

Character Based Literacy Program

Independent Study Lesson Plan

Wringer, Week 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?

For more information on pigeon shoots research online.

What is a phobia?

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

What is a metaphor?

What is personification?

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

Take some time and review metaphors and personification and how these literary devices are used in literature and in movies. Give some examples.

Word Wall Here are vocabulary words to add to the Word Wall.

unthinkable – 3	punctured – 3	flutter – 4	desperately – 5	cackled – 7
yelping – 16	contradiction – 16	careening – 17	quivering – 21	grassy -22
mussed – 26	daintily – 27	abruptly – 28	wonderment – 30	befuddled – 36
bewildered – 39	lopsided – 39	concluded – 41	teeming – 42	bored – 46
nuisance – 48	lunged – 49	pedestrian – 51	apologetic – 52	agreeable – 52

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
- point to each timeline item as you quickly review it

Read Read the selection.

p. 3-54

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- Create and maintain a map of the fictional town of Waymer, Pennsylvania throughout the book.
- Add information to your map from each day's reading, if possible.

Map

Materials:

- stiff paper 11x17 or bigger to make a map
- or a printed map of the area
- push pins or something else to mark the map
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today's reading, place a mark where the story left off.

1. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

Variations for the Map

1. If you are reading a book from a certain geographical location, you will want to have a map available.

2. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
3. Use a different kind of map like a smaller map or a topographic map.
4. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

Variations for Writing

1. Write a description of the setting using the map as a guide.

One possible activity

Do a poster advertising the Family Fest.

Advertisement for Family Fest

MATERIALS:

- stiff paper 9x12 to 11x17
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of his services

1. Read pages that the advertisement will cover.
2. Make a list of the details in the reading such as whether location, people, houses etc.

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell his services.

Variations for the Ad

1. Write the ad if it were used in the future or in the past.
2. Prepare the ad as a magazine ad with an emphasis on visuals.
Or do it as a billboard, TV ad, radio ad, etc.
3. This process can be used for detailing any solution to a defined problem, and is a great pre-writing activity for a problem-solution essay.

EXPLORE

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

Begin a KWL Chart

One possible activity

Create a bookmark, keeping track of all of the stages of self-knowledge and levels of Palmer's maturity. Leave space between each stage to fill in the corresponding information from the story as you go along. (After today, you will add to it daily in step 6.)

One possible activity

Draw a picture of Palmer getting The Treatment. What does it look like? The author does a wonderful job describing the scene, and what it might have looked like. Be sure to draw in as many details about the scene as you can.

One possible activity

Do an Open Mind Portrait of Palmer. What is Palmer thinking about getting "The Treatment"? How does he feel about being a wringer? What does he think about Dorothy?

Two possible activities:

Write a newspaper article where you report what happened to Palmer when he was given the treatment

Use the newspaper article form.

Draw a picture of Palmer getting The Treatment. What does it look like? The author does a wonderful job describing the scene, and what it might have looked like. Be sure to draw in as many details about the scene as you can.

Open Mind Portrait: Create an Open Mind Portrait of a Character

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? From the shoulders up? From the waist up? The whole person? You might want

to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.

3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: Place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: Add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of the Open Mind Portrait

1. You can use this process for any character in the story.
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

One possible activity

3g6 plot graph. Plot 3-4 key events from the chapter.

Plot Profile Chart

1. Decide on three or four of the most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

3g6 Plot Profile Chart

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

Name _____

Date _____

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

Discussion

Key Questions (pgs 3-14)

1. Why do you think Palmer is dreading becoming old enough to be a wringer?
2. Why is it so important for Palmer to become “one of the boys”?
3. Palmer briefly wonders if the guys are going to give him “The Treatment”. What do you think the treatment is? Why is this a big deal?
4. If “The Treatment” is an initiation, do think initiations sure any purpose? Do you think they are positive or negative? Would you want to be initiated into a club or a group?
5. Why do you suppose Beans gave Palmer the nickname Snots? Why do any of the guys have their particular nicknames? Why doesn't Henry have a nickname?
6. Have you ever had a nickname?
7. When do you think Palmer's attitude toward Dorothy changed? Or did it?

Key Questions (pgs 15-25)

1. Why does Palmer dread going to the soccer field? What happens there?
2. The author uses the phrase “place of horror”. This is pretty strong language. Why do you think the author using this phrase?
3. How does this trip to the park differ for Palmer than his other trips?
4. Who is Farquar? Why is he the one who gives “The Treatment”?
5. Why is it important for Palmer to not cry out while he is getting “The Treatment”?
6. Do you think Palmer will truly feel like ‘one of the boys’ after his initiation? Why or Why not?
7. Do you think this is a good way to become one of the “crowd or group”? Why or why not?
8. Can you think of a better way to become one of the group?
9. What kinds of behaviors do you think “The Treatment” promotes?

Key Questions (pgs 26-37)

1. Why is Palmer having such a hard time enjoying his birthday?
2. What is Palmer's father's reaction to his bruised arm?
3. What is Palmer's mother's reaction to his bruised arm?
4. Why are his parents reactions so different?
5. Why is Palmer so excited about his father's gift? What message does this gift send to Palmer?
6. What literary technique does Spinelli use in chapter seven in describing Palmer's good mood about his bruised arm? What are some examples of this?
7. Does Palmer show courage in defending his friendship with Dorothy? What could he have done differently?

Key Questions (pgs 38-46)

1. Why do you think Spinelli uses Palmer's earlier recollections of past pigeon shoots to give us information about Palmer? Is this technique effective? What does this tell you about Palmer?
2. What is the main internal conflict Palmer faces with the pigeon shoots?
3. Why do you think Palmer goes to his second pigeon shoot?

4. What other literary device does Spinelli use to show Palmer's true feelings in chapter 9?

Key Questions (pgs 47-54)

1. What literary tools does Spinelli use in this chapter? Are they effective?
2. What are some examples of these techniques from the chapter?
3. What does Bean's early behavior tell you about whom he will become in later years?
4. In the chapter Spinelli starts to talk about the smell of gun smoke. He will continue to do this throughout the rest of the book. What does the gun smoke represent?
5. Is Palmer showing courage staying at the playground with Dorothy? Why or why not?
6. Beans uses "name-calling" in this chapter to try and manipulate Palmer into going to the pigeon shoot. Do you think name-calling is harmful or hurtful? Why or why not?

Analyze Analyze the key paragraph.

Key Paragraph – Chapter 1, Page 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 breathe. In the end he would get there simply by growing one day older."

Key Paragraph - Chapter 4, Page 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."

Key Paragraph - Chapter 7, Page 37

"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"

Key Paragraph - Chapter 8, Page 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.”

Key Paragraph - Chapter 10, Page 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.”

EXTEND

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

Think back to an experience that changed 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.

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.

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?

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?

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?

Character Based Literacy Program

Independent Study Lesson Plan

Wringer, Week 2



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>

The Flexible Flyer Runner Sled

A little helpful background information on common pigeons

<http://ehrweb.aaas.org/ehr/parents/Pigeons!.html>

Keeping secrets

What is foreshadowing

For some examples of foreshadowing go to:

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

Huckleberry Finn – likeness to Beans

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

Muskrats

Word Wall Here are vocabulary words to add to the Word Wall.

woozy – 55	wonderment – 57	glance – 60	skirting – 61	wrenching – 63
plunges – 67	blizzard – 68	syrupy – 69	barrage – 73	crackle – 74
persuader – 77	glossings – 78	snooty – 80	yowled – 83	faint – 85
coaxed – 89	acquainted – 89	acorn – 90	groggy – 92	stupendous – 94
scenarios – 96	divert – 97	taunted – 98	muskrat – 101	flotsam - 101

READ

Review Review the timeline from the beginning every day.

Read Read the selection.

p. 55-104

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

EXPLORE

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

One possible activity

On the map that you started of Waymer, Pennsylvania earlier in this unit, plot the route that Palmer and the guys took as they were sneaking out of Palmer's house to the train station to see the pigeons. Add any details that the reading mentions to your map.

One possible activity

Draw a setting sketch of the scene where Palmer encounters the pigeon at his bedroom window for the first time

Setting Sketch: Sketch the Visual Details

Materials:

- paper suitable for drawing, like 9x12 manila paper
- pencil, pen, crayon, marker or chalk as desired

Step One: List the details

1. Read pages
2. Make a list of all the details

Step Two: Draw a sketch

Variations of this Sketch

1. The same process can be used to create a setting sketch for any story.
2. The same process can be used for create a visual of the future wishes of characters in any story.

Variations for Writing

3. This sketch can be used to help write a setting paragraph.

One possible activity

Do a new Open Mind Portrait of Palmer as he deals with his feelings about his new-found friendship with this pigeon.

One possible activity

Now do an Open Mind Portrait of Palmer's Mother as she tries to figure out exactly what is going on with Palmer.

One possible activity

On the 3g6 Plot Graph, fill in the next three events.

Discussion

Key Questions (pgs 55-64)

1. What other literary techniques does Spinelli use in these chapters and throughout the entire book?
2. In what ways does visual imagery make the story come alive? What are some examples of the visual imagery that Spinelli uses from these chapters?
3. How come Palmer doesn't agree with the pigeon shoot after he hears it is a moneymaker for the community park and even pays for a swing or two? How does he react instead?
4. Why does Palmer go with the boys? Is he showing courage in agreeing to go with them? Why or why not?
5. Why is this whole adventure so exciting to Palmer?
6. What makes Palmer leave and go home? Why does this event cause Palmer to want to leave?
7. Do you think Palmer made a good choice to play sick? Have you ever done this? How did it work for you?

Key Questions (pgs 67-75)

1. What literary tools does Spinelli use in these chapters?
2. What are some examples of each of these techniques from today's reading?
3. In what way are Palmer's attitudes toward Dorothy changing as he becomes closer to the guys?
4. How can a person just do a complete 180 degree turn when it comes to another person? How can Palmer go from being Dorothy's friend to attacking her with snowballs? How is this possible?

5. Have you ever done a 180 on a person in your life? How was that possible? What happened?
6. Is Dorothy really Palmer's enemy? Why or why not?

Key Questions (pgs 76-87)

1. What are some examples of how Palmer is distracted by the presence of the pigeon?
2. What are some ways Spinelli shows that Palmer is beginning to see the pigeon as a beautiful creature? How does this compare with the rest of the town?
3. In what way are Palmer's attitudes toward Dorothy changing as he becomes closer to the guys?
4. Is Dorothy really Palmer's enemy? Why or why not?
5. How is Palmer's relationship with his mother different than with his father? Give some examples from the book.

Key Questions (pgs 88-95)

1. Why does the author spend so much time talking about the size of a pigeon's heart?
2. What are some ways Spinelli shows that Palmer is beginning to see the pigeon as a friend?
3. The author uses yet another literary technique in chapter 18? What is it and why is it so effective?
4. The author compares the two pigeons living in the house. Where is the second pigeon and why is this comparison so important?
5. How do you think Palmer's relationship with this pigeon will affect the outcome of this book?
6. Do you think the experiences and relationships people have with animals affect them in anyway or teach them anything? Why or why not?

Key Questions (pgs 96-104)

1. What is motivating Palmer as he teases Dorothy more and more?
2. Do you think Dorothy will ever be able to forgive Palmer? Why or why not?
3. How is Palmer keeping his friends out of his house? Is this dishonest or does the end result (keeping Nipper safe) justify the means?
4. Why does Palmer believe that Beans lives in a lean-to or a cave? Was he correct?
5. What other character in literature could someone compare Beans to? (Huckleberry Finn) What examples of this do we see from the book?
6. What examples of foreshadowing does the author use in these chapters?

Analyze Analyze the key paragraph.

Key Paragraph - Chapter 12, Page 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.”

Key Paragraph - Chapter 13, Page 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.”

Key Paragraph - Chapter 15, page 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 fed him, or he’ll keep coming back. ”If he fed the pigeon, it would be like sending it an 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.

Key Paragraph - Chapter 18, Page 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.”

Key Paragraph - Chapter 20, Page 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”

EXTEND

Write 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?

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?

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?

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?

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.

Character Based Literacy Program

Independent Study Lesson Plan

Wringer, Week 3



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?

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

Word Wall Here are vocabulary words to add to the Word Wall.

vapor – 105	oblivious – 107	reluctant – 105	flailing – 111	silhouette – 113
generous – 119	officially – 120	demolished – 121	cackling – 123	pouty – 125
daffodils – 132	salamanders – 132	jumpy – 136	disguise – 138	anticipated – 144
popularity – 145	immensely – 146	apparent – 147	naughtiest – 149	murmur – 149
neon – 152	sternly – 154	stifled – 156	intently – 157	sprout – 158

READ

Review Review the timeline from the beginning every day.

Read Read the selection.

p. 105-158

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

EXPLORE

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

One possible activity

Nipper Flight Plan

On your map of Waymer that you have created, plot the route that you think Nipper takes when he leaves Palmer's house each day. Where do you think he goes? What does he do? Include notations on each area where you think Nipper may stop in his travels and what you think he does at each location.

One possible activity

KWL Chart

Do a KWL chart about pigeons and pigeon behavior. Use what you have read about in the book.

KWL Chart: What You Know, Want to Know, and Learn

Materials:

- KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.

Variations for Writing

Write a paragraph from any of the 3 columns, K, W or L, of the chart.

KWL Chart

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

One possible activity

Sketch the Details

Draw a picture of the scene where Nipper comes and lands on Palmer's head while they are walking down the street.

One possible activity

Palmer's Detention Strategy Checklist

MATERIALS:

- stiff paper 9x12 to 11x17
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Make a detention strategy checklist for Palmer to get detention all the way through the end of the school year.

***NOTE* Palmer's strategies must NOT be illegal, immoral, or destructive in any way.**

One possible activity

Wringer Instructional Posters

Make an instructional poster, using the information in today's chapter, on, proper wringer technique, to be used at wringer school.

Discussion

Key Questions (pgs 105-116)

1. Why does Palmer cry when he gets back to his room?
2. In what ways does Palmer show maturity when he thinks about Nipper? How does he show courage? Or does he?
3. The author uses words in today's reading that he has clearly made up? What types of words are these, and why do you think he chooses to use them in this book?
4. Of all of the people Palmer could choose to tell about Nipper, why do you think he chose Dorothy?
5. Do you think Dorothy will keep Palmer's secret? Why or why not?
6. Would you keep the secret?

Key Questions (pgs 117-131)

1. Why do the boys make such a big deal about getting "The Treatment"? What does the treatment represent to them?
2. Do you think they are correct in thinking this way?
3. Palmer compares being with Dorothy to learning to float on his back in the water. Why would Palmer make that comparison?
4. How does Palmer respond to Dorothy's suggestion that he just refuse to be a wringer?

5. Do you think that as they get older, that Palmer and Dorothy might have a romantic relationship? What are some indications that this might occur?
6. What do you think you need in order to have a successful relationship with another person?

Key Questions (pgs 131-144)

1. What literary technique does the author use by having Nipper land on Palmer's head while he is with the guys at the same time he is trying to hide Nipper from the guys?
2. How does Palmer try to hide from Nipper after this incident?
3. Does Palmer's behavior succeed in hiding his secret, or does it end up throwing more suspicion on him? Why or why not?
4. Will Palmer be able to continue to keep his secret from the guys for long? Why or why not?
5. Who could Palmer ask for help in keeping his secret?

Key Questions (pgs 145-150)

1. Is Palmer enjoying his newfound celebrity from his antics?
2. What were the two problems Palmer faced every day? Why didn't these problems vanish?
3. Palmer was using short-term problem solving. Was there a long-term problem solving solution to his problems?
4. Why do people of Waymer want to shoot pigeons? Do you think the people have really thought through all the implications of shooting pigeons in such a public fashion?
5. What are some of the implications you see from shooting pigeons as a town celebration?
How long can Palmer keep up his diversionary tactics?
6. Is Palmer a hero for doing what he is doing to save Nipper?

Key Questions (pgs 151-158)

1. The author draws a comparison with wringer school to being like a circus when he calls the instructor "the wringmaster". What other ways does he create that mental picture?
2. Why is this chapter so important? What must Palmer do in this chapter that he has not had to do directly yet in the book?
3. After he wrings the sock pigeon, Palmer throws it down on the ground at the feet of the wringmaster. What does this symbolize?
4. What would you have done if you were in Palmer's situation? How would you have coped?

Analyze Analyze the key paragraph.

Key Paragraph - Chapter 22, Page 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."

Key Paragraph - Chapter 24, Page 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?"

Key Paragraph - Chapter 24, Page 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."

Key Paragraph - Chapter 25, Page 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."

Key Paragraph - Chapter 27, Page 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."

Key Paragraph - Chapter 28, Page 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."

EXTEND

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

Palmer has finally 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?

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?

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?

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?

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?

Character Based Literacy Program

Independent Study Lesson Plan

Wringer, Week 4



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.

Think 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?

What is a cicada?

What is birch beer?

Word Wall Here are vocabulary words to add to the Word Wall.

impish – 160	strategy – 161	instantly – 162	indicated – 165	twinge – 166
smear – 168	wanderings – 169	foiled – 170	quarters – 172	twinge - 178
reeling – 180	spectacularly – 181	galloping – 185	grazing – 186	beeline - 188
forbid – 189	conscious – 190	clownish – 191	quivered – 194	squalling – 196
cicada – 199	fusillade – 201	birch beer – 201	macadam – 202	tenement – 207

READ

Review Review the timeline from the beginning every day.

Read Read the selection.

p. 159-207

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

EXPLORE

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

One possible activity

Do an Open Mind Portrait of Palmer as he sees the word “Tonight” written in the icing of his birthday cake.

One possible activity

3g6 plot graph. Finish plot graph today.

One possible activity

On your map of Waymer, Pennsylvania, plot the routes that Palmer took to get back home safely after refusing “The Treatment”, and the route that Palmer and Dorothy took to take Nipper out of town. Include any landmarks mentioned in today’s reading

One possible activity

WANTED POSTER FOR NIPPER

Pigeons are considered almost criminal in some big cities, as is obviously the case in Palmer’s town. Make a “Wanted” poster, just like in old western movies, for Nipper. You might want to include a reward, details from the story, etc. to make the poster seem authentic.

One possible activity

Open Mind Portrait of Palmer’s Dad

Do an open mind portrait of Palmer’s dad. Palmer has noticed that his dad doesn’t even stop at the shooting gallery at Family Fest, and that the golden pigeon trophy is gone from the mantel. What kind of changes has Palmer’s dad made in his attitudes and actions?

Discussion

Key Questions (pgs 159-167)

1. How are Palmer’s true attitudes about friendship and loyalty changing? What would the mature way of thinking about Dorothy be?
2. Why do you think Palmer’s mother chose not to be at his birthday party this year? What message do you think she is sending to Palmer?

3. Palmer does not seem as interested in receiving “The Treatment” this year from Farquar? What, if anything, has changed?
4. What is your prediction of how long his friendship with the guys continues?
5. Which one of the guys do you think left the warning for Palmer on the side of his cake? Why would he do this?

Key Questions (pgs 168-179)

1. How does the author give the house human qualities in this chapter? Give some examples.
2. What does Palmer’s outburst in today’s reading symbolize?
3. Even though Palmer is on the run for his life, has his decision made him happier, or has it created more anxiety?
4. Do you think Palmer made the right decision in refusing “The Treatment”?

Key Questions (pgs 180-188)

1. How do Beans, Mutton, and Henry make their presence known, even though they don’t physically catch up with Palmer on the street?
2. Did Palmer make the right choice in rejecting his friends to do the right thing? What in the last few chapters tells us this? Support your answer by using text from the book.
3. Did you think this plan to get Nipper out of town would work? Why or why not?
4. What could Palmer and Dorothy do to successfully get Nipper out of town?
5. Can you think of any other ways to save Nipper?

Key Questions (pgs 189-198)

1. Why do you think the author includes the story of how Nipper follows Palmer as he paces the floor?
2. What does the decision Palmer makes about letting Nipper go at the seashore tell us about the level of Palmer’s maturity? How does Palmer show courage in making this decision?
3. Why does Palmer feel he has to prove to Beans and his gang that he does not have a pigeon in his room? Do you think is this wise?
4. What is the irony of Palmer being harassed by Beans and his gang? What does he learn from that experience?

Key Questions (pgs 199-207)

1. What does Palmer notice at the baseball game that lets the reader know he is still thinking of Nipper?
2. Why does Palmer imagine the baseball has a heartbeat?
3. How does Palmer’s father show Palmer that he supports him during this time as he adjusts to the loss of his bird?
4. If you were Palmer’s friend how could you help him right now?

Key Paragraph - Chapter 29, Pages 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 baby's 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."

Key Paragraph - Chapter 32, Pages 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: "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."

Key Paragraph - Chapter 34, Page 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 shoe box was empty. He did not stop nor look at her, but charged with a clatter onto the road."

Key Paragraph - Chapter 35, Page 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."

Key Paragraph - Chapter 38, Page 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."

EXTEND

Write 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?

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?

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

Palmer's mother finally lets him off the hook and lets him know that her 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?

Remember to include:

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

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?

Character Based Literacy Program

Independent Study Lesson Plan

Wringer, Week 4



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 vocabulary words to add to the Word Wall.

shrill – 208	seldom – 211	jeers – 212	boardwalk – 215	outrageous – 217
labors – 218	deuce – 221	buckshot – 212	sarcasm – 223	rhythm – 225

READ

Review Review the timeline from the beginning every day.

Read Read the selection.

p. 208-229

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

EXPLORE

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

One possible activity

CARTOON

On a piece of paper, draw a cartoon of what happened in today's reading. Your cartoon should have multiple panels and cover the main events from today's reading.

One possible activity

Diagram of the Shooting Field

The book gives wonderful descriptions of the soccer/shooting field throughout the story. Using those descriptions, make an overhead diagram of what the shooting field looked like on this day that we read about in chapter 40. Include as many details as you can.

Discussion

Key Questions (pgs 208-217)

1. How does Dorothy show true friendship in today's reading?
2. Why does Palmer get so upset when Dorothy shares the details of Nipper's release?
3. Do you think Nipper is in one of the crates? Do you think Palmer believes Nipper is there?
4. Does the description of the Pigeon Shoot in this chapter vary from that of the Pigeon Shoots earlier in the book? How? Why do you think things have changed?
5. Would you be upset with Dorothy if you were Palmer?

Key Questions (pgs 218-229)

1. How does the author communicate to the reader Palmer's empathy toward Nipper in this chapter?
2. Why are Beans actions in this chapter especially evil in comparison some of his other actions in the book?
3. How does Palmer show his maturity in this chapter?
4. Do you think Nipper will recover? Why or why not?
5. Is Nippers's recovery important to the message of this book? Why or why not?

Analyze Analyze the key paragraph.

Key Paragraph - Chapter 38, Page 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."

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 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.

Remember to include:

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

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 *Winger* 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?