

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Introduction



Outcomes for the Novel

Wringer by Jerry Spinelli

Focus and goals for this unit: Our goal for this unit is for students to write narrative essays and use higher level thinking skills.

Unit Roadmap

Big Idea = Courage Requires Fortitude

Self-control requires courage. Courage requires self-control. Power comes from self-control. Self-control requires making decisions and carrying them out. Courage requires self-control to overcome thrill. Making a decision gives you power and control.

- *Ideally this would be posted in your classroom.*

Major written product: A three to five paragraph narrative essay.

What do the common core standards say about writing narrative essays?

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a.) Engage and orient the reader by establishing a context and **point of view** and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b.) Use narrative techniques, such as dialogue, pacing, and description, to **develop experiences, events, and/or characters**.

c.) **Use a variety of transition words, phrases, and clauses to convey** sequence and signal shifts from one frame to another.

d.) Use precise words and phrases, relevant details, and sensory language to **capture action and convey experiences and events**.

e.) Provide a **conclusion** that follows from and **reflects** on the narrated experiences or events.

In layman's terms:

Tell real or made-up experiences through writing a story with a purpose. Another words why is this story important to share? What is the point or the lesson?

Make sure the reader can follow your story by writing the story in chronological order. A timeline is a great tool to use. It helps set the story up in order. Make use of transitional words to help move the story along. (There will be a list of transitional words on the last page of this unit.)

Use language that makes the reader see, feel taste, touch and hear the action and the people in the story. Once again there will be a list of sensory words included at the end of this unit.

Include dialogue between the characters in the essay so the reader will know what the characters are thinking.

Finally, the story needs an ending that makes sense in light of what has come before it. So a person gets the “*Oh, I understand now or I get what you mean*” at the end of the story. The ending should satisfy the reader.

Quick points:

- What are you telling me? Is it real or imagined? Who is telling the story?
- What happened? Why are you telling this story?
- Have you used language to convey the importance of this experience? Will a person really get the purpose of the story?

****Make sure you save all student writing from this unit as student will have to refer back to some of their writings.***

Thinking Skills exercise:

Before you begin, using any method available to your classroom projects the cover of the book “*Wringer*” up on a screen, monitor, wall... so all will be able to see the cover of the book. If this is not possible have students sit together in pairs or at their seats with a copy of the cover of the book.

We will use the following thinking routine:

SEE-THINK-WONDER

- **SEE-** Have student observe the picture on the cover of *Wringer* for a minute or two. Ask learners to state what they notice. Tell students you are not asking for interpretations at this point in time. They are just to share what they see. One-way to begin this might be a think pair share of “I see’s” before you have the class discussion.
- **THINK-** Ask students to share what they think is going on in the picture. You could use the following questions; “Based on what we are seeing and noticing what does it make you think? What kinds of interpretations can we form based on our observations? What else is going on here? What do you see that makes you say that?”.

- **WONDER-** Ask students what they are now wondering based on what they have seen and have been thinking. Explain the wondering is bigger than thinking. Wondering requires that we ask broader questions and push us past our interpretations.

TIPS-

Make sure you give enough time too look closely and notice the details. Even though students will struggle with the interpretation part of this exercise and share just their observation with you; don't treat this as an error, as students may shut down. Begin Lesson 1.

Character Based Literacy Program 40-Minute Lesson Plan Wringer, Day 1



Outcomes for Today

Common Core Focus:

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a.) Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history”).
- b.) Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify their own.

PREPARE

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.

Self-control requires courage. Courage requires self-control. Power comes from self-control. Self-control requires making decisions and carrying them out. Courage requires self-control to overcome thrill. Making a decision gives you power and control.

Take some time with the class and read the newspaper article found at the beginning of the book. Why does this event seem to be such a big deal in this community? If you lived in this community would this be something you would find entertaining, or worthy of a family-type celebration? (***Discuss with the class.***)

For more information on pigeon shoots go to:

<http://www.newsworks.org/index.php/local/item/53353-activists-renew-efforts-to-end-live-pigeon-shoots-in-pa>

Pennsylvania is home to a tradition some animal activists are fighting to end — live pigeon shoots. Pigeons are launched into the air and participants compete to see who can shoot down the most birds.

Shooters describe it as a sporting competition. Opponents call it cruel.

Elissa Katz is part of the move to outlaw the tradition. She says she remembers feeling helpless at the site of a pigeon shoot — with feathers flying through the air and wounded birds falling to the ground.

Katz pulls up a Humane Society of the United States video on her computer to make her point. "They flutter up in the air as they are sprung from boxes," she said. "Shooters have shotguns, they are at fairly close range, and they blast away at the birds."

Katz has helped rescue wounded birds. And as president of the political action committee, Humane PA, she is hoping to do more by pushing Pennsylvania lawmakers to stop the shoots, which occur as close by as lower Bucks County.

In the other camp are pigeon shoot-supporters, including hunter Bob Tobash of Hegins, Pennsylvania. He helped run a Pennsylvania pigeon shoot that drew so much attention, it was shut down after opponents protested.

Tobash is quick to defend the shoots.

"You enjoy it — the same thing as hunting a rabbit or a pheasant. When you capture the game that you're looking for, it's just a good feeling, that you accomplish what you were trying to do," he said.

Some hunters also object to pigeon shoots

Frank Nassetta of Bucks County calls participation in a shoot "one of the most dismal things I'd ever done." Nassetta said he made up his mind against pigeon shoots after attending just one.

"I felt absolutely nothing sporting about it. It just seemed to be an obscene little adventure," he said. "There was no challenge."

But the pigeon shoots do draw participants.

People travel across state lines to shoot at Pennsylvania clubs, said Heidi Prescott of the Humane Society of the United States.

"Pennsylvania is unique in that it openly and regularly holds these shoots," she said. "They've been outlawed since before the 1900s in states like New York and Colorado."

Prescott says Pennsylvania needs to catch up with the rest of the country.

"Fourteen states have laws that make it explicitly illegal," she said. "Eight states have either an attorney general opinion or a court opinion that pigeon shoots are illegal

or violate the cruelty statute." And another 22 states have cruelty codes the Humane Society believes prevent live pigeon shoots.

Slippery slope or long overdue legislation?

Because Pennsylvania's pigeon shoot debate is playing out while gun laws are under discussion across the country, some fear the push to end pigeon shoots represents a slippery slope.

Jack Walters, the president of the Allegheny County Sportsmen's League in the Pittsburgh area, calls the legislation a dangerous thing.

"If they say you can't bring birds in to shoot, that's a foot in the door," Walters said. "As we all know, if government gets their foot in the door, they keep on moving in. It's just a scary thing. Shouldn't approve anything that will restrict the sportsmen's rights."

For decades, the Pennsylvania Legislature has failed to act on bills to stop the shoots. But pigeon shoot opponents say support is growing, with more co-sponsors being added every year.

<http://www.philly.com/philly/blogs/pets/Activist-groups-drone-shot-while-filming-PA-pigeon-shoot.html>

Air wars have erupted again in the skies over Berks County.

An animal welfare group trying to call attention to pigeon shoots says its camera-equipped drone that was flying over Wing Pointe hunt club Sunday where hunters were shooting captive live pigeons was shot down.

Now the group, Showing Animals Respect and Kindness (SHARK) has released footage of the drone being shot and the damage as well as men chasing injured pigeons with nets and collecting trash bags full of dead pigeons.

It was the second time a drone owned by SHARK was shot down. The first piece of equipment was brought down on the Wing Pointe property and never returned. SHARK sued the club to get its equipment back and that case is still in court.

The group is supported by a \$1 million donation from ex- game show host and animal lover Bob Barker who wrote to Gov. Corbett and other state leaders voicing his outrage after seeing video from the Sept. 30 pigeon shoot at Wing Pointe, and the fact no one had been prosecuted for animal cruelty.

"It is very distressing to me personally to see such appalling cruelty," Barker wrote. "This is not a hunt or sport, but a massacre of the cruelest kind. SHARK's most recent video filmed at the Wing Pointe hunting club documents unspeakable acts of violence against docile, semi-tame and even banded pigeons."

Barker added: "It is equally disturbing to me to watch not only adults committing the abuse, but also young boys being indoctrinated into such gratuitous violence. As I am sure you are aware, teaching children such heartless cruelty and careless behavior toward animals leads down a very dangerous path."

SHARK is among the animal welfare groups trying to ban pigeon shoots in Pennsylvania - the last state which sanctions this activity.

captive pigeons shoved in boxes and launched electronically to be shot at close range.

The group has tried unsuccessfully in both Berks and Bucks counties, home to the Philadelphia Gun Club, to engage law enforcement to prosecute those involved in

the shoots based on the fact many wounded pigeons fly off to suffer and die slow deaths - a fate the animal welfare advocates say is clearly cruelty.

Berks County district attorney John Adams - who has taken campaign contributions from the Pennsylvania Flyers, a pro-pigeon shooting group and Bucks County district attorney David Heckler, have thrown out citations issued by humane police officers, saying the shoots are legal, therefore the shooters are committing no crime.

I witnessed one such shoot at Wing Pointe on September 30. Here is my report.
<http://www.philly.com/philly/blogs/pets/Witness-to-a-pigeon-shoot-Hundreds-of-birds-shot-the-wounded-pummelled-.html?text=reg&c=y>

Pennsylvania is the only state where open pigeon shooting is sanctioned. A decades-long campaign has been underway in Harrisburg to outlaw pigeon shoots. Over opposition of the National Rifle Association, a bill was approved in the Senate Judiciary Committee this year, but failed to get action by the full Senate by the time the legislature recessed in October.

Advocates say they will try again when the new session begins in January. Meanwhile, the Pennsylvania State Police says it is investigating the vandalism to the drone, which sustained some \$4,000 worth of damage, according to local news reports. The footage, however, was saved and posted to You Tube below.

Read more at <http://www.philly.com/philly/blogs/pets/Activist-groups-drone-shot-while-filming-PA-pigeon-shoot.html#pPwv5YHKmSjW54LZ.99>

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

Introduce 5 important, useful words from today's reading

unthinkable (3)	punctured (3)	flutter (4)	desperately (5)	cackled (7)
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READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

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

p. 3-14

Setting	Characters	Pages
In Palmer's dream	Palmer, pigeon, voices	3-5
The LaRue home	Palmer, Mrs. LaRue, Beans, Mutto, Henry	6-11
Palmer's street	Palmer, Beans, Mutto, Henry	12-14

RESPOND

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

Students might mention:

- We meet Palmer LaRue. In his dream, he is agonizing about being a wringer. He does not want to be a wringer.
- In his dream, Palmer has come to the point where he is expected to wring the neck of a wounded pigeon, and he is unable to go through with it.
- Palmer's friends, Beans, Mutto, and Henry show up at Palmer's house for his ninth birthday party. Palmer is excited because they are finally showing signs that they are going to accept him as "one of the guys".
- Palmer's mother doesn't care for Palmer's friends, but especially Beans, who is the leader of the boys. She thinks he is a troublemaker.
- When the boys sang Happy Birthday to Palmer, they gave him his new nickname, Snots.
- After Palmer's mother brings the party to a close, Palmer and his friends set out through Palmer's neighborhood. Beans and the guys decide to play a little prank on Dorothy Gruzik, who Beans calls Fishface. They scoop up some mud and sticks from the sewer grate, put it in a plastic bag hoping she'll think it's poop, dumped the bag on her front step, banged on the door and ran.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 5

"Sometimes he wished it would come after him, chase him, this thing he did not want to be. Then at least he could run from it, he could hide. But the thing never moved. It merely waited. Waited for him to come to it.

And he would. He would come to it as surely as nine follows eight and ten follows nine. He would come to it without having to pedal or run or walk or even move a muscle. He would fall smack into the lap of it without doing anything but breath. In the end he would get there simply by growing one day older" (p. 5).

EXTEND

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

Think back to an experience that changed the your life. What was the experience? Why was this experience so life changing for you? What were the circumstances that brought about this change of view? **Write a narrative paragraph describing this life changing experience.**

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

Discuss with students life changing events, which affected our entire country such as 9/11, the great depression, or possibly the California Gold Rush. Explain how these events impacted/changed the way people lived their lives.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 2



Outcomes for Today

Common Core Focus:

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- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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PREPARE

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.

In today's reading Palmer experienced some Post Traumatic Stress Disorder. Many people of great courage have suffered from this disorder.

Discuss PTSD Post traumatic Stress Disorder.

- What it is?
- What causes it?
- How is it treated?

<http://www.mayoclinic.com/health/post-traumatic-stress-disorder/DS00246>

Definition

By Mayo Clinic staff

Post-traumatic stress disorder (PTSD) is a mental health condition that's triggered by a terrifying event. Symptoms may include flashbacks, nightmares and severe anxiety, as well as uncontrollable thoughts about the event.

Many people who go through traumatic events have difficulty adjusting and coping for a while. But with time and taking care of yourself, such traumatic reactions usually get better. In some cases, though, the symptoms can get worse or last for months or even years. Sometimes they may completely shake up your life. In a case such as this, you may have post-traumatic stress disorder.

Getting treatment as soon as possible after post-traumatic stress disorder symptoms develop may prevent long-term post-traumatic stress disorder.

Symptoms

By Mayo Clinic staff

Post-traumatic stress disorder symptoms typically start within three months of a traumatic event. In a small number of cases, though, PTSD symptoms may not appear until years after the event.

Post-traumatic stress disorder symptoms are generally grouped into three types: intrusive memories, avoidance and numbing, and increased anxiety or emotional arousal (hyperarousal).

Symptoms of intrusive memories may include:

- Flashbacks, or reliving the traumatic event for minutes or even days at a time
- Upsetting dreams about the traumatic event

Symptoms of avoidance and emotional numbing may include:

- Trying to avoid thinking or talking about the traumatic event
- Feeling emotionally numb
- Avoiding activities you once enjoyed
- Hopelessness about the future
- Memory problems
- Trouble concentrating
- Difficulty maintaining close relationships

Symptoms of anxiety and increased emotional arousal may include:

- Irritability or anger
- Overwhelming guilt or shame
- Self-destructive behavior, such as drinking too much
- Trouble sleeping
- Being easily startled or frightened
- Hearing or seeing things that aren't there

Post-traumatic stress disorder symptoms can come and go. You may have more post-traumatic stress disorder symptoms when things are stressful in general, or when you run into reminders of what you went through. You may hear a car backfire and relive combat experiences, for instance. Or you may see a report on the news about a rape and feel overcome by memories of your own assault.

When to see a doctor

It's normal to have a wide range of feelings and emotions after a traumatic event. You might experience fear and anxiety, a lack of focus, sadness, changes in how well you sleep or how much you eat, or crying spells that catch you off guard. You may have nightmares or be unable to stop thinking about the event. This doesn't mean you have post-traumatic stress disorder.

But if you have these disturbing thoughts and feelings for more than a month, if they're severe, or if you feel you're having trouble getting your life back under control, talk to your health care professional. Getting treatment as soon as possible can help prevent PTSD symptoms from getting worse.

In some cases, post-traumatic stress disorder symptoms may be so severe that you need emergency help, especially if you're thinking about harming yourself or someone else. If this happens, call 911 or other emergency medical service, or ask a supportive family member or friend for help.

Causes

By Mayo Clinic staff

You can develop post-traumatic stress disorder when you go through, see or learn about an event that causes intense fear, helplessness or horror. Doctors aren't sure why some people get post-traumatic stress disorder. As with most mental health problems, PTSD is probably caused by a complex mix of:

- Your inherited mental health risks, such as an increased risk of anxiety and depression
- Your life experiences, including the amount and severity of trauma you've gone through since early childhood
- The inherited aspects of your personality — often called your temperament
- The way your brain regulates the chemicals and hormones your body releases in response to stress

Treatments and drugs

By Mayo Clinic staff

Post-traumatic stress disorder treatment can help you regain a sense of control over your life. With successful post-traumatic stress disorder treatment, you can also feel better about yourself and learn ways to cope if any symptoms arise again. Post-traumatic stress disorder treatment often includes both medication and psychotherapy. Combining these treatments can help improve your symptoms and teach you skills to cope better with the traumatic event — and life beyond it.

Medications

Several types of medications can help symptoms of post-traumatic stress disorder improve.

- **Antipsychotics.** In some cases, you may be prescribed a short course of antipsychotics to relieve severe anxiety and related problems, such as difficulty sleeping or emotional outbursts.
- **Antidepressants.** These medications can help symptoms of both depression and anxiety. They can also help improve sleep problems and improve your concentration. The selective serotonin reuptake inhibitor (SSRI) medications sertraline (Zoloft) and paroxetine (Paxil) are FDA-approved for the treatment of PTSD.
- **Anti-anxiety medications.** These drugs also can improve feelings of anxiety and stress.
- **Prazosin.** If your symptoms include insomnia or recurrent nightmares, a drug called prazosin (Minipress) may help. Prazosin, which has been used for years in the treatment of hypertension, also blocks the brain's response to an adrenaline-like brain chemical called norepinephrine. Although this drug is not specifically approved for the treatment of PTSD, prazosin may reduce or suppress nightmares in many people with PTSD.

You and your doctor will need to work together to figure out the best treatment, with the fewest side effects, for your symptoms and situation. You may see an improvement in your mood and other symptoms within a few weeks.

Be sure to tell your health care professional about any side effects or problems you have with the medications, as you may be able to try something different.

Psychotherapy

Several types of therapy may be used to treat both children and adults with post-traumatic stress disorder. You may try more than one, or combine types, before finding the right fit for you. You may also try individual therapy, group therapy or both. Group therapy can offer a way to connect to others going through similar experiences.

Some types of therapy used in PTSD treatment include:

- **Cognitive therapy.** This type of talk therapy helps you recognize the ways of thinking (cognitive patterns) that are keeping you stuck — for example, negative or inaccurate ways of perceiving normal situations.

In PTSD treatment, cognitive therapy often is used along with a behavioral therapy called exposure therapy.

- **Exposure therapy.** This behavioral therapy technique helps you safely face the very thing that you find frightening, so that you can learn to cope with it effectively. A new approach to exposure therapy uses "virtual reality" programs that allow you to re-enter the setting in which you experienced trauma — for example, a "Virtual Iraq" program.
- **Eye movement desensitization and reprocessing (EMDR).** This type of therapy combines exposure therapy with a series of guided eye movements that help you process traumatic memories.

All these approaches can help you gain control of lasting fear after a traumatic event. The type of therapy that may be best for you depends on a number of factors that you and your health care professional can discuss.

Medications and psychotherapy also can help you if you've developed other problems related to your traumatic experience, such as depression, anxiety, or alcohol or substance abuse. You don't have to try to handle the burden of PTSD on your own.

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

yelping (16)	contradiction (16)	careening (17)	quivering (21)	grassy (22)
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READ

Review Review the timeline from the beginning every day.

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

p. 15-25

Setting	Characters	Pages
Palmer's street	Palmer, Beans, Mutto, Henry	15
The Soccer Field	Palmer, Beans, Mutto, Henry	15-18
The playground	Palmer, Beans, Mutto, Henry, Lady, Farquar	19-21
The WW1 cannon	Palmer, Beans, Mutto, Henry, Farquar	22-25

RESPOND

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

Students might mention:

- When the boys tire of kicking the soccer ball in Palmer's yard, they decide to go to the park, a source of more distress for Palmer. Palmer has always hated going to the park, especially the soccer field, and feigns injury to avoid kicking the soccer ball with the boys.
- While Palmer watches from the sidelines, he is horrified when Henry begins to run around flapping his arms in a birdlike fashion. When Henry falls to the ground, Beans begins to call for a Wringer and Henry and Mutto grip Henry's neck in a fake stranglehold.
- Palmer's memory reverts to an event three years prior when he experienced a mass pigeon shoot where the necks of wounded birds were twisted to finish the killing the guns did not complete. This memory is so real for Palmer that he runs away from the soccer field and his friends who are still laughing at Henry's antics.
- Palmer is able to re-join his friends later when they are playing at the playground. Palmer remembers his mother's warnings for safety but ignores them because he wants to be accepted by his new friends who do not heed many rules from anyone.
- The boys' play is interrupted by the arrival of an older boy named Farquar. Beans had arranged for Farquar to meet them and give Palmer "The Treatment," a friendly ritual of bonding that each boy receives on his ninth birthday. Palmer has heard of The Treatment and tries his best not to cry when Farquar directs nine strong blows to Palmer's naked left arm.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 17

"Palmer tried to hold the moment there, but it would not stay. It tunneled back through time and burst up onto this same field three years before, the first Saturday in August, when the grass was streaked with red and guns were booming and birds were falling. From the treetops, from the clouds they plunged to earth, thumped to the ground, sometimes with a bounce. And still some of them lived, flopping drunkenly across the grass until a wringer grabbed one by the neck and twisted and that was that" (p. 17).

EXTEND

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

The moment Palmer went to the soccer field with the boys, he was immediately transported in his mind to the moment three years before when he was traumatized by the pigeon shoot and by the wringers.

Have you ever had an experience where just by walking into a particular place (a room, a park, building, etc.) you felt like you were reliving a scary moment in your life?

Write a narrative paragraph that describes the feelings, emotions, sights, smells, etc. that you experienced.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 3



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
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- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

RL6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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PREPARE

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.

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

mussed (26)	daintily (27)	abruptly (28)	wonderment (30)	befuddled (36)
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READ

Review Review the timeline from the beginning every day.

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

p. 26-37

Setting	Characters	Pages
Palmer's house	Palmer, Mom, Dad	26-30
Palmer's Room	Palmer	30-32
The Neighborhood	Palmer, little kids from the neighborhood	33-34
In front of Dorothy's house	Palmer, Dorothy Gruzik	34-37

RESPOND

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

Students might mention:

- Later that day, Palmer's mother reacts in horror at the sight of Palmer's beaten and bruised arm. Palmer's father is less shocked and ruffles Palmer's hair in acknowledgement of Palmer's acceptance into the exclusive group of those surviving The Treatment. Palmer receives a birthday gift from his father who gives him a box of old metal toy soldiers, which had originally belonged to Palmer's great grandfather.
- Palmer's birthday has been a huge success with nice gifts, new friends, and The Treatment; but Palmer breaks down in tears and hears a voice in his dreams telling Palmer that he has run out of birthdays.
- In the weeks following The Treatment, Palmer revels in his newfound attention and the admiration extended to him by acquaintances and strangers.
- One person who is not so impressed by Palmer's bruises is Dorothy, who ignores Palmer until one day Palmer forces a conversation with her. Dorothy is hurt that she had not been invited to Palmer's birthday party and she is not comforted by the fact that it had been an all-boys party.
- Dorothy is even less impressed with Palmer's new nickname, so he leaves her to find his friends. When the boys return to taunt Dorothy during her hopscotch game, Palmer is not very upset when they ruin her game.
- Eventually Palmer's bruises fade and he is forced to revive it with a purple crayon to keep the injury and his popularity alive. Palmer knows that the attention will soon fade away, but it is replaced by the horror that it is August, time for the Family Fest and the Pigeon Shoot.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 37

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"As he kicked his checkered soccer ball along the streets, he could feel it lurking in shadowy doorways, behind shaded windows. He would not look. He felt it come out of the shadows, and the sunlight on the back of his neck turned to frost. It was behind him. He picked up his ball and ran.

But he could not run from time. It was the first week in August. Family Fest had arrived" (p. 37).

EXTEND

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

Everyone has a fear of something in the back of their minds. For some, it is the fear of drowning; for others, it may be of being bitten by a snake or a dog.

Write a narrative paragraph about your fear. How did you develop this fear? What happens to you when you are faced with the thing you are afraid of? Give an example of when you were faced with your biggest fear. Did you overcome it, or did it overwhelm you?

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

How do people overcome fears? Please share your experiences, the experiences of people in your life and in the media.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 4



Outcomes for Today

Common Core Focus:

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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 phobia?

According to the American Psychiatric Association, a phobia is an irrational and excessive fear of an object or situation. In most cases, the phobia involves a sense of endangerment or a fear of harm. For example, those suffering from agoraphobia have a fear of being trapped in an inescapable place or situation.

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http://psychology.about.com/od/phobias/f/dis_phobiadef.htm

Phobias Defined

According to the American Psychiatric Association, a phobia is an irrational and excessive fear of an object or situation. In most cases, the phobia involves a sense of endangerment or a fear of harm. For example, those suffering from agoraphobia fear being trapped in an inescapable place or situation.

Symptoms of Phobias

Phobic symptoms can occur through exposure to the fear object or situation, or sometimes simply thinking about the feared object can lead to a response. Common symptoms associated with phobias include:

Dizziness

Breathlessness

Nausea

A sense of unreality

Fear of dying

In some cases, these symptoms can escalate into a full-scale anxiety attack. As a consequence of these symptoms, some individuals begin to isolate themselves, leading to severe difficulties in daily life. In other cases, the individual may seek out medical care due to a constant concern with imagined illnesses or imminent death.

Types of Phobias

There are three types of phobias:

- Social phobias—fear of social situations.
- Agoraphobia—fear of being trapped in an inescapable place or situation.
- Specific phobias—fear of a specific object (such as snakes).

There are four major types of specific phobias:

1. The natural environment—fear of lightening, water, storms, etc.
2. Animal—fear of snakes, rodents, spiders, etc.
3. Medical—fear of seeing blood, receiving injections, visiting a doctor, etc.
4. Situational—fear of bridges, leaving the home, driving, etc.

Prevalence of Phobias

Phobias are actually quite common, affecting more than 10% of the U.S. population. Phobias are the most common mental disorder in the United States, but far more women than men are affected by phobias. In many cases, people are able to recognize that their fear is irrational and therefore take steps to overcome their phobia. According to the *Diagnostic and Statistical Manual of Mental Disorders*, only about 10 percent of reported cases become life-long phobias.

Treatments for Phobias

There are a number of treatment approaches for phobias. The effectiveness of a treatment depends on the individual and the type of phobia. These are just a few potential phobia treatments:

In **exposure treatments**, the patient is exposed to the fear object in order to help them overcome their fear. One type of exposure treatment is **flooding**, in which the patient is confronted by the fear object for an extended length of time without the opportunity to escape. The goal of this method is to help the individual face their fear and realize that the fear object will not harm them.

Another method often used in phobia treatment is **counter-conditioning**. In this method, the patient is taught a new response to the fear object. Rather than panic in the face of the feared object or situation, the client learns relaxation techniques to replace anxiety and fear. This new behavior is incompatible with the previous panicked response, so the phobic response gradually fades. Counter-conditioning is often used with patients who are unable to handle exposure treatments.

Terrified of the creepy-crawlies? Scared of slithering serpents? Well, you're not alone. According to the National Institute of Mental Health, phobias affect approximately 10% of adults. There are a number of explanations for why phobias develop, including evolutionary and behavioral theories. Whatever the cause, phobias are a treatable condition that can be overcome with cognitive and behavioral therapy techniques.

What do people fear most? The following phobias are ten of the most common fear-objects that lead to symptoms such as dizziness, nausea, and breathlessness. In some cases, these symptoms escalate into a full-blown panic attack. These common phobias typically involve the environment, animals, or specific situations.

1. Arachnophobia:

- The fear of spiders.
- This phobia tends to affect women more than men.

2. Ophidiophobia:

The fear of snakes.

Often attributed to evolutionary causes, personal experiences, or cultural influences.

3. Acrophobia:

The fear of heights.

This fear can lead to anxiety attacks and avoidance of high places.

4. Agoraphobia:

The fear of situations in which escape is difficult.

This may include crowded areas, open spaces, or situations that are likely to trigger a panic attack. People will begin avoiding these trigger events, sometimes to the point that they cease leaving their home.

Approximately one third of people with panic disorder develop agoraphobia.

5. Cynophobia:

The fear of dogs.

This phobia is often associated with specific personal experiences, such as being bitten by a dog during childhood.

6. Astraphobia:

The fear of thunder and lightning.

Also known as Brontophobia, Tonitrophobia, or Ceraunophobia.

7. Trypanophobia:

The fear of injections.

Like many phobias, this fear often goes untreated because people avoid the triggering object and situation.

8. Social Phobias:

The fear of social situations.

In many cases, these phobias can become so severe that people avoid events, places, and people that are likely to trigger an anxiety attack.

9. Pteromerhanophobia:

The fear of flying.

Often treated using exposure therapy, in which the client is gradually and progressively introduced to flying.

10. Mysophobia:

The fear of germs or dirt.

May be related to obsessive-compulsive disorder.

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

bewildered (39)	lopsided (39)	concluded (41)	teeming (42)	bored (46)
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READ

Review Review the timeline from the beginning every day.

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

p. 38-46

Setting	Characters	Pages
Family Fest (Five Years Earlier)	Palmer, Mom, crowds, wringer, pigeon	38-41
Palmer's house (Four Years Earlier)	Palmer, Mom, Dad	41-43
Family Fest (Four Years Earlier)	Palmer, Dorothy	44-46

RESPOND

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

Students might mention:

- Palmer wishes that Family Fest would end on Friday instead of Saturday so that there would not be enough time to hold the Pigeon Shoot. Each year, during the first week of August, this festival begins on Monday and concludes on Saturday.
- Palmer cannot recall seeing any pigeons in town with the exception of this fateful week and learns later that the birds are purchased for the shooting contest to raise money for maintenance and upkeep of the park.
- Palmer's first recollection of a pigeon shoot is when he was four years old and his mother told him that the wringers were just doing their jobs to put the pigeons out of their misery. Even at a young age, Palmer could not reason why there was not a better way to relieve misery and struggled with the source of pigeon misery in the first place.
- Palmer notes the gold pigeon standing on the mantel in his family's living room and learns that his father won the trophy for shooting pigeons. Much to Palmer's horror, he learns that his father was also a wringer and states with pride that Palmer will one day follow in his father's footsteps. Palmer recalls feeling a small amount of relief that he would not be called upon to perform his wringer duties until he reaches the age of ten.
- When he was six years old, Palmer attended the Pigeon Shoot with Dorothy and her family. Palmer is pleased to introduce Dorothy to the mechanics of the event, surprising her with details culminating in the death of five thousand pigeons in one day.

- When Palmer makes the hideous sound of a pigeon's neck being snapped, Dorothy runs away in horror and Palmer follows with tears in his own eyes too.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 42-43

"But the questions did not stop. Killing the pigeons and putting them out of their misery stubbornly refused to mean the same thing. Palmer thought about misery, and it seemed to him that a shotgun was not the only way to end it. When Palmer was miserable, for example, his mother or father would hold him close and wipe his tears. When Palmers mother or father put him out of his misery, they did not shoot him, they offered him a cookie. Why then on Pigeon Day did the people bring guns instead of cookies? It was confusing" (p. 42-43).

EXTEND

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

In young Palmer's naive view, the pigeons do not seem miserable, and he reasons that when he feels bad, his parents provide comfort in many ways far less extreme than shooting. Has anyone ever comforted you when you were upset? Have you ever helped or comforted someone who was miserable or upset? **Write a narrative paragraph telling how you were comforted when you were miserable or how you comforted someone else who was miserable or upset.**

If you are writing about being comforted by someone:

- Why were you upset?
- Where were you and when did this happen?
- Who helped you?
- What did they do to help you feel better?

If you are writing about comforting another person:

- Who was this person?
- Why were they upset?
- Where were you? When did you help this person?
- How did you help this person? What did you do to make them feel better?

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

Make an ongoing class size list of ways to comfort people when they are stressed or saddened. Allow students to add to the list in the next few weeks. Suggest they may start using some of these strategies in their own lives to help others.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 5



Outcomes for Today

Common Core Focus:

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

RL5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

L5. Demonstrate understanding of figurative language word relationships and nuances in word meanings

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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 metaphor?

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met·a·phor NOUN:

- A figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison, as in *"a sea of troubles"* or *"All the world's a stage"* (Shakespeare).
- One thing conceived as representing another; a symbol: *"Hollywood has always been an irresistible, prefabricated metaphor for the crass, the materialistic, the shallow, and the craven"* (Neal Gabler).

ETYMOLOGY:

Middle English methaphor, from Old French metaphore, from Latin metaphora, from Greek, *transference, metaphor*, from metapherein, *to transfer* : meta-, *meta-* + pherein, *to carry*; see bher-¹ in Indo-European roots

What is personification?

<http://www.wisegeek.com/what-is-personification.htm>

Personification is the act in speech and writing of giving inanimate objects, abstract concepts, or actions human or near human characteristics. This is different than anthropomorphism, which gives animals both human personality and behavior. It is a type of metaphor, since it is a metaphoric way of spicing up writing, and making the abstract more relatable.

Though personification is a frequent literary device in poetry, it is also in daily common speech. For example, a person might look at a clock and say, "Time just got away from me." This suggests that the concept of "time" has self-will, and the person was attempting to wrestle with time to stay put. Time however "got away." Even young children use this device regularly. A child might be asked if he threw a pencil. The child might reply, "I didn't throw it. It threw itself." While the child here uses personification as an evasion tactic, he is still giving the pencil somewhat human characteristics that it does not possess.

In literature, it is easy to find examples: fog "creeps," thoughts "explode," trees "menace," and clouds "portend." Death becomes a "messenger." These examples are all ways in which a writer can make ordinary objects or abstract concepts essentially come alive and provide more of an emotional feel for the reader. The examples above also give the things human character.

Take some time and discuss metaphors and personification with the class and how these literary devices are used in literature and in movies. Have them give some examples.

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

nuisance (48)	lunged (49)	pedestrian (51)	apologetic (52)	agreeable (52)
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READ

Review Review the timeline from the beginning every day.

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

p. 47-54

Setting	Characters	Pages
The Playground (Three Years Earlier)	Palmer, Dorothy, Beans	47-48
Soccer Field(Three Years Earlier)	Beans, wringer, pigeon, picnickers	49
Palmer's House (Three Years Earlier)	Palmer, Palmer's Dad	50
Palmer's House (Three Years Earlier)	Palmer, Palmer's Parents, Dorothy	51
A Big City (Three Years Earlier)	Palmer, Palmer's Parents, Man in the Park	51-53
Palmer's Living Room (Three Years Earlier)	Palmer, Beans	53 - 54

RESPOND

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

Students might mention:

- The following year, Palmer avoids the Pigeon Shoot and plays with Dorothy at the playground all day while the sounds of gunshots punctuate the afternoon.
- Beans encounters Palmer and Dorothy at play and is incredulous when he learns that they are not going to attend the Pigeon Shoot. Even though he is too young to participate, Beans runs off to the soccer field to pick up wounded birds and is chased away by the legitimate wringers.
- This is the year that Palmer remembers smelling the gun smoke on his father's clothes after the Pigeon Shoot. The usually familiar and comfortable security of his father's lap takes on a mildly threatening feeling in this aura of smoke.
- Palmer also remembers this as the year that his family took a family vacation to a large city where the pigeons stroll freely on the sidewalks, and as far as Palmer can tell, no one tried to shoot any of the birds.
- Palmer has a difficult time rationalizing this behavior with the activities of those in his hometown, including his father whose sharp shooting skills have earned him a gold pigeon trophy that now sits on the living room mantle.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 53

"There, standing before the golden pigeon, the odor of gunsmoke came to him, and he understood that his father was a shooter.

It was about then that Palmer began to feel a certain tilt to his life. Time became a sliding board, at the bottom of which awaited his tenth birthday" (p. 53).

EXTEND

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

At this point in the book, Palmer is faced with the idea of death for the first time when he realizes that his own father was a shooter of pigeons, animals that Palmer

sees to be totally innocent. Palmer feels overwhelmed by the inevitability of his tenth birthday and the day he will be forced to be a wringer.

Think about a time in your own life when you could have faced your fear, but hid from it. **Write a narrative paragraph about this experience. How old were you? Where were you? What was the fear? How did you hide from it? What was the outcome? What finally happened?**

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

Class discussion:

Are there sliding boards in all of our lives? What are the sliding boards for people growing up in most American homes?

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 6



Outcomes for Today

Common Core Focus:

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

L2. Demonstrate command of the conventions of Standard English, Capitalization, punctuation and spelling when writing

L5. Demonstrate understanding of figurative language word relationships and nuances in word meanings

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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 onomatopoeia?

<http://www.answers.com/topic/onomatopoeia>

Onomatopoeia is the use of words that seem to imitate the sounds they refer to (whack, fizz, crackle, hiss); or any combination of words in which the sound gives the impression of echoing the sense. This figure of speech is often found in

poetry, sometimes in prose. It relies more on conventional associations between verbal and non-verbal sounds than on the direct duplication of one by the other.

Take some time and discuss onomatopoeia with the class and how this literary device is used in literature and in movies. Have them give some examples.

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

woozy (55)	wonderment (57)	glance (60)	skirting (61)	wrenching (63)
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READ

Review Review the timeline from the beginning every day.

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

p. 55-64

Setting	Characters	Pages
Family Fest (Two Years Earlier)	Palmer, Dorothy, Beans, Mutto, Henry, Palmer's Parents	55-57
Palmer's House (Two Years Earlier)	Palmer, Palmer's Dad	57-58
Palmer's Room (Two Years Earlier)	Palmer	59
Palmer's Dream (Two Years Earlier)	Palmer	59
Palmer's Room (Two Years Earlier)	Palmer, Beans, Mutto, Henry	59-61
In the town at night and the train station (Two Years Earlier)	Palmer, Beans, Mutto, Henry	61-63
Palmer's Room the next day (Two Years Earlier)	Palmer	63-64

RESPOND

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

Students might mention:

- When Family Fest arrives, Palmer revels in the rides, food, and games but he cannot forget about the nearby soccer field, which will soon become a killing field at Saturday's Pigeon Shoot. In order to avoid the questions of his attending the event, Palmer takes special pains to avoid Beans, Mutto, Henry, and even Dorothy.
- The boys have plans to meet early Saturday morning to attend the Pigeon Shoot until the very end but Palmer has planned to feign illness, and falls asleep secure in his diversionary plan.
- One night Palmer dreams that millions of pigeons come to town, pick up the edges of the town, and fly away with it in their beaks. Suddenly Palmer feels warmth on his face and awakens to find Beans and Mutto shining a flashlight on him in his bed.

- The three boys escape out of Palmer's bedroom window and stealthily make their way through the silent town to the area where the five thousand crated pigeons are waiting for their dire fate.
- Beans and Mutto begin their harmless teasing by banging on the crates with sticks. This creates a cacophony of sounds in the still night. Palmer is suddenly aware of the ten thousand orange pigeon eyes on him and runs toward home using the excuse of an urgent need for a bathroom.
- The following morning, Beans and Mutto do not come for Palmer, who stays in bed all day in compliance with his plan to fake illness to avoid the Pigeon Shoot. Palmer takes no chances of being seen by closing his window, pulling his shade, and playing cards and Monopoly with his mother. Palmer is able to fall asleep and put another year of the Pigeon Shoot to rest.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 61

“But the thrill of it, the honor of it all swept all other feelings away. Jogging through the dark and sleeping alleyways, skirting pools of streetlight, he imagined he was a toy lead soldier come to life, following Sergeant Beans and Private Mutto on a mission behind enemy lines. He loved these guys. He would follow them anywhere. He wondered what adventures awaited him in the days and years ahead” (p. 61).

EXTEND

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

Palmer is beginning to feel like he finally is one of the guys when they sneak into his room at night to get him to sneak out of the house to go on an adventure. **Write a narrative paragraph about a time when you finally felt like you were accepted by your friends. When did this happen? Where did it happen? How old were you? Who was with you? What happened? Why do you think you were finally accepted?**

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

What do we need to be happy and healthy in life? Abraham Maslow's hierarchy of needs is listed below. Is this all we need to be healthy and happy in life? Discuss.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 7



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
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L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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.

The Flexible Flyer Runner Sled

Samuel Leeds Allen, the inventor of the Flexible Flyer, came from a prominent Philadelphia Quaker family. In the 1860s, he established the S. L. Allen Co. to manufacture farm equipment, including some items of his own invention. In order to diversify his product line and provide work during the winter months, Allen, himself a

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"coasting" enthusiast since boyhood, set about inventing a sled. Eventually, he conceived of a sled with runners that were weakened in the middle to act as a hinge to permit the front portion to pivot for steering. This led to the design, which became the Flexible Flyer with "super steering"-a sled with a pair of laterally flexible runners attached to the frame in a way that permitted them to be bent sideways to a great extent and with little effort. He accomplished this by attaching the front pair of runner struts to a crossbar, which floats (is not attached) relative to the seat. This permits the runners to flex sideways starting at a point just ahead of the rear struts. A conventional sled lacking this floating crossbar arrangement has runners that can thus only flex forward of the front struts, severely limiting the steering capability of the sled.



Usage and Design

Flexible fliers are flexible both in design and usage. Riders may sit upright on the sled or lie on their stomachs, allowing the possibility to descend a snowy slope feet-first or head-first. To steer the sled, riders may either push on the wooden cross piece with their hands or feet, or pull on the rope attached to the wooden cross-piece. Shifting the cross-piece one way or the other causes the flexible rails to bend, turning the sled. Flexible flyers work best on hard packed or icy snow. If the snow is soft and deep, the sled's runners are likely to sink in and prevent the sled from moving.

History

Samuel Leeds Allen patented the flexible flyer in 1889.^[1] Allen's company flourished by selling these speedy and yet controllable sleds at a time when others were still producing toboggans and "gooseneck" sleds.^[2]

Allen began producing sleds in his farm equipment factory to keep his workers busy even when it was not the farm season. He developed many prototypes before he created the flexible flyer. The sleds did not sell well until he began marketing them to the toy departments of department stores. In 1915, around 120,000 flexible fliers were sold, and almost 2,000 flexible flyers were sold in one day.

In 1968, Leisure Group of Los Angeles, California bought the S. L. Allen Company. Leisure Group continued to produce flexible flyers in Medina, Ohio. In 1973, a group of private investors bought Leisure Group's toy division and started manufacturing the sleds under the name "Blazon Flexible Flyer" in West Point, Mississippi. In 1993, Roadmaster purchased the rights to production and moved production to Olney, Illinois,

and in 1998, production was moved to China. As of 2012, Flexible Flyers are made in China and sold by Paricon, Inc in South Paris, Maine.^{[3][4]}

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

plunges (67)	blizzard (68)	syrupy (69)	barrage (73)	crackle (74)
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READ

Review Review the timeline from the beginning every day.

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

p. 67-75

Setting	Characters	Pages
Palmer's house	Palmer, Mother, Father	67-69
Valentine Hill	Palmer, Beans, Mutto, Henry	69
Palmer's Room	Palmer, pigeon, Palmer's Mother	69-72
On the way to and at school	Palmer, Beans, Mutto, Henry, Dorothy	71-74
Palmer's Room	Palmer	74-75

RESPOND

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

Students might mention:

- The following Christmas, Palmer receives a sled as a gift but there is no snow until a blizzard hits two days after New Years.
- Palmer, Beans, Henry, and Mutto spend a deliriously happy day with the new sled and Palmer returns home that night content that all is right with the world. Before going downstairs for dinner, Palmer hesitates to look out his bedroom window at the sun casting a raspberry glow on the snow-topped roof of the house.
- Palmer's eyes land on the unmistakable bird prints in the snow, but he does not think anything more about it until he is awakened the next morning by the sound of tapping on his bedroom window. Palmer soon realizes that it is not his mother or his friends knocking on his door but a pigeon standing outside his window.
- At first, Palmer is not sure that he has actually seen a pigeon because he has dreamed about the birds so many times. Palmer pulls down the window shade, waits a few minutes, and puts up the shade again to reveal that the bird is not part of a dream, but a real bird pecking at Palmer staring back at him. Palmer pulls down the shade once more, silently chastising the bird for being so stupid as to appear in a town where people shoot pigeons.
- Palmer has no time to focus on the pigeon because he has to go to school and is happy to see his friends waiting for him at the corner. Along the way, the boys encounter Dorothy, who they consider the perfect target for their hastily formed snowballs. Dorothy ignores the snowball volleys, irritating the boys just a bit

because she does not react like a typical girl.

- Palmer has a hard time concentrating in school because his thoughts stray back to the pigeon at his window this morning. Later that night, Palmer uses his father's flashlight to inspect the rooftop outside his bedroom window and sees bird tracks, but no sight of any pigeon.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 73

“Palmer fired without restraint. Since summer he had hardly spoken to her He had found out there just wasn’t room in his life for Dorothy and the guys. Like peanut butter and pickles, they don’t mix” (p. 73).

EXTEND

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

Part of growing up is going through a stage in childhood where boys don’t like the girls and vice-versa. **Write a narrative paragraph about a friend you may have had of the opposite sex when you were younger that you grew apart from? Why did you grow apart? Where did you live? How old were you? Who was the friend? Why were you friends? What did you like about this person? What happened that made you grow apart? What finally happened? How do you feel about this now?**

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

How important are friendships and how can you be a good friend to someone? Here is a list of some things to do in order to be a good friend. Discuss the list with your class and add some of your own ideas. This list will take at least 2 days to discuss.

1. **Always be there**, even in silence. (Nerrisa Nam)
2. **Be kind and listen. Be fun and light.** Be serious when needed, love extensively, and forgive always. (Sandra Lumb)
3. **Don’t be scared to tell each other the truth** no matter how difficult it may be. (Eva Valencia)
4. **Guide each other in times of need** with your honest opinions. (Ashna Singh)
5. **A true friend is someone who always listens and is genuinely interested in the good and bad, and someone who calls or writes just to say hello.** (Kimberly McCarthy)
6. **Be loyal in confidence and character**, always open and inviting to share concerns, always honest even if you disagree. (Peggy Turner Beatty)
7. **A true friend tries his best to cheer you up** when you are upset and makes you feel special. (Kalpana Tewani)
8. **Try and improve their life** though your friendship. (Barry Cassidy)
9. **Be who you truly are—be that vulnerable—**and provide the other person the space, safety and choice to do the same. (Cynthia Ruprecht Hunt)

10. **Be genuinely happy when they get, receive, or achieve something you truly desire.** (Heather Tucker)
11. **Share the truth in your heart**, without the fear of misunderstandings. (Ricardo Marques)
12. **Be loyal and forgive** but above all: love and respect. (Casey Jo Wagner)
13. **Accept the person as they are, as an individual, without conditions.** Also, as important as it is for you to be there for them, sometimes you have to be willing to let them be there for you. (Casey Kimes)
14. **Remain friends despite a person's choices in life** and don't bail on them when they aren't who you want them to be. (Kim Shaw)
15. **A true friend always supports *the person* but doesn't feel compelled to support *the situation*.** A true friend knows how and when to say the firm, "No." (Leslie Mollay)
16. **Help yourself and those closest to you grow.** To live means to grow, and a true friend is someone that you can honestly say has helped define you as an individual. (Kevin Ball)
17. **Celebrate the wins and being there to support the losses.** Keep your word and acknowledge it when you don't. (Margalit Ward)
18. **Walk in to a friend's aid when others are walking out.** (Larry Stilts)
19. **Don't hold grudges over petty disagreements.** (Annika de Korte)
20. **Show up!** You can pretend to care but you cannot pretend to show up. (Sherri Levy)
21. **A true friend is someone you feel as comfortable with as you do when you are by yourself.** No illusions, no holding back. (Liz McConomy)
22. **Be there for the other person in the same way you would be there for yourself.** Granted, if you can't be there for yourself, that's probably something you should address first. (Elizabeth McDaniels)
23. **Don't let your own stuff get in the way.** The ego is powerful. (Sabrina Toffey)
24. **Know someone's least admirable characteristics and still love and support them.** (Talia Startzman)
25. And I'll add the last: share how honest appreciation every chance you get.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 8



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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's So Special About Pigeons?

Read about [Project PigeonWatch](#) and Find Out! Project PigeonWatch is run by the Cornell Laboratory of Ornithology at Cornell University in Ithaca, New York. For more information, [click here](#).

But did you ever notice that pigeons come in so many colors and feather patterns? Did you ever notice their shiny, rainbow-like neck feathers or their red feet? Did you ever notice the interesting way that pigeons coo and strut?

The fact is, pigeons are special. They are special because there is such variety in the way they look. Blue Jays all look very much alike, and so do robins and cardinals. But find a flock of pigeons and you will see white ones and gray ones. You will see pigeons with blue-gray feathers and pigeons with red feathers. You will see solid-colored pigeons and speckled pigeons. Look long enough and you will be able to tell them apart, give them names, and get to know their habits.

Pigeons are special because they can fly very fast. In fact, some can fly 50 miles per hour! Pigeons also have very strong "homing instincts" that help them find their way back from far away. Pigeons make great pets, too. Many people build little houses called "coops" for pigeons in their backyards or on rooftops. They let their pet pigeons fly free because, unlike canaries or parrots, pigeons will come back home.

There is one other thing that is special about pigeons. This is the fact that bird scientists know less about city pigeons than they do about many other wild birds. It is surprising that such a common bird is such a mystery. But because they are everywhere, scientists seem to have overlooked them.

Only recently did many scientists realize how interesting pigeons are. They have many questions about them. For example, they want to know why pigeons come in so many colors. They want to know how pigeons choose their mates. These questions are important because the answers will tell us not only about pigeons but about birds in general. The answers also will help us learn more about other wildlife, about our land and skies, and about ourselves as "human animals."

To answer these questions, bird scientists have designed a research project called [Project PigeonWatch](#). People just like you from all over the world are involved in it. These participants are called PigeonWatchers. PigeonWatchers collect information on their pigeons in their cities. Then they send that information to the scientists, who enter it into computers. They print out maps that show the information by location. These maps show how pigeons are alike and different from place to place. Project PigeonWatch could not happen without hundreds of "citizen scientists" like you who collect information from so many different places. Taking part in Project PigeonWatch is important, but it is also easy and fun. Interested in becoming a PigeonWatcher? Read on!

Curious About Pigeons?

If you have read this far, you are probably excited about becoming a PigeonWatcher. Maybe you have become a die-hard fan of pigeons! If so, keep reading. This web page contains many more pictures and facts about this special bird.

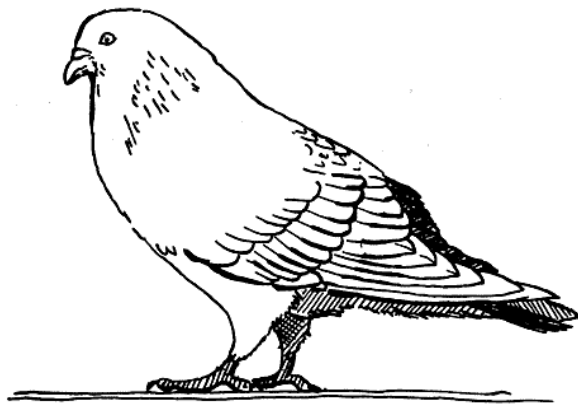
What To Expect When Pigeon Watching

All you need to get started is some curiosity about pigeons! If you have made your flash cards, take them into your neighborhood because they will come in handy. The only other thing you need to remember is that you will be outdoors, so, dress for the weather and wear walking shoes.

Now you are ready for the information-gathering part of Project PigeonWatch. Scientists call this "data collecting." Go outside to a pigeon "hang-out," which is a place where pigeons gather. You will toss out bird food to attract the pigeons and count all the pigeons. Next, count the number of pigeons of each color morph. If there is time and your pigeons are courting, you may stay to observe courtship behavior. Finally, keep a written record of the information you collected and send it to the scientists.

Get Ready For Pigeon Watching

If you have decided to be a PigeonWatcher, you should first observe the birds in your neighborhood. Are there any pigeons near where you live? Find their "hang-outs" and study them for several minutes. Can you see any differences between one pigeon and another? Use colored pencils or crayons to draw a picture of any pigeons you see. You can print out this page and use the drawing below as a template. Fill in the details you observe.



Second, learn to recognize the different color morphs of pigeons. "Morph" is a word used by bird scientists to describe an inherited physical feature. For birds, an important morph is feather color. Pigeons are polymorphic for feather color. This means that pigeons come in more than one pattern of color.

Scientists know that long ago, wild pigeons came in only one color morph, blue-black and gray. Then people captured pigeons and bred them. Over time this breeding produced many different color types of pigeons. Today's wild city pigeons are descendants of these captured pigeons. Scientists want to know why wild pigeons still exist in so many colors. Why haven't they become one common color, like they used to be?

Scientists are trying to learn if different color morphs are more common in different parts of the United States and different areas of the world. Look at a flock of pigeons and count the number of each color morph. You can keep a record of what you find. By observing your flock, you will help scientists learn which color morphs are common in your area. For PigeonWatching, you need to learn the seven main color

morphs for pigeons. Check out the pictures of the color morphs that are included in the identification section.

Third, learn how pigeons behave when they are trying to attract mates. This is called courtship behavior. Scientists want to know whether pigeons choose mates by color. If they do, it might explain why city pigeons continue to exist in so many different colors. Pigeons can mate at any time of year, especially if it is warm outside. During your PigeonWatch, you can observe pigeons courting by studying their behavior. The information you collect will help scientists figure out how courtship is related to color. Pictures of the different courtship appear in a later chapter.

Finally, practice your pigeon observation skills by making flash cards. You can print out the identification section and cut out the pigeon pictures to make the flash cards. Shuffle the cards and quiz yourself, or get together with another PigeonWatcher to quiz each other. Take your cards with you for a walk in your neighborhood. Look for pigeons and practice observing color types and courtship activity.

Nifty Bird and Science Words

Rock Dove: the common name for the original pigeon

Columba livia: the scientific name for pigeon

ornithology: the study of birds

iridescence: the rainbow-like shine found on the neck feathers of some pigeons

hackle: the neck feathers of a bird

hen: an adult female pigeon

cock: an adult male pigeon

hatchling: a pigeon that has just come out of its egg (hatched)

squab: a young pigeon from 1 to 30 days old

peeper or squeaker: a young bird that is learning to eat

fledgling: a bird that is learning to fly or has just taken a first flight

juvenile: a bird out of the nest and flying but less than eight months old

data: pieces of information

morph: a physical feature that is inherited

assortative mating: when males and females pair up based on their color morphs

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

persuader (77)	glossings (78)	snooty (80)	yowled (83)	faint (85)
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READ

Review Review the timeline from the beginning every day.

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

p. 76-87

Setting	Characters	Pages
Palmer's room	Palmer, pigeon, Palmer's mom	76-78
School	Palmer, Beans, Mutto, Henry	78

Palmer's Room	Palmer, pigeon, Palmer's Mother	79-87
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RESPOND

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

Students might mention:

- The next morning, Palmer is once again awakened by the sound of tapping at his bedroom window. Palmer tries to reason with the pigeon outside his window by telling him that people in this town kill birds just like him. He pleads with the obstinate bird to fly away.
- During breakfast, it occurs to Palmer that the pigeon must be hungry, so he throws a handful of cereal out his window and the bird devours it. Palmer is reminded of warnings his mother gave him in the past about not feeding stray animals so that they will not stay. However Palmer feels sorry for the hungry bird and ignores his mother's cautionary words.
- Palmer is distracted all day with thoughts of the pigeon and has bittersweet feelings when he returns home to find that the bird has flown away. Palmer lies on his bed wondering where the pigeon might be right now, hoping that the bird is not visiting somebody else. Palmer tries playing and watching TV, but cannot keep his mind off the pigeon.
- Suddenly the sound of someone hammering a coconut on *Gilligan's Island* seems to be coming from outside Palmer's bedroom window and he realizes that the pigeon has returned. Palmer races around the room trying to find a leftover snack to feed the bird; but finding none, he realizes he must get something from the kitchen. Afraid that the pigeon will leave in his absence to get some food, Palmer abandons common sense and opens his bedroom window.
- The pigeon walks onto Palmer's extended arm out the window, nips Palmer's earlobe, and proceeds to walk over the furniture in the bedroom as if trying to decide whether it likes the room. Palmer is able to hide the bird when Palmer's mother enters the room to announce dinner. Palmer eats quickly so he can return to see his new winged friend. Returning to his bedroom, Palmer does not see the pigeon at first, but finally spots the bird resting on a shoebox in his closet.
- Palmer quietly completes his homework, watches TV, and works on his scrapbook while checking on the pigeon every few minutes. When Palmer's mother enters the bedroom to wish Palmer goodnight, he asks her to knock before entering his room from now on because of his increasing sense of modesty. Amused, Palmer's mother agrees to the request and Palmer falls asleep secure that his secret visitor will not be revealed.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 77

"Palmer was afraid he knew the answer. He knew that food was a powerful persuader of animals. Even his mother had told him once about the stray cat: 'Don't feed him, or he'll keep coming back.' If he fed the pigeon, it would be like sending it an

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invitation to return, an invitation to disaster.

That's why Palmer was surprised to find himself carrying a handful of Franken Puffs up the stairs. And opening up the window. And tossing the Puffs onto the snow, now crusted and gleaming with sun melt" (p. 77).

EXTEND

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

Palmer had decided to feed the stray pigeon. He knows what will happen. The bird will stay. Have you ever fed a stray animal? What happened? **Write a narrative paragraph telling what happened when you fed the stay animal. What kind of animal was it? What did it look like? Where was the animal? When did this happen? How old were you? Did anyone tell you not to feed this animal? Who? What did you feed the animal? Did they eat the food? Why did you feed the animal? What happened as a result of you feeding this animal? Would you ever feed another stray animal? Why or why not?**

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

Continue yesterday's discussion on how to be a good friend.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 9



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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.

Keeping secrets

How easy is it to keep a secret? Are you good or bad at keeping secrets? What kinds of secrets are good secrets to keep and what secrets are bad secrets to keep?

(Discussion Item)

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

coaxed (89)	acquainted (89)	acorn (90)	groggy (92)	stupendous (94)
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READ

Review Review the timeline from the beginning every day.

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

p. 88-95

Setting	Characters	Pages
Palmer's room	Palmer, pigeon, Palmer's mom	88-89
Library	Palmer	89-93
Palmer's Room	Palmer, Nipper	93-95

RESPOND

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

Students might mention:

- Palmer awakes the next morning to the feeling of his earlobe being pinched and realizes that the pigeon is standing next to his head looking straight into Palmer's eyes. Palmer retrieves some cereal and spreads it on the snow outside his bedroom window through which the pigeon flies to get his breakfast.
- During the next few days Palmer adjusts to life with his pigeon and even takes out a library book to become more familiar with pigeon behavior. Palmer immerses himself in pigeon details but cannot find any information about why people would want to shoot them.
- By the end of the week, Palmer assumes that the pigeon belongs to him and names him Nipper, based on the bird's quick nips on Palmer's ear as part of their wakeup routine. During the days, Palmer lets Nipper out the window and is sure to leave some food on the roof so that Nipper won't be hungry while Palmer attends school. Returning home each evening, Palmer lets Nipper back into his bedroom where the two friends play until it is time to sleep.
- Amazingly, Palmer finds the most unusual part of his new routine to be acting normally, but wonders to himself how anyone can be considered normal in a town that kills pigeons.
- Palmer's tries very hard to act normally and tries not to arouse suspicion. Palmer's mother is more than a little suspicious when Palmer announces that from this point on he will change his own bed linens and clean his own room making it unnecessary for his mother to ever enter his room again. Palmer is amazed at the changes in himself, but he will go to any lengths to protect the secret of Nipper.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 94*"Act normal.*

In his room, in the streets, at school, seven days a week he whispered to himself 'Act normal...act normal...'

But how could he act normal knowing there was a second pigeon right here in the house, a golden one that never took wing from the mantel in the den? Knowing that in this house, in this town, only the golden pigeon is allowed to roost. Knowing that he was holding inside himself such stupendous news.

Act normal" (p. 94).**EXTEND**

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

Palmer is really struggling trying to act normal while he is keeping Nipper in his room. **Write a narrative paragraph about a time that you had a secret so good that you were just dying to tell somebody, but you were afraid to tell anyone. What happened?**

What was the secret? Did you keep the secret? When the secret finally came out, were the consequences as bad as you thought they would be?

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

Some interesting secrets:

<http://listverse.com/2012/06/11/top-10-things-you-cant-know/>

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 10



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

L5. Demonstrate understanding of figurative language word relationships and nuances in word meanings

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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 foreshadowing

Foreshadowing is used in written art and film to give hints about things to come in later plot developments. It can be very broad and easily understood, or it may be complex use of symbols, that are then connected to later turns in the plot.

Sometimes an author may deliberately use false hints, called red herrings, to send readers or viewers off in the wrong direction. This is particularly the case with mystery writers, who want to bury clues to a mystery in information that is partially true and partially false.

For some examples of foreshadowing go to:

<http://www.wisegeek.com/what-is-foreshadowing.htm>

What is it?

Foreshadowing is a way of indicating or hinting at what will come later. Foreshadowing can be subtle, like storm clouds on the horizon suggesting that danger is coming, or more direct, such as Romeo and Juliet talking about wanting to die rather than live without each other. Sometimes authors use false clues to mislead a reader. These are called "red herrings," and they often appear in mystery writing. Foreshadowing can also be considered a literary device, but we have treated it as a narrative element because of its association with storytelling

Why is it important?

Foreshadowing adds dramatic tension to a story by building anticipation about what might happen next. Authors use foreshadowing to create suspense or to convey information that helps readers understand what comes later. Foreshadowing can make extraordinary, even fanciful events seem more believable; if the text foreshadows something, the reader feels prepared for the events when they happen.

How do I create it?

Create foreshadowing by placing clues, both subtle and direct, into the text.

To create foreshadowing in fiction or non-fiction,

- Give the reader direct information by mentioning an upcoming event or explaining the plans of the people or characters portrayed in the text:

"As the Lincolns rode to Ford's Theatre on 10th Street, John Wilkes Booth and three conspirators were a block away at the Herndon House. Booth had devised a plan that called for the simultaneous assassinations of President Lincoln, Secretary of State Seward, and Vice President Johnson. Having learned that morning of Lincoln's plan to attend the theatre, he had decided that this night would provide their best opportunity."

—Doris Kearns Goodwin, *Team of Rivals*

- Place clues in the first few sentences of a story or chapter to indicate the themes that will be important later:

"I was six when my mother taught me the art of invisible strength. It was a strategy for winning arguments, respect from others, and eventually, though neither of us knew it at the time, chess games."

—Amy Tan, *"Rules of the Game"*

- Portray characters' subtle reactions to objects in their environment to show that those objects might play an important role in the upcoming action:

"[The men] stood together, away from the pile of rocks in the corner, and their jokes were quiet and they smiled rather than laughed... Bobby Martin ducked under his mother's grasping hand and ran, laughing, back to the pile of stones. His father

spoke up sharply, and Bobby came quickly and took his place between his father and his oldest brother."

—Shirley Jackson, "The Lottery"

- Use changes in the weather or mood to hint at whether good or bad fortune will follow:

"The night was still. I could hear his breath coming easily beside me. Occasionally there was a sudden breeze that hit my bare legs, but it was all that remained of a promised windy night. This was the stillness before a thunderstorm."

—Harper Lee, *To Kill a Mockingbird*

What is it?

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Huckleberry Finn – likeness to Beans

<http://www.literature.org/authors/twain-mark/huckleberry/>

Muskrats

<http://www.ngpc.state.ne.us/wildlife/muskrat.asp>

The **muskrat** (*Ondatra zibethicus*), the only species in genus **Ondatra** and tribe **Ondatrini**, is a medium-sized semiaquatic rodent native to North America, and introduced in parts of Europe, Asia, and South America. The muskrat is found in wetlands over a wide range of climates and habitats. It has important effects on the ecology of wetlands^[2] and is a resource of food and fur for humans. It is an introduced species in some of its present range.

The muskrat is the largest species in the subfamily Arvicolinae, which includes 142 other species of rodents, mostly voles and lemmings. Muskrats are referred to as "rats" in a general sense because they are medium-sized rodents with an adaptable lifestyle and an omnivorous diet. They are not, however, so-called "true rats", that is, members of the genus *Rattus*.

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

scenarios (96)	divert (97)	taunted (98)	muskrat (101)	flotsam (101)
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READ

Review Review the timeline from the beginning every day.

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

p. 96-104

Setting	Characters	Pages
Palmer's neighborhood	Palmer, Beans, Mutto, Henry, Dorothy	96-98
Beans' house	Palmer, Beans, Mutto, Henry, dead muskrat	99-102
outside Beans' house	Palmer, Beans, Mutto, Henry, Panther	102-103
inside Beans' house	Palmer, Beans, Mutto, Henry, dead muskrat	103
Dorothy's house	Palmer, Beans, Mutto, Henry, dead muskrat, Dorothy's mother	103-104

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RESPOND

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

Students might mention:

- Nipper's presence becomes a source of anxiety for Palmer. He considers options to keep Beans and Mutto away by telling them that the room has cooties or that a ghost lived there once, but discards those ideas because Beans would find them very appealing. Instead, Palmer becomes an expert at diversion, and each time Beans suggests going to Palmer's house, Palmer quickly suggests something else such as bombing Dorothy's house with snowballs.
- Tormenting Dorothy becomes a major source of entertainment for Palmer, Beans, and Mutto. One day, when Dorothy is home sick and the boys run out of things to do, Beans suggests going to Palmer's house but Palmer quickly diverts the group to Beans' house instead.
- Palmer is surprised that Beans agrees to take Palmer and Mutto to his house because Palmer has never been to Beans' house and cannot recall Beans ever talking about his family. Palmer half expects Beans' house to be a shack, or maybe even a hole, and is surprised again to find that Beans lives in a very nice house.
- Beans guides Palmer and Mutto to the kitchen where Beans retrieves a taped frozen dinner box from the back of the freezer. Beans pulls out the contents of the box to reveal a frozen muskrat and the boys recoil in horror. The muskrat had been presented to Beans by his cat, Panther, and Beans thought the dead animal too good a gift to discard.
- After Palmer and Mutto have exhausted their examination of the frozen carcass, Beans has a brilliant idea with which they can further torture Dorothy. Beans places the muskrat in the microwave oven for several minutes and then joins Palmer and Mutto who are waiting outside to escape the horrible smell of the dead animal. When Beans is satisfied that the muskrat is sufficiently thawed, he joins Palmer and Mutto and they race toward Dorothy's house.
- When the trio reaches Dorothy's block, Palmer and Mutto duck behind a parked car while Beans proceeds to nail the dead muskrat to the front door of Dorothy's house, ring the doorbell, and run. The boys stay hidden but the screams emanating from Dorothy's mother tell them that their mission has been successful. As Palmer, Beans, and Mutto lie on the ground laughing, Mutto remarks on the pigeon flying overhead.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 104

"None of them saw what happened next, but there was really no need to see. The scream came as they huddled against the tires of the car. Palmer had thought he knew screams. He had heard plenty of them in the movies and on T.V. and at sporting events. But what he heard now was something else - it was real - and it sent icy buckshot through his body" (p. 104).

EXTEND

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

Palmer feels guilty, because this time he senses that maybe the prank of nailing the dead muskrat to Dorothy's door may have gone too far. **Write 2 narrative paragraphs about a time when either you played a prank on someone else or someone played one on you that somehow 'crossed the line'.**

The first paragraph will describe the prank and tell who was involved in the prank. The second paragraph will describe exactly what happened and how the line was crossed. You will end with what you learned from this experience.

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

Historical Pranks.

One of the biggest historical pranks was the "*WAR OF the WORLDS*" radio broadcast on Halloween Eve of 1938. Radio listeners thought they were listening to actual news broadcasters announcing Martians had landed on earth.

<http://history1900s.about.com/od/1930s/a/warofworlds.htm>

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 11



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L2. Demonstrate command of the conventions of Standard English, Capitalization, punctuation and spelling when writing

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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.

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

vapor (105)	oblivious (107)	reluctant (105)	flailing (111)	silhouette (113)
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READ

Review Review the timeline from the beginning every day.

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

p. 105 – 116

Setting	Characters	Pages
In the street	Palmer, Beans, Mutto, Henry	105-106
Palmer's house	Palmer, Beans, Mutto, Henry	106
Palmer's room	Palmer, Nipper	106-108
On the street and in school	Palmer, Beans, Mutto, Henry, Dorothy, Nipper	108-113
Palmer's Room	Palmer, Nipper	113-115
Dorothy's House	Palmer, Dorothy	116

RESPOND

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

Students might mention:

- Beans follows the pigeon to Palmer's house where it hovers for a while and then flies away. Palmer acts incredulous at the thought of a pigeon at his house and diverts by offering to buy Beans and Mutto a treat at the deli. Later that night, Palmer collapses in tears from the day's stress until he hears the familiar sound of Nipper tapping at his bedroom window. Palmer opens the window and Nipper walks in to resume his normal evening routine.
- From this point on, Palmer considers Nipper to be his bird and wonders about Nipper's activities during the day. Deep in his heart, Palmer wishes that Nipper would stay in another town that does not shoot pigeons; but he also wants Nipper to stay with him forever. When Nipper leaves each morning, he circles the house once or twice before flying off. Palmer has read that this is the way pigeons orient themselves to their return destination, but Palmer chooses to think that Nipper is simply hesitant to leave every day.
- Fortunately, Palmer has been able to keep Beans and Mutto from seeing Nipper, and the boys keep up their relentless pranks on Dorothy. So far, there have been no repercussions from the muskrat incident, and Dorothy has not created any problems for them. That situation, though, is about to change.
- Palmer, Beans, and Mutto begin to torment Dorothy by "treestumping" her, meaning that they would throw themselves in front of her on the sidewalk, refuse to move, and force her to walk around them. Some of the other boys at school begin to mimic this new harassment with some of the other girls at school. After a while, Beans is no longer satisfied simply to treestump Dorothy and starts to physically torment her.
- Eventually, Beans begins to toss Dorothy's school papers to the wind and a new daily ritual of stealing Dorothy's hat begins. That hat is hung on car antennas, tacked to a telephone pole or tossed into a dumpster, etc. Still, Dorothy says nothing. Finally, one day Beans confronts Dorothy face to face and she finally speaks. Only she directs her anguish to Palmer, not Beans. Dorothy removes herself from Beans' presence and demands to know why Palmer is allowing his friends to torment her. The tears in Dorothy's eyes communicate to Palmer that he has hurt her very deeply and she goes home crying.
- The following day, Nipper does not come home and the bird's absence, coupled with Dorothy's hurt feelings, keeps Palmer in a low mood. After dinner, when Nipper has still not returned, Palmer walks out into the backyard silently pleading with Nipper to fly home; but there is no sign of the bird. Palmer does not sleep well that night and is overjoyed to hear Nipper's tapping at the bedroom window in the morning. After their

Saturday morning ritual of eating and games, Palmer lets Nipper out to fly for a little bit and heads across the street to tell Dorothy about his feathered friend.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 116

“He dashed down the stairs, out the door and across the street, coatless, not feeling the cold. He knocked on her door. He pressed the doorbell. Inside he heard her footsteps, her voice calling, ‘I’ll get it!’

The door opened Warmth and light washed over him. She smiled. She was glad to see him. He did not wait another moment. He said, ‘I have a pigeon’” (p. 116).

EXTEND

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

Palmer has reached the point that he cannot keep his secret for one more minute, and has finally worked up the courage to share with someone else (Dorothy) about Nipper. Have you ever had a secret that was so good that you couldn’t keep it any longer and had to share it with someone? **Write a narrative paragraph about the experience? What was the secret? Who did you finally tell? How did they respond? How did you feel once your secret was out? Did anything change once your secret was out?**

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 12



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L2. Demonstrate command of the conventions of Standard English, Capitalization, punctuation and spelling when writing

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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.

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

generous (119)	officially (120)	demolished (121)	cackling (123)	pouty (125)
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READ

Review Review the timeline from the beginning every day.

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

p. 119 – 131

Setting	Characters	Pages
Beans' house	Beans' mother, Palmer, Beans, Mutto, Henry	119
Farquar's house	Palmer, Beans, Mutto, Henry	119
The soccer field	Palmer, Beans, Mutto, Henry, Farquar	120-122
Palmer's room	Palmer, Dorothy, Nipper	123-127
YMCA pool (last summer)	Palmer, swimming instructor	127-128
Palmer's room	Palmer, Dorothy, Nipper	128-131

RESPOND

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

Students might mention:

- Palmer attends Beans' tenth birthday party and Beans can hardly wait for the event to end so that he and his friends can run outside and find Farquar, who will administer The Treatment.
- Farquar is not in any of his normal locations and Beans begins to frantically call out for the older boy, as if receiving The Treatment is the only way that Beans will officially be ten. Finally, Farquar is located at the soccer field and Beans does not flinch during his dose of The Treatment. At the end, Beans throws up his hands with joy proclaiming his official status as a wringer.
- Later the same day, Dorothy waits for Palmer in his bedroom so that she may witness Nipper's nightly arrival. Palmer and his mother are happy that Palmer is spending more time with Dorothy and not as much time with Palmer's "hoodlum friends" as Palmer's mother calls Beans, Mutto, and Henry. Nipper arrives in his usual style, and Palmer opens the window to allow him access to the room.
- Dorothy wants Nipper to stand on her head like he stands on Palmer's head but Nipper is resolute on his perch of Palmer's scalp. Palmer can tell that Dorothy is not mad that Nipper seems to like Palmer better, and he feels like he is floating in Dorothy's easy company. Palmer recalls the swimming lessons he had taken a few years ago and how he learned to float on the first day. He is happy to feel this way again with Dorothy here.
- Since it is easy to be with Dorothy, Palmer breaks down and reveals his dreaded secret, that he does not want to be a wringer and does not know how to get out of it. Dorothy's matter-of-fact style tells Palmer to announce the fact and not give it another thought, but Palmer is haunted by the taunts and harassment he will receive from his other friends if he does not participate in the Pigeon Shoot.
- Palmer accuses Dorothy of not fully comprehending the situation because she is a girl and does not have the pressure of the expectation to become a wringer. Realizing that Palmer is intent on making himself miserable about the subject, Dorothy kisses Palmer on the nose and diverts Palmer into playing games with Nipper all afternoon.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 129

“Tears filled his eyes. He let go. ‘I don’t want to be a wringer. But everyone else is a wringer when they’re ten, and I’m going to be ten in seventy-one days, and then I’m going to have to be a wringer too but I don’t want to. So what kind of a kid am I? Everybody wants to kill pigeons but me. What’s the matter with me?’” (p. 129).

Key Paragraph, p. 130

“Dorothy hopped down from the desk. She walked across the room and stood before Palmer and looked straight into his eyes. ‘Then don’t,’ she said. She made it sound so simple” (p. 130).

EXTEND

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

Dorothy seems to cut through all of the emotions and fears Palmer has about being a wringer and make the solution seem so simple. Everyone has had someone that they felt like they could go to with their problems and have that person be able to give them good advice. Maybe it was a parent, grandparent, teacher, or clergyman.

Write a narrative paragraph about that person and how that special person helps you to see things more clearly. Who was this person? How old were you? What problem did you bring to this person? What advice did they give you or how did it help you? Were you able to see things more clearly? Why or why not?

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

Class discussion:

Where are some good places to go for good advice?

- Figure out exactly what you need to know
- Ask someone who is willing to admit they make mistakes
- Someone who is trustworthy
- Find a good book
- Someone with a different perspective than you
- Those with a good record of success

Add to the list....

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 13



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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PREPARE

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.

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

daffodils (132)	salamanders (132)	jumpy (136)	disguise (138)	anticipated (144)
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READ

Review Review the timeline from the beginning every day.

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

p. 132-144

Setting	Characters	Pages
corner of Maple and Kane Street	Palmer, Beans, Mutto, Henry, Nipper	132-135
Palmer's room	Palmer, Dorothy, Nipper	136-137
Palmer's room (the next morning)	Palmer, Nipper	137-138
Palmer's front door	Palmer, Dorothy, Palmer's mother	139
Palmer's school classroom	Palmer, Palmer's teacher, Beans, Mutto, Henry	139-142
Outside the school and on the way home	Palmer, Beans, Mutto, Henry	142-144

RESPOND

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

Students might mention:

- About a month before the end of the school year, Beans, Mutto, Henry, and Palmer are walking home when Nipper suddenly swoops down and perches on Palmer's head. Palmer tries to shoo the bird away and eventually gets free of Nipper to the amazement of his friends.
- Palmer's attempts to pass the event off as a freak circumstance are only half-heartedly received by Beans and the others. Suddenly, Beans announces that he knows that the pigeon belongs to Palmer who launches into a monologue about his hatred of pigeons and his longing to be a wringer. The boys walk home in silence after Palmer announces that he will be the best wringer the town has ever seen.
- When Palmer arrives home, Dorothy and Nipper are waiting in Palmer's bedroom. Palmer's anxiety has him in an agitated state and he paces the room without interruption as he ponders what Beans and the others will do to him now that they suspect that Palmer has a pigeon. While Palmer paces, Dorothy writes Nipper's name on a Nerf ball that the bird plays with in the bedroom. Palmer sleeps fitfully that night and is anxious to release Nipper into the sky after breakfast.
- Palmer determines that the best way to avoid any more incidents of Nipper landing on his head in public is to disguise his own appearance. Palmer's mother is shocked but does not say much when Palmer leaves for school with a winter coat, hat, and scarf on a beautiful May morning. For the first time in his life, Palmer thinks the school day passes too quickly and he invents an incident of spitting on the floor so that the teacher will keep him after school.
- Palmer's attempts to avoid Beans, Mutto, and Henry after school are thwarted

when Palmer finds the boys waiting for him outside school. The floor-spitting incident is of immense interest to the boys and Palmer is pleased that he has diverted their conversation from the topic of Nipper.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 132

“They came to the corner of Maple and Kane and stopped. A decision had to be made which way to go. Palmer was about to throw his vote to baseball when suddenly the sunlight was briefly snipped, as if a page had been turned in front of a lightbulb. This was followed in turn by a flapping sound, the feel of four-toed feet in his hair, and the deep-throated treble of a familiar voice. Palmer’s mind riffled through a thousand answers to account for all this, but only one made sense. Nipper had just landed on his head” (p. 132).

EXTEND

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

One of Palmer’s biggest fears actually comes true when as he is hanging out with the guys, Nipper lands right on top of his head. **Write a narrative paragraph about a time when your worst fear actually happened, and how you responded to it. What was your fear and why was this a fear? How did your fear come true? Where were you? Who were you with? What happened? Did you panic, or did you keep a cool head? Was the aftermath as bad as you imagined, or were you worried about nothing?**

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

Top 10 fears:

10. Dentist
9. Dogs
8. Flying
7. Lightning
6. Dark
5. Heights
4. Other people
3. Small enclosed spaces (elevators)
2. Bugs
1. Snakes

Mix these up and allow your students to rank them from 1 to 10. Then give them correct order. Have a discussion as to why each of these items is on this list.

Self-control requires courage. Courage requires self-control. Power comes from self-control. Self-control requires making decisions and carrying them out. Courage requires self-control to overcome thrill. Making a decision gives you power and control.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 14



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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.

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

popularity (145)	immensely (146)	apparent (147)	naughtiest (149)	murmur (149)
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READ

Review Review the timeline from the beginning every day.

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

p. 145-150

Setting	Characters	Pages
Palmer's room	Palmer, Nipper	145
School	Palmer, Beans, Mutto, Henry, Palmer's teacher	145-147
Palmer's room	Palmer, Dorothy, Nipper	147-150
School	Palmer, Beans, Mutto, Henry	150
Palmer's room	Palmer, Nipper	150

RESPOND

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

Students might mention:

- School is not out for the summer for another month and Palmer faces the dual challenge of avoiding Nipper in public and keeping Beans and the others from being angry with him.
- Palmer's tactic of spitting on the schoolroom floor earned him both punishment and celebrity status, so he invents even more ways to create the same results.
- Palmer manages to get detentions for the balance of the school year with the exception of the last day of school. So Palmer determines to wear an elephant mask to avoid Nipper's recognizing him on the way home.
- On the night before the last day of school, Dorothy, Palmer and Nipper are in their usual location in Palmer's bedroom. Palmer shares his conflict with wanting school to be over vs. his approaching birthday signaling his eligibility to be a wringer.
- Dorothy tries to calm Palmer's anxiety telling him that he is doing a good thing by wearing disguises and being kept after school, since the efforts are protecting Nipper from Beans and the others.
- Palmer's elephant mask is a huge success on the last day of school, yet Palmer is immensely relieved to have made it home without incident from Nipper or Beans.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 149

"Lightly, lazily they tickled Nipper's feathers. Their fingers mingled.
 'Know what?' said Dorothy.
 'What?'
 'You're a hero.'
 'Huh?'

‘All this stuff you’re doing. You’re probably the naughtiest student there’s ever been in our school. And you’re doing it all to save him.’

Palmer frowned. ‘That’s no hero. I just live in the wrong town, that’s all’” (p. 149).

EXTEND

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

Dorothy tells Palmer that she thinks that he is a hero. Do you think Palmer is a hero? Have you ever been a hero or witnessed someone else being a hero or acting heroic?

Write a narrative paragraph explaining why you were a hero or why someone else was a hero. What did they (you) do? Why did they (you) do this? Where were they (you)? Who else was there? What finally happened?

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

Two day or more Class discussion:

Some people say there are no real heroes now days. Do you agree or disagree and why? Gather factual text to support your stance.

Students could hold a debate.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 15



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

L5. Demonstrate understanding of figurative language word relationships and nuances in word meanings

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

PREPARE

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 irony?

Dictionary.com defines irony as “the use of words to convey a meaning that is the opposite of its literal meaning: *the irony of her reply, “How nice!” when I said I had to work all weekend.*”

For some good examples of irony:

<http://webweevers.com/irony.htm>

i·ro·ny

¹ [ahy-ruh-nee, ahy-er-] Show IPA

noun, plural i-ro-nies.

1. the use of words to convey a meaning that is the opposite of its literal meaning
2. *Literature.*
 - a. a technique of indicating, as through character or plot development, an intention or attitude opposite to that which is actually or ostensibly stated.
 - b. (especially in contemporary writing) a manner of organizing a work so as to give full expression to contradictory or complementary impulses, attitudes, etc., especially as a means of indivating detachment from a subject, theme, or emotion.
3. Socratic irony.
4. dramatic irony.
5. an outcome of events contrary to what was, or might have been, expected.

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

neon (152)	sternly (154)	stifled (156)	intently (157)	sprout (158)
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READ

Review Review the timeline from the beginning every day.

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

p. 151-158

Setting	Characters	Pages
Palmer's house	Palmer, Beans, Mutto, Henry	151
On the sidewalk	Palmer, Beans, Mutto, Henry	151-152
Soccer field	Palmer, Beans, Mutto, Henry, wringmaster, mob of kids	152-158

RESPOND

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

Students might mention:

- One night after dinner, Beans, Mutto, and Henry arrive at Palmer's house to take him to wringer school.
- Palmer blanches at the mention of the word, but accompanies the boys to the soccer field where wringer instruction is about to begin.
- The wringmaster instructs the boys on the operations of the Pigeon Shoot and

- cautions them about their responsibilities on the big day.
- The instructor produces a stuffed gray sock and lets each boy practice wringing the neck of this imaginary pigeon.
- Palmer takes his turn with the sock-bird, throws it down in disgust, and stomps off the soccer field.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 158

“Palmer had half expected the sock to sprout pink feet and glossy feathers. It did not. He wanted to call out to all the wringers-in-training: *Hey, who are we trying to kid? This is no pigeon. You want to know what a real pigeon feels like - ask me. This is nothing but a sock.*

‘Let’s go, son,’ said the man. ‘Hard and quick.’

Palmer wrung its neck, hard and quick. He dashed it to the ground at the man’s feet and marched off.

The man said nothing” (p. 158).

EXTEND

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

Everyone has seen traffic slow down to look at the scene of an accident on the freeway. When there is a fire, people will often rush to the scene to watch the fireman. **Write a narrative paragraph about a time when you either saw people do this, or you did it yourself. Why do you think people have the need to see things like that? Where were you? When was this? Why did you watch? Who was with you? What had happened? Would you do this again?**

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

Two day or more class discussion:

Some people say there are no real heroes now days. Do you agree or disagree and why? Gather factual text to support your stance.

Students could hold a debate.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 16



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.

e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a.) Explain the function of phrases and clauses in general and their function in specific sentences.

b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

PREPARE

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.

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

impish (160)	strategy (161)	instantly (162)	indicated (165)	twinge (166)
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READ

Review Review the timeline from the beginning every day.

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

p. 159-167

Setting	Characters	Pages
Palmer's room	Palmer, Dorothy, Nipper	159-161
Palmer's house	Palmer, Palmer's mother, Nipper	162-163
Palmer's house	Palmer, Beans, Mutto, Henry, Palmer's father	164-166
On the street	Palmer, Beans, Mutto, Henry	166

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Palmer's house	Palmer, Nipper	166-167
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RESPOND

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

Students might mention:

- The next day, Palmer, Dorothy, and Nipper are playing in Palmer's bedroom and Dorothy advises Palmer to just tell everyone that he does not want to be a wringer.
- Dorothy offers to make the revelation for Palmer, but he adamantly forbids her to do so. Dorothy changes the subject and asks if Palmer is going to invite her to his birthday party this year.
- Palmer has not yet decided if he is going to have a party because Dorothy is actually his only real friend now. He has begun to fear Beans and Mutto because of what they would do to Nipper if they should ever see him.
- Palmer's fears about Beans and Mutto are confirmed a few days later when Palmer's mother tells him that a stray yellow cat has been lurking around the house. Palmer knows instantly that Beans has brought his cat, Panther, to the house to catch Nipper, and Palmer now has one more source of anxiety.
- Palmer invites Dorothy to his tenth birthday party; but she decides not to attend at the last minute leaving Palmer to celebrate with Beans, Mutto, and Harold. Beans is especially interested in Palmer's father's experience at the Pigeon Shoot and Palmer has a hard time imagining his father with a rifle killing the helpless birds.
- After the party, Palmer, Beans, Mutto, and Harold go in search of Farquar but the administrator of The Treatment is nowhere to be found today.
- Later that night, Palmer plays quietly with Nipper and goes to the kitchen to get a piece of birthday cake. Palmer catches his breath when he sees the word "Tonight" written in the cake's icing.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 161

"It was becoming harder and harder to do, for in these recent weeks Palmer had come to realize that, with the possible exception of Henry, the guys whose company he had once craved he now feared. If they ever found out for sure that he was a traitor, Farquar's Treatment would feel like babies play compared to what they could do. He imagined them torturing him until he led them to his forbidden pet. At that point Nipper was as good as dead" (p. 161).

EXTEND

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

As he gets older, Palmer feels like he has less and less in common with the guys, and even begins to fear them. Think about friends that you had when you were younger that you are no longer friends with because you have changed.

Write a narrative paragraph describing how you or your former friends have changed and why the friendship ended. Who were your friends? How old were you? How old were your friends? How did you know each other? What did you have in common or what did you like to do together? What changed? Why did things change? How did things change?

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

In today's reading Palmer is celebrating another birthday. Find out where and how the tradition of birthday parties began.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 17



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

PREPARE

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.

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

smeared (168)	wanderings (169)	foiled (170)	quarters (172)	twinge (178)
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READ

Review Review the timeline from the beginning every day.

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

p. 168-179

Setting	Characters	Pages
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Palmer's kitchen	Palmer	168-169
Palmer's room	Palmer, Nipper	169-171
Palmer's living room	Palmer, Nipper	171-174
Palmer's front door	Palmer, Beans, Mutto, Henry	174-176
the deli	Palmer, Beans, Mutto, Henry, Farquar	176-177
an alley	Palmer, Beans, Mutto, Henry, Farquar	177-179

RESPOND

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

Students might mention:

- Palmer surmises that it had been Henry who wrote the word "Tonight" in the icing of Palmer's birthday cake. Palmer remembers that Henry rushed back into the house for a few moments before the boys went in search of Farquar and Henry must have done his handiwork at that point.
- Palmer knows that this is a warning that Beans, Mutto, and Henry will be coming back late tonight to catch Palmer with his pigeon, but Palmer outwits them by hiding behind the couch in the living room with Nipper all night. At one point, Palmer can hear the noise of his friends outside and is able to fall asleep only after he is certain that they have left the yard.
- The next morning, Palmer is able to return to his room before his parents discover that he and Nipper spent the night behind the living room couch. Palmer thinks that his secret is safe because Beans and the others did not find any evidence of Nipper in his room last night, but the sound of the doorbell announces Beans, Mutto, and Henry.
- Palmer realizes that he has been discovered as soon as he sees Nipper's Nerf ball in Beans' hand meaning that Beans had taken it from Palmer's room last night. Palmer tries to pass off the nickname "Nipper" written on the ball as his own when he was a small boy, but Beans does not believe the story.
- Beans drops the topic temporarily and the boys set out to find Farquar to deliver Palmer's birthday Treatment. Palmer tries to conjure up the memory of the pride he felt with his first Treatment last year but the magic has faded and he does not proceed with the ritual this year.
- Palmer runs away from his friends screaming that he does not want the Treatment; he does not want to be a wringer; and he does not want to be called Snots anymore. Palmer runs as the boys taunt him with threats against his own and Nipper's lives.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 178-179

"They stared at him, waiting. He saw the foot grinding the ball, the name into the sidewalk. He heard the scream, heard it coming a split second before the others heard it, the scream that he knew now had been growing inside him for a long time. He planted his feet and bent his knees and balled his fists and let it come all the way out:

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‘No nothing! No! No Treatment! No wringer! No Snots!’ He thrust his scream at Beans. ‘I’m not Snots! My name is Palmer! My name is Palmer!’ He stepped back, he hunkered down. ‘No!

Then he ran” (p. 178-179).

EXTEND

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

Palmer finally makes a stand for his beliefs when he refuses “The Treatment.”
Write a narrative paragraph about a time when you stood up for something you believed in, even though there might be physical consequences as a result. Did you do the right thing? Who was there? Where did this happen? When did this happen? How old were you? Why did you stand up on this occasion? What finally happened? Would you do it again?

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

Discussion and research:

At this point in the book, why do you think Jerry Spinelli wrote this book? What was his purpose? Why do you think it received a Newberry Honor award? What is a Newberry award?

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 18



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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.

With a partner, share about a time that you hid from something/someone because you were afraid. What did you use as your hiding place? Or if you didn't hide because you were afraid, did you have a special place where you went, that no one else knew about, when you wanted to be alone? After your sharing time, you may have some people share with the entire class. **(Discussion)**

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

reeling (180)	spectacularly (181)	galloping (185)	grazing (186)	beeline (188)
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READ

Review Review the timeline from the beginning every day.

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

p. 180-188

Setting	Characters	Pages
Behind dumpster behind GreatGrocer supermarket	Palmer, grocery worker	180-182
Palmer's neighborhood	Palmer	182
Palmer's room	Palmer, Nipper, Panther	183
Palmer's room	Palmer, Dorothy, Nipper	184-185
the road out of town	Palmer, Dorothy, Nipper	185-188
Palmer's room	Palmer, Dorothy, Nipper	188

RESPOND

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

Students might mention:

- Palmer takes temporary refuge leaning against a garbage dumpster behind a grocery store. The hot weather and Palmer's running for several blocks demands that he rest for a while.
- He is grateful when a store employee realizes his discomfort and provides a cold soft drink. As Palmer crouches on the ground he weighs his options and thinks that he could stay in this spot and run home in the dark when his risk of detection would be less, but Palmer is afraid that Beans and the others will go to his house and harm Nipper.
- Palmer decides to take his chances for Nipper's sake and runs the five remaining blocks home. Breathless, Palmer reaches home, dashes upstairs and finds Panther looking fixedly at Nipper tapping on the outside of the window.
- Later that day Palmer informs Dorothy that he must send Nipper away in order to protect him. Now that Palmer has raised Beans' ire he knows that Beans will stop at nothing to harm Palmer's bird. The imminent date of the Pigeon Shoot is another reason why Palmer thinks it best if Nipper were to leave town for good.
- Early the next morning, Palmer and Dorothy tell their parents they are going on a breakfast picnic and leave on their bikes with Nipper secure in the shoebox in the basket of Dorothy's bike. Riding out into the country, further than either has ever ridden, Palmer takes Nipper into a wooded area, emerges in tears, and hops on his bike pedaling as fast as he can.
- Dorothy eventually catches up to Palmer. It is dusk when they return home to find

Nipper waiting at Palmer's windowsill.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 188

"Dorothy waited as long as she could before becoming impatient, then worried. She could not see an inch into the dense treeline. The sun was directly overhead, making a shadowless desert of the meadow. The handlebars of the bicycle were hot. Then, there he was, popping from the woods, pedaling furiously straight at her, the donut box flying in the basket. As he came closer, she could see that his face was red and wet, his mouth twisted. The shoebox was empty. He did not stop nor look at her, but charged with a clatter onto the road" (p. 188).

EXTEND

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

Palmer knows he must let Nipper go even though he loves the bird. Palmer does this in order to keep Nipper safe. Have you ever let someone or something dear to you go in order to keep them safe?

Write a narrative paragraph explaining what happened. Remember to include:

- Who
- What
- Where
- When
- How
- Why

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

Research

What other books had Jerry Spinelli written? Have you read any of them? Would you consider reading any other Spinelli books?

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 19



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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.

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

forbid (189)	conscious (190)	clownish (191)	quivered (194)	squalling (196)
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READ

Review Review the timeline from the beginning every day.

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

p. 189-198

Setting	Characters	Pages
Palmer's room	Palmer, Dorothy, Nipper	189-190
Palmer's room	Palmer, Palmer's mother	190-194
Palmer's room	Palmer, Dorothy, Nipper	194-195
Palmer's neighborhood	Palmer, Beans, Mutto, Henry	196-197
Palmer's room	Palmer, Henry	197-198

RESPOND

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

Students might mention:

- For a moment, Palmer considers not feeding Nipper or not opening the window so that the bird will eventually fly away and end all the problems. Dorothy is naturally appalled by Palmer's suggestions, just as Palmer knew she would be.
- Palmer paces the room wondering how Beans and the others will try to kill Nipper. When Palmer stops for a moment Dorothy breaks out into a huge laugh because Nipper has been pacing along with Palmer, stopping when he stops, turning when he turns. Palmer is both thrilled and sad at this humorous moment.
- The next day Palmer's mother visits his room to tell Palmer that she and his father have known about Nipper for quite awhile. Palmer protests thinking that he had kept his secret admirably, but Palmer's mother is not angry about Nipper and tells Palmer that the pigeon can stay.
- Palmer is concerned for Nipper's safety due to his father's propensity to shoot pigeons; but according to Palmer's mother, Palmer's father has changed since the days when he won the pigeon-shooting contest.
- Palmer would like nothing more than to keep Nipper, but life is too stressful for Palmer trying to protect him. So Palmer gives Nipper to Dorothy, who is going to the seashore tomorrow and who promises to let Nipper out there so he can fly away and be happy and free. The day that Nipper leaves Palmer stays in bed all morning.
- Beans and Mutto continue to torment Palmer until one day he yells at them that Nipper is gone. The friends do not believe Palmer, so he offers to let them look in his bedroom. Palmer remembers that his mother will not allow Beans and Mutto into the house anymore, so Palmer suggests that Henry come as their representative to check out the situation. Henry arrives, searches Palmer's bedroom, and reports back to Beans and Mutto that the bird is no longer in Palmer's house.

EXPLORE

Character Education at the Markkula Center for Applied Ethics

Analyze Analyze the key paragraph.

Key Paragraph, p. 194

"They talked through much of the morning. Palmer told her everything. Nipper's arrival after the snowstorm. The daily wake-up ear peck. The guys and their growing suspicions. Treestumping Dorothy. Spitting on the classroom floor. (He wished he had a camera to preserve the look on her face.) Refusing The Treatment. When he told her of his lifelong fear, that he dreaded the day he would become ten and a wringer, his lip quivered and she made a sound of pain and squeezed him tight to her and stroked his head and his back" (p. 194).

EXTEND

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

Palmer's mother finally lets him off the hook and lets him know that she and his father have known about Nipper for quite some time. Palmer then proceeds to tell his mother the whole story.

Write two narrative paragraphs about a time when you kept a secret from someone that you didn't want to keep, but were relieved when it was finally out. Did you then go back and tell them the whole story the way Palmer did? Would you? In the first paragraph tell about the secret. In the second paragraph explain what happened you shared the secret. Did you share the whole story?

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

Research

In today's lesson we learn pigeons are considered terrible nuisances in some communities and towns. Research and find out why? What harm can they cause to a community or a town. Find out which communities or towns are most troubled by pigeons.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 20



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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 cicada?

A cicada is an insect with large eyes wide apart on the head and usually transparent, well-veined wings. There are about 2,500 species of cicada around the globe, and many remain unclassified. Cicadas live in temperate to tropical climates where they are among the most widely recognized of all insects, mainly

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due to their large size and remarkable acoustic talents. Cicadas are sometimes colloquially called "locusts", although they are unrelated to true locusts, which are a kind of grasshopper. They are also known as "jar flies". Cicadas are related to leafhoppers and spittlebugs. In parts of the southern Appalachian Mountains in the United States they are known as "dry flies" because of the dry shell they leave behind.

Cicadas do not bite or sting, are benign to humans, and are not considered a pest. Many people around the world regularly eat cicadas: the female is prized as it is meatier. Cicadas have been (or are still) eaten in Ancient Greece, China, Malaysia, Burma, Latin America and the Congo. Cicadas are employed in the traditional medicines of China.

What is birch beer?

Birch beer is a carbonated soft drink made from herbal extracts, usually from birch bark. It has a taste similar to yet distinct from root beer, sweeter with a slightly minty and sharper flavor. Various types of birch beer are available, distinguished by color. The color depends on the species of birch tree from which the sap is extracted (though enhancements via artificial coloring are not uncommon). Popular colors include brown, red, and white (clear), though others are possible. After the sap is collected, it is distilled to make birch oil. The oil is added to the carbonated drink to give it the distinctive flavor. "Black birch" is the most common source of extract.

This drink is most commonly found in the northeast United States, and Newfoundland in Canada.

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

cicada (199)	fusillade (201)	birch beer (201)	macadam (202)	tenement (207)
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READ

Review Review the timeline from the beginning every day.

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

p. 199-207

Setting	Characters	Pages
Palmer's neighborhood	Palmer, Beans, Mutto, Henry, Dorothy	199
Palmer's room	Palmer, Palmer's father	199-201
Palmer's backyard & room	Palmer	201
Titans baseball game	Palmer, Palmer's father	201-203
Palmer's room	Palmer	204-206
Family Fest	Palmer, Palmer's mom and dad	206-207
Train station	Palmer, man at the station	207

RESPOND

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

Students might mention:

- Fortunately, Beans and Mutto stop teasing Palmer after Henry's inspection of Palmer's bedroom. Palmer stays close to home and does not even see Dorothy much anymore.
- Sometimes Palmer plays with his toy soldiers and his father even shows him official military placements and movements of soldiers. Eventually Palmer tires of the soldiers and buries them in the backyard.
- Palmer accompanies his father to a baseball game out of town and Palmer cannot decide if he has had a good time or not. As Palmer and his father drive home that night, Palmer holds the foul ball that Palmer's father caught at the game and Palmer swears he can feel a tiny heartbeat.
- As the day of the Pigeon Shoot approaches, Palmer realizes that he had let Nipper go for Nipper's sake but also for his own because there has been less stress in Palmer's life. Palmer wonders why he does not feel better since the problem is supposedly solved.
- Palmer attends the Family Fest with his parents since he no longer has Beans and the others as friends. Palmer notes that his father sensitively walks past the shooting gallery where little yellow ducks float as targets for zealous boys with the play rifles.
- The day before the Pigeon Shoot, Palmer rides his bike to the train station where the crates of pigeons sit waiting to be transferred to the soccer field tomorrow. An old man tries to shoo Palmer away but Palmer sits for a long time just listening to the sound of the pigeons.
- That night, the duck shooting gallery is packed with shooters and Palmer notices that the golden pigeon trophy is gone from the mantel.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 205

"The price for peace had been high: expelling himself from the gang, proclaiming himself a traitor, banishing his beloved pet. For such a price, a peace should be excellent. Yet when Palmer reaches for it, tried to taste it, it was not there. Instead he found only his blizzard-blown friend-images and memories and dreams" (p. 205).

EXTEND

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

Even though Palmer has released Nipper for his own safety, he is still dreading the upcoming pigeon shoot. Everywhere he goes, even by just hearing the pop of cap guns, he was transported to the shooting field in his mind. He has not found the peace he thought he would find even though he has tried very hard and given up much to find it.

Has this ever happened to you? You worked so hard to attain something but you just could not attain it? **Write a narrative paragraph telling about a time when you were trying very hard to find something or attain something in your life. What was the thing you were trying very hard to find or attain? What did you try to do to find/attain it? How did you try to find/attain this? Why were you trying to find/attain it? Was it what you thought it would be when you finally found it or attained it?**

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

Best efforts

What are the top 5 or 10 things we should always put our best efforts into in life? Make a list and share.

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 21



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

L2. Demonstrate command of the conventions of Standard English, Capitalization, punctuation and spelling when writing

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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.

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

shrill (208)	seldom (211)	jeers (212)	boardwalk (215)	outrageous (217)
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READ

Review Review the timeline from the beginning every day.

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

p. 208-217

Setting	Characters	Pages
Palmer's neighborhood	Palmer	208
The soccer field at the Pigeon Shoot	Palmer, crowd, shooters, boxmaster, scorekeeper, wringmaster, wringers, Beans, Mutto, Henry, Dorothy	208-217

RESPOND

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

Students might mention:

- In spite of his fear, Palmer wakes the next morning and walks toward the soccer field where the Pigeon Shoot is being held. The crowd is already huge and it parts to let Palmer pass thinking that he is a wringer who is arriving late.
- Palmer can see the line of shooters waiting to take their turns and witnesses the pigeons being released into the air. Some of the birds do not understand the nature of the event and simply walk out of the box onto the field until some wringer grabs the birds and throws them up into the sky and their doom.
- Palmer can see Beans, Mutto, and Henry zealously pursuing their wringer duties and notices the big gold pigeon trophy waiting to be presented later to the best shooter.
- Dorothy quietly moves up to Palmer, grabs his little finger, and stands beside him squeezing his finger with every wring of a pigeon's neck. Suddenly Beans runs over to Palmer and Dorothy and wrings the neck of a wounded bird right in front of them. Dorothy wants to leave but Palmer needs to ask her the details of Nipper's freedom at the seashore.
- Palmer is appalled to learn that Dorothy's family let Nipper loose at a railroad yard in a big city because the organizers of the Pigeon Shoot gather pigeons from rail yards for the shooting event. Dorothy is upset because she did not know this and runs away in tears.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 204

“Dorothy” —he was screeching—‘you let him out at the *railroad yards*?’

Dorothy threw up her hands. ‘So?’

‘So? The *railroad yards* are where they go to trap *pigeons* and bring them *here*.

Why did you have to let him go *there*?’

A boom was followed by a second, louder explosion of cheers and howling laughter. Something outrageous had happened.

Dorothy stared, stunned, at Palmer. Her lips quivered. ‘We don’t know about that stuff. Nobody ever told *us* that. Nobody in *my* family shoots pigeons!’ She was screaming” (p. 204).

EXTEND

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

It appears that contrary to Palmer’s best efforts to try and save Nipper that Dorothy unwittingly takes Nipper to the one place where he is certain to be caught. The Scottish poet Robert Burns once wrote that “the best laid plans of mice and men oft go awry.” **Write a narrative paragraph for two about a time that it seemed like no matter what you did to try and avoid something, it happened anyway.**

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

Discussion

What do you do when you have given all you got and things still don’t turn out the way you plan them?

Character Based Literacy Program 40-Minute Lesson Plan

Wringer, Day 22



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Explain the function of phrases and clauses in general and their function in specific sentences.
- b.) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c.) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dandling modifiers.

RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d.) Acknowledge new information expressed by others and, when warranted, modify

PREPARE

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.

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

labors (218)	deuce (221)	buckshot (212)	sarcasm (223)	rhythm (225)
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READ

Review Review the timeline from the beginning every day.

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

p. 218-229

Setting	Characters	Pages
At the Pigeon shoot behind the crates	Palmer, workman	218-220
The shooting field	Palmer, crowd, boxmaster, shooter, little kid, Beans	220-229

RESPOND

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

Students might mention:

- Instinctively, Palmer knows that Nipper is in one of the crates waiting to be set free only to be shot out of the sky. Palmer even imagines how Nipper will feel when he is unexpectedly shot when he is just trying to fly. Palmer imagines that Nipper will see Palmer's face in the crowd and that the bird will be killed while trying to limp toward Palmer.
- Before long, Palmer's worst fear comes true as he watches a pigeon that looks like Nipper being released from the white box. Amazingly though, the shooter misses and the pigeon soars toward the trees only to circle back. Palmer covers his face with his hands so he will not serve as a lure, inviting Nipper back toward the field where the shooter will surely kill him.
- Palmer steps onto the killing field and waits for the inevitable, and soon Nipper is standing on Palmer's head. Palmer can hear the shooter reloading his gun and soon Beans is on the scene, swatting Nipper off Palmer's head.
- Beans throws Nipper on the ground in front of the shooter giving the shooter permission to kill Nipper because he had flown back.
- Palmer races toward the shooter, throws himself to the ground, pulls Nipper to his chest, and waits for the shot. The shot does not come, so Palmer rises and walks off the field with Nipper held close to his heart.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph - Chapter 40, Page 228

"Standing there in feathers up to his sneaker knots, Palmer felt a peace, a lightness that he had never known before, as if restraining straps had snapped, setting him free to float upward. For a moment, feeling in his fingertips the quick beating of Nipper's acorn-size heart, he believed he could fly. Through a pigeon's eye he looked down from the sky upon the field, the thousands of upturned faces, and saw nothing at all to fear."

EXTEND

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

FINAL WRITING PRODUCT

The author, Jerry Spinelli, has written a very dramatic ending. Palmer's relief gives way to panic and sorrow and finally joy and unconditional love as he rescues Nipper from the shooting field. Was this a satisfying ending to the story? **Write a narrative alternative ending to the story, summarizing it in three paragraphs. How might your ending be different?**

OR

What might a sequel to *Wringer* look like? Imagine that you are writing a sequel to this book, using the same characters, but about five years later. What kinds of adventures and/or problems might teenage Palmer go through? Or Dorothy? Or Beans, Mutto, and Henry? **Write a narrative three paragraph essay in which you lay out the plot for your sequel. What larger lesson (moral) might you want your readers to take away from it?**

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

Class discussion

Do you think they should continue to have pigeon shoots? Back up your opinion/position with facts.