Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Introduction

Outcomes for the Novel

Some of the daily readings for *The Cay* are short (only 3-6 pages.) On those days, the lesson plans include more time-consuming enrichment activities.
If desired, the readings on the following days could easily be combined to create a 15-day lesson plan. Teachers would want to adjust Word Walls and daily writing tasks accordingly.

Days 4 & 5
Days 6 & 7
Days 9 & 10
Days 16 & 17

Timeline Map Activity
One activity included in the lesson plans is a daily map activity. This could be done as a whole class or individual students. If you do a large class maps, you may want to assign students to create symbols for each day of the story. Suggestions for each day are listed below:

Things to add each day to the class map:

1. Curacao, German U-Boats
2. Aruba, the *Empire Tern* exploding
3. The *Hato*
4. The lifeboat, Phillip going blind
5. The airplane
6. The Cay, Phillip falling off the raft
7. Palm Tree
8. Hut
9. Guide Rope
10. Timothy's catchment
11. Stew Cat
12. Timothy jumping in the water
13. Reef fishing hole, coconuts
14. Water keg and supplies in a palm tree
15. Timothy and Phillip tied to a tree, the hurricane
16. Timothy's grave
17. Moray eel, langosta
18. Signal fire, airplane
19. The destroyer

Final Assignment
The culminating project for *The Cay* is to write an argument in which the writer supports claims with clear reasons and evidence. In this kind of writing, we give information and present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an issue. The primary objective is to persuade people to change beliefs.

Focus Common Core Standard for Writing

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

Teachers will need to use technology during this unit to meet the following standards.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Daily Common Core Standards:
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings. Clarify multiple meanings. Use context and reference materials.

Concluding statement starters:

- In short
- In conclusion
- As you can see

In summary
This is why
That is why

For these reasons
These claims

Transition words and Phrases:

Beginning:

At the beginning	*In the beginning*	*At first*
In the first place	*The first*	*First of all*
First	*It started when*	*To start*
A good	*A bad*	*One important*

Middle:

A better	*After*	*After that*	*Afterward*
Also	*Another*	*Besides*	*All of a sudden*
A second	*During*	*Meanwhile*	*More importantly*
In fact	*A worse*	*For example*	*Equally important*
Later	*Then*	*For instance*	*In addition*
Later on	*Next*	*Suddenly*	*The second*
Secondly	*The next*	*When*	*While*

End:

A final	*After*	*After that*	*All at once*	*All of a sudden*
As a result	*At last*	*At the end*	*Clearly*	*The most important*
In fact	*In short*	*In the end*	*Last of all*	*Without a doubt*
Finally	*The worst*	*Later*	*In the end*	*In conclusion*
Since	*Later on*	*Obviously*	*The best*	*With this in mind*
Lastly	*Of course*	*Last*	*Then*	*Ultimately*

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 1

Outcomes for Today

Standards Focus
Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings. Clarify multiple meanings. Use context and reference materials.
SL3. Delineate a speaker's argument and specific claims, distinguishing claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
Literacy in History/Social Studies/Science &Technical Subjects
RLHSS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

Respect- every person has worth and a right to respect: it is a human minimum.
Justice- justice requires that people be treated in a way that is fair and just.
Restraint- justice shows up in the things I don't say, or don't do, because it would harm another person.
Power- power and control should be consistent with rights.
Emotions- expressions of emotion should be real and not manipulative or instrumental.
Skills- restraint requires good skills for coping and cooperation as well as to consider all of the alternatives and then make the best choice.

Links to Curacao history and information:
http://www.curacao.com/en/
http://worldatlas.com/webimage/countrys/carib.htm

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

Introduce 5 important, useful words from today's reading

horizon (11)	tense (11)	gravely (15)	massive (13)	crude/ refinery (10)

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

p. 9-17

Setting	Characters	Pages
Willemstad, Curacao February 1942 Phillip's house	The Germans Phillip, his mother and father	9-10
Outside near the fort of Willemstad on the pontoon bridge	Phillip, his Dutch friend Henrik van Boven	11-13
Phillip's house	Phillip, his mother & father	13-17

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

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

Map

Have students begin a large wall map of the Caribbean. It should extend to Panama, as that's where Phillip's journey ends. Plan to do a large map of The Cay as well. Students will add to it each day, and map Phillip's journey through the end of the book.
You could use the map as a place to post your timeline, as well. Instructions on mapping are on the following pages.

Locate Curacao, and draw it on your 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.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think the book is dedicated "To Dr. King's dream?" What does this imply the book might be about?
2. What is the German navy's motivation for blowing up oil tankers? Is this an effective war strategy?
3. What kinds of strategies have we used in the war in Iraq and Afghanistan? Is this similar to what the Germans did in Curacao?
4. What kind of relationship do Phillip's parents have right now?
5. What do you predict might happen to Phillip and his parents now that the war has come to their island?

Analyze Analyze the key paragraph.

Key Paragraph, p. 16

"My mother, I knew, had not wanted to come to Curacao in late 1939, but my father had argued that he was needed for the war effort even though the United States was not at war then. Royal Dutch Shell had borrowed him from his American company because he was an expert in refineries and gasoline production. But the moment she saw it, my mother decided she didn't like Curacao and she often complained about the smell of gas and oil whenever the trade winds died down" (p. 16).

EXTEND

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

Even before they moved to Curacao, Phillip's parents had different opinions of the move. **Write an argumentative paragraph in which you answer all of the following questions and be sure to support your claims with clear reasons.**

- Based on what you know so far, do you think moving was the right thing to do? Why or why not?
- What was Phillip's father's view of the move? Why did he think they should move to Curacao?
- What was Phillips's mom's view of the move? Why did she feel this way?
- Do you think Phillip wanted to move? Why?
- Should his parents have taken his opinion into account? Why or why not?
- Should one person's view count more than the others? Tell why or why not and defend your opinion.
- Do you think this family is acting with justice while making this decision to move? Why?

Argumentative Paragraph template

Should Phillip's family have moved? Why?	
What was father's view of the move? Why?	
What was mother's view of the move? Why?	
What was Phillip's view of the move? Why?	
Should the parents listen to Phillip? Why?	
Should one person's view count more then the others? Who's and why?	
Did they handle this decision in just manner? Why?	

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 2

Outcomes for Today

Standards Focus
Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing
disciplines, tasks and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L.4 Determine the meaning of words and phrases as they are used in a text
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

What do the initials on boats stand for?
The nautical term S.S. means Steam Ship. H.M.S. means Her Majesty's Ship, and U.S.S. means United States Ship.

Caribbean Islands (from the Library of Congress)
World War II

At the outbreak of World War II, the United States assumed Britain's defense responsibilities in the Caribbean. In September 1940, the two countries agreed to the Lend-Lease Agreement (also called the Bases-for-Destroyers Agreement). It involved the loan of forty out-of-date American destroyers in return for leasing, rent free for ninety-nine years, British naval and air bases on five British West Indian islands--the Bahamas, Jamaica, Antigua, St. Lucia, and Trinidad and Tobago--as well as British Guiana, Bermuda, and Newfoundland. The Lend-Lease Agreement was signed formally in London on March 27, 1941.

Under its terms, the United States established eleven military bases in the area (and in Bermuda) and quickly transformed five British colonies in the West Indies into outposts of Caribbean defense for use against German submarine warfare. After President Franklin D. Roosevelt designated the Caribbean as a coastal frontier, the Eastern Caribbean became the forward edge of American defense strategy during the war. American strategists at that time referred to the West Indies as "the bulwark that we watch."

The strategic significance of the Caribbean became evident during the war. More than 50 percent of the supplies sent to Europe and Africa from the United States were shipped from ports in the Gulf of Mexico. One year after the Pearl Harbor attack, the United States Caribbean Defense Command reached a total of 119,000 personnel, half of them stationed in Panama to protect the canal from Japanese attack. Although the expected Japanese attack did not come, the Germans inflicted massive damage on shipping in the Caribbean in 1942. German submarines even slipped into the region's small harbors to shell shore targets and to sink cargo ships at anchor. By the end of the year, U-boats operating in the Caribbean had sunk 336 ships, at least half of which were oil tankers, with a total weight of 1.5 million tons.

- For a list of U.S. ships sunk in the Caribbean during WWII see: http://www.usmm.org/carib.html

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

gloom (20)	precious (20)	mutiny (21)	defying (24)	clenched (26)

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. 18-27

Setting	Characters	Pages
Phillip's house	Phillip, his parents	18-20
The islands of Aruba and Curacao	Phillip, his parents, the people of the islands	20-22
The harbor	The people of the islands	22-23
Phillip's house	Phillip, his parents	23-25
The S.S. *Hato*	Phillip, his parents, other passengers	25-27

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.

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

Map
Locate Aruba, and draw it on your map.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What dangers would Phillip and his mother face if they went back to the U.S.?
2. How did the destruction of the *Empire Tern* affect Phillip's community?
3. Why does Phillip want to stay with his father?
4. Is Phillip's mother a coward? Is she acting in a just manner? Why?
5. If you were Phillip, would you want to stay with your father or leave with your mother? Why?
6. What would be the most respectful and just choice? Why?

Analyze Analyze the key paragraph.

Key Paragraph, p. 24

"Suddenly, I felt hollow inside. Then I became angry and accused her of being a coward. She told me to go off to school. I said I hated her" (p. 24).

EXTEND

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

Justice Requires Restraint. **Write an argumentative paragraph responding to the above paragraph. Be sure to answer the following questions and support your claims with clear reasons and relevant evidence. Write a concluding statement.**

- Is Phillip showing justice *or* restraint toward his mother in this chapter?
- Do you believe his mother is a coward? Why?
- Why is she forcing Phillip to leave Curacao against his will?
- Is this the right thing to do? Why or why not?

Paragraph Template

Is Phillip showing justice or restraint toward his mother in this chapter? Give at least 2 examples to support your claim.	
Do you believe his mother is a coward? Why?	
Why is she forcing Phillip to leave Curacao against his will?	
Is this the right or just thing to do? Why or why not?	
What is your concluding statement?	For these reasons…….

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 3

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing
disciplines, tasks and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL10. By the end of the year, read and comprehend literature, including stories, dramas, poems in grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.
L.4 Determine the meaning of words and phrases as they are used in a text
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

If possible, have students take a quiz that tests their lifeboat survival instincts. Have a contest with a reward for the person with the highest overall survival IQ. If students cannot have internet access, but the teacher can, have the students discuss options, and submit a class decision online.

Cross-curricular connections to Science:
Learn about buoyancy and the anatomy of a sinking ship in
www.youtube.com/watch?v=dnU3_GKSoxc
http://www.odec.ca/projects/2009/dong9a2/buoy.htm

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

constantly (28)	ignited (30)	rare (33)	outrageous (34)	shelter (36)

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. 28-38

Setting	Characters	Pages
The *Hato*	Phillip, his mother, the captain, the boat's crew	28-30
A Lifeboat	Phillip, Timothy, Stew Cat	30-38

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.

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

Map
Map Phillip's journey on the *Hato*… what direction would it have gone? Locate where the *Hato* might have sunk, and draw it on your map.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is the tone of this chapter?
2. Why do you think the author chooses this particular tone?
3. How do the crew and passengers react to the sinking of the *Hato*?
4. What is Phillip's initial reaction to Timothy? Is it just or respectful?
5. How does Timothy treat Phillip? Why?
6. How would you react to Phillip if you were Timothy? What would you do in his place?

Analyze Analyze the key paragraph.

Key Passage, p. 36-37

"Although I hadn't thought so before, I was now beginning to believe that my mother was right. She didn't like them. She didn't like it when Henrik and I would go down to St. Anna Bay and play near the schooners. But it was always fun. The black people would laugh at us and toss us bananas or papayas.

She'd say, when she knew where we'd been, 'They are not the same as you, Phillip. They are different and they live differently. That's the way it must be.' Henrik, who'd grown up in Curacao with them, couldn't understand why my mother felt this way (p. 36-37).

EXTEND

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

Write an argumentative paragraph explaining how Phillip feels about people of color, and how you believe he should treat Timothy in this situation. Support your ideas with clear reasons and relevant evidence. Make sure you end your paragraph with a concluding statement. Remember: Justice Requires Restraint. Be sure to address the following:

- What would be the *just* way for Phillip to behave?
- What did Phillip's mother mean by the statement above? Why would she feel that way?
- What kind of relationship did she want her son to have with people of different races?
- What was Phillip's original opinion on the issue? Why?
- How has that changed now that he's with Timothy?

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

Extend the reading to the student's lives or to the world

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 4

Outcomes for Today

Standards Focus
Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing
disciplines, tasks and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
L.4 Determine the meaning of words and phrases as they are used in a text
L3. Use knowledge of language and its conventions when writing, speaking reading or listening.
a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy.
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

Discuss the causes of blindness, specifically blindness caused by head trauma.
Review the symptoms at
http://www.nlm.nih.gov/medlineplus/visionimpairmentandblindness.html.
How many of those symptoms did Phillip exhibit before he went blind?
For current statistics and information about blindness in the United States, visit the American Foundation for the Blind at: http://www.afb.org/Section.asp?SectionID=15

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

recollection (41)	separating (44)	unbearable (44)	haze (44)	shuddering (45)

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. 39-46

Setting	Characters	Pages
The lifeboat	Phillip, Timothy, Stew Cat	39-46

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.

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

Map
Where is the lifeboat today? Mark where Phillip might have gone blind.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is Timothy's background?
2. Do you believe Timothy is well prepared for survival?
3. What has happened to Phillip?
4. How would you react to finding out you were blind?
5. Why does Timothy tell Phillip the story about the man he knew who went blind temporarily?

Analyze Analyze the key paragraph.

Key Paragraph, p. 46

"I remember that at one point my fear turned to anger. Anger at Timothy for not letting me stay in the water with my mother, and anger at her because I was on the raft. I began hitting him and I remember him saying, 'If dat will make you bettah, go 'ead' (p. 46).

EXTEND

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

At the end of the reading, Phillip becomes very angry. **Write an argumentative paragraph with clear reasons and relevant evidence answering the following questions:**

- Why is Phillip angry? Give clear reasons.

- Who is he *really* angry with? Why?
- Does Phillip have a right to be angry?
- Is it ever ok to be angry with another person because of your life circumstances? Why?
- Is he treating Timothy with justice or restraint in this case? Give evidence.
- Why does Timothy respond to Phillip the way he does?
- Why is this a good way to treat Phillip right now?

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 5

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PREPARE

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

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

What are the best ways to survive on a life raft?
http://www.tpub.com/content/aviation/10330/css/10330_107.htm

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

anxiously (48)	drone (48)	dishearten (49)	scanning (49)	sizzle (49)

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. 47-51

Setting	Characters	Pages
The third day on the lifeboat	Timothy, Phillip, Stew Cat	47-51

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.

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

Map
Where is the lifeboat today? Mark where Timothy and Phillip heard the airplane.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Phillip feel after the plane leaves without spotting them?
2. Do you believe Stew Cat is bad luck?
3. What role is Timothy taking on the life raft?
4. On page 50, the author points out that "He (Timothy) realized what I meant." What does Timothy realize? Why is this important to Phillip?

Analyze Analyze the key paragraph.

Key Paragraph, p. 49

"But the long, hot day was passing without sight of anything. I knew Timothy was constantly scanning the sea. It was all so calm now that the raft didn't even seem to be drifting. Once, I crawled over to the edge to touch the warm water and felt Timothy right behind me" (p. 49).

EXTEND

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

Now that he is blind, Phillip is beginning to depend almost completely on Timothy for survival.

Write an argument in which you answer the following question and you support your claims with logical reasoning and relevant evidence. If your teacher allows your access use the internet to develop your claims and reasoning. Make sure you conclude with a statement or two that follows and supports the argument you present.

- Does our society treat individuals with disabilities differently than people without disabilities?
- In which ways to do you believe it is okay or respectful to treat people with disabilities differently?
- In which way do you believe it is disrespectful to treat people with disabilities differently?

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

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 6

Outcomes for Today

Standards Focus
Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing
disciplines, tasks and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L3. Use knowledge of language and its conventions when writing, speaking reading or listening.
a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy
L.4 Determine the meaning of words and phrases as they are used in a text
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

See for Caribbean Lands and Culture.
http://geography.about.com/od/lists/a/caribbea-area.htm

Learn about shark attacks, and how to prevent them:
http://www.flmnh.ufl.edu/fish/Sharks/ISAF/ISAF.htm
http://fox2now.com/2013/07/01/teen-punches-shark-to-prevent-attack/

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

gasping (52)	thrashing (53)	tilted (53)	harassment (54)	ignored (55)

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. 52-55

Setting	Characters	Pages
In the lifeboat	Timothy, Phillip	52-55

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.

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

Map
Where is the lifeboat today? Mark where Phillip fell off the raft. Draw the island.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What near-fatal mistake does Phillip make?
2. Why is Timothy "enraged" by Phillip's mistake?
3. Is Timothy's rage justified? Is rage ever justified?
4. How would you have reacted if you were Timothy? Phillip?
5. How do you think Timothy feels about Phillip?
6. Why does Phillip want to stay on the raft?
7. Why does Timothy want to land on the island?
8. Who do you think is correct?

Analyze Analyze the key paragraph.

Key Passage, p. 55

"I said, 'I don't want to go on that island.'

I don't think there was anyone on earth as stubborn as old Timothy. There was steel in his voice when he answered, 'We be goin' on dat islan', young bahss. Dat be true'" (p. 55).

EXTEND

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

Both Phillip's father and mother ignored Phillip's opinion about whether or not the family should stay on Curacao at the beginning of the book. Now, Timothy also ignores his opinion.

Write an argumentative paragraph addressing the following:

- At twelve, do you think a boy like Phillip is old enough to have input in important decisions that will affect his future?
- Describe a time in your life that a decision was made about your life by someone else.
    - Who made the decision for you?
    - What was the decision?
    - Why did they make the decision? What factors were considered in making the decision?
    - How did it make you feel?
    - Was it the best thing for you?
    - Would you do something differently? Why? Give clear reasons.
    - How did you feel about the person making the decision? Do you think they treated you justly? Support your claims.

Paragraph Template

Who made the decision?	
What was the decision?	
Why did they make the decision? What factors were considered in making the decision?	
How did it make you feel?	
Was it the best thing for you?	
Would you do something differently?	
How did you feel about the person making the decision? Did you respect them and treat them justly?	
Did they treat you justly?	

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 7

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing
disciplines, tasks and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L.4 Determine the meaning of words and phrases as they are used in a text
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

For a beautiful slide show of Caribbean reef fish:
http://www.ramblincameras.com/Carsrd4.htm

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

cay (57)	lurched (58)	cracking (60)	navigation (61)	fret (62)

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. 56-62

Setting	Characters	Pages
The lifeboat	Timothy, Phillip, Stew Cat	56-57
The Cay	Timothy, Phillip, Stew Cat	57-62

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.

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

Map
Add Devil's Mouth to the Caribbean map.
Begin a large map of the Cay.
Mark the beach where Phillip and Timothy landed. Add the palm tree, and the place where they'll make camp.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is Timothy's mood when they land on the cay?
2. Why does Timothy refer to their new home as a cay rather than an island? What is the difference?
3. What tasks does Timothy plan to complete right away? Why?
4. What do you think Timothy is hiding from Phillip?
5. Is it ever OK *not* to be honest?
6. Can someone practice justice and be dishonest at the same time?

Analyze Analyze the key paragraph.

Key Paragraph, p. 59

"Of course, both times happened when I was younger. Now, my father was always honest with me, I thought, because he said that in the end that was better. I wished Timothy would be honest with me" (p. 59).

EXTEND

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

Do you agree with Phillip? Is honesty always the best policy? Does dishonesty ever serve justice?

Write at least a two paragraph argument about a time when you weren't sure whether being honest was the right choice.

- How old were you?
- Where were you?
- Who were you with?

- What was the situation?
- Did you choose to tell the truth? Why or why not?
- What was the result?
- Do you feel you acted with justice on that occasion?

Paragraph template

How old were you? Where were you? Who was with you?	
What was the situation?	
Did you choose to tell the truth? Why or why not?	
What was the result?	
Do you feel like you acted with justice on the occasion? Why or why not? Support you argument.	

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

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 8

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing
disciplines, tasks and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
L3. Use knowledge of language and its conventions when writing, speaking reading or listening.
a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

While the world was fighting Hitler's racist policies in Europe, racism was very much alive in the rest of the world, as Phillip's mother illustrates.
Racism in the U.S. in the 1940s:
http://www.pbs.org/wgbh/amex/eleanor/filmmore/reference/interview/jarrett04.html

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

hut (64)	sloped (64)	refused (66)	impatient (67)	murmuring (68)

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. 63-68

Setting	Characters	Pages
The Cay, at their camp	Timothy, Phillip	63-66
The Cay, at the beach	Timothy, Phillip	66-68

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.

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

Map
Continue map of the Cay. You will add to it each day, and map Phillip's journey through the end of the book.
Add the hut and the reef.
Draw the signal fire and spell out their message in rocks.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does Timothy do that is essential to their survival?
2. What are some examples of the lack of respect that Phillip has for Timothy?
3. Do you think Timothy likes Phillip?
4. Is it okay for boys or men to cry?
5. Is Timothy a good person to be stranded on an island with?
6. Do you think Timothy can read and write?
7. Why does Phillip feel so superior to Timothy?
8. Is one ever justified in feeling superior to another person?

Analyze Analyze the key paragraph.

Key Paragraph, p. 65

"My mother was right, I thought. They had their place and we had ours. He did not really like me, or he would have taken me along. He was different" (p. 65).

EXTEND

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

Phillip does not treat Timothy with justice. Despite all the things Timothy helps him with, Phillip continues to feel and act like he is inherently better than the old man. Phillip assumes that because Timothy is different, he is not smart or caring.

Write at least two argumentative paragraphs that support the claim that we should never judge someone because of their background or appearance. Support your claims with clear and relevant evidence, acknowledge opposing claims and conclude with support for your argument.

List reasons why we should never judge someone by their background or appearance.	
List some evidence for your claims…. or what could happen?	
Why do some people believe it is a good practice to judge others by their background or appearance?	
Tell why their beliefs are not justified.	
Support your argument. This is why…	

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 9

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing
disciplines, tasks and audiences.

PREPARE

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

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

Students can learn how to weave their own mats out of newspaper at:
http://www.youtube.com/watch?v=VbknyAGw1Ro

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

lengths (71)	fiber (71)	guide (71)	struck (71)	stunned (71)

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. 69-72

Setting	Characters	Pages
The cay, by the hut	Timothy, Phillip	69-72

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.

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

Map
Add the rope Timothy made from the camp to the beach.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does the author mention that Phillip learned to speak a second language in only a year?
2. Why does Phillip resist Timothy's efforts to include the boy in the work?
3. Do you think he has a right to resist the work? Why?
4. Why does Timothy insist Phillip help?
5. What makes Phillip decide to be Timothy's friend?
6. What is the significance of Phillip asking Timothy to call him by name instead of "young boss?"

Analyze Analyze the key paragraph.

Key Paragraph, p. 70

"The rope was for me. If he happened to be out on the reef, and I heard a plane, I could take a light from our campfire, follow the rope down, and touch off the big fire. The vine rope would also serve to get me safely down to the beach" (p. 70)

EXTEND

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

Timothy constantly encourages and pushes Phillip to help on the island. Slowly, Phillip realizes that Timothy is trying to help Phillip, not merely bully him.

Think about a time when someone – a friend, parent, teacher, or other adult – motivated you to do something good for yourself or another person. **Write an argumentative paragraph or 2 about the situation, explaining why this was good for you. Make sure to answer all of the following questions and end your writing with a concluding statement.**

- Who was the person?
- What did he or she try to get you to do? Why?
- What was that person's reason for pushing you?
- Why did you resist doing this thing at first?
- Did you do it? Why or why not?
- Would you change the situation if you could go back? Why or why not?
- Was this in your best interest? Would you do the same for someone else?

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

Extend the reading to the student's lives or to the world

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 10

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. .
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

Timothy and Phillip had to find water to survive. To do this, Timothy builds a rainwater catchment. An explanation of rainwater catchments can be found at:
http://www.rain-barrel.net/rainwater-catchment.html
There is a growing movement to encourage people to collect rainwater for household use, thus preserving our water supplies.

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

tropical (73)	lonesome (74)	parade (75)	broiled (76)	tatters (77)

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. 73-78

Setting	Characters	Pages
In the hut, during a rainstorm	Timothy, Phillip, Stew Cat	73-76
On the cay, outside	Timothy, Phillip	76-78

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.

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

Map
Add Timothy's catchment to the map.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is a catchment? Why is it important to their survival?
2. What is Timothy's take on racism? Is he a racist?
3. Why does Phillip wish his parents could see him and Timothy on the cay?
4. Why is Timothy pleased to have Phillip with him, even though Phillip might create extra work for him?
5. What is the author's tone in Chapter 10? How is this different from previous chapters?

Analyze Analyze the key paragraph.

Key Paragraph, p. 74

"I liked the rain because it was something I could hear and feel; not something I must see. It peppered in bursts against the frond roof, and I could hear the drips as it leaked through. The squall wind was in the tops of the palms and I could imagine how they looked in the night sky, thrashing against each other high over our little cay" (p. 74).

EXTEND

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

Throughout their time on the cay, the weather plays a central role in Phillip and Timothy's life. **Write at least two argumentative paragraphs where you answer the following:**

- Should all people be required to be prepared for natural disasters such as severe storms and earthquakes?
- How should people prepare for a severe storm or earthquake? (use internet to search if this is okay for your students)
- What would you do if a natural disaster occurred and your family was prepared for a natural disaster but your neighbors were not?
- Would you help your neighbors? What if it meant you might be putting your family at risk?
- To what extent would you be willing to help others?
- Would you be justified in your decisions?

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

Extend the reading to the student's lives or to the world

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 11

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L.4 Determine the meaning of words and phrases as they are used in a text
SL3. Delineate a speaker's argument and specific claims, distinguishing claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

Timothy clearly practices a different religion from the one Phillip is used to. He believes in *jumbis*, or evil spirits, and takes action to deal with the cat *jumbi* he believes is on the cay. Although we can't be sure what religion Timothy practices, it could be some form of Santeria, or other local Caribbean religion with ancient African roots. You may want to explore issues of religious tolerance with your class.
http://www.religioustolerance.org/santeri.htm

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

abruptly (80)	nonsense (81)	occasionally (83)	stranded (84)	tethered (85)

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. 79-87

Setting	Characters	Pages
All around the cay	Phillip, Timothy	79-81
The camp	Phillip, Timothy, Stew Cat	81-82
The hut	Phillip, Timothy	82-84
The beach	Phillip	84-85
The hut	Timothy, Phillip, Stew Cat	85-87

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.

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

Map
Add Stew Cat or his wooden replica

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why are pets so important to people?
2. Is believing in *jumbi* equivalent to being crazy?
3. Why does the author include the last line on page 87 in this chapter?
4. How does that line change the tone of the chapter?
5. In what ways do you believe their luck will be getting worse?

Analyze Analyze the key paragraph.

Key Paragraph, p. 81

"I was starting to be less dependent on the vine rope, and sometimes it seemed to me that Timothy was trying hard to make me independent of him. I thought I knew why, but I did not talk to him about it. I did not want to think about the possibility of Timothy dying and leaving me alone on the cay" (p. 81).

EXTEND

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

Phillip is faced with the prospect of being completely alone on the cay. Even though he knows it is a real possibility, he doesn't want to think about it, and never discusses it with Timothy.

Write a paragraph detailing when parents or guardians should begin teaching children to be independent? Give a specific age and defend your position with clear reasons and evidence-based logic. Use a computer research your evidence and reasoning.

Here are some things to consider:

- Taking care of a pet
- Staying home alone
- Staying overnight at a friend's house
- Completing homework
- Choosing friends
- Going to the movies with friends
- Owning a cell phone
- Walking alone to a destination
- Having a job
- Going on a date

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

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 12

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing
disciplines, tasks and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L3. Use knowledge of language and its conventions when writing, speaking reading or listening.
a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy
L.4 Determine the meaning of words and phrases as they are used in a text
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

What is malaria? Information about malaria causes, symptoms, treatment and prevention:
http://www.cdc.gov/malaria/

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

harsh (88)	gulped (89)	shiver (89)	weakly (91)	regained (92)

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. 88-92

Setting	Characters	Pages
The hut, in mid-May	Phillip and Timothy	88-90
The water	Phillip and Timothy	90-91
The beach	Phillip and Timothy	91-92

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.

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

Map
Add the spot where Timothy jumped into the water when he was sick.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Have you ever experienced an illness as severe as malaria?
2. Have you ever witnessed someone experience an illness as severe as malaria?
3. How would Phillip have dealt with Timothy's illness before *The Hato* was torpedoed?
4. In what ways has Phillip changed in his months on the cay?
5. How will this illness affect Timothy and Phillip's life on the cay in the long term?

Analyze Analyze the key paragraph.

Key Paragraph, p. 92

"I helped him to his feet, and we went up the hill together, Timothy leaning on me for support for the first time. He never really regained his strength" (p. 92).

EXTEND

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

Up until now, Timothy has been the one taking care of Phillip. Now, Phillip finds himself in a reversed role; he must now care for the old man.

Write an argument about the time when you first realized that another human being depended on you. Do you think you were ready and capable to care for this person? Tell why and defend your position. Include the following information:

- Who was this person?
- Where were you?

- How old were you?
- Why was he or she depending on you?
- What did you have to do for this person?
- How did you react?
- Did you treat the other person with justice?
- How did it make you feel to be the caretaker in the relationship?

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

Extend the reading to the student's lives or to the world

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 13

Outcomes for Today

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

PREPARE

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

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

Discuss the ecological importance of coral reefs, and the life-sustaining animals that live there.
http://oceanservice.noaa.gov/education/kits/corals/coral07_importance.html
http://www.endangeredspeciesinternational.org/coralreefs5.html

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

fascination (97)	sense (97)	blurted (98)	graduated (99)	welted (100)

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. 93-100

Setting	Characters	Pages
The hut	Phillip, Timothy	93-94
The coral reef	Phillip, Timothy	94-98
The palm coconut tree	Phillip, Timothy	98-100

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.

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

Map
Add the reef fishing hole. Add the spot where Timothy got the coconuts.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does learning how to fish mean to Phillip?
2. Why is it important to teach this skill to Phillip instead of just giving him fish?
3. Why does Phillip teach Timothy about geography?
4. The climbing of the coconut palm is a turning point in the story. What would be a literary term for this crucial moment?
5. Is Phillip's blindness a handicap?
6. How would you want to be treated if you were blind? Deaf?

Analyze Analyze the key paragraph.

Key Paragraph, p. 100

"It rained that night, a very soft rain. Not even enough to drip through the palm frond roof. Timothy breathed softly beside me. I had now been with him every moment of the day and night for two months, but I had not seen him. I remembered that ugly welted face. But now, in my memory, it did not seem ugly at all. It seemed only kind and strong" (p. 100).

EXTEND

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

If Phillip and Timothy had not been stranded together, they most likely never would have become friends. In fact, meeting Timothy has completely changed Phillip's attitudes toward race. Phillip at first judged Timothy "by his cover." Now, he thinks of Timothy as a wonderful person instead of an ugly face.

Write an argumentative paragraph about prejudice that agrees or disagrees with the following:

"Prejudice keeps people from fully experiencing life."

Think about this:

Has prejudice ever kept you from doing something or being with a particular person?

- Why or why not?
- How did this make you feel?
- Did you treat others with justice at the time?
- Can someone be prejudice and show respect for the rights of all?

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

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 14

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented. .
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
L.4 Determine the meaning of words and phrases as they are used in a text
L3. Use knowledge of language and its conventions when writing, speaking reading or listening.
a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

Discuss preparing for severe weather and other emergencies:
http://www.ready.gov/

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

distinctly (102)	meant (102)	freak (103)	nervous (104)	lashed (105)

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. 101-105

Setting	Characters	Pages
A hot morning in July, the north beach	Phillip, Timothy	101-102
The camp	Phillip, Timothy	102-105

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.

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

Map
Add depictions of the supplies hidden around the island.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is the north beach of the island bleak?
2. What is Timothy preparing for?
3. What would have happened to Phillip if Timothy didn't recognize the signs of the coming storm?
4. Explain how Timothy continues to demonstrate just behavior.
5. Do you think they will survive the storm?

Analyze Analyze the key paragraph.

Key Paragraph, p. 103

"I realized then why he had used our rope sparingly; why he had made my guideline down to east beach from vines instead of rope. Every day, I learned of something new that Timothy had done so we could survive" (p. 103).

EXTEND

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

Timothy has gone to great lengths to prepare their island for a storm. He's planned and worked since their first day on the island to make sure that he and Phillip would be safe during an emergency. **Write two argumentative paragraphs and answer all of following questions:**

- Why would Timothy prepare for an emergency?
- What do you think has motivated Timothy to work so hard to protect Phillip even though Phillip has treated Timothy with little or no respect?
- Do you think Timothy is responsible for Phillip's well being? Why or why not?
- Do you think Phillip should be responsible for Timothy's well being? Why or why not?

- If you were Timothy how would you have treated Phillip?
- Would you have worked as hard to protect Phillip? Why?
- What would be the best way to show justice in this situation?

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

Extend the reading to the student's lives or to the world

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 15

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing
disciplines, tasks and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L.4 Determine the meaning of words and phrases as they are used in a text
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

Grief – Define and Discuss grief and the grief cycle. Talk about ways to deal with grief, especially for teenagers. The following web resources are only a few of the many available.
http://changingminds.org/disciplines/change_management/kubler_ross/kubler_ross.htm
http://www.hospicenet.org/html/teenager.html
A website for teens that are grieving allows them to post memorials and poetry about the loved ones: http://www.newhope-grief.org/teengrief/

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

arc (106)	eerie (109)	consciousness (110)	loops (110)	forearms (111)

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. 106-112

Setting	Characters	Pages
Night, their camp, during the storm	Phillip, Timothy	106-108
Tied to the palm tree	Phillip, Timothy	108-110
On the sand near the palm	Phillip, Timothy	110-112

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.

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

Map
Add the spot where Phillip and Timothy tied themselves to a tree.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Timothy know that the storm is coming?
2. What words and phrases does the author use to make this horrible event real for the reader?
3. Why does Timothy shelter Phillip?
4. Would you protect a friend or loved one like Timothy protects Phillip?
5. Is there anything else Phillip could have done for Timothy after he was injured?
6. Why didn't Phillip cry when he first realized Timothy was dead?

Analyze Analyze the key paragraph.

Key Paragraph, p. 112

"Old Timothy, of Charlotte Amalie, was dead.

I stayed there beside him for a long time, very tired, thinking that he should have taken me with him wherever he had gone. I did not cry then. There are times when you are beyond tears" (p. 112).

EXTEND

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

At first, Phillip is unable to deal with Timothy's death. This was the first time he had ever experienced grief, and he doesn't know what to do. Everyone has lost

someone or something important in your life. You may have grieved over the loss of a family member, the death of a pet, or a close friend moving away.

Write a paragraph about how you believe we should show respect and remembrance for our pets, friends and family members when they pass away. Please include how you would want to be respected and remembered if you passed away. Defend your position and remember to end with a concluding statement. Think about the following as you write:

- How should we show respect for our loved ones and those close when dealing with loss and death?
- Is it okay to show emotion and grieve? Why?
- What has been your response to grief in the past?
    - Did you act with restraint, or did you treat anyone unjustly?

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

Extend the reading to the student's lives or to the world

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 16

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing
disciplines, tasks and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
L.4 Determine the meaning of words and phrases as they are used in a text
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

Phillip stumbles into a colony of ground-nesting birds. It could have been a group of Rose-Throated Parrots, Royal Tern, or the Brown Pelicans.
http://www.avianweb.com/cubanamazon.html
http://www.birds.cornell.edu/AllAboutBirds/BirdGuide/Royal_Tern_dtl.html
http://www.allaboutbirds.org/guide/brown_pelican/id

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

groped (113)	sprawled (115)	accomplished (116)	precise (117)	raging (118)

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. 113-119

Setting	Characters	Pages
The cay, near the palm	Phillip	113-116
All over the island	Phillip	116-117
Near the birds' nests	Phillip	117-119

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.

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

Map
Add Timothy's grave.
Add the bird's nesting area.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What motivates Phillip to go on with life, even though he is now alone?
2. Do you think a blind boy could really survive in Phillip's situation?
3. Does Phillip do justice to Timothy's memory?
4. What would you have done if you were Phillip?
5. Why does the author include the story about the birds at the end of the chapter? What purpose does it serve?

Analyze Analyze the key paragraph.

Key Paragraph, p. 119

"Wondering what had caused the birds to attack me, I felt around in the sand. Soon, my hand touched a warm shell. I couldn't blame the birds very much. I'd accidentally walked into their new nesting ground.

They were fighting for survival, after the storm, just as I was. I left Stew Cat to his unexpected meal and made my way slowly back to camp" (p. 119).

EXTEND

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

Yesterday, Phillip wished he had died along with Timothy. In today's reading, Phillip decides to continue to try to survive on the island, even though he is now alone. If you were in Phillip's situation, what would you do? Would you try to survive, or would you give up?

Write at least 2 paragraph argument detailing how you could best live out the ideal of Justice Requires Restraint while living alone on the cay. Make sure you support your claims with clear and relevant evidence.

- Think about how you would treat yourself.
- Think about how you would treat the other living things on the cay.

Remember the definition: *There are things I cannot say or do to myself, any other person or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.*

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

Extend the reading to the student's lives or to the world

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 17

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing
disciplines, tasks and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L.4 Determine the meaning of words and phrases as they are used in a text
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

PREPARE

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

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

For information on the moray eel, see:
http://news.nationalgeographic.com/news/2007/09/070905-eel-jaw.html

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

narrow (121)	earnest (122)	startled (122)	informed (123)	severe (123)

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. 120-123

Setting	Characters	Pages
The fishing hole	Phillip, Stew Cat	120-123

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.

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

Map
Add the moray eel.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Phillip decide to take the risk of going into the hole in the reef?
2. Was this a risk for a reason? Would you have done the same thing? Why?
3. What could have happened to Phillip in this situation?
4. Would the result have been any different if Phillip was not blind?
5. Was Phillip treating Timothy's memory with respect by going against his advice?

Analyze Analyze the key paragraph.

Key Paragraph, p. 120

"Ten pebbles had gone into my 'time' can when I decided to do something Timothy had told me never to do. I was tired of eating fish and sea-grape leaves, and I wanted to save the few green coconuts I'd managed to find on the ground. There were none left in the trees" (p. 120).

EXTEND

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

Because he was tired of eating the same food every day, Phillip went against Timothy's advice, and chose to risk his life to find some lobster.

Write a two paragraph argument about a time when you were acting with justice and restraint or not acting with justice and restraint and you made a decision that resulted in you or someone else being injured physically, or emotionally.

- What was the decision?
- Why did you make this decision?
- Did you think before you acted?
- Where were you and how old were you?
- Who did it hurt? How did they get hurt?
- Were you acting with justice and restraint at the time? Why or why not?
- What, if anything, would you change about the decision if you could relive it?

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

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 18

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing
disciplines, tasks and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L.4 Determine the meaning of words and phrases as they are used in a text
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

Since he is blind, Phillip learns to depend on his other senses to survive on the cay. Have students read information on the five senses.

Next, lead your class through one or more of the activities on the following sites to explore their senses in more detail. **As stated previously, know your class before you lead them on these adventures**. The second website has a lesson that is more academic in nature, and possibly more appropriate for students who can't get along with each other during group work.
http://www.educationworld.com/a_lesson/lesson/lesson183.shtml

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

signal (126)	sobbed (127)	column (128)	deafening (130)	vanished (131)

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. 124-131

Setting	Characters	Pages
The Cay, Early August	Phillip, Stew Cat	124-125
The camp	Phillip, Stew Cat	125-126
The beach	Phillip, Stew Cat	126-128
The Beach, August 20, 1942	Phillip, Stew Cat	128-131

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.

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

Map
Make sure the signal fire is on the map.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Do you believe that when a person loses his sight, his other senses get stronger?
2. Why does Phillip cry after the plane flies over his camp?
3. What is Phillip's greatest fear at this point?
4. How does Phillip fight his fear? How would you fight this fear?
5. Why do you think Phillip yells to Timothy in his excitement about the plane?

Analyze Analyze the key paragraph.

Key Passage, p. 131

"Feeling very ill, I climbed the slope again, throwing myself down on the mat in the hut. I didn't cry. There was no use in doing that.

I wanted to die.

After a while, I looked over toward Timothy's grave. I said, 'Why didn't you take us with you?'" (p. 131)

EXTEND

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

Phillip believes at this point that he will never be rescued. He completely gives up hope.

Pretend you are Timothy. **From the afterlife, write an argument in a letter to Phillip encouraging him to continue to have hope of rescue. Give him at least 3 clear reasons why he should not give up. Provide a concluding statement that summarizes your reasons and supports the arguments in your letter.**

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

Extend the reading to the student's lives or to the world

Character Based Literacy Program 60-Minute Lesson Plan
The Cay, Day 19

Outcomes for Today

Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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. **L.4** Determine the meaning of words and phrases as they are used in a text
SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Literacy in History/Social Studies/Science &Technical Subjects
RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

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

By the end of the novel, Phillip's view of black people changes radically. Projecting into the future, he would have come of age during the early years of the American Civil Rights Movement. For information on this tumultuous time in U.S. history, see the following sites:
http://www.cnn.com/EVENTS/1997/mlk/links.html
http://www.history.com/topics/civil-rights-movement

For a video on the Civil Rights movement:
http://www.history.com/topics/civil-rights-movement/videos#bet-you-didnt-know-march-on-washington

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

reverse (132)	shallow (133)	meekly (134)	notified (135)	tucked (135)

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. 132-137

Setting	Characters	Pages
The beach	Phillip, Stew Cat, American sailors	132-133
The Navy boat	Phillip, Stew Cat, sailors, the captain	133-135
Naval base in Panama	Phillip, his mother and father, Stew Cat	135-136
New York, four months later	Phillip	136
Willemstad	Phillip, his parents, Henrik	136-137

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.

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

Map
Add the spot where Phillip is finally rescued.
Add the destroyer to your big map of the Caribbean.
Add Panama to the large map.
Map Phillip's journey from the Cay to Panama toward New York and back home to Curacao.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why were the sailors so shocked when they saw Phillip?
2. Why does Phillip want to keep Timothy's knife?
3. Do you think the captain believed Phillip's story?
4. How had Phillip's mother changed?
5. Why was Phillip no longer close friends with Henrik?

Analyze Analyze the key paragraph.

Key Paragraph, p. 136

"I saw Henrik van Boven occasionally, but it wasn't the same as when we'd played the Dutch or the British. He seemed very young. So I spent a lot of time along St. Anna Bay, and at the Ruyterkade market talking to the black people. I liked the sound of

their voices. Some of them had known old Timothy from Charlotte Amalie. I felt close to them" (p. 136.)

EXTEND

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

Phillip's experience on the cay changed him forever. Although he recovered his sight, he was never again the person he had been the night the *Hato* was sunk.

Pretend you are Phillip's biographer. **Write an argumentative essay of three to five paragraphs that states how Phillip acted with Justice for the rest of his life because he was forever changed due to his experiences on the cay with Timothy. He went home to the United States after World War II. Remember to use a concluding sentence at the end of your writing. Keep in mind Phillip would have become an adult in the early 1950s.**

- What kind of education and career do you think Phillip chose due to his experience with Timothy on the cay?
- Did he have a family? What do you think he taught his children about people of different ethnicity? Why?
- How do you think he treated people on a day-to-day basis? Why?
- What did he do for fun?
- Did he participate in politics or the struggle for civil rights? Why or why not?
- How would Timothy's treatment and care of him during their time together contribute to Phillip living a just and respectful life?

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