Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Introduction

Summary

An Island Like You by Judith Ortiz Cofer is a collection of short stories, which follows the lives of teens who are caught between two cultures and who are stuck in the middle of childhood and adult hood.

Although, this is a collection of short stories—the characters in this novel are interwoven. They will appear in each other's lives. They are teenagers in the barrio. However, teenagers anywhere can relate to being stuck in that place between being a child and being an adult. This is the world of being a teen.

Character Map

Since the characters are interwoven in many of the stories we suggest making a character map as an on-going classroom product. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues)

Social Studies Connection

Although this novel fully aligns with ELA Standards you can also use specific stories to align with Social Studies Standards. Many of the stories are set in Puerto Rico. You can use this as an opportunity to study Puerto Rico, its culture and geography. Most of the families involved in the novel are Puerto Rican Immigrants to the United States. A timely activity is to compare and contrast 3-4 countries immigration policies.

The rest of the novel is set in New Jersey. You can have your students map the locations in the novel and study the United States Geography and Culture focusing on the northeast.

Final Writing Product

The Final Writing Project for *An Island Like You* by Judith Ortiz Cofer will be a writing portfolio and a response to literature essay. Your finished portfolio in either a folder or binder should include:

- Table of contents
- An opening letter or essay
- A collection of writing samples

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- The final response to literature (attached)
- A cover sheet
- Reflective sheets or checklists
- You will have a one on one meeting with your teacher to develop the rubric that will grade your final product.

Key Passage, p. 164

"My mother came up and in her beautiful high voice began singing "*Las Mananitas".* Some of use joined in, others didn't, but no one spoke and no one left. I was glad that my mother held my hand because I had begun to feel that I had been in the spotlight too long, that I was beginning to fade. Through her tight grip I felt the energy and courage it takes to sing in front of people. Each time you do it, you risk public failure. But when it, works, your hold people's attention, and for a few moments you may change their lives" (p. 164).

Doris has stood up and is not invisible. She is not only standing up for herself but for Rick who lived his life invisible in the barrio. She risked being mocked by the neighbors but she was able to change the life of her mentor Rick. Throughout the novel the author has highlighted individual stories. Why do you think she used Rick's party as the closing story? What impact do you think she intended to have? What do you think the clowns and the balloons symbolized?

Write a response to literature explain the affect she intended to have, on her neighbors and on herself. Support your ideas and viewpoints with references to the text and to other works.

Add this final writing product to your writing portfolio.

Community Connection

The Community Connection for *An Island Like You* is a neighborhood/community assessment. Students are asked to assess their community (positives and negatives). Students are given a budget to create a community action plan to meet the needs of their community.

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 1

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is an island?
An island is a landmass, smaller than a continent, entirely surrounded by water. It is also referred to being isolated or unattached. You can be an island if you seclude yourself. *An Island Like You* is the title of this novel. What do you think the author chose this title? (For class discussion)

In today's reading, we meet Rita who is sent to her grandparent's house in Puerto Rico because she made a bad choice with her friends. Her parents insisted on a summer with her grandparents or a Catholic School. As we read today you will see the vast generational differences between her grandparents and her.

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

insisted (1)	daze (3)	coincidence (3)	commentary (5)	barrio (7)

<u>Additional words related to today's reading:</u>
Quinceañera = a huge Spanish party for a girl's 15th birthday
Sabrosos= delicious
Trabajo= work or job
Telenovela= Mexican Soap Opera

READ

Review Review the timeline from the beginning every day.

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

Read p. 1-8 (bottom of the page)

Setting	Characters	Pages

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Puerto Rico	Grandma, Grandpa and all the neighbors, Rita, Rooster	1-8

RESPOND

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

Students might mention:

- Rita is sent to Puerto Rico for the summer.
- She meets Ramon the backwards chicken.
- She tries to avoid her Grandparents, who she thinks are crazy.
- She describes why she was sent to the island and the differences in culture.
- She is frustrated that her parents and grandparents don't understand her.
- Rita doesn't understand why everyone is so interested in the TV show and she wants to call her friends.
- Her grandmother tells her they are getting up early in the morning to go "crabbing".

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues).

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. In the beginning of the chapter Rita mentions visiting her grandparents. How often did she see them?
2. Under the circumstances of her visit, do you think there is anything she or her grandparents can do to make her trip positive?
3. Have you ever been sent to your grandparents as a form of punishment?
4. What do Rita's grandparents think is wrong with her? What do you think is really the problem?
5. Does Rita accept any responsibility for her punishment? Do you think she would change her perspective if she did?
6. Does ancestry (where your family if from) matter when it comes to dating and marriage? Is it OK to sneak out or around for your girlfriend or boyfriend?

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Why? What does it say about your relationship if you feel you have to do that?

7. Rita and her grandparents have many generational differences. How do you live in peace and respect from one generation to the next? Why do you think that things are that different between generations? Explain your answer.

Analyze Analyze the key paragraph.

Key Passage, p. 3

"Great. My mother hadn't told me that her father had gone senile. But I *had* been dreaming about Johnny Ruiz one of the reasons I had been sent away for the summer. Just a coincidence, I decided. But, what about privacy? Had I or had I not closed the window to my room?" (p. 3).

EXTEND

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

Rita has just gotten to her grandparents house and is having a difficult time adjusting. Her grandfather is able to see through her and tell her about her boyfriend. Have your parents or grandparents ever known what you were thinking? How did you feel about it? How did you react? How do you think they knew?

Write a three paragraph narrative essay describing your situation. In the first paragraph, describe in detail the situation or event. In the second paragraph, state how you think your family knew what you were thinking, how that made you feel and how you did react. In the third paragraph, discuss the relevant importance of the situation. Did it impact you in a way that positively or negatively impacted your life?

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 2

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is Alternative Healing?
Alternative Healing or Alternative Medicine is simply an alternative to modern medicine. Most ailments can be cured with some sort of medicine. Alternative treatments use; herbs, acupuncture, reike, aromatherapy, massage, fitness, food, supplements, etc. to help cure discomforts in a more natural way. Many alternative treatments focus on relaxation and cleansing to promote healing in the body.

In today's reading, Rita's grandfather is described as a local healer. They feel he can "see" into people's hearts and souls to help heal their ailments. Rita goes with her grandparents as he seeks to heal a family near the beach.

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

sacrifice (10)	trances (10)	summoned (10)	pollution (12)	distracted (15)

Additional words related to today's reading:
Mala influencia: Bad influence
Habichuelas=Beans
Dona=term of respect for a female
Entiendes= understand
Comadre=Trusted friend

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.

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Read p. 8 (bottom)-18 (bottom)

Setting	Characters	Pages
Rita's grandparents home; Puerto Rico	Rita, Grandfather, Grandmother	9-11
Beach; Puerto Rico	Rita, Grandfather, Grandmother	11-18

RESPOND

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

Students might mention:

- Rita and her grandparents are able to have a talk and get to know one another a little better.
- They are leaving to go to the beach early the next day. Grandpa is going to help to get rid of the mala influencia at Angela's.
- Rita's grandma explains that her grandfather is a healer and he helps people on the island, he is very respected.
- She also told Rita that she wanted to be a famous dancer, but she got married and started a family.
- Rita was amazed to learn that her grandmother had another life and interests.
- They went to the beach. Rita was amazed by the beauty. She helped her grandmother set crab traps and saw dolphins. She couldn't understand how someone could be sick when they lived in such a beautiful location.
- Grandfather returned to figure out his strategy to rid the mala influencia.
- He and grandmother think that Angela's mother needs to get rid of her boyfriend.
- He tells Angela and her mother that they have to work as a team and help each other if they are going to purify their home.
- Rita is sent to get Angela to feast with them on the beach.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues)

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

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1. What are some of the generational differences between Rita and her grandparents? Rita learns that her grandmother wanted to be a dancer. Do you think that changes the way Rita now thinks about her grandmother? How?
2. Do you think Rita's grandmother has regret that she didn't dance? Why is dancing important to her? Is there anything you ever wanted to do and didn't, that you are regretful of? Explain? Do you think it's ever too late to pursue a dream or goal?
3. What do you think is wrong with Angela? What clues in the reading help you determine that outcome?
4. Rita is able to discover the beach as Mother Nature intended it—with shells, dolphins dancing in the water, and sheer beauty. She doesn't understand why Angela could be unhappy when such beauty surrounds her. What is the most beautiful thing in nature you have ever seen? Why did it make such an impact on you?
5. Part of grandfather's suggestion for the mother and Rita is that they get rid of the evil in the house together. Why is it important to support one another when you have to stand up for yourself? Do you think that healing can occur if they do not help each other? Why or why not?

Analyze Analyze the key paragraph.

Key Passage, p. 16

"…I actually found some shells. This was new to me, since the public beach my cousins and I went to was swept clean of trash and everything else, every morning. Sand was all that was left until it was covered by empty cans, bags, disposable diapers, and all the other things people bring for a day at the beach and leave behind as a little gift to Mother Nature. But this was different. How could that girl in the pink house be so unhappy when she could wake up to this every morning?" (p. 16).

EXTEND

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

Rita is starting to gain an appreciation for the beauty that surrounds her. The description the author uses to describe what she sees at home and what she is experiencing now is very vivid. Why do you think the author compares the beaches with such detail? Do you think it has any reflection on Rita's life?

Using the description of the beach where she is at, compared to what she knows from being at home, write a two-paragraph response to literature. In the first paragraph, describe the important ideas you feel that the author is trying to convey with her detailed accounts of the beach.

If you lived in a beautiful location, do you think you would you be happy all the time? Does the location of your home affect happiness or sadness? Can you be happy living anywhere, as long as you make it your home? The location perspective will be the basis for your second paragraph.

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 3

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is a Quinceañera?
Today's celebrations embrace religious customs, and the virtues of family and social responsibility. The Quinceañera tradition celebrates the young girl (la Quinceañera), and recognizes her journey from childhood to maturity. The customs highlight God, family, friends, music, food, and dance.

The Quinceañera celebration traditionally begins with a religious ceremony. A Reception is held in the home or a banquet hall. The festivities include food and music, and in most, a choreographed waltz or dance performed by the Quinceañera and her Court. There are many traditions throughout the Quinceañera celebration, all of which symbolize the rite of passage moving from childhood to womanhood.

In today's reading, Rita celebrates her Quinceañera on the island.

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

elegant (18)	fiend (19)	outrageous (20)	bodice (21)	influence (22)

READ

Review Review the timeline from the beginning every day.

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

Read p. 18 (bottom)-26

Setting	Characters	Pages
Rita's grandparents house; Puerto Rico	Rita, Angela, Grandmother, Grandfather, neighbors	18-24

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In car on way to airport	Rita, Grandmother, Rita's mother	24-26

RESPOND

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

Students might mention:

- Rita and Angela become great friends.
- Grandma and Grandpa throw Rita a huge Quinceañera. Most of the neighbors come and Angela arrives in a limo with her mother.
- Rita begins to understand her grandparents more.
- Rita spends more time with Angela and begins to understand the hard life she has led.
- Rita's parents arrive on the island. Her mother is weary of Rita, afraid she might be mad.
- She sees that she has been having a good time.
- Rita begins to have a better understanding of her mother.
- She learns that her friend will not be going to the same high school next year.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues)

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why does Rita's grandmother insist that Angela eat? Why do some people get offended if you do not eat what they serve or do not eat more when offered?
2. Why did Angela stop eating? Was she possessed?
3. Angela and Rita have both been affected by bad influences. What do you consider bad influences? What do you do to combat them?
4. Each culture seems to have various different life celebrations and rituals. What does your culture celebrate that is different from another culture? Do you think there are huge differences in what we celebrate or are the differences in how we celebrate? What is the difference between the two?

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5. Do you consider Rita's boyfriend, Jonny, a bad influence? What about her best friend Meli? What kind of person is she? Can she be her own bad influence?
6. What does Rita learn through this experience?
7. How does Rita change from the beginning to the end of this story?
8. Do you think Rita's grandmother knew she was not sick?
9. Do you think that Rita and her mother will have a better understanding of one another after this experience? Will the understanding be positive or negative?

Analyze Analyze the key paragraph.

Key Passage, p. 25

"…Our parents had really come up with some awful punishments for Meli and me. I'd had one of the best summers of my life with Angela, and I was even really getting to know my grandparents—the ghost-busting magnificent duo…" (p. 25).

EXTEND

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

"When life gives you lemons; make lemonade." Rita was sent to her grandparents as a punishment. Although, she tried to be miserable she ended up having a great time. She began to understand and like her grandparents, she met a great friend, and she learned a life lesson about negative peers. Have you ever been in a bad situation that because of your attitude turned out to be really fun?

Write a two-paragraph essay describing a time in your life where you were able to take something that was completely negative and change the outcome to make it completely positive. Describe who was involved and what the situation was. In the second paragraph, explain in detail what you learned from this situation and how it was significant to your life.

Be sure to include how your attitude helped you turn your situation around. Can the opposite occur? Can you be in a great situation but because of your bad mood have a negative experience?

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 4

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

How is the Puerto Rican Culture and history similar to yours? How is it different?
The people of Puerto Rico represent a mixture of races, cultures, languages and religions. They draw their unique heritage from the Tainos, from Spanish loyalists who sought refuge here, from the African slaves and from other Caribbean islanders who came to the island in search of jobs. The Spanish they speak is a mix too, different somewhat from Castillian Spanish, with many words borrowed from the pre-Colombian Amerindian tongue right up to modern-day English. American culture has had a progressive effect upon Puerto Rican culture since 1898 but especially so after the 40's. Some Puerto Ricans are not happy with the result of that influence; others welcome it.

There is an essential dichotomy of Puerto Rico's relationship with the United States. Within American jurisdiction, as reflected by common citizenship, flag, currency and numerous applicable Federal laws, Puerto Rico might seem in everything but name a State of the Union. But on the other side you *will find a culture and society profoundly different from that in the mainland*. It is a rich and varied culture but a unique one emanating from all those rich influences. This makes Puerto Rico a unique blend of the Spanish-Caribbean "joy of living" and the American drive for organization and forward-thinking

In today's reading we meet Arturo. He is unique and diverse and doesn't necessarily fit into the mold of the others that live in his neighborhood. He likes poetry, is good in school, and is diverse. Although, those are all great attributes, Arturo struggles with them as a young man.

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

opinion (27)	asylum (27)	ribbing (28)	lair (30)	obsessive (33)

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READ

Review Review the timeline from the beginning every day.

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

Read p. 27-34 (bottom paragraph)

Setting	Characters	Pages
Outside St. Joseph Church	Arturo and Johan	27-28
Inside St. Joseph Church	Arturo and Johan	28-34

RESPOND

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

Students might mention:

- Arturo leaves for a walk. He intends to catch a bus and go somewhere. He ends up at St. Joseph Church.
- After sitting on the porch he meets Johan. Johan is there to clean the church. He is genuinely concerned about Arturo. He invites him in.
- Arturo sits in the church thinking about the changes in his life while Johan cleans.
- Arturo wants to get up and help, but he knows that Johan is enjoying what he is doing.
- He starts to enjoy sitting in the church, in silence.
- He thinks about how he is questioning everything—his faith, friends, school.
- He is enjoying school and likes to learn. He realizes that his friends are going to hold him back not help him.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues)

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why do you think Johan took Arturo into the church? Johan asks Arturo if he is in pain. What kind of pain do you think he is referring too?

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2. What character traits (a trait is a characteristic or quality to describe someone) do you think Johan possesses?
3. What is the real reason Arturo runs away?
4. When you live in a small community, why is it harder to be who you really are?
5. Why did Arturo feel like he could relate to "The Flea"?
6. What stories have you read that resonated with you, where you felt like you could relate to it?
7. Arturo's peers start picking on him for reading The *Flea*; he says he didn't know how to fight it. So he dyed his hair purple, page 32. What do you think he should do to fight the pressures his peers are putting on him? Have you ever been a bully or been bullied? If you were a bully, what did you do and why did you do it? If you were the one who was bullied, how did it make you feel and what did you do about it?

Analyze Analyze the key paragraph.

Key Passage, p. 28

"…He acts like the keeper of the Olympic torch or something. But I understand what he means. It would be wrong to blow out a candle someone lit for a special reason—like stealing a wish" (p. 28).

EXTEND

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

Johan takes pride in caring for the church. In some ways his is protecting it. He makes sure that people's candles stay lit and the intentions they represent are protected.

Write a two paragraph narrative essay. In the first paragraph, explain why respecting "*wishes*" of others is so important. In the second paragraph explain why it is important for Johan to leave the candles alone. Support your ideas with information that connects all related claims.

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 5

Standards for Writing

W3. Write narratives to develop real or imagined experiences of events using effective technique, relevant descriptive details, and well-structured event sequences.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to be true to yourself?
To be true to yourself means to act in accordance with who you are and what you believe. Be who you are. Have the courage to accept yourself as you really are, not as someone else thinks you should be.

Self-respect comes from being true to who you really are and from acting in accordance with your fundamental nature. When you respect yourself, others will respect you. They will sense that you are strong and capable of standing up for yourself and your beliefs. When you are true to yourself, you allow your individuality and uniqueness to shine through. You respect the opinions of others but do not conform to stereotypes or their expectations of you. To be true to yourself takes, it requires you to be introspective, sincere, open-minded and fair.

Being true to yourself does not mean that you are inconsiderate or disrespectful of others. It means that you will not let others define you or make decisions for you that you should make for yourself.

In today's reading, Arturo realizes that he is allowing himself to make decisions based on other people's opinions. He is not standing up for himself or his beliefs. After speaking with Johan he realizes that his problems are petty and he really does have unique qualities. He learns the value of being more self-assured.

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

relax (34)	sensation (35)	saintly (35)	conscripting (36)	conversing (36)

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READ

Review Review the timeline from the beginning every day.

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

Read p. 34 (bottom)-40

Setting	Characters	Pages
Inside St. Joseph's Church	Arturo and Johan	34-37
In the alley	Arturo, his mother	38-40

RESPOND

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

Students might mention:

- Arturo starts to find peace sitting in the church.
- Johan comes to sit with him. Arturo knows he can't leave until they talk so he starts asking questions.
- Johan begins to tell him of his life in Nazi Germany, losing his son, coming to America, and losing his wife.
- Arturo begins to ask him about spirituality and religion and Johan speaks candidly to him.
- As he leaves he no longer feels like running away. He realizes that his problems are really petty compared to what others may be facing.
- He returns home to find his poetry books.
- He starts reading the poem that his nemesis will have to read.
- Not only is it a hard poem to read and understand the meaning is telling.
- He realizes that his teacher is helping him stand up for himself and be himself.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
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You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

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Key Questions

1. Why do you think Arturo felt safe at the church? Do you think that Johan helped make him feel comfortable? If so, what did Johan do to make Arturo feel comfortable?
2. Johan cleans the church at night because he likes to be alone. Why is it an important to the time to be able to be alone? Is being alone and lonely the same thing?
3. Johan explains how he can always find peace. To be without a restless heart is to have a joyful life. Do you agree? Where do you go and what do you do to find peace?
4. Arturo realizes that Johan's story is amazing and filled with tragedy, yet he still moves forward and has an amazing attitude. This made him think about his troubles and realize that he could handle his situation. Why is it important to keep your troubles in perspective (or walk a mile in someone else's shoes)? What does that help you do?
5. Integrity, honesty, genuine. These are all admirable traits to possess. What does the phrase, "be true to yourself", mean to you? How are you true to yourself?

Analyze Analyze the key paragraph.

Key Passage, p. 34

"But what happened was that when I sat back down, I started to relax in that church like I hadn't anywhere since I was a little kid. I breathed better. The way the air smelled like incense and candles cleared my head, and the old wood and leather all around made me feel kind of safe, like in a library" (p. 34).

EXTEND

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

Arturo describes the safe feeling he got while visiting the church. He describes the setting and the smells he associates with it. Do your senses (touch, sight, hearing, taste, and smell) play an important role in how you feel?

Write a two paragraph narrative essay where you describe something you see, smell, hear, or touch that makes you feel safe. What is it? Is it a place? Does it involve someone who is close to you? What do you associate that item or feeling with? Use as many concrete details as you can to describe your feelings.

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 6

Standards for Writing

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

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to be aerodynamic?
Aerodynamic is a design method to design things with rounded edges to reduce wind drag and increase fuel efficiency. Used especially of motor vehicles or planes. This reduces or minimizes the drag caused by air as an object moves though it or by wind that strikes and flows around an object. The wings and bodies of airplanes have an aerodynamic shape.

In today's reading, Sandra talks about feeling free when she is running. Her gym teacher compliments her telling her she has an aerodynamic shape allowing her to run faster. She also encourages Sandra to try out for the swim team for the same reason. Although Sandra loves to run and is athletic, she is still very insecure of her body.

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

stampedes (41)	herd (42)	concentration (42)	conduct (46)	disdain (48)

READ

Review Review the timeline from the beginning every day.

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

Read p. 41-49 (top)

Setting	Characters	Pages
High School	Paco, Luis, Jennifer, Anita, Sandra	41-44
Entering high school room	Sandra, Anita, teacher	44-46
Entering PE class	Sandra, Anita, Jennifer, PE class	46-47
The walk home	Anita and Sandra, 3 bums	47-49 (top)

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RESPOND

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

Students might mention:

- Sandra is on her way to class. She likes Paco—who is smart and nice looking but he is trying to be tough for his friends.
- Sandra feels invisible at school and is built differently than the other girls.
- She is teased. She walks out of class, her friend Anita comes to help her. She gives her support.
- Sandra is very athletic and is built to run—this is where she feels freedom.
- Sandra is asked to return to the class she walked out of. Her teacher tells her that he is a late bloomer.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues)

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why does Sandra feel so different? What makes her feel invisible? Is it the fault of others or does she have some responsibility for feeling invisible?
2. Sandra talks about her plans on page 43. She is clear that she wants to be independent, why is it important to have a plan for your life? What are your short-term and long-term plans?
3. Why is Sandra so self-conscious about how she looks?
4. Sandra is an awesome athlete and running makes her feel free. She is able to escape and just be herself. What do you do to feel "free" or to get away from people and things that bother you?
5. Do you think Paco likes her? Why or why not?
6. Do you think Paco would like her if she wore a lot of make-up and tight clothing?

Analyze Analyze the key paragraph.

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Key Passage, p. 43

"I plan on staying in school because if I don't I'll end up depending on someone else to take care of me, like a man. That seems to be all the women can talk about around the barrio—money and men, men and money. Maybe if I go to college and get a good job, I won't have to worry that I'll have to go on welfare if my husband leaves me" (p. 43).

EXTEND

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

Sandra has goals. She wants to be independent and able to care for herself. In order to do this she has a plan with dreams and goals that she wants to accomplish. What are your goals? What do you want for yourself in 1 year, 5 years, 10 years, life?

Write 2-3 paragraphs explaining your goals and your plan. Be as clear and concise as possible. Explain your goals and your plan with as much detail and reasoning as possible. Include the idea of making commitments to yourself in order to move forward with your plan and include education, and/or specialized training that may be required to attain success. Also, explain why having a plan makes a dream seem attainable and realistic and not just a fantasy that may never happen.

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 7

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is beauty? (for class discussion)
What do you consider is beautiful? Why?
Beauty by definition is the quality that gives pleasure to the mind or senses and is associated with such properties as harmony of form or color, excellence of artistry, truthfulness, and originality.

In today's reading, Sandra does not feel that she is beautiful. But as she compares herself to her aunt who; paints on her face, squeezes into dresses, uses fake eyelashes, and has false teeth, she realizes that although she may be a little underdeveloped she is still beautiful because everything she has is hers.

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

linoleum (50)	potential (51)	invisible (52)	dramatically (52)	glamorous (52)

READ

Review Review the timeline from the beginning every day.

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

Read p. 49-54

Setting	Characters	Pages
Apartment building	Mami, Sandra, Aunt Modesta	49-54

RESPOND

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

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Students might mention:

- Aunt Modesta has gotten a divorce and moved in with Sandra and her mother.
- Aunt Modesta is concerned about her looks and spends much time on fashion, and making herself up.
- Sandra who is feeling bad about herself decides she can learn something about beauty from her aunt.
- As she watches her aunt she sees a sad transformation. Her aunt goes from pretty to old in a short amount of time. Her face is painted on; she has false eyelashes, and false teeth.
- Sandra is saddened by this and decides to be nicer to her.
- She goes to her mirror and decides she is not ugly just unique and she is proud that all of her parts are "hers."
- She decides that she will talk to Paco and to stand up for herself.
- She leaves her aunt and mother and goes to the basketball court to shoot balls with Paco.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues)

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Sandra notes that she doesn't think her aunt knows how to be happy without a man in her life, page 49. Why is it important to know how to be happy on your own?
2. What is the definition of dignity? Based on what you read about Modesta, do you think she has dignity? Describe the personality traits of someone you know that has dignity.
3. How does Sandra feel when she sees how much work her aunt goes through to look good?
4. In today's society, do we place more value on the beauty of a person, rather than personality or intelligence? Explain your answer in detail.
5. How does Sandra make contact with Paco?
6. What do the two of them share in common?

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Analyze Analyze the key paragraph.

Key Passage, p. 53

"I may have bugs bunny teeth, but they are mine, and if I put on a few pounds, they might even look right on my face, which is, at least, my real face, and not painted on. When I see Paco by himself next time I am going to talk to him" (p. 53).

EXTEND

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

Sandra realizes that although she may not be popular and great looking by her friends' standards, she is beautiful because everything on her is real. She becomes confident knowing this. Do you think it is important to be yourself and unique or to follow others?

Write a narrative letter requesting your reader to value the person he or she is. Emphasize that he or she should not change, compete with peers or pretend to be someone else just to impress others. Try to be realistic. Most of us know someone who is influenced by what others think and tend to think that it is better to follow and be accepted than to venture out of the norm and possibly be rejected or ridiculed. Your standard letter format should be addressed to someone not in your class…maybe a friend outside of school or a family member. Be firm, but also loving and supportive.

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 8

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

How do you cope with grief? (see attachment at end of today)
Grief is a deep mental anguish that stems from bereavement.
There are certain stages in the grieving process. There is no time limit for staying at a stage. They may come and go as the moment arises.

- **D**enial (this isn't *happening* to me!)
- **A**nger (why is this happening to *me*?)
- **B**argaining (I promise I'll be a better person *if*...)
- **D**epression (I don't *care* anymore)
- **A**cceptance (*I'm ready* for whatever comes

On the last page of today's lesson plan is a guide on grieving.

In today's reading, Luis deals with the death of his mother for the first time. As part of his healing process he is able to better understand what his father is dealing with and also do a kind act for someone else.

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

botched (56)	mascot (57)	vulgar (57)	emerged (58)	mocking (59)

READ

Review Review the timeline from the beginning every day.

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

Read p. 55-65

Setting	Characters	Pages
Sitting on hubcaps in father's junk yard	Luis, Jorge	55-58

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In junkyard	Luis, Jorge, Naomi	58-59
At home	Luis and Jorge	60-63
Parked in front of the funeral home	Luis and Naomi	63-64
The junkyard	Luis	64
In front of the funeral home	Luis and Naomi	64-65

RESPOND

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

Students might mention:

- Luis is being punished for being arrested.
- He has to polish all of the hubcaps at the junkyard. His father is proud and tells him that one day it will all be his.
- A girl comes into the yard looking for a specific hubcap. Luis's father gets the information and details and tells her Luis will look for it.
- Luis and his father go home. For the first time in months they eat together.
- Luis asks to borrow the car. He intended to see his friends but ends up at the mortuary where they held his mother's services and where Naomi lives.
- The memories of his mother come flooding back. For the first time Luis grieves for his mother.
- He talks briefly to the girls and leaves to the yard where he searches for her hubcap.
- He returns to show her proud he has done something nice for someone and she has drawn a picture of him standing on the pile of hubcaps under the moon.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues)

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why is Luis on top of the hubcaps? Why do you think that Luis mocks his father when he tells him that the yard will be his? Is it ever okay for a child to mock a parent?

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2. Do you think that Luis is a troublemaker or extremely smart with misguided talents? What could he do to use his talents in other ways?
3. Luis's father is self-taught and extremely proud of his appearance and all he has learned and earned. Does Luis appreciate his father for those qualities? Why or why not?
4. Why is his father concerned about him?
5. What does Luis learn about his father's desire to keep busy? What do you do to help yourself through difficult situations? Do you try to get through it on your own or do you go to someone you trust to help you?
6. Who is Naomi?
7. What is different about Naomi?
8. Why does Luis spend all night trying to find her hubcap? How does this help him through the grieving process?

Analyze Analyze the key paragraph.

Key Passage, p. 55

"Luis Cintron sits on top of a six-foot pile of hubcaps and watches his father walk away into the steel jungle of his car junkyard. Released into his old man's custody after six months in juvenile hall—for breaking and entering—and he didn't even take anything. He did it on a dare. But the old lady with the million cats was a light sleeper and a good with her aluminum cane. He has a scar on his head to prove it" (p. 55).

EXTEND

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

Luis was released to his father after breaking into an elderly woman's home. He had organized a group of so-called friends that would dare one another to do illegal and horrible things.

Pretend you are Luis Cintron and you are now trying to get off probation. **Write a standard business letter to the woman whose house you broke into. Explain to her that you are sorry and tell her what you plan to do in the future that is constructive, not destructive. Whether or not you are offering a sincere apology is not the issue. Writing a letter to the woman is the first step to take when holding yourself accountable for your actions. This shows responsibility and a promise to do the right thing. Use standard business format.**

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 9

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3a.)Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W3d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is a nursing home?
A nursing home, convalescent home, Skilled Nursing Unit (SNU), care home or rest home provides a type of care of residents: it is a place of residence for people who require constant nursing care and have significant deficiencies with activities of daily living. Residents include the elderly and younger adults with physical or mental disabilities. Residents in a skilled nursing facility may also receive physical, occupational, and other rehabilitative therapies following an accident or illness.

Arturo went to visit his grandfather. He was not overly excited to visit and he promised his mother he would stay an hour. His grandfather told him the story of his life and for once Arturo was interested. He seemed to want to stay longer but his grandfather was swept up to an activity by a woman.

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

industrial (66)	depressed (67)	orderlies (67)	scholar (70)	wicked (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.

Read p. 66-71

Setting	Characters	Pages
Nursing home	Arturo and grandfather	66-70

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Nursing home	Arturo, grandfather, and woman in pink	71

RESPOND

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

Students might mention:

- Arturo is sent to visit his sick grandfather.
- Arturo is not sure what to make of his grandfather.
- Arturo listens to his grandfather's story. He judges why his grandfather didn't try to do more to fight for his dreams.
- They talk briefly and Arturo realizes how precious time is. He wants to learn more from his grandfather.
- Their visit is interrupted by a woman in a pink jogging suit. Arturo realizes that grandfather has a life of his own.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues)

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why does Arturo not want to see his grandfather?
2. Arturo's grandfather valued reading. How does reading help you? Do you believe that you will gain more knowledge by being an avid reader?
3. Does his grandfather know how his grandson feels?
4. What does grandfather prove to his grandson?
5. What does the older lady in pink jogging suit represent?
6. What does Arturo think of his grandpa?
7. How does this change by the end of the story?
8. Arturo's grandfather was a teacher. The circumstances of the war prohibited him from getting a college degree. Do you have to have a degree to be smart? How does being a college graduate help you?
9. What does Arturo learn about his grandpa and life?

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Analyze Analyze the key paragraph.

Key Passage, p. 68

"'*Asi es la vida,'* That's the way life is. It sometimes makes me mad that the adults I know just accept whatever crap is thrown at them because 'that's the way things are.' Not for me. I go after what I want" (p. 68).

EXTEND

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

Arturo has gotten to know his grandfather in a new way. However, he is frustrated at his grandfather's philosophy, "Asi es la vida", "That's the way life is." Do you think that life just happens or do you think that you are in control of your own destiny?

Write two narrative paragraphs defending your position. Structure your argument in a logical fashion. Think about the choices you make. Do you choose which course of action you'll take all the time? Or, do you let life just happen? Do some people always seem to have to work a little harder than others in order to achieve what they want and it still does not work out for them? What kind of long-term affects do you think it might have on them?

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 10

Standards for Writing

W3a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize and event sequence that unfolds naturally and logically.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is Carnegie Hall?
Located in New York City Carnegie Hall was built by Andrew Carnegie in 1890. Less than 25 years later Carnegie Hall became one of the most impressive stages worldwide. Many political events have occurred at the hall as well as world-renowned performers.

In today's reading, Doris, a self-described follower, follows Yolanda on another adventure. It is not too bad following her when her pranks are harmless. However, as she continues to go with her Yolanda begins to steal. Once Doris realizes what is going on she runs, and runs. She realizes that she has to determine what she believes in and become her own person.

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

afford (72)	monstrous (73)	confusion (73)	sentimental (79)	crumpled (79)

READ

Review Review the timeline from the beginning every day.

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

Read p. 72-81

Setting	Characters	Pages
Going to 34 street	Yolanda, Doris and lady at the store	72-76
Doris's apt	Mother and Doris	76-78
Downtown to shop	Yolanda and Doris	78-81

RESPOND

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

Students might mention:

- Yolanda and Doris go to store with a show was going on and became a part of it. They are both scolded by the department store representative.
- Doris is home with mother and feels invisible. She wants her mother to see her for who she is. Her mother invites her to come watch her sing.
- Doris leaves still feeling invisible.
- Doris goes to Yolanda's. Yolanda decides she is going to steal a handbag. Doris gets out of the bad situation she was in and Yolanda is caught.
- Doris learns that she is not invisible and there are better things to do then be arrested.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues)

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why does Doris choose to follow Yolanda? What do you think she is missing from her life that she won't stand up for herself?
2. Does Doris know they could get into trouble? Why is she willing to risk for Yolanda? Do you think she is treated well by Yolanda? Are they really friends? Explain.
3. Does refers to herself as "Just a nothing." Why? Why does Doris feel invisible? What does it mean to feel invisible?
4. What does Yolanda do with the black beaded evening bag? How does Doris react?
5. What does Doris learn from this experience?
6. Why does Doris's mom sing to her like she was at Carnegie Hall? What is she trying to tell her daughter?

Analyze Analyze the key paragraph.

Key Passage, p. 72

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"Mira, Mira, my friend Yolanda yells out. She's always telling me to look at something. And I always do. I look, she does. That's the way it has always been. Yolanda just turned sixteen and I am six months younger. I was born to follow the leader, that's what my mother says when she sees us together, and it's true" (p. 72).

EXTEND

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

Doris is convinced she should follow Yolanda and do whatever she wants her to. Although, their journeys are fun and fairly harmless at first they continue to escalate until Yolanda is stealing. For the first time Doris stands up for herself.

What does the phrase, "I was born to follow the leader" mean? **Write a 3-paragraph response. In the first paragraph, explain what the above phrase symbolizes or means. In the second paragraph, use information from today's reading and from previous experiences to relate to what Doris experienced with Yolanda. In the third paragraph, write whether you see yourself as a follower or a leader and if you are content with the role you have selected for yourself. Be thorough in your explanations.**

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 11

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3a). Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Have you never listened to your parents or another person's warning? (class discussion)
In today's reading, Kenny Motoa is going to a party at Harry's house. He is warned repeatedly by his mother that Harry is not a positive influence. However Kenny refuses to listen. He goes to the party anyway and on his way back something horrible happens to him. He left a rough tough guy and came back cowering in the corner of his room.

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

impression (83)	lure (83)	disconnected (85)	imaginary (88)	sprawled (89)

READ

Review Review the timeline from the beginning every day.

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

Read p. 82-91

Setting	Characters	Pages
Kenny's apt	Kenny and Mom	82-85
Harry's place	Harry, Kenny and other party goers	85-86
Kenny's walk home to the apartment	Kenny, others he is not sure of	86-89
Back at home	Kenny, mom and his sisters	89-91

RESPOND

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

Students might mention:

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- Mom begs Kenny not to go to Harry's house she knows he is trouble.
- Kenny dismisses her and goes anyway.
- Kenny has taken in more than he is aware and tries to walk home.
- He rests on the street and thinks he sees someone getting beat up.
- Kenny returns home. He left self-assured and confident and returned broken and scared. He was never the same.

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

Character Web
Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues).

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why did his Kenny's mom furious about Kenny associating with Harry?
2. Why did Kenny choose to go to the party anyway?
3. Why do we sometimes choose not to listen to our parents?
4. When Kenny was at the party, he felt out of place. But, that feeling changed. Why? What happened to him?
5. What does Kenny really see while he is on the streets?
6. What does the white mirror represent? What does Kenny do with it?
7. How does Kenny change after this event?

Analyze Analyze the key paragraph.

Key Passage, p. 91

"He shuts his eyes tight against the intense light ricocheting off the white mirror like a laser beam aimed straight at him. It feels like it's burning a hole through his skull—and his mother's voice keeps calling him back, worming its way into his head, tracking him down to the dark corner where he hides" (p. 91).

EXTEND

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

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The author is not very clear about what has happened to Kenny. She allows you to come to your own conclusion.

In two paragraphs, respond to the following questions: What is really going on? Will Kenny live through it? Was his mother right? Do you think this is an effective writing style for this particular story?

Explain if you think this stylistic format is effective. Why or why not? Do you think you would have the same response in the story if you knew exactly what happened? What was the transformation Kenny went through?

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 12

Standards for Writing

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

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the *Man of La Mancha*?
Man of La Mancha (1965), a musical play. A prisoner of the Spanish Inquisition enacts for his fellow cellmates the story of his hero, the noble madman Don Quixote. The unworldly, idealistic Don and his servant Sancho set out to rid the world of evil, battling windmills, and honoring the sluttish serving wench Aldonza as a lady and rechristening her Dulcinea. But in the end Quixote's illusions are shattered and he is destroyed, just as Cervantes goes off to meet his fate in the hands of the Inquisition.

In today's reading, Yolanda is trying to avoid her house because her mother's new boyfriend is over. Since she still misses her father, who died, she is not willing to give the man a chance.

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

squirm (92)	addicted (92)	majesty (93)	maneuvering (93)	widow (93)

READ

Review Review the timeline from the beginning every day.

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

Read p. 92-96

Setting	Characters	Pages
Home at Yolanda's	Yolanda, her mother, Don Jose', Kenny	92-96

RESPOND

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

Students might mention:

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- Yolanda is outside waiting on the street. She does not want to watch the television show everyone is addicted to.
- Because she had been arrested for shoplifting, her mother will not allow her to go out.
- Her father died and her mother is working 7 days a week. His employer will not give them the insurance money.
- Yolanda and her mother do nightly offerings to her father.
- A man comes to their door selling tickets. Her mother is taken by him and invites him to come and watch the telenovela with her.
- Yolanda is jealous of Mom's new boyfriend and is avoiding them by staying outside.

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

Character Web

Many of the characters are interwoven in the stories. We suggest making a character map/web.

This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues).

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why does Yolanda sit outside alone on the front stoop?
2. She meets Kenny Motoa on the street. What does she think happened to him? Are Yolanda's feelings different from your impression based on yesterday's reading?
3. Does Yolanda accept responsibility for the trouble she got into with the police?
4. How does Yolanda's mother deal with the loss of her father? How does Yolanda deal with it? Is either one a better way to cope then the other? Explain?
5. Yolanda and her mother have a good relationship. Do you think the majority of their differences are generational or cultural or both? Explain.
6. When Yolanda meets Don Jose is she compassionate towards him? Does she like him? What about Yolanda's attitude. Could she have earnestly tried to think and act differently towards him?

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Analyze Analyze the key paragraph.

Key Passage, p. 95

"'To some people that is not an insult, Yolanda,' she says, 'When I was a little girl on the island, the jibaros were the backbone of our country—the good, simple people who farmed the land'" (p. 95).

EXTEND

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

Yolanda is not overly enthusiastic about Don Jose or her mother dating. She sees him as a threat and makes fun of who he is based on his clothes. Has he done anything wrong?

Write a two-paragraph essay where you either defend Don Jose and his pursuit of Mami, or object to it. Be clear and concise. Have a clear and specific thesis statement that defines your position. Give details from the novel to support your thesis.

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

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 13

Standards for Writing

W3. Write narratives to develop real or imagined experiences of events using effective technique, relevant descriptive details, and well-structured event sequences.
W3d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is a séance?
A séance is an attempt to meet with the dead people to receive spiritualistic messages.

In today's reading, Yolanda and her mother have a weekly séance on behalf of her father. At first Yolanda objects to it but then she uses it as a way to make her mother feel guilty about dating Don Jose.

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

ridiculous (96)	stifle (97)	sophisticated (98)	primping (100)	radiant (104)

READ

Review Review the timeline from the beginning every day.

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

Read p. 96-106

Setting	Characters	Pages
Yolanda's Home	Yolanda, Mami, Don Jose	96-98
Yolanda's Home	Yolanda and Mami	98-100
Yolanda's Home	Yolanda	100-103
St. Mary's	Yolanda, Mami, Don Jose, Arturo, and Doris	103-104
On the way back to Yolanda's	Yolanda, Doris, Arturo	105
Yolanda's Home	Yolanda, Doris, Arturo, Mami	106

RESPOND

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

Students might mention:

- Yolanda is jealous of Mom's new boyfriend.
- She tries to guilt her mom into not going out with Don Jose anymore by bringing up her father.
- Her mother feels that her father is at rest and it is time to move on with their lives.
- Her mother gets ready to go to the dance with Don Jose. It is the first time she has seen her mother look happy for a long time.
- Her mother leaves and Yolanda gets concerned about her—she rushes off to the church to make sure she is OK.
- Doris and Arturo go with her. They see her mother and Don Jose dancing. They look great and are both very happy.
- They leave the dance and Yolanda wants to run. She is happy that she sees her mother happy and the cries from regret that her father is not there.
- They return home to hang out.
- Mami returns.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues).

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why was Yolanda jealous of her mother's boyfriend?
2. She feels that her mother could do better. Does it matter that she could do better if she is happy? Does being happy mean that she has achieved the best she can, even though Yolanda does not think so?
3. What was Yolanda trying to do in order to get her mother's undivided attention?
4. Mami feels that it is time for them to start living a normal life again. Does this mean that they have to forget her father? Can you live and move forward with memories?
5. Was this fair of Yolanda to compete with this man?

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6. What would you do if your parent started dating someone else after the death of his or her spouse?
7. Why does Yolanda worry about her mother?

Analyze Analyze the key paragraph.

Key Passage, p. 106

"…I get this feeling that she is trying to transfer something to me, something she's feeling—love, happiness, whatever it is, it feels good, so I just close my eyes to try and enjoy it. But glued to the back of my eyelids is a picture of Papi, looking sharp in his white shirt and tie. Don't forget me, he whispers in my head. Don't forget" (p. 106).

EXTEND

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

Yolanda is struggling with the death of her father. Although, she knows they should move forward it is still hard. She finally accepts that her mother is happy—but concerned that with time she will forget her father. Is there a balance between moving forward and not forgetting the loss of someone you cared for?

Write 2 paragraphs explaining how you can move forward and still hold that person close to your heart. You can support your thesis with primary and secondary sources. Refer to the novel, your personal experiences and other information you may have read about living through the death of a loved one and the steps it takes to live your life again without this person, but never forgetting the loved one. An example of a secondary source would be the horrific devastation that occurred on September 11, 2001. Terrorists killed nearly 3,000 people. Many memorials, tributes, movies, etc., have been made to help us not only deal with this tragedy, but, most importantly, to never forget them.

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

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 14

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is zero?
Zero is a nonentity, which means having no influence, worth or importance. It is the lowest point; having no measurable or otherwise determinable value.

In today's reading, Connie's grandmother comes to visit. Connie is ashamed of her grandmother and does little to get to know her or to try and help her. During her stay Connie did not help her grandmother—making her feel like a zero, or having no worth. It leads us to consider where does a person's worth come from? Is it the same for everyone?

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

trembling (107)	ruined (108)	obligation (109)	wandered (111)	apologize (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.

Read p. 107-111

Setting	Characters	Pages
Trip to airport to pick up Abuela	Mom, Dad, Connie and Abuela	107-109
Church for 10am mass	Abuela, Connie, Church goers	109-110
Back at apt	Abuela, Connie, Mom and Dad	110-111

RESPOND

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

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Students might mention:

- Connie dismisses her abuela's visit as unimportant. She had made other plans and feels that her grandmother is embarrassing.
- She wants to go out with friends and has to negotiate when her father tells her she has to take her abuela to mass.
- Connie chooses to not help her when she realizes she is lost in the church;
- They return home and abuela is greatly offended.
- She tells her that the worse thing she can do to a person is make them feel like they have no worth.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues).

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why is Connie so resentful of her abuela? Do you think her visit is going to negatively impact her that much?
2. Why doesn't Connie help her abuela? What is she really afraid of? Do you think that she would be teased or respected for helping her grandmother?
3. Why does the woman next to Connie react the way she does when Connie just sits there watching her abuela struggle? If you were that woman/person what would you have done?
4. What would you do if your grandparent was lost or needed our help?
5. Does a person have to earn worth? If so, where does it come from? Is it the same for everyone? What is your worth?

Analyze Analyze the key paragraph.

Key Passage, p. 111

"Your grandmother says to tell you that of all the hurtful things you can do to a person, the worst is to make them feel as if they are worth nothing" (p. 111).

EXTEND

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

Connie is so concerned about her and what people will think about *her,* that she forgets to treat her grandmother well. In actually people think more negatively about her because she watched her grandmother struggle. Do you think that grandmother is right that the worst thing you can do to another is to make them feel as if they are worth nothing?

Write a 3-paragraph essay explaining a person's value. Tell where you think worth comes from. This is your opinion, thus don't be concerned with what you think you should express. Write what is true for you. Explain if you think there is anything worse you could do than to cause a person to feel like nothing. Be clear and concise. Think about your life so far. Have you experienced this yourself? Have you witnessed this happen to someone in your family or with a friend? Anticipate and address any misunderstandings your reader may have.

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 15

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What are scholarship programs?
Scholarships are a grant of financial aid awarded to a student, as for the purpose of attending a college or pursuing a level of education. Scholarships can be awarded for various different community programs or extension programs to pursue various different interests or additional training. Unlike a student loan, which must be paid back, scholarships are free money used for tuition and other school related expenses.

In today's reading, Teresa describes her need for a job. She attends a private school on a scholarship. In order to do things with her friends, who have more money, she has to work to help support herself and help her parents.

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

scholarship (112)	inventory (113)	obnoxious (113)	distracted (113)	humble (114)

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. 112-121

Setting	Characters	Pages
On her way to work	Teresa	112-113
City pool	Teresa, Mrs. O'Brien	113-114
City Pool	Teresa, Mrs. O'Brein, Valentin, Maricela, Bobby Dylan,	114-121

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RESPOND

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

Students might mention:

- Teresa gets a job at the pool to be with Bob Dylan, and to earn money.
- Her mother is concerned because she cannot swim and the job is 45 minutes from her house.
- The job will enable her to hang out with her friends during the summer.
- She is working in the snack stand. Her boss Mrs. O' Brian continues to ask her to watch Bob Dylan and report to her if he is not doing his job.
- She finds out she will be working with a handicapped man. He is making rubber band animals to earn money to buy a bike.
- She questions whether she wants to stay at this new job and her ability work with a person with special needs.
- Valentin is a hard worker and has the intelligence of a bright 3rd grader.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues).

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why did Teresa want to work at the pool when she could not swim?
2. The city is participating in a program to allow individuals with disabilities an opportunity to work. Do you think this is a worthy program? What are the pro's and con's of this type of program?
3. What is Teresa's opinion about working with people who have disabilities? Do you agree with her? Why or why not?
4. Have you ever done something out of character to impress another person? How did it work out?
5. What kind of person was Bob Dylan Kalinowski?
6. What does Mrs. O'Brien ask Teresa to do while she's working the snack bar?
7. Based on what you know so far about Bob Dylan, should Bob be able to keep his job?

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8. On page 118, Teresa describes Valentin, “His face shows every emotion he feels.” Do you think this is a good quality? Do you think that people would get along better if our faces showed our true emotions? Why? Why do you think people hide their emotions?

Analyze Analyze the key paragraph.

Key Passage, p. 113

“‘Yes, ma’am,’ Even though I feel funny about being asked to spy on Bob Dylan…but if they gave him the job as a lifeguard, they ought to trust him to do it right…” (p. 113).

EXTEND

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

Teresa was hired to work in the snack shop. Bob Dylan was hired as a lifeguard. Mrs. O’ Brien is asking Teresa to spy on Bob and tell her if he is messing around. Do you think that is Teresa’s job? Do you think it is her responsibility to report it if he is not doing his job correctly?

Pretend you are Teresa and are not comfortable spying on a peer. **Write a business letter to Mrs. O’ Brien. Let her know that you are not comfortable spying on your peer. Explain to her that you have no knowledge of his job or his duties. Ask her to find another alternative to supervise Bob Dylan. Maintain a serious and professional tone. Use appropriate vocabulary and tone to defend your position.**

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

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 16

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the history of organized recreation? Why is recreation important? (for discussion)
Organized recreation was established by the **Young Men's Christian Association** which was founded in London, England, on June 6, 1844, in response to unhealthy social conditions arising in the big cities at the end of the Industrial Revolution (roughly 1750 to 1850). Growth of the railroads and centralization of commerce and industry brought many rural young men who needed jobs into cities like London. They worked 10 to 12 hours a day, six days a week, with very little time to recreate.

Far from home and family, these young men often lived at the workplace. They slept crowded into rooms over the company's shop, a location thought to be safer than London's tenements and streets. Outside the shop things were bad -- open sewers, pickpockets, thugs, beggars, drunks, lovers for hire and abandoned children running wild by the thousands.

The YMCA was established to give men an organized place to relax and recreate giving them a much needed break for the horrible social conditions of the time. With the fast paced life style of the 21st century it is just as important now to recreate and to live a balanced life. Programs are set in most cities and green space is set apart to give people a place to play. Regardless, of socio-economic status play is an important part of all of our lives.

In today's reading, Teresa and Valentin have established a routine. Bob Dylan is interested in an older woman, Maricela. Bob continues to leave his post and Maricela continues to neglect her child. The boy and Valentin become friends. An emergency arises relating to the boy and Teresa and Valentin save his life. For their efforts they are offered a year round job. Teresa knows that Valentin will only take it if they work together. She is learning to understand people with special needs better.

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

startled (122)	grinning (123)	furious (124)	flirting (125)	ignore (127)

READ

Review Review the timeline from the beginning every day.

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

Read p. 122-130

Setting	Characters	Pages
The City Pool	Teresa, Mrs. O'Brien, Valentin, Maricela, Pablito, Bobby Dylan, Clarissa, Anne	122-130

RESPOND

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

Students might mention:

- Teresa's friends realize that Bob Dylan is no longer interested in them. They start to stay away from the pool.
- Teresa and Valentin have established a good routine.
- Teresa sees who Bob Dylan really is and is no longer interested and has concern for a child who's mother keeps walking away with the lifeguard.
- Valentin and Pablito become good friends. Teresa is angered at the woman for her treatment of Valentin and for her neglect of her child.
- Teresa saves Pablito's life and is offered a job long term.
- She learns that Valentin can speak and understand two languages and in some ways is smarter than her.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues).

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. What kind of understanding is Teresa getting from working with Valentin?
2. Teresa wonders if Valentin's life is hard since everything is a struggle. If you don't know any other way of living do you think he cares?
3. Why does Teresa believe that Maricela does not deserve to be a mother?
4. How do you feel about Maricela?
5. What would you do if you were in Teresa's predicament?
6. How did Teresa feel about Valentin in the end?
7. After the pool incident, how did Mrs. O'Brian react towards Valentin and Teresa? What did she call Valentin?
8. When the emergency was taking place what kind of skills and strength did Valentin display?

Analyze Analyze the key paragraph.

Key Passage, p. 125

"My mother uses Maricela as a warning to me of what I'll become if I don't get an education and stay away from boys. I sometimes remind my mother that if Maricela's parents had given her a good home life, maybe she would have turned out better. But now, seeing her standing there looking totally unconcerned about the danger her son could have faced in the last hour, makes me want to turn her in to family services. She doesn't deserve to have a cute kid like Pablito" (p. 125).

EXTEND

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

Maricela selfishly leaves her son in a dangerous situation. Teresa steps in to care for him. Why was Teresa so angry? Do you think that Maricela deserves to have a cute kid like Pablito?

Pretend you are Teresa. Write a letter to the Social Services Department based on the facts in today's reading. Give them an account of the things she has done that are neglectful in regard to her child. In your letter, tell them that you don't want Pablito taken away. Express that you wish to focus getting Maricela the help she needs in order to be the best meet the needs of her child. Offer suggestions to the department to help them support Maricela.

Think about Pablito and the awesome responsibility it is to care for a child. It is better to teach Maricela and to help her raise a good child than to not support her. Give as many solutions as possible that would help Maricela to be a better parent.

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 17

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the future? What does your future hold? (for class discussion)
The basic definition of future is the indefinite time yet to come. Many people choose to plan for the future. Others have no plan at all and live day-to-day. There seems to be a balance between the two—the ability to plan but also have enough spontaneity to enjoy life.

In today's reading, Anita is running away. Her destination is the future. However, she has no definite plan for her future or no steps to take to get there. She is just walking away aimlessly.

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

salute (131)	natives (131)	hypocrisy (132)	baritone (133)	pounce (134)

READ

Review Review the timeline from the beginning every day.

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

Read p. 131-143

Setting	Characters	Pages
Anita walking along familiar territory home	Anita, Sandra, Frank, Mama	131-138
At Anita's apartment	Anita, Mom and Dad	138-139
Stops for a soda	Anita, Mirta	139-140
Stops at Italian Deli then turns around to go home	Anita, Frank	140-143

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RESPOND

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

Students might mention:

- Anita decides to run away from her house. She only knows she is running to the future. She has no idea what she wants from her future.
- Anita applies for a job with an older man who flirts with her at an Italian Market.
- She thinks he is in love with her. She thinks she would be better off living with her boss.
- Anita and Frank's idea of their arrangement is different. He thinks she just wants to stay a night or two. She thinks she is going to move in and get married.
- As she is returning to the market her friend warns her about Frank and how parents might react if she was dating outside her race.
- Anita is enlightened as she watches Frank flirt with someone else.
- She runs away from Frank. She gets to El Building she realizes how safe she feels at home.
- She decides she needs to discover what she really wants.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues).

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why does Anita want to run away? What do you think she is looking for? Do you think she will find it by living in another spot?
2. Does Anita understand what Frank's motives are?
3. How did Anita not know Frank was only looking for one thing? Is the ability to see an entire situation a sign of maturity?
4. Why does Frank's mother look down on the situation? Are there certain challenges that mixed race or mixed religion couples face? Do you think mixed race couples can have successful relationships? Why or why not?
5. Why would an older man like Frank pick up on young girls?
6. Did Frank expect her to move in with him?

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7. Why did Anita change her mind?
8. What did Anita see in the deli when she came back from El Building?
9. What do you predict Anita will do next? If you were Anita's friend what advice would you give her?

Analyze Analyze the key paragraph.

Key Passage, p. 142

"…with each step, El Building looms larger in front of her. She's always thought that the old gray tenement building with its iron fire escapes hanging from its sides like bars make it look like a prison or an insane asylum. But right now she just wants to let the place swallow her. She wants to be in its belly. Safe within the four walls of her room where she can sort out her thoughts and try to discover what she really wants" (p. 142).

EXTEND

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

Anita ran away from her life. What she realizes is that her life is not that bad. In addition, she doesn't know what she wants her future to be. She realizes that she has to figure out what she wants and it is best to do that in a safe environment. Pretend you are one of Anita's friends.

Write her a letter explaining that running away is not the solution when her life is not going the way she wants it to. Give her advice on better ways to solve her problems. Suggest that she get her life in order before she considers dating anyone. In addition, clearly state that happiness comes from within a person's mind. She can choose to live a positive life despite the attitudes and actions of others. Also, emphasize that having a man in her life is not the answer or solution to her problems. In addition, help her formulate a plan for her future.

As you write structure your arguments in a logical fashion.

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 18

Standards for Writing

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

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is AIDS? How do you get AIDS?
AIDS stands for Acquired Immune Deficiency Syndrome Acquired means you can get infected with it; Immune Deficiency means a weakness in the body's system that fights diseases; Syndrome means a group of health problems that make up a disease.

AIDS is caused by a virus called HIV, the Human Immunodeficiency Virus. If you get infected with HIV, your body will try to fight the infection. It will make "antibodies," special molecules to fight HIV.

Being HIV-positive, or having HIV disease, is not the same as having AIDS. Many people are HIV-positive but don't get sick for many years. As HIV disease continues, it slowly wears down the immune system. Viruses, parasites, fungi and bacteria that usually don't cause any problems can make you very sick if your immune system is damaged.

You don't actually "get" AIDS. You might get infected with HIV, and later you might develop AIDS. You can get infected with HIV from anyone who's infected, even if they don't look sick and even if they haven't tested HIV-positive yet. The blood, vaginal fluid, semen, and breast milk of people infected with HIV has enough of the virus in it to infect other people. Most people get the HIV virus by:

- Having sex with an infected person
- Sharing a needle (shooting drugs) with someone who's infected
- Being born when their mother is infected, or drinking the breast milk of an infected woman

Getting a transfusion of infected blood used to be a way people got AIDS, but now the blood supply is screened very carefully and the risk is extremely low. There are no documented cases of HIV being transmitted by tears or saliva, but it is possible to be

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infected with HIV through oral sex or in rare cases through deep kissing, especially if you have open sores in your mouth or bleeding gums.

In today's reading Rick, a person who used to live in the neighborhood, decides to come back and start a theatre group for the kids who live there. He is being assisted by his friend and partner. The parents and many of the kids in the neighborhood object to the group because Rick has AIDS. Most of the parents don't understand the disease and think their kids will get it just by being around Rick.

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

sponsor (144)	spied (145)	imitation (145)	screech (146)	persecuting (147)

READ

Review Review the timeline from the beginning every day.

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

Read p. 144-154

Setting	Characters	Pages
In El Building	Doris, Connie, Rick, Martini	144-148
Corazon's Cafe	Rick, Martini, Matoa, Yolanda, Arturo, Luis, Doris	148-151
Back in the building	Yolanda and Doris	151-152
By the Bodega	Doris, Martini, Rick	152-154

RESPOND

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

Students might mention:

- A previous member of the neighborhood comes back to give back to the neighborhood.
- The parents of the neighborhood object to the man's lifestyle and this misunderstanding of AIDS.
- Rick understands what it is like to be from the neighborhood and be different;
- He is making plans to build a small theatre.
- He holds a meeting about the theatre and permission slips are handed out;
- The plan flops and everyone but 3 kids back out.
- Martini, Rick's friend, values Doris's opinion. He tells her that Rick does not have much time left and he wants to see his dream come true.
- Doris helps him create a plan for the theatre.

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

Character Web

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Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues).

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. What do you think Rick wanted for the kids who would participate in the play?
2. Why was it so important that Rick put on the play?
3. Why was Doris willing to try and gather everyone to help him?
4. If they were in a different town or another neighborhood do you think the reaction to Rick would be the same? What about now?
5. Do you think that people's perception of people with HIV and AIDS has changed?
6. Do you think the kids objected to Rick or were they indifferent to the play because that was their personality anyway?
7. How does Doris connect with Martini? Why does she value him? What do you think he can teach her?
8. Integrity means to behave in a way that is morally upright and honest. Do you consider Rick a person of integrity?

Analyze Analyze the key paragraph.

Key Passage, p. 151

"'The barrio doesn't forget and the barrio doesn't forgive.'

'What do you have to be forgiven for Ricky? Being yourself?' Martini smiled at Rick.

'For being different,' Rick said, turning to me. 'You've heard my story, right, Doris?'" (p. 151).

EXTEND

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

Rick has returned to the barrio and he wants to establish a theatre group for the kids. Sadly, people's impression of him makes it impossible for his dream to come true. He realizes that being different will always haunt him. Doris understands his predicament because she is different to. Is it wrong to be different or should differences be embraced and uniqueness celebrated? Read the poem "The Road Less Traveled" by Robert Frost attached.

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In two paragraphs, write about a time that you chose to be different and unique or a time when you stood up to your peers and followed your goals and dreams instead of conforming to what others thought you should do. BE as descriptive as possible. Detail how people's perceptions were possibly changed by your position. What did it feel like for you to stand up and be different? Why do you think that more people choose to follow the group instead of making their own choices?

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

Community Connection

The Road not Taken

By Robert Frost

Two roads diverged in a yellow wood
and sorry I could not travel both
And be one traveller, long I stood
and looked down one as far as I could
to where it bent in the undergrowth;

Then took the other, as just as fair,
and having perhaps the better claim
because it was grassy and wanted wear;
though as for that, the passing there
had worn them really about the same,

And both that morning equally lay
in leaves no feet had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I --
I took the one less travelled by,
and that has made all the difference

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Day 19

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is *Cats*?
Cats is a musical composed by Andrew Lloyd Webber based on *Old Possum's Book of Practical Cats* by T. S. Eliot. It introduced the song standard "Memory." The musical first opened in the West End in 1981 and then on Broadway in 1982. *Cats* has been performed around the world many times and has been translated into more than 20 languages. In 1998 it was also made into a television video

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

audition (155)	ashamed (155)	talent (157)	matinee (157)	curious (160)

READ

Review Review the timeline from the beginning every day.

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

Read p. 155-165

Setting	Characters	Pages
By the Bodega	Doris, Martini, Rick	155-157
Matinee' of Cats	Doris, Martini, Yolanda and Arturo	157-159
El Building	Yolanda and the neighborhood, a clown	159-165

RESPOND

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

Students might mention:

- Doris, Arturo, and Yolanda are still trying to organize the Barrio Players group.

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- Doris continued to talk with Rick. He became a mentor to her. She knew that he was getting sicker.
- The neighborhood was starting to support the play. Doris's mother arranged for them to use the stage at the club for auditions. A local school was requiring their drama class to try out.
- Yolanda, Doris, and Arturo went to see Cats with Martini.
- Martini gives Doris an envelope with money in it. When she calls to thank Rick she learns he has died.
- She decides to throw him a party—he never had one in the neighborhood before.
- The kids organized the party. Not only were they celebrating his birthday they were celebrating his dream. For the first time Doris did not feel invisible.
- They neighborhood didn't understand Rick's choices but they understood to celebrate their lives and to think about their own regrets.
- Rick was honored.

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

Character Web

Many of the characters are interwoven in the stories we suggest making a character map/web. This map should include but is not limited to the following:

- Character's name
- Story in which they appear
- Unique quality or characteristic
- Issue in the novel
- Issue resolution (how does the character take care of their issues).

You can place a likeness of each character on the wall or chart with their description. Each time there is a connection draw a line linking the two or use string to create a web.

EXPLORE

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

Key Questions

1. Why was Doris willing to try and gather everyone to help him? Do you think the kids weren't interested or did they have other priorities?
2. What do you think Doris learned from Rick and Martini? Can you learn from everyone you meet if you give them an opportunity?
3. How did these stories connect to one another?
4. Do you live in a small community like this one? Is your community good or bad?
5. If you don't live in a small community, would you want to live in a small community like this one?
6. How many plays do you think these kids have gone to before seeing "Cats?" Do you think they have had many opportunities to experience things such as this outside of their community?

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7. Why was the birthday party so important? What and who did the clown represent?
8. Why did they let off white balloons?
9. What was the feeling or mood when they released the balloons?

Analyze Analyze the key paragraph.

Key Passage, p. 159

"It was one of the most awesome experiences of my life…I cried when the show ended. I thought I knew which cat Rick had played: it was the wise one, the one who says that there's a better world beyond the dangerous alley and the grimy junkyard" (p. 159).

EXTEND

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

The kids loved the play. Doris thought she could determine which cat Rick had played. Why do you think she chose the wise cat? Do you think she could relate to that character? Or do you think Rick played that Cat to send a message?

Do you think that the author is trying to make a point by casting Rick as the wise cat? What message is she trying to convey to the reader when she writes, "there is a world beyond the dangerous alley and the grimy junkyard?"

In a 3 paragraph narrative essay, respond to the following topics: In the first paragraph, explain what the author means when she writes, "there is a world beyond the dangerous alley and the grimy junkyard?" and give your opinion on it. In the second paragraph, address the kind of world you think that Rick wanted the kids in the barrios to experience. In the third paragraph, express whether or not people are motivated to change their circumstances if they aren't aware of their choices?

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Final Writing Product

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Final Writing Product

The Final Project for *An Island Like You* by Judith Ortiz Cofer will be a writing portfolio and a response to literature easy. Your finished portfolio in either a folder or binder should include:

- Table of contents
- An opening letter or essay
- A collection of writing samples
- The final response to literature (attached)
- A cover sheet
- Reflective sheets or checklists
- You will have a one on one meeting with your teacher to develop the rubric that will grade your final product.

Key Passage, p. 164

"My mother came up and in her beautiful high voice began singing "*Las Mananitas"*. Some of use joined in, others didn't, but no one spoke and no one left. I was glad that my mother held my hand because I had begun to feel that I had been in the spotlight too long, that I was beginning to fade. Through her tight grip I felt the energy and courage it takes to sing in front of people. Each time you do it, you risk public failure. But when it, works, your hold people's attention, and for a few moments you may change their lives."

Writing Prompt

Doris has stood up and is not invisible. She is not only standing up for herself but for Rick who lived his life invisible in the barrio. She risked being mocked by the neighbors but she was able to change the life of her mentor Rick. Throughout the novel the author has highlighted individual stories. Why do you think she used Rick's party as the closing story? What impact do you think she intended to have? What do you think the clowns and the balloons symbolized?

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Write a final three-paragraph essay explaining the impact she intended to have on her neighbors and on herself. Support your ideas and viewpoints with references to the text and to other works, and from your own personal experiences. In your narrative essay include your answers to the following questions: Why do you think the author used Rick's party as the closing story? What do you think the clowns and the balloons symbolized?

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Character Based Literacy Program 60-Minute Lesson Plan
An Island Like You, Community Connection

A Community Assessment

The stories in *An Island Like You* took place in neighborhoods that could be in any place or any town. Neighborhoods and communities have positives and negatives. Think about your neighborhood. List the positives and negatives of your community/neighborhood. (This must be school appropriate)

Community Positives	Community Negatives

- Rank your positives and negatives on a scale of 1-10 (10 being the lowest/worst and 1 being the highest/best).
- Choose your top three positives. Describe why those things are positive. What makes those traits desirable? What can you do to continue those traits or make them better?
- Choose your top three negatives. Describe why those things are negative to you? How would your neighborhood or community be better if those things were different or changed? What can you do to change any of those items on your list? Why is it important to make those three things better in your community?

A Better Place

Choose the community negative that means the most to you, the one that impacts you the most. Think of all of the things you can do to change that one item. What would you need to do? What kind of assistance would you need?

Pretend you have been given $500,000.00 to invest in your neighborhood or community. You can create a program, build a park, or help make repairs to existing structures. What would you do to make your neighborhood/community a better place with $500,000.00?

Budget

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Create a budget for your $500,000.00.
How would you spend it to make your mission and goal a reality?
Be sure to budget for time, permits, supplies, and utilities if needed?

Summarize

How do you think this project would impact you and your community? Do you think that you could take this project to your city and have them consider it? Do others in your community share the same concerns? Do you think a project like this would be more successful if members of a community determine their needs and create a solution versus a city determining the needs of the community and creating a solution? Why?

Extend

What action can you take right now to help make change in your local community?

_____

Set a timeline to complete that action_____

What was the outcome?_____

_____

Project Title:_____

Project Goal or Mission (in 1 concise sentence what do you want to accomplish)

_____

_____

Action Steps (list 5 steps you can take to meet your goal)

_____

_____

_____

_____

_____

_____

_____

What kind of help or assistance do you need?_____

_____

_____

_____

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Is there an existing program that could help you meet your goal or mission?_____

_____

_____

_____

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