magda's condition.
- Dad wakes up, picks Magda up without a word, and places her in the cold bath.
- Magda's fever retreats.

6. Map

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Bookmark

Create a bookmark for *The Parrot in the Oven*. On one side write the name "Manny" and on the other side begin keeping a list of all the ways Manny shows courage.

Metaphor Chart

Add two metaphors from the days reading.

EXPLORE

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

Plot Profile Chart

Pick 7 events that you think have been significant in the story so far. Decide on a scale on 1 (low) to 7 (high) how intense you think this event is, and mark your score in the appropriate box.

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

Key Questions

1. Why does Manny wake up in the middle of the night?
2. What is wrong with Magda?
3. Do you think Mom should have taken Magda to the hospital? Why or why not?
4. What reason does Mom give Manny for not taking Magda to the hospital? Do you think she is being honest or do you think Manny is right?
5. Why do you think Manny wouldn't listen to his mom and go back to bed?
6. Mom tells Manny that he (father) will blame him for not watching over Magda and that she is trying to protect him. Why do you think Manny's father will blame him?
7. Where you surprised at Dad's reaction to the situation? Explain.

9. Analyze Analyze the key paragraph.

Key Passage, p. 156

"I leaned against the wall, my arm dead to the coldness. 'How's he gonna blame me?' I asked, in a voice that sounded like a girl's. 'Who's he got to blame other than hisself?'" (p. 156).

EXTEND

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

After returning from the hospital Manny is told by his mom to be quiet and to go back to bed. Manny refuses. Manny's mom then tells him that if Dad finds out that he will blame Manny.

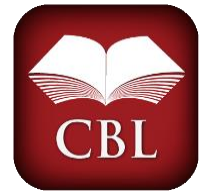
There is an antagonist to most stories, a villain, or a person who leads the hero astray. In *Parrot in the Oven*, Manny sees his father as his antagonist. Is there a person in your life that can be described as an antagonistic? **Write a descriptive paragraph describing the antagonist. What is his/her relationship to you? How are you and he/she different? How are you similar? What dangers does the antagonist pose? Do you feel like a "parrot" in the oven? Use sensory language and be as descriptive as possible. When you have completed your assignment, upload it to the online forum of your choice.**

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

Community Connection

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 16



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does it mean to put people on the spot?

It means to place someone in an awkward, difficult, unpleasant or embarrassing situation. It usually means asking someone questions that they don't want to answer but they cannot avoid answering the question. To be put on the spot means that you have been asked forthright questions and are demanded to produce as expected.

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

retired (159)	wincing (160)	parched (161)	corral (164)	predicament (169)
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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.

Read p. 159-172

Setting	Characters	Pages
Home	Manny, Mom, Dad	159-160
Gidden's Pharmacy	Manny, Mr. Gidden, Nardo, and Dorothy	160-168
Home	Manny, Nardo, and Magda	169-172
In front of house	Manny	172

RESPOND

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

Students might mention:

- Dad and Manny both find employment.
- Manny goes to work with Nardo. They are delivering prescriptions for Gidden's Pharmacy.
- Mr. Giddens introduce Manny to his daughter, Dorothy.
- Mr. Gidden's invites him to her party.
- When Manny and Nardo get home, Nardo tells Magda about Manny's new crush.
- Nardo and Magda begin to tease him. They also attempt to explain that Mr. Gidden only invited Manny so that Manny would spy on Dorothy for Mr. Gidden in his absence.
- Manny becomes angry and storms out of the house.

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Bookmark

Create a bookmark for *The Parrot in the Oven*. On one side write the name "Manny" and on the other side begin keeping a list of all the ways Manny shows courage.

Metaphor Chart

Add two metaphors from the days reading.

EXPLORE

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

Invitation

Create an invitation to Dorothy's party. Make sure you include the time, location, date, and contact information. Draw a picture and be as creative as possible.

Poster

Create an advertising poster for Mr. Giddens's Pharmacy store. Using the appropriate materials, to convince and persuade your clients.

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

Key Questions

1. Where do Nardo and his dad find work?
2. What is your impression of Mr. Giddens?
3. Why do you think Mr. Giddens invites Manny to the Dorothy's party?
4. Do you agree with Nardo and Magda that Mr. Giddens is using Manny to spy on his daughter?
5. Do you think Manny should go to the party? Do you think Manny will go to the party?
6. What do you think will happen if he does go to the party?

9. Analyze Analyze the key paragraph.

Key Passage, p. 167

"Well maybe you're right, honey," Mr. Giddens said, putting his hand on his waist and eyeing Dorothy as if figuring out a complicated math problem. 'Maybe just Manuel, then—huh, sweetheart?'

An idea snapped inside Dorothy's head. She turned hopefully to me. 'Maybe he doesn't *want* to come, Dad?'

'Sure he wants to come! Don't you Manuel?' Mr. Giddens said, egging me on.

'Well,' I said. I didn't know what to say, really; didn't know what was going on. Whatever was going on, though, I knew words wouldn't help" (p. 167).

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

In today's reading Manny is placed in an uncomfortable position of being placed in a situation that will either lose him his "job with Nardo" or being at a party where he is not wanted and doesn't know anyone.

Write a 2-paragraph letter to Manny giving him advice about what he should do. Within the letter explain whether or no he should go to the party. Use techniques such as reflection and description to be as concise as possible. Create an overall sense of persuasion in your letter. Present the pros and cons of each decision. Make sure to provide a counterargument, and to conclude with a strong statement of your claim. When you have finished your assignment, upload

it to the online forum of your choice. Use logical reasons and evidence from the book to support your answer.

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

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 17



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a misinterpretation?

A misinterpretation is a mistake as to the meaning of something. This is also known as a misconception. Misinterpretations can lead to confusion and a lack of information.

In today's reading, Manny is daydreaming about Dorothy and accidentally places his leg between Gloria's legs and holds her too close for comfort. Instead of explaining his actions and apologizing, Manny leaves quickly out the sliding back door. The other guests at the party have probably misinterpreted Manny's actions.

2. Word Wall

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

gorging (172)	wisecracks (172)	defiant (173)	brittle (179)	raspiness (181)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read p. 172-183

Setting	Characters	Pages
Home	Manny, Nardo, and Magda	172-174
Nardo's Car	Nardo, Manny	174-175
In front of Dorothy's house	Manny	175
Inside Dorothy's house	Dorothy, Red-Hair, Gloria, Manny	176-181
The Backyard	Manny and Red-Hair	181-183

RESPOND

5. Timeline

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

Students might mention:

- Magda warns Manny again about Dorothy's father's true intentions.
- Manny decides to go to Dorothy's party.
- Nardo drives Manny to Dorothy's house.
- The people at the party treat Manny friendly.
- Manny dances with a girl named Gloria.
- He dances too closely for Gloria's comfort and the partygoers seem to assume the worst.
- Manny escapes trouble through the sliding glass door.
- Manny is asked to leave by the Red Hair.

6. Map

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Bookmark

Create a bookmark for your book. On one side write the name Manny and on the other side begin keeping a list of all the ways Manny shows courage.

Metaphor Chart

Add two metaphors from the days reading.

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

Draw a picture of the 3 most important events that you think have happened to Manny so far in the novel. Under each picture tell why each event is important in the development and maturity of Manny. What role does courage play in each situation? Use reflection and be as descriptive as possible, utilizing techniques such as sensory language and imagery to create cohesion.

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

1. What do you think Victor Martinez meant when he wrote, “Boy, you really *are* hurting,’ she said, shaking her head. ‘You’re going to get in trouble, you know that?’”
2. Why do you think Victor Martinez makes it a point to mention race a lot when describing characters in the novel?
3. Before Manny gets out the car he asks Nardo what he should do. Why do you think Nardo said to “have fun” and not “get back into the car”? If you were Manny would you have gone to the party?
4. What is the mood of the party after Manny arrives?
5. Why does Manny have to leave the party earlier than planned?
6. Has Manny shown courage in his decision to attend the party? Why or why not?

9. Analyze Analyze the key paragraph.**Key Passage, p. 183**

“I wanted to tell him that it was all a mistake, that Mr. Giddens made me come, and that I wasn’t dying of love anymore, but I knew my brain was just searching for excuses” (p. 183).

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

While daydreaming about Dorothy, Manny accidentally places his leg between Gloria legs and holds her too close. Instead of explaining his actions and apologizing, Manny leaves quickly out the sliding back door. Have you ever been in a situation where there was a misunderstanding and you couldn't find the words to explain yourself? How did that feel? What were the outcomes?

Write a paragraph detailing the incident and what the misunderstanding. Were you able to explain yourself after the incident? Use descriptive language and techniques such as reflection, pacing and dialogue to be as coherent as possible. When you have completed your assignment, upload a word-processed version to the online forum of your choice.

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

Character Based Literacy Program Lesson Plan *Parrot in the Oven, Day 18*



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is an initiation?

Initiation is a rite of passage ceremony marking entrance or acceptance into a group or society. An initiation is often times perceived as a rite of passage and the individual undergoes an experience that is life-changing.

In today's reading, Manny is initiated into the Calloway Projects gang. Is initiation includes being questioned about his criminal background, as well as, being beat up by members of the gang.

2. Word Wall

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

rusted (186)	initiation (186)	lowdown (188)	forefinger (189)	paralyzed (192)
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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.

Read p. 184-195

Setting	Characters	Pages
Mondo's house in the Calloway Projects	Mondo, Frankie, Rita, Patty, Eddie, and Gody, Manny	184-195

RESPOND

5. Timeline

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

Students might mention:

- Manny thinks he needs to find a new way to meet girls.
- His friend Frankie says that if he joins The Calloway Projects Gang, he'll for sure meet a girl.
- Manny goes with Frankie to Mondo's house in the Calloway Projects to check things out.
- Manny agrees to be initiated.
- The gang jumps him.
- When it is over, he is bloody and bruised. His friend Frankie tells him it will be all right.

6. Map

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Bookmark

Create a bookmark for *The Parrot in the Oven*. On one side write the name “Manny” and on the other side begin keeping a list of all the ways Manny shows courage.

Metaphor Chart

Add two metaphors from today’s reading.

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

Think about a time you acted courageously. Create an acrostic poem with this event in mind, using the word “courage.” The first line should start with a “c,” the second line with an “o,” and so forth.

Story Prop

If you were acting out this story what objects in the story would you want on the stage for people to see? Pick one object to make. Explain why it is important to the story and what significance it has.

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

1. Do you agree with Frankie that it is impossible or difficult to talk to girls?
2. Why did Frankie join the gang? Do you agree with his reasons?
3. How do you think Manny’s life will change, now that he has been jumped into a gang?
4. Do you feel that Manny has good reasons for joining the gang?
5. What is the Test of Courage?
6. Do you think Manny should be embarrassed about not ever being to Juvenile Hall or haven’t stole a car? Explain your answer.
7. In your opinion what kind of person is Frankie? Is he a good friend? Why or why not?
8. What do you think Victor Martinez meant when he wrote, “Actually, it wasn’t the pain of getting socked and kicked that bothered me, but more the pain of feeling afraid” (191).
9. Do you think Manny passed the Test of Courage and was accepted to the gang?
10. Do you think Manny’s actions were courageous? Why or Why not?

9. Analyze Analyze the key paragraph.

Key Passage, p. 192

“Actually, it wasn’t the pain of getting socked and kicked that bothered me, but more the pain of feeling afraid. When chicken feathers choke in your veins, being afraid could be a real knife in the ribs. Then any disgrace is possible. I worried that I’d start begging, maybe even drop to the ground, paralyzed with fear, like in the war movies when the bombs drop, shocking the dirt” (p. 192).

EXTEND

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

In the paragraph above, Manny alludes to the will power it will take to not cry out, or beg for mercy as he is being hurt. Some would say that it takes courage to resist his impulses. Others would argue that, rather than being courageous, he has acted before weighing all the options, and projecting all the possible outcomes (There are other girls and other ways of seeking a date. He could get severely hurt or even die. Worse trouble is likely to follow now that he is in a gang, etc.) While willpower alone does not equal courage, will power or risk-taking for a noble-reason most certainly is. Often it takes courageous action to find redemption after having gotten ourselves into trouble.

Write a paragraph about a time where you had to find your own courage in a difficult situation and what it took to change your character. What qualities of courage did you realize that you possessed? Remember, courage is risk for a reason and not for a thrill. Was acting courageously hard or easy? In the long run, are you glad that you acted with courage? Be as descriptive as possible. Describe the experience with sensory details, imagery and techniques such as reflection, pacing and dialogue. In your writing, create an overall sense of courage and bravery.

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

Community Connection

Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 19



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is an omen?

An omen is anything perceived or happening that is believed to portend a good or evil event or circumstance in the future.

Manny and the Gang are waiting outside Long's Drugstore trying to figure out ways to come up with money. While attempting to come up with different schemes to get money a gust of wind came splashing against a tree above them and knocking a branch against the electrical wires. The gust of wind hits the tree again as Eddie is telling Manny to wait for him so they can go "down the mall."

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

aroma (199)	castanets (200)	squelched (202)	prolonged (202)	agitated (206)
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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.

Read p. 196-206

Setting	Characters	Pages
Home	Mom, Magda, and Manny	196-200
In front of Long's Drugstore	Manny, Mondo, Eddie, Frankie, Guy selling newspapers	200-206

RESPOND

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

Students might mention:

- Manny wakes up sore but proud remembering the day before, having survived the initiation without embarrassing himself and having met Rita.
- Manny quickly does his chores so he can meet up with his gang.
- They meet up in front of the Long's Drugstore, where they try to come up with a money-making scheme.
- Nothing comes to mind in the foul weather.
- Eddie sends Frankie away and tells Manny to follow him. He says they are going "down the mall."

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Bookmark

Create a bookmark for *The Parrot in the Oven*. On one side write the name 'Manny' and on the other side begin keeping a list of all the ways Manny shows courage.

Metaphor Chart

Add two metaphors from today's reading.

EXPLORE

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

Scene Sketch

Sketch the scene at Long's Drugstore with the branch and the electric wires. Then make a prediction about what this is foreshadowing.

Venn Diagram

Compare and contrast the difference of Manny at the beginning of the novel to now. How is he the same and how is he different?

8. Discussion

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

Key Questions

1. Do you agree with Manny's grandma's definition of happiness?
2. Why doesn't Manny tell his mom the truth about where he is going? Do you think she knows the truth?
3. How has Manny changed since the beginning of the novel?
4. Do you agree with Frankie that is impossible or difficult to talk to girls?
5. If the tree is an omen, what bad thing is coming?
6. Do you think Manny should go down the mall with Eddie? How could he get out of it?
7. Will there be a happy ending to this novel? How will it end?

9. Analyze

Analyze the key paragraph.

Key Passage, p. 203

"As he was shaking the cold out of his legs, a huge gust of wind came splashing against the tree above us, heaving over a branch and knocking it against one of the electric wires. 'That's not good,' Mondo said, nodding ominously at the tree. Then without saying goodbye, he stretched his arms, made a military salute and walked across the parking lot" (p. 203).

EXTEND

10. Write

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

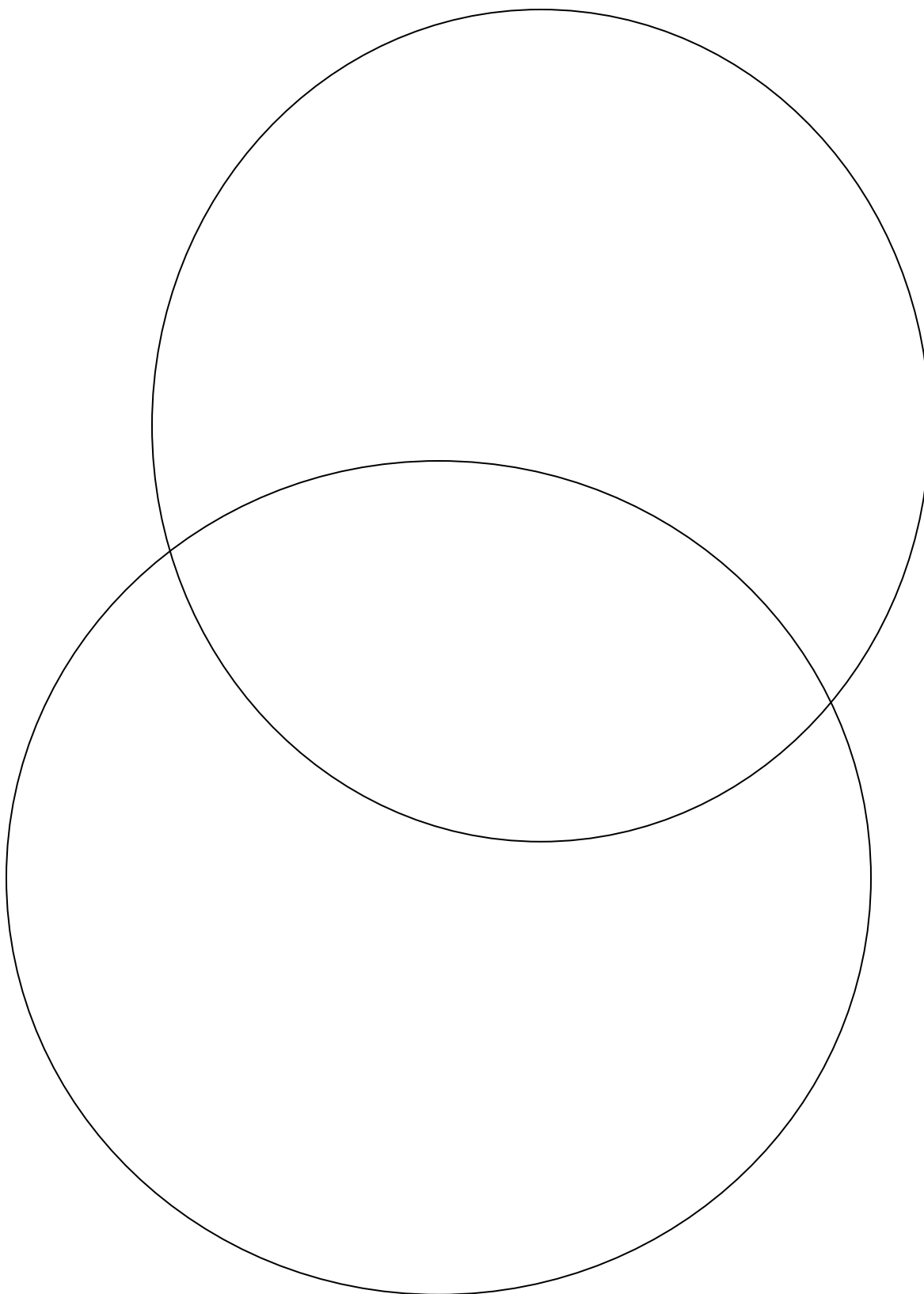
In today's reading, Manny and his friends attempt to steal something from Long's drugstore. While the gang discusses the best way to get money the weather begins to get worst. It's raining and cold. The tree near them begins to break under the weather. Is it a coincidence that the weather is bad the same day that Manny is out with the gang that can lead to bad consequences?

In the paragraph above, the tree on the wire is an omen, a warning of bad things to come. Often, especially in hindsight, we see warning signs that, had we heeded, we might have managed to stay out of trouble. Think about the climax of your own story. Were there any warning signs that you can recall? If there were do you think they helped with your decision? Then think about the warning signs you didn't heed. **Write a paragraph describing the events that led you to the troublesome climax and what happened afterward. What would you have done different if anything? Be descriptive; use sensory images and techniques such as pacing, reflection, and**

dialogue to build a coherent picture of the event. When you have finished your assignment, upload a final word-processed version to the online forum of your choice.

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

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

Parrot in the Oven, Day 20



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does it mean to have Courage?

Courage is the moral and physical act of bravery, guts, valor and heroism. It is the ability to confront fear, pain, risk/danger, and uncertainty. It is the quality of mind or spirit that enables a person to face difficulty, danger and pain.

In today's reading, Manny comes face to face with moral courage. He must choose between the act of righteousness or the act of weakness and shame.

<http://dictionary.reference.com/browse/courage?ss=1>

2. Word Wall

blustery (207)	flailed (208)	clench (208)	mirrored (211)	pneumonia (213)
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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.

Read p. 207-216

Setting	Characters	Pages
Across from the Bank	Eddie, Manny, and an elderly lady	206-210
Long's Drugstore	Eddie, Manny, Guy selling Newspapers, Police	210-213
Home	Garcia Boys, Manny, Magda, Pedi	213-216

RESPOND

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

Students might mention:

- Manny follows Eddie down the mall. When they are across from the bank, Eddie stops.
- Eddie runs across the street, pushes a woman down coming out of the bank and steals her purse.
- As Eddie runs past Manny, Manny yells after him.
- Manny gives up the chase in front of the Long's. The police show up, and assuming Manny was chasing Eddie to get the purse back, ask him which way Eddie went.
- Manny walks home, right past the Garcia boys who give him no trouble. He plops down in Dad's chair.

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

Open Mind Portrait

Add to OMP of Manny.

KWL Chart

Add to KWL Chart of Manny.

Bookmark

Create a bookmark for *The Parrot in the Oven*. On one side write the name "Manny" and on the other side begin keeping a list of all the ways Manny shows courage.

Metaphor Chart

Add two metaphors from today's reading.

EXPLORE

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

Title

The title *Parrot in the Oven* is symbolic of Manny's life in the Novel. Create a symbolic title for your own story. Then create the cover art.

Rewrite the Ending

Did you like the way the novel ended? Rewrite the ending of the book. Write at least one page. Your new cover art will be stapled to the new ending.

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

Key Questions

1. What happens in front of the bank?
2. While Manny was running and calling out for Eddie he stated “everything changed.” What changed for Manny? Why now in the book does he realize that he wants to be a good person?
3. Why doesn't Manny get arrested for being involved?
4. In your opinion why do you think the newspaper guy didn't tell the police that Manny was with Eddie?
5. What did Victor Martinez mean when he wrote, “Let them deal with their own kind as they see fit”?
6. Why don't the Garcia Boys bother Manny? Why isn't Manny afraid?
7. Describe the symbolism of the tree and the weather in today's reading.
8. If there were an epilogue telling how Manny had changed, what would it say?

9. Analyze Analyze the key paragraph.

Key Passage, p. 215

“Then I sat down on Dad's cushion chair and watched them. I won't say why, because there is no way of explaining why, even if I could or wanted to, but I knew, as my eyes got drowsy and the bright walls of the room glowed around me, that I'd never again see anything so wondrous as my two sisters lying on the couch. And it wasn't just them, but the whole room: the squiggly TV, the lumpy cherub angels on the frame of the painting, the glass-top coffee table, my mother's animals, gleaming in the sunlight. This room was what my mother spent so much energy cleaning and keeping together, and what my father spent so much energy tearing apart. And it was wondrous, like a place I was meant to be. A place, I felt, that I had come back to after a long journey of being away. My home. The light in the room was closing in around me, I was so sleepy. It was dissolving and sifting in through my eyelashes in thin, filtered streams, and then there was only the dull blood under my eyelids, then dark, then sleep” (p. 215).

EXTEND

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

Something happened to Manny on the way home. Seeing Eddie harm an elderly woman, and almost getting into trouble for being an accessory, has somehow transformed Manny. He is no longer a Parrot in the Oven. As he approaches home, he comes out of the shade of the oven and into the light of the world.

Write a paragraph explaining how your own personality has been transformed. What events in your life have helped you to change? How have you stopped being the “parrot” in the oven? Be specific and use evidence to explain your transformation. Be as descriptive as possible: utilize reflection, pacing and dialogue to be as coherent as possible. In your writing, be sure to create a tone of triumph. When you have completed your assignment, upload a final, word-processed version to the online forum of your choice.

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

Community Connection

Final Writing Assignment: Parrot in the Oven

As a final writing assignment, students will examine the theme of Courage and will write a biographical piece about a student in your class. It should be at least 4 paragraphs. Your biography should focus on some portion or phase of his or her life. It should have a beginning, middle, and an end. It should give the reader a strong sense of the main character through his/her actions, as well as through the use of imagery and descriptive language. Techniques such as pacing and dialogue should be used. It should follow the main character through an event or chain of events that results in significant change in character. Manny’s life is grayshaded like the Parrot in the Oven- until the last chapter when he returns home, having made some big decisions for himself. What does your character’s oven look like? How does he/she remove himself/herself from it? You already have much of the information to write this. You will, however, need to organize what you have in a logical order. You will also need to add more details and upload a final, word-processed version to the online forum of your choice.