Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Introduction

Outcomes for the Novel

If You Come Softly- Jacqueline Woodson

Focus and goals for this unit: Our goal for this unit is for students to write two short persuasive essays.

Unit Roadmap

- Unit's big idea or theme = **Integrity Requires Wholeness**
- **Definition: 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.**
- Ideally this would be posted in your classroom.

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 1

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

Who is Jaqueline Woodson?
Video Interview: http://www.jacquelinewoodson.com
"I used to say I'd be a teacher or a lawyer or a hairdresser when I grew up but even as I said these things, I knew what made me happiest was writing.
I wrote on everything and everywhere. I remember my uncle catching me writing my name in graffiti on the side of a building. (It was not pretty for me when my mother found out.) I wrote on paper bags and my shoes and denim binders. I chalked stories across sidewalks and penciled tiny tales in notebook margins. I loved and still love watching words flower into sentences and sentences blossom into stories." Jaqueline Woodson
Author is the same person that wrote *Miracle's Boys,* which students read earlier this year.
Source: http://www.jacquelinewoodson.com/all-about-me/my-biography/

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

Introduce 5 important, useful words from today's reading

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banister	nappy	palmed	cancer	dribbled

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

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

Read p. 1-11

Setting	Characters	Pages
June, Central Park, NY	Elisha, Marion (mom)	1-11
	Miah (short for Jeremiah)	

RESPOND

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

Students might mention

- Elisha is flashing back to when she met Jeremiah.
- We learn that Jeremiah is black and is about to play basketball for Percy Academy.
- Jeremiah talks about living in Fort Greene, Brooklyn.
- He felt comfortable playing ball and hanging out with his friends.
- Jeremiah has traveled all over the world.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 8

"Later on, when Jeremiah saw a cartoon about a monkey playing basketball, he felt ashamed, like that monkey was supposed to be him somehow. And he knew then, the war was all around him. It was people and commercials trying to make him feel like he didn't even matter, trying to make him feel like there was something wrong with being black" (p. 8).

EXTEND

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

Write an explanatory paragraph about why Jeremiah felt ashamed of the monkey playing basketball cartoon. When answering this question, consider the following:

- How does the media stereotype people?

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- How do certain people in society stereotype others according to how they look or dress?
- Do you think this is the right thing to do?
- Have you ever been stereotyped?
- Do you know someone who has been stereotyped?

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

1. Would it be okay for you to call your parents by their first name?
2. How can you stand up against stereotypes?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 2

Outcomes for Today

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What is the song, "Jeremiah was a Bullfrog"?

Three Dog Night, Joy to the World
Jeremiah was a bull frog
Was a good friend of mine
I never understood a single word he said
But I helped him a-drink his wine
And he always had some mighty fine wine
Singing
Joy to the world
All the boys and girls, now
Joy to the fishes in the deep blue sea
Joy to you and me
If I were the King of the world
Tell you what I'd do
I'd throw away the cars and the bars and the wars
And make sweet love to you
Sing it now

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Joy to the world
All the boys and girls
Joy to the fishes in the deep blue sea
Joy to you and me
You know I love the ladies
Love to have my fun
I'm a high night flier and a rainbow rider
And a straight-shooting son of a gun
I said a straight-shooting son of a gun
Joy to the world
All the boys and girls
Joy to the fishes in the deep blue sea
Joy to you and me
Source: http://www.angelfire.com/ia/jok/song133.html

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

barely	lisp	glanced	mist	doorman

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. 12-21

Setting	Characters	Pages
Central Park	Elisha=Ellie	12-21
	Marion= mother	
	Miah=Jeremiah	

RESPOND

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

Students might mention:

- Ellie describes how she met Miah at school and how attractive she thought he was.
- Ellie is 10 years younger than her four other siblings.
- Her father is a doctor.
- She comes from a family of privilege.

Note to teacher: The themes that arise in this book cross economic barriers. One of the goals is for students not to dismiss the story because it is about "rich" kids…but to learn and appreciate that kids of all races and socio-economic backgrounds love the same way and get hurt the same way…and feel isolation and prejudice regardless of economic class.

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EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 16

"I sighed and lay back on my bed. Some people had friends surrounding them all the time. Sometimes when groups of girls passed by me, giggling and holding hands, my stomach tightened. I wanted that. But I didn't want that. Marion says it's because I was born so long after everybody else. The twins, Anne and Ruben, were already ten by the time I was born—and my older brother, Marc, and my sister, Susan, were in graduate school…And this house—with all its empty rooms and quiet. Some days I walked through it slowly, touching the walls of my sisters' and brothers' old rooms, wondering what it would be like to grow up in a house full of people" (p. 16).

EXTEND

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

Write an informative paragraph explaining how growing up in a house with brothers and sisters is different than growing up without brothers and sisters living in the same house. When answering the question above, consider the following:

- How is it different to be raised with your siblings in the same house at the same time?
- How is it the same?
- What is your situation?
- Would you have changed anything? Why?
- What are the advantages to being the only one home?

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

1. Imagine you are a parent; at what age will you allow your children to start dating? Why?
2. Why do some parents not want their children to date until they are older?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 3

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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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 Hanukkah?
Chanukah -- the eight-day festival of light that begins on the eve of the 25th of the Jewish month of Kislev -- celebrates the triumph of light over darkness, of purity over adulteration, of spirituality over materiality.
More than twenty-one centuries ago, the Holy Land was ruled by the Seleucids (Syrian-Greeks), who sought to forcefully Hellenize the people of Israel. Against all odds, a small band of faithful Jews defeated one of the mightiest armies on earth, drove the Greeks from the land, reclaimed the Holy Temple in Jerusalem and rededicated it to the service of G-d.
When they sought to light the Temple's menorah (the seven branched candelabrum), they found only a single cruse of olive oil that had escaped contamination by the Greeks; miraculously, the one-day supply burned for eight days, until new oil could be prepared under conditions of ritual purity.
To commemorate and publicize these miracles, the sages instituted the festival of Chanukah. At the heart of the festival is the nightly menorah (candelabrum) lighting: a single flame on the first night, two on the second evening, and so on till the eighth night of Chanukah, when all eight lights are kindled.

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On Chanukah we also add the *Hallel* and *Al HaNissim* in our daily prayers to offer praise and thanksgiving to G-d for "delivering the strong into the hands of the weak, the many into the hands of the few... the wicked into the hands of the righteous."

Chanukah customs include eating foods fried in oil -- latkes (potato pancakes) and sufganiot (doughnuts); playing with the dreidel (a spinning top on which are inscribed the Hebrew letters *nun*, *gimmel*, *hei* and *shin*, an acronym for *Nes Gadol Hayah Sham*, "a great miracle happened there"); and the giving of *Chanukah gelt*, gifts of money, to children.

Source: http://www.chabad.org/holidays/chanukah/article_cdo/aid/102911/jewish/What-is-Hanukkah.htm

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

yarmulke	gentile	fret	guarantee	reeling

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. 22-32

Setting	Characters	Pages
Ellie's home	Ellie, Marion	22-32

RESPOND

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

Students might mention

- Ellie discloses that while she was growing up her mother left several times.
- This was really hard on her and they talk about that.
- Ellie denies that she is interested in a boy.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 29

"'You know what it made me realize, Marion? That you wouldn't always be there. That I can't take anything or anyone for granted 'cause there's no guarantee'" (p. 29).

EXTEND

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

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Write an explanatory paragraph that explains why Ellie has difficulty trusting people. When answering the question above, consider the following:

- How do you think Ellie feels about having a mother that has left so many times?
- What did that do to Ellie's trust level?
- Do you think it's hard to trust someone again after they have hurt you?
- How can forgiveness help Ellie trust again?
- Is there a time in your life you were glad you forgave someone?

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

1. When have you lost the trust of someone?
2. How did you gain it back? How could you gain it back?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 4

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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PREPARE

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What is Vassar College, New York?
Founded in 1861, Vassar College is a highly selective, residential, coeducational liberal arts college. Consistently ranked among the top liberal arts colleges in the country, Vassar is renowned for pioneering achievements in education, for its long history of curricular innovation, and for the beauty of its campus.
Source: http://www.vassar.edu/about/

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

turban	colander	unexpected	annoyed	drumming

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. 33-40

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Setting	Characters	Pages
Miah's house	Miah and his mama	33-40

RESPOND

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

Students might mention:

- Miah and his mom are in the kitchen talking.
- We find out that Miah's parents are not together and sometimes it feels like a struggle for Miah to decide which house he is going to stay at each night.
- Miah's father is a famous filmmaker and teacher and his mother met him because she took a class from him at NYU.
- Miah struggles with understanding how his dad could love his mom one day and love someone else the next.
- Miah misses his grandmother.
- Miah's mom asks if the kids at Percy think he's on a scholarship.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 40

"'They think you're on a scholarship?'

Jeremiah shrugged and stared down at his plate. 'Nobody said anything stupid'" (p. 40).

EXTEND

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

Write an explanatory paragraph about why Percy students might assume that Jeremiah is on scholarship? When answering the question above, consider the following:

- How is this a stereotype?
- How would you recommend Miah to respond?
- Would you be offended if you were Jeremiah?

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

1. Why are scholarships important?
2. How can you apply for a scholarship?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 5

Outcomes for Today

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What are The Academy Awards?
The Oscars! Every January, when the calendar has turned to a new year, the attention of the entertainment community and of film fans around the world turns to the upcoming Academy Awards. Oscar Fever hits, building to the crescendo of the annual presentation of golden statuettes, when hundreds of millions of cinema lovers glue themselves to their television sets to learn who will receive the highest honor in filmmaking.
Source:
https://web.archive.org/web/20070407234926/http://www.oscars.org/aboutacademyawards/index.html

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

strut	untouchable	reinvent	easiness	tuxedo

READ

Review Review the timeline from the beginning every day.

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

Read p. 41-48

Setting	Characters	Pages
Miah's house	Miah and mama	41-48

RESPOND

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

Students might mention:

- Miah just wants to be known for being himself—not the son of a famous filmmaker and writer.
- Miah liked his other public school and had friends there.
- We find out that Miah's father left his mother for the woman across the street.
- Their divorce still wasn't final.
- Miah went to Percy to please his father but feels a huge amount of loyalty to his mother as well.
- It's hard to have 2 households.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 42

"At Tech, some people treated him strange and some people treated him okay. His homeboys, the guys he'd grown up with, they were cool, had always been cool. But new kids, well, sometimes they just acted weird, like he was some untouchable god or something. He hated that" (p. 42).

EXTEND

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

Write an explanatory paragraph about why our culture often treats famous people differently. When answering the question above, consider the following:

- How are famous people different?
- How are they similar to everyone else?
- In what way is Miah just a normal boy who happens to have famous parents?

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

1. How can you welcome new students to your school?
2. How would you feel if you had to leave your friends and change schools?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 6

Outcomes for Today

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What is the history of the Rubik's cube?
In 1974, a young Professor of architecture in Budapest (Hungary) named Erno Rubik created an object that was not supposed to be possible. His solid cube twisted and turned - and still it did not break or fall apart. With colourful stickers on its sides, the Cube got scrambled and thus emerged the first "Rubik's Cube". It took well over a month for Erno to work out the solution to his puzzle. Little did he expect that Rubik's Cube would become the world's best-selling toy ever. As a teacher, Erno was always looking for new, more exciting ways to present information, so he used the Cube's first model to help him explain to his students about spatial relationships.
Source: http://rubiks.com/history

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

exasperation	relieved	cradled	synapses	appropriation

READ

Review Review the timeline from the beginning every day.

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

Read p. 49-58

Setting	Characters	Pages
Ellie's house	Ellie and her sister Anne	49-58

RESPOND

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

Students might mention

- Anne calls Ellie from San Francisco.
- Anne wants Ellie to come out to San Francisco for her commitment ceremony to her partner.
- Ellie tells her about Jeremiah and that he is black.
- Anne's reactions surprises Ellie.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 58

"A long time ago, Anne used to talk about energy—how that was all love was—ions connecting across synapses of time and air. Don't rationalize, she'd say. None of it will ever make sense. I leaned back against the wall and closed my eyes, not wanting to cry. Anne was right. None of it made any sense" (p. 58).

EXTEND

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

People can be prejudiced against different things. Some people can be bias against gay people. Some can be bias against black people. Ellie accepts Anne for being gay. **Write an explanatory paragraph about why you think it hurts Ellie's feelings when her sister has a hard time with her being interested in a black boy?**

When answering the question above, consider the following:

- Do you think the person with the most integrity would love all people, regardless of their race, class, sexual orientation, ethnicity or religion?

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

1. Who do you tell your secrets to?
2. Why do you think people are predudice?

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If You Come Softly, Day 7

Outcomes for Today

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What is the Three Musketeers?
The Three Musketeers is a novel by French author Alexandre Dumas, The Three Musketeers relates the adventures of four swashbuckling heroes who lived during the reigns of the French kings Louis XIII and Louis XIV. This historical romance was published in French as Les Trois Mousquetaires in 1844.
Source: http://www.britannica.com/EBchecked/topic/593841/The-Three-Musketeers

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

sidelines	insignia	scanned	moss	concentrate

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. 59-66

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Setting	Characters	Pages
Basketball practice	Miah, Peter, Coach, Rayshon, Kennedy	59-66
	Other players	

RESPOND

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

Students might mention:

- Miah goes to basketball practice.
- The other guys ask him if he is related to that 'filmmaker guy'.
- He lies and tells him he is not related.
- Miah is the fastest and best shot on the team.
- Miah misses his old teammates but also knows he needs to respect his new teammates if they are going to win—despite how weak their game is.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 60

"Braun looked embarrassed. They had been sitting on the bleachers waiting for the coach to show up. Jeremiah grabbed the ball from Kennedy and started dribbling. 'Not related to anybody,' he said, moving the ball back and forth between his legs. 'Shoot! You think I'd be at this tired school if my daddy was a filmmaker?'" (p. 60).

EXTEND

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

Write an explanatory paragraph about why you think Miah doesn't want people to know his dad is a famous filmmaker? When answering the question above, consider the following:

- Have you ever wanted someone to *not* know who you are? Why?
- Do you think Miah should have told his teammates who he really was?

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

1. What team sports do you play?
2. Describe a time when you were not honest to your friends.

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 8

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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 Star of David?

Star of David, Hebrew **Magen David ("Shield of David"), Magen** also spelled **Mogen**, Jewish symbol composed of two overlaid equilateral triangles that form a six-pointed star. It appears on synagogues, Jewish tombstones, and the flag of the State of Israel. The symbol—which historically was not limited to use by Jews—originated in antiquity, when, side by side with the five-pointed star, it served as a magical sign or as a decoration. In the Middle Ages the Star of David appeared with greater frequency

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among Jews but did not assume any special religious significance; it is found as well on some medieval cathedrals. The term *Magen David,* which in Jewish liturgy signifies God as the protector (shield) of David, gained currency among medieval Jewish mystics, who attached magical powers to King David's shield just as earlier (non-Jewish) magical traditions had referred to the five-pointed star as the "seal of Solomon." **Kabbalists** popularized the use of the symbol as a protection against evil spirits. The Jewish community of **Prague** was the first to use the Star of David as its official symbol, and from the 17th century on the six-pointed star became the official seal of many Jewish communities and a general sign of Judaism, though it has no biblical or Talmudic authority. The star was almost universally adopted by Jews in the 19th-century as a striking and simple emblem of Judaism in imitation of the **cross** of Christianity. The yellow badge that Jews were forced to wear in Nazi-occupied **Europe** invested the Star of David with a symbolism indicating martyrdom and heroism.
Source: http://www.britannica.com/EBchecked/topic/152589/Star-of-David

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

darting	melanin	portfolio	naive	amendments

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. 67-77

Setting	Characters	Pages
Ellie's house	Ellie, mom, dad	67-70
School-history class	Miah, Ellie, teacher, other students	73-77

RESPOND

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

Students might mention:

- Elie is hoping Anne will call and say something to her—they haven't talked since their last conversation.
- Ellie bumps into another black boy on her way to school.
- She is wondering why her family doesn't have black friends if her parents have always told her that everyone is the same and everyone has suffered.
- Miah gets transferred into Ellie's history class.
- He sits by her and they share a book.
- He explains that the school had just put him in all remedial classes without testing him or asking him what he knew.

EXPLORE

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Analyze Analyze the key paragraph.

Key Paragraph, p. 77

"I stared at his hand resting on the textbook. His fingers were long and brown. Slowly, his hand moved across the textbook page and underneath my name. He ran his finger across it, then tapped it lightly and winked at me" (p. 77).

EXTEND

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

Part of the craft of being a good writer is creating realistic characters. How realistic do you think Miah and Ellie are as characters?

Write an informative paragraph about why are Miah and Ellie realistic characters? Provide one quote that supports Miah as a realistic character. Provide one quote that supports Ellie as a realistic character.

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

1. Describe a time when you liked someone.
2. How did you feel?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 9

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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 interracial mean?
Conducted, involving, or existing between different races or ethnic groups.Source: http://dictionary.reference.com/browse/interracial

Where is Zimbabwe?

Source: https://www.cia.gov/library/publications/the-world-factbook/geos/zi.html

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

interracial	marathon	stoop	imprint	raggedy

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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. 78-89

Setting	Characters	Pages
On the way home from school	Miah and Carlton (friend from Tech)	78-89

RESPOND

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

Students might mention:

- Carlton runs several blocks to catch up with Miah.
- They tease each other like old friends do.
- Miah talks about how hard it is to have divorced parents.
- Miah asks Carlton what it is like to have a black dad and a white mom.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 84

"It was beautiful today, all warm and gold. The leaves had begun to change, and the trees up and down the block cast pretty shadows over everything. He loved October. Had always loved it. There was something sad and beautiful about it—the ending and beginning of things" (p. 84).

EXTEND

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

Write an explanatory paragraph about why Jeremiah loves October.

- Consider the following:
- What quotes from the reading support that fact that Jeremiah loves October?
- Do you agree with how the author has described the month of October? How would you describe your experience of this month? Be specific and concrete.
- Do seasons elicit different emotions?

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

1. What is your favorite month of the year?
2. Why is this your favorite month?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 10

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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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 Staten Island Ferry?

The City has operated the Staten Island Ferry since 1905. The Ferry carries over 22 million passengers annually on a 5.2-mile run between the St. George Terminal in Staten Island and the Whitehall Terminal in Lower Manhattan. The Ferry runs 24 hours a day, 365 days a year. The Staten Island Ferry is the most reliable form of mass transit, with an on-time performance of over 96 percent.

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On a typical weekday, five boats make 109 trips, carrying approximately 70,000 passengers. During rush hours, the ferry runs on a four-boat schedule, with 15 minutes between departures. Between rush hours, boats are regularly fueled and maintenance work is performed. Terminals are cleaned around the clock and routine terminal maintenance is performed on the day shift. On weekends, three boats are used (77 trips on Saturday and 68 trips on Sunday). The boats make over 35,000 trips annually. Ferry terminal supervisors, assigned around the clock at both Whitehall and St. George, are responsible for ensuring that the ferry operates according to its published schedule.
Source: http://www.nyc.gov/html/dot/html/ferrybus/staten-island-ferry.shtml#facts

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

vendor	devouring	stethoscope	solemnly	ritual

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. 90-96

Setting	Characters	Pages
Ellie's house	Ellie and Dad	90-96

RESPOND

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

Students might mention:

- Ellie and her dad are talking.
- Anne had told their parents about Ellie being interested in a boy.
- Anne didn't tell them he was black.
- Ellie doesn't feel it's necessary to tell that detail to her dad.
- She wants to spend more time with her dad, who is always busy.
- She misses the ritual of reading the newspaper together.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What positive memory does Ellie have with Anne?
2. How can you tell Ellie looks up to her older sister?
3. What characteristics does Ellie love about Anne?
4. What ritual do Ellie and her father share on Sunday afternoons?
5. How would you describe Ellie's characteristics?
6. Why do you think Ellie's dad is always busy?

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7. What is the New York Times?
8. How would you describe Ellie's dad?
9. Predict what you think will happen next.

Analyze Analyze the key paragraph.

Key Paragraph, p. 92

"We used to spend Sunday afternoons together, sitting and reading the *New York Times.* In the middle of an article, my father would frown and press his thumb against a paragraph. 'Listen to this crazy thing that's happening, Ellie,' he'd say, then slowly read, overemphasizing paragraphs he thought outrageous" (p. 92).

EXTEND

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

Ellie enjoys the ritual of reading the newspaper with her dad. **Write an informative paragraph that explains why rituals make our life fuller and more whole?** When answering the question above, consider the following:

- How do rituals create a happy route?
- Describe how rituals can bring family and friends together.
- Why are rituals special?

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

1. What rituals do you have with your family?
2. What rituals would you want to create as an adult?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 11

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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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 are children affected by divorce?
First of all, divorce is almost always **stressful** for children. Most children do not want their parents to separate (unless the marriage was full of intense conflict and anger or other sources of misery not suitable for children). Divorce also can strain parent-child relationships, lead to lost contact with one parent, create economic hardships, and increase conflict between parents. For all these reasons, most children have a hard time during the divorce transition. How long the transition lasts depends upon on how calm or how chaotic the parents make it. Parents who do a good job managing the stresses of divorce for children often are surprised by how quickly their kids make the adjustment. Source: http://emeryondivorce.com/how_divorce_affects_children.php

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

bouquet	cautiously	lingered	dim	muffled

READ

Review Review the timeline from the beginning every day.

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

Read p. 97-113

Setting	Characters	Pages
Miah's house	Miah	97-101
school	Miah and Ellie	102-113

RESPOND

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

Students might mention:

- Miah is home alone recalling how it used to be when his parents were together.
- Then he flashes back to his dad hanging out with Lois Ann, not knowing they were having an affair.
- All of this makes him very sad.
- Miah and Ellie cut school and walk to Central Park where they share about their lives.
- He asks if he can kiss her.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 112

"If you come as softly/as the wind within the trees/. You may hear what I hear./ See what sorrow sees./ If you come as lightly/as threading dew,/ I will take you gladly,/ nor ask more of you" (p. 112).

EXTEND

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

Write an informative paragraph describe why this poem is important to the novel. When answering the question above, consider the following:

- What do you think this poem means?
- Why do you think this book is called *If You Come Softly?*
- Miah thinks the poem is about things and people coming and going. Do you agree?
- How does it help us in life if we know not everything is permanent?
- How does the poem help us appreciate those we love that much more if we know they won't be around forever?

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

1. What are some ways to help a friend whose parents are going through a divorce?
2. Why do you think parents get divorce?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 12

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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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 Yom Kippur?
Yom Kippur—the Day of Atonement—is considered the most important holiday in the Jewish faith. Falling in the month of Tishrei (September or October in the Gregorian calendar), it marks the culmination of the 10 Days of Awe, a period of introspection and repentance that follows Rosh Hashanah, the Jewish New Year. According to tradition, it is on Yom Kippur that God decides each person's fate, so Jews are encouraged to make amends and ask forgiveness for sins committed during the past year. The holiday is observed with a 25-hour fast and a special religious service. Yom Kippur and Rosh Hashanah are known as Judaism's "High Holy Days."
Source: http://www.history.com/topics/holidays/yom-kippur-history

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

unmanageable	precise	ottoman	recede	vague

READ

Review Review the timeline from the beginning every day.

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

Read p. 114-122

Setting	Characters	Pages
Miah's house	Miah, Dad, Lois Ann, friends	114-119
Ellie's house	Ellie and her mom	120-122

RESPOND

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

Students might mention:

- Miah comes home to his dad's house and he is having a party.
- He is distracted by the thought of Ellie and doesn't want to socialize.
- He reflects on teaching a 6 year old how to shoot baskets.
- Two weeks later Anne calls Ellie's house and asks to speak to Ellie.
- Marion offers to be close to Ellie if she wants.
- Ellie thinks Marion looks defeated.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 122

"Marion nodded, turned to the sink, and began washing breakfast dishes. She tucked one foot behind the other in a way that made my eyes fill up. She looked broken. Defeated. Lonely" (p. 122).

EXTEND

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

Write an informative paragraph explain how our actions have an impact on one another, whether we realize it or not. Provide an example from your own life, of how someone's actions have impacted you. Then describe how Marion's actions have impacted Ellie's life. How do you think that makes Marion feel?

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

1. Who do you talk to when you need help?
2. How do you support your friend?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 13

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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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 self-confidence?
Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect. Having self-confidence does not mean that individuals will be able to do everything. Self-confident people have expectations that are realistic. Even when some of their expectations are not met, they continue to be positive and to accept themselves.
Source: http://www.counselingcenter.illinois.edu/self-help-brochures/self-awarenessself-care/self-confidence/

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

investment	high-ceilinged	draped	suspiciously	shivered

READ

Review Review the timeline from the beginning every day.

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

Read p. 123-133

Setting	Characters	Pages
Percy	Miah and Ellie	123-125
flashback	Ellie and Anne	126-128
library	Miah and Ellie	129-133

RESPOND

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

Students might mention

- Miah and Ellie notice that other students at Percy seem to be watching them at school.
- Ellie has a flashback of talking to Anne when she was young.
- Anne is telling her that when she falls in love she will know it.
- Ellie and Miah meet at the library and talk about whether if they had known it was going to be this hard to be together would they still have done it.
- They both agree it is worth it.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 124

"'Can I take your picture?' a kid asked on morning. They had been sitting on the stairs, waiting for the bell to ring. There were other Percy kids around them, talking and looking over notes…Miah looked at Ellie. When she nodded, he nodded too, and the camera flashed on them…The morning moved on as if this moment, the moment of him and Ellie, had always been there. And always would be" (p. 124).

EXTEND

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

Write an explanatory paragraph about why it is significance when someone asked if he could take a photo of Ellie and Miah? When answering the question above, consider the following:

- Do you think that was foreshadowing anything?
- Why is it important to capture moments at a specific time.
- Or do you think the author just included it as another detail? Support your answer.

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

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1. Would you go through the trouble of dating someone if it created a lot of negative attention?
2. How can you respond stares and whisphers with integrity?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 14

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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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.

Where is East Hampton, New York?

East Hampton is in southeastern New York, U.S. It lies on the southern shore of Long Island, 100 miles (161 km) east of New York City, and includes East Hampton village and Gardiners Island.
Source: http://www.britannica.com/EBchecked/topic/176635/East-Hampton
http://www.grimshaworigin.org/images/NorthAmerica/East_Hampton_2.gif

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

affect	overcast	clenched	informed	dangling

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. 134-140

Setting	Characters	Pages
car	Miah and his dad	134-136
home	Ellie and Marion	137-140

RESPOND

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

Students might mention:

- Miah thinks his dad will never understand that some white people can actually be good people.
- More conflict between Ellie and her mom.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 136

"'You don't think there's one white person in this world, Daddy,' Miah said now, 'somewhere—who's different? Who gets up in the morning, looks in the mirror, and says, 'I'm white so what am I gonna do with this—how am I going to use it to change the world?'" (p. 136).

EXTEND

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

Write an informative paragraph explaining responsibilities we *all* have in creating a more peaceful world? When answering the question above, consider the following:

- What can you do to help make the world a better place?
- Provide examples of people who are helping to make the world a better place.

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

1. How can you help make your school a better place?
2. How can you help your home become a better place?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 15

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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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 have a healthy marriage?
All couples get married expecting that their relationship will remain as warm, loving, and intimate as it was on their wedding day. And for many couples, it does. There's no secret and no luck involved: These couples have simply learned to devote time and attention to their marriage. Not just sometimes, but every day.
You see, it's not diamonds and flowers that make a marriage, but the little things.
Source: http://www.rd.com/advice/develop-a-better-and-healthier-marriage/#ixzz30zCVZjXu

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

fiercely	specks	sociology	outgrowing	majoring

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. 141-148

Setting	Characters	Pages
Miah's house	Miah and his dad	141-148

RESPOND

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

Students might mention:

- Miah and his dad are talking over breakfast.
- He explains that he never meant to hurt Miah's mother but they were outgrowing one another.
- Miah feels like he would never outgrow Ellie.
- Miah lies to his dad about how he is spending his time.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 147

"'What do you think happens to people when they die? You think they just go back to the dust or you think it's something bigger?'" (p. 147).

EXTEND

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

Write an explanatory paragraph about why those we love (both living and dead) helps us to add depth to our lives. When answering the question above, consider the following:

- How does love help us love whole lives?
- How does love help us live with integrity?
- What do you think happens to people when they die?

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

1. How do you show your parents and family that you love them?
2. What can you do today to show your family love?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 16

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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 giving someone the benefit of the doubt?
It is to believe something good about someone, rather than something bad, when you have the possibility of doing either.
Source: http://idioms.thefreedictionary.com/give+the+benefit+of+the+doubt

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

cramped	borough	platform		omission

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. 149-157

Setting	Characters	Pages
School	Miah and Ellie	149-157

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Going home to Miah's		

RESPOND

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

Students might mention:

- Ellie tells Miah she'd like to see where he lives.
- They board the train to Brooklyn.
- After they get off the train Miah tells Ellie who his parents are.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 156

"'You could have told me sooner, you know. I feel like you've been lying—'
'but I haven't been, Ellie. I just didn't want to talk about them.'
'Lies by omission.' I turned away from him then…I hated being lied to. Hated it" (p. 156).

EXTEND

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

Write an explanatory paragraph about why Jeremiah did not tell Ellie the truth about his parents sooner. When answering the question above, consider the following:

- What reasons did he have not to tell anyone about his parents?
- What are the pros and cons of Miah telling Ellie the truth about his parents?
- What does Ellie mean when she says: "lies by omission?"
- What would you have done?

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

1. Describe a time when you kept a secret from someone.
2. How do you feel when someone keeps a secret from you?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 17

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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 difference between an assumption and an inference?
Assumption: a thing that is accepted as true or as certain to happen, without proof.
Inference: A conclusion reached on the basis of evidence and reasoning
Source: http://google-dictionary.so8848.com/meaning?word=inference
http://google-dictionary.so8848.com/meaning?word=assumption

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

eventually	probably	introduced	resisting	loafers	shrugged

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. 158-161

Setting	Characters	Pages

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Miah's house	Miah, Mother, Ellie, Carlton	158-161

RESPOND

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

Students might mention:

- Miah and Ellie meet up with Carlton while walking home.
- Ellie likes Carlton.
- Ellie meets Miah's mom and gets the tour of the house.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 160

"Nelia took Ellie's hand and placed her other one over it. She held it a moment. Jeremiah smiled. He loved his mama—so, so much" (p. 160).

EXTEND

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

Write an explanatory paragraph about why Jeremiah appreciates his mother's loving gestures. When answering the question above, consider the following:

- In what way does her action have integrity?
- How should we treat people when we meet them for the first time?

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

1. How do you show integrity when you meet someone new?
2. Describe a time when you met someone for the first time.

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 18

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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 can you be a positive influence?
Respond don't react
Someone says something negative about you or something you value. Immediately you want to give a stinging reply, rush to your own defense or complain to others. Worse, you actually take the criticism on board. Haven't we all been in that situation? Pausing to regain your composure and objectivity in such situations is vital before you reply. Pausing to think gives you an opportunity to respond instead.
Response instead of reaction means you take the emotional charge out of the situation, incident or problem. It is a great opportunity to turn towards positivity and win/win.
Stay neutral and objective when things go wrong
Life is indeed difficult. There are good times and bad. Leading with positive influence means you navigate your way through the peaks and troughs, with hope and optimism. When the facts, which present themselves, seem to daunt, then you will command a positive influence if you remain neutral and objective as opposed to blaming, emotional and subjective.
Be honest about your emotions but own them
Being a positive force doesn't mean you have to deny your own negative emotions, in fact, it means you get in touch with them with a view to healing them. Too often people

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will blame other people for how they are feeling, but everyone's emotions are their own. No one can *make* anyone else feel anything.
Owning your emotions means you do not make anyone else responsible for you. It also means the power is in your hands, to take any situation, look on the bright side and change how you feel.

Show you are glad for others

Being glad for others for most of us is quite easy. It's great to see people doing well. *Showing* you're glad means actively helping them to celebrate their successes. When someone gets that qualification or loses that 6lb, find a way to help them celebrate. Buy a bunch of flowers or send that card, or take the time to drop an email, pop your head round the door and tell them "Well done". Too often in our fast paced lives, even though we may be glad for others, we fall short of showing we are.

Be strong for others

When people's lives are in the troughs rather than the peaks then, it's time to concentrate on their strengths, and everyone has some strength. The trick here is to feel compassion for how they feel, and to be there for them, but not to join in with blaming others, cultivating a victim mentality or disempowering them from their own inner coping mechanism.
It is through painful situations people have an opportunity to find their strength and a positive influencer knows and gently encourages this.

Choose to be happy

Happiness is a choice. Every piece of information you process can be interpreted in a million ways. If you choose to interpret the information in a way which makes you sad, then it's simply a choice you have made. Things happening around you do not determine your state, only you do. You have the choice, why not choose happiness instead.
People who choose to be happy are a joy to be around. They raise energy and raise spirits, which can only positively influence all around them

Intend your day

When you know you have a tricky meeting, or a difficult time coming up; then it's time to begin intending your day. Intending your day or meeting or event, is extremely powerful. Instead of worrying about the content, think about the outcome. So, for example, you have a difficult meeting with your boss. Imagine it will be positive despite the difficulties, and imagine yourself feeling really pleased that you handled it so well. You will be amazed at the difference intending positive outcomes can make. When you intend great and positive outcomes day to day, then your energy impacts greatly on everyone around you.
Source: http://www.trainingzone.co.uk/blogs-post/7-simple-ways-be-positive-influence-leader/183506

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

trillions	proposing	elegant	fragile	pathetic

READ

Review Review the timeline from the beginning every day.

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

Read p. 162-167

Setting	Characters	Pages
Miah's house	Miah and Ellie	162-167

RESPOND

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

Students might mention:

- Miah and Ellie are doing homework at Miah's.
- They are enjoying one another's company so much and doing homework.
- Miah asks Ellie when he will get to meet her family.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 165

"I wanted to take tap, but it was full. But I never imagined it—that if I wanted to, I could be some kind of artist. Not until—not until I met you really" (p. 165).

EXTEND

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

Write an explanatory paragraph about why Ellie has considered being an artist. When answering the question above, consider the following:

- How can people change the way we view the world?
- How can others change the way we view ourselves?
- Who is your life has made a difference in impacting your views of yourself or the world?

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

1. Who looks up to you as a role model?
2. What do you want to be when you grow up?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 19

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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 grief? How do you cope with grief?
Grief is a natural response to loss. It's the emotional suffering you feel when something or someone you love is taken away. The more significant the loss, the more intense the grief will be.

You may associate grief with the death of a loved one—which is often the cause of the most intense type of grief—but any loss can cause grief. The single most important factor in healing from loss is having the support of other people. Even if you aren't comfortable talking about your feelings under normal circumstances, it's important to express them when you're grieving. Sharing your loss makes the burden of grief easier to carry. Wherever the support comes from, accept it and do not grieve alone. Connecting to others will help you heal. Source: http://www.helpguide.org/mental/grief_loss.htm

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

veil	traces	unflawed	drape	stained-glass

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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. 168-176

Setting	Characters	Pages
Central Park	Miah and Ellie	168-172
Funeral memorial	Ellie, Nelia, Norman, Marion, others	173-176

RESPOND

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

Students might mention

- Miah and Ellie say goodbye in Central Park.
- She gives him her Star of David necklace.
- He starts focusing on dribbling the basketball and doesn't hear someone behind him telling him to stop.
- He gets shot and dies.
- Friends gather to pay their respects.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 175

"This is my life at fifteen, I am thinking, staring down at my hands. Please world, stop this. I am only fifteen" (p. 175).

EXTEND

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

Write an explanatory paragraph about why Ellie is upset at the world.

When answering the question above, consider the following:

- What does she want stopped?
- Why does she say that she is only fifteen?
- Do you think if people accepted one another there would be less hatred and fighting and killing?

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

1. Describe a moment when you were upset with the world.
2. How can you be more accepting towards others?

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Character Based Literacy Program 40-Minute Lesson Plan
If You Come Softly, Day 20

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

Where is Swarthmore College?
Swarthmore College is located in Swarthmore, Pennsylvania. It is noted for its Honors Program, integrates ethical and social responsibility throughout its liberal arts and engineering curriculum.
Source: http://www.swarthmore.edu/about.xml

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

harsh	yearbook	rejections	plaque	prom

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. 177-181

Setting	Characters	Pages

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3 years later	Ellie	177-181

RESPOND

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

Students might mention:

- Three years have passed and Ellie is about to graduate from Percy.
- She still stays in touch with Miah's mother.
- She still misses Miah, but time moves on, whether we want it to or not.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 177

"And if you come I will be silent
Nor speak harsh words to you.
I will not ask you why, now.
Or how, or what you do.

We shall sit here, softly
Beneath two different years
And the rich earth between us
Shall drink our tears" (p. 177).

EXTEND

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

Write an informative paragraph about why part of the poem is the title of this book. When answering the question above, consider the following:

- What do you think the poem means?
- What image comes to mind?
- Do you think Ellie visits Miah's grave?
- What do you think Ellie's experience is like at Miah's grave?
- Was her life more complete with him in it?
- In what ways is he still in Ellie's life?

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

1. Describe a time when you lost a loved one.
2. How do you remember them throughout your day?

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