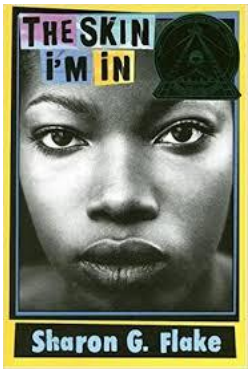
The Skin I'm In



ISBN-10	1423103858
ISBN-13	978-1423103851
Author	Flake G., Sharon
Publisher	Hyperion Books
Copyright	1998
Lexile	670L
Genre	Fiction
Synopsis	Thirteen-year-old Maleeka, uncomfortable because her skin is extremely dark, meets a new teacher with a birthmark on her face. She learns how to value who she is and to accept what she looks like.
Themes	Violence, bullying, and sexual assault
Protagonist	African American
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Introduction

Outcomes for the Novel

The Skin I'm In- Sharon Flake

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 Lesson Plan
The Skin I'm In, Day 1

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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 dialects?
Like many works of literature, some are written in a particular **dialect.** This book is one of those books. This is a great opportunity to talk about that.

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

Introduce 5 important, useful words from today's reading

amazon	starched	ricochet	collapse	unraveling

READ

3. 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

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

Read p. 1-10

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Setting	Characters	Pages
McClenton Middle School	Maleeka, John-John, Miss Saunders	1-5
School	Maleeka, Miss Saunders, Tai, Char, Worm	6-10

RESPOND

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

Students might mention:

- Maleeka shares that John-John has been teasing her about her skin color since 2nd grade.
- She is the tallest, darkest, and 'worst-dressed' kids in school and people tease her for it.
- Miss Saunders is a new teacher at her school with a large white area on her face.
- She is also one of the smartest kids in her grade.
- Miss Saunders and Char have a confrontation.
- Readers discover that Maleeka's father died 3 years earlier.

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

Open Mind Portrait

Create an Open Mind Portrait of a Maleeka Madison III.

Materials:

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

Step One: Create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

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

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

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

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.

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2. Follow step 2 to create and place additional bubbles.

EXPLORE

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

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who is John-John?
2. What is Maleeka good at?
3. What have we learned about how Maleeka is treated in school?
4. What makes Miss Saunders different?
5. What does Miss Saunders say about Maleeka's skin?
6. Describe Char's personality.
7. How does Miss Saunders handle Char?
8. What do we learn about Maleeka's family?
9. What does Maleeka's mother do to save money?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 5

"That's when I made up my mind. Enough is enough. I deserve better than for people to treat my any old way they want. But saying that is one thing, making it happen is something else" (p. 5).

EXTEND

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

What do you think it's like for Maleeka to be teased all the time? Have you ever known someone at your school that was teased a lot? Usually bullies are insecure and therefore need to tease others. **Write a paragraph, as if you were Maleeka's friend, explaining that it takes great courage and integrity to be true to yourself and supporting her statement about not letting people treat her badly.**
When answering the question above, consider the following:

- Use examples from the text.
- Who in the novel thus far has courage and integrity? Who doesn't?
- Why does it take courage to be yourself?
- Use examples from your own life, if you would like.

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

1. Describe a time when you were bullied.
2. Describe a time when you could have stopped a bully.

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 2

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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 not let words hurt you?
Replace it with a positive thought. When someone insults you or say something which you completely disagree with, it keeps repeating in our heads over and over. The reason it keeps going through in our heads is that, more than not, we are taught to deal head on with it. We are told to rationalize it, reason with it and even analyze it…which ends up being an ironic cycle as you passively deal with the thought, which is harming you in the first place.

Simply realize that these are just mere thoughts going through your head. Replace the thought with a more positive one. It could be a good memory, an optimistic view of the future or some cool scenario you'd really like to live. Maybe you'd call that wishful thinking, but if they're just mere thoughts, why use negative ones and let them ruin your day?

Don't let the hurtful words of others take control of your mind. Your mind is your mind, so control your thoughts and cheer yourself up.
Source: http://www.lifehack.org/articles/communication/how-to-not-let-words-hurt-you.html

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

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geeks	pacing	stares	blotch	concoction

READ

3. Review Review the timeline from the beginning every day.

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

Read p. 11-21

Setting	Characters	Pages
School/fieldtrip	Caleb, Char, Maleeka, other kids	11-15
School	Miss Saunders and her class	16-21

RESPOND

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

Students might mention:

- Caleb, the smartest boy in school, dates Maleeka.
- He ends up breaking up with her because she is teased so much.
- Maleeka does Char's homework so she is teased less.
- Miss Saunders answers questions about her face.
- She shares about her life.

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

Open Mind Portrait

Add bubbles as you learn new things about the character

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

EXPLORE

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

Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end or the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems and the conflicts that occur. In the end of the story, those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.

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4. If you are analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does Maleeka do to avoid getting teased?
2. Who does Maleeka meet in the morning before school and what do they do there?
3. Why do you think she hides this from her mother and the other students?
4. Describe Caleb.
5. Why does Caleb break up with Maleeka?
6. What does Miss Saunders share about her self?
7. What job did she take a leave from?
8. How do you think Miss Saunder's honesty helps the students?
9. How do the students respond to her now?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 21

"She's a big shot at an advertising agency downtown. A few months ago, her company and the school board came up with a new program that lets professionals take a leave of absence for a year to teach in inner-city schools…" (p. 21).

EXTEND

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

Miss Saunders shares a lot about herself with her students. What kind of courage does it take to tell people about yourself? Do you think Miss Saunders feels good about herself and is confident? **Write a paragraph explaining why or why not. Provide 2-3 examples from the reading to support your answer.**

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

1. What is something you would like your class to know about you?
2. How can you be more confident in your life?

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 3

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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 scholarships?
Scholarships are gifts. They don't need to be repaid. There are thousands of them, offered by schools, employers, individuals, private companies, nonprofits, communities, religious groups, and professional and social organizations.

You can learn about scholarships in several ways, including contacting the financial aid office at the school you plan to attend and checking information in a public library or online. But be careful. Make sure scholarship information and offers you receive are legitimate; and remember that you don't have to pay to find scholarships or other financial aid.
Source: http://studentaid.ed.gov/types/grants-scholarships/finding-scholarships#how-do-i-find-scholarships

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

scholarship	drafty	tutoring	grumbling	chronicling

READ

3. Review Review the timeline from the beginning every day.

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

Read p. 22-32

Setting	Characters	Pages
School	Char, Miss Saunders, Maleeka, classmates	22-32

RESPOND

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

Students might mention:

- Maleeka's mother buys her some new clothes.
- Miss Saunders has her students write a creative diary entry and Maleeka's is the best.
- Char lies to Daphne and tells her Maleeka's been kissing her boyfriend.
- It is actually Char that has been kissing Worm.
- Daphne picks a fight with Maleeka.
- They both get sent to the office after Daphne ruins Maleeka's new shirt.

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

Open Mind Portrait
Add bubbles as you learn new things about Maleeka.

EXPLORE

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

Character Profile Chart
Fill out the Character Profile Chart on Maleeka.

1. Write Maleeka's name in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What did Maleeka's mother buy?
2. Why do you think Miss Saunders has her students write journal entries? What type of writing is a journal entry?
3. How did you like Maleeka's journal entry?
4. What made it interesting to read?
5. Was there any foreshadowing that something might happen to Maleeka?
6. Why do you think Char lied to Daphne?
7. Describe what happened between Daphne and Maleeka.

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8. How do you think Worm feels about this conflict?
9. How do you think Maleeka feels?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 30

"Char's just standing there eating a candy bar like she's at the movies. I'm eyeing her, hoping maybe she'll jump in or at least say she was the one that was kissing Worm. She digs the chocolate out from between her teeth and takes another bite of candy" (p. 30).

EXTEND

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

How do you feel about Char's words and actions? Char uses Maleeka to do her homework for her, she teases her, and now she has lied to another person and gotten her in trouble. **Write a paragraph explaining why you think Char is acting this way? What kind of integrity does she have? How does Char's behavior impact the book?**

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

1. What would you do if you were Maleeka?
2. How would you suggest Maleeka handle this conflict?

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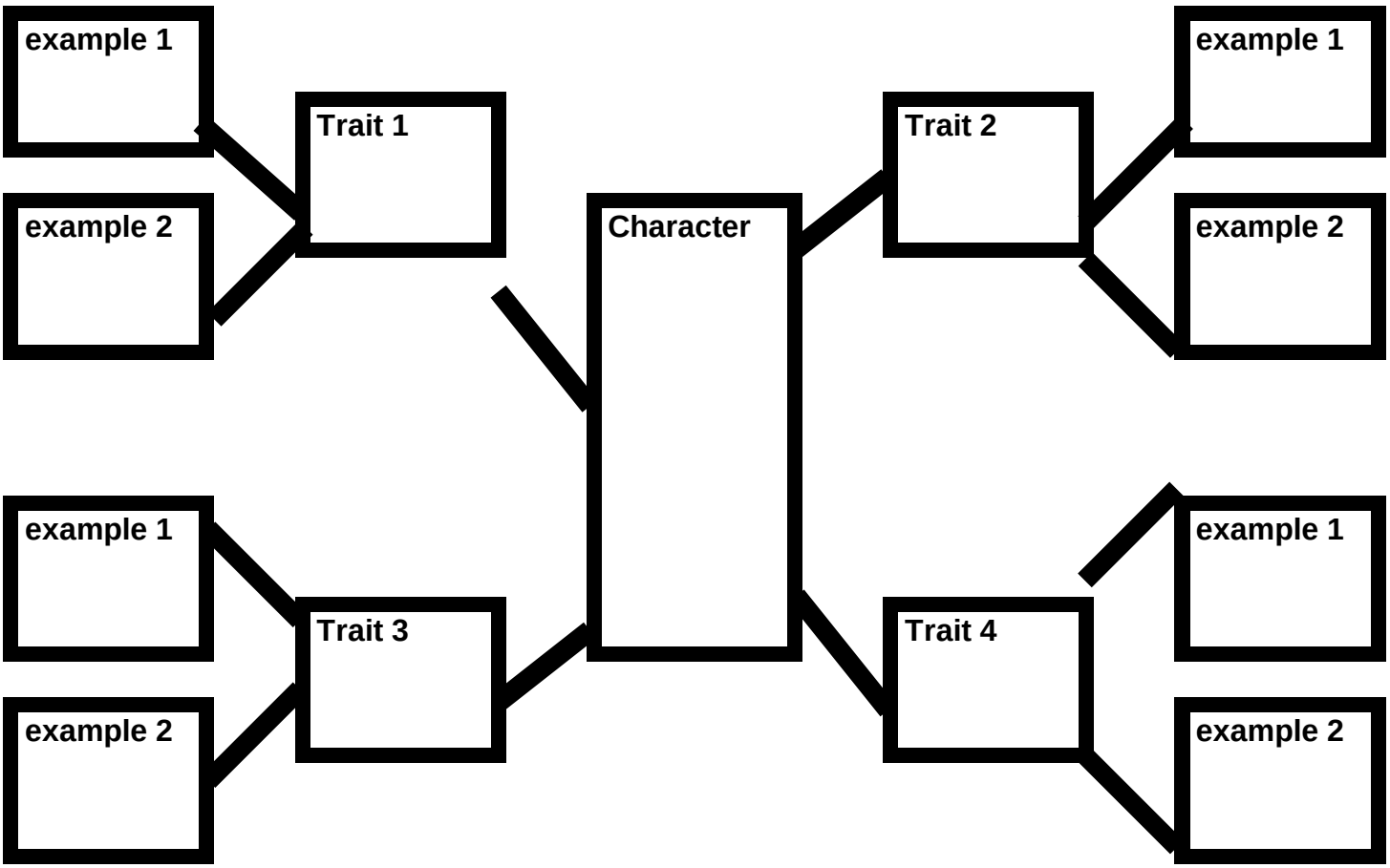
4g6 Character Profile Chart



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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 4

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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 to feel more confident at school?

1. Be yourself.
2. Improve your posture.
3. Smile
4. Chat with someone new and make new friends.
5. Organize hanging out with your schoolmates.
6. Move on from your mistakes.
7. Calmly stand up for yourself.
8. Talk to someone you trust to reduce anxiety.
9. Stand up to peer pressure.
10. Write down your good qualities.
11. Keep up your personal hygiene.

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

concerned	threatens	payback	crouching	restriction

READ

3. Review Review the timeline from the beginning every day.

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

Read p. 33-46

Setting	Characters	Pages
School office	Maleeka and teachers	33-37
Home and salon	Maleeka and Sweets	38-46

RESPOND

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

Students might mention:

- Maleeka has to work in the school office as 'punishment' for getting in a fight.
- She overhears other teachers talking about how they do not like Miss Saunders teaching things that aren't in the prescribed curriculum.
- Maleeka's best friend Sweets comes over to hang out.
- Maleeka decides she is going to get her haircut very short.
- The women in the salon encourage her to carry herself with confidence (have attitude).

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

Open Mind Portrait
Add bubbles as you learn new things about Maleeka.

EXPLORE

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

Storyboard
Create a storyboard of the major scenes in Chapter 8.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Maleeka working in the office?
2. What do the other teachers think about Miss Saunders?
3. What did Miss Saunders and Maleeka's mom talk about on the phone?
4. Who is Sweets?
5. Why does Maleeka want to get her hair cut?
6. Can a haircut really change a person?
7. What advise does the hairdresser share with Maleeka?
8. What does Maleeka realize in the mirror?
9. What do you think her friends at school will think of her hair cut?

9. Analyze Analyze the key paragraph.

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Key Paragraph, p. 42

"I stare at myself for maybe twenty minutes in Daddy's mirror. I don't get it. I think I'm kind of nice-looking. Why don't other people what I see?" (p. 42).

EXTEND

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

"Integrity moves me to do difficult and new things."

Was cutting her hair a new thing? **Write a paragraph explaining how Maleeka's new haircut helps her look 'on the outside' like how she feels 'on the inside'. What does trying new things teach us? Is it possible to learn and grow without trying new things? What do the women at the salon mean when they encourage her to have *attitude*? Have you ever wanted to change your appearance so the outside matched the inside?**

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

1. Describe a time when you dramatically changed your appearance.
2. How do you think appearance helps your confidence?

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 5

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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 stock market?
The stock market is an everyday term we use to talk about a place where stocks and bonds are "traded" – meaning bought and sold. For many people, that is the first thing that comes to mind for investing. The goal is to buy the stock, hold it for a time, and then sell the stock for more than you paid for it.
How long do you hang on to stock? Investors who hold stock for 15 years or more usually succeed in the market. Stocks are long-term investments. But there are no guarantees.

Companies sell stock to get money to –
- Research better ways to make things
- Create new products
- Improve the products they have
- Hire more employees
- Enlarge or modernize their buildings

So just as the federal government sells bonds to raise money, businesses raise money by selling stock.

How it works
When you buy stock, you become a shareholder, which means you now own a "part" of

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the company. If the company's profits go up, you "share" in those profits. If the company's profits fall, so does the price of your stock. If you sold your stock on a day when the price of that stock falls below the price you paid for it, you would lose money.

Stock prices can rise and fall
In the stock market, prices rise and fall every day. When you invest in the stock market, you are hoping that over the years, the stock will become much more valuable than the price you paid for it.
Source: http://www.themint.org/kids/what-is-the-stock-market.html

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

lame	drooping	quilt	invests	yank

READ

3. Review Review the timeline from the beginning every day.

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

Read p. 47-53

Setting	Characters	Pages
School	Maleeka and classmates	47-49
Home	Maleeka and mother	50-53

RESPOND

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

Students might mention:
- Students tease Maleeka for her new haircut.
- She has to pull herself together and not be intimidated.
- Maleeka gets ready for school and they eat breakfast.
- Maleeka reflects on her mother's morning habits.

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

EXPLORE

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

Postcard
Write a postcard from Maleeka to her mother telling her how much you appreciate about her.

8. Discussion Ask discussion questions of all 9 types.

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Key Questions

1. What are the students' reactions to Maleeka's haircut?
2. What does she tell herself in the bathroom?
3. What does it mean to see yourself with your own eyes?
4. Why is Maleeka late to school?
5. What are the morning rituals in Maleeka's household?
6. What do other people think of Maleeka's mother?
7. How does Maleeka's mother plan to become rich?
8. What does Maleeka think about her mother?
9. How does she act kindly toward her?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 50-51

"I push my way past that new shirt Momma made, and hope she don't ask me about it. I don't want to hurt her feelings, but one shoulder is higher than the other one. She fixed it three times already, but it just ain't working. I don't want to tell her that, though. Sweets asks me all the time why I don't just tell Momma I don't want to wear her stuff. But I can't. Momma needs to keep sewing. If she don't, I ain't sure what's gonna happen to her" (p. 50-51).

EXTEND

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

Write a paragraph explaining how Maleeka is a giving and *selfless* daughter. Provide three examples from the novel to support your answer. Write a second paragraph explaining what selfless things you have done for someone else.

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

1. How can you be kinder to your family?
2. What would you do if you were Maleeka's mother?

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 6

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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.

Why do bullies bully?
People can direct frustrations, hurt, anger and difficulty at home or in class to you by bullying. Lack of attention from friends, parents or teachers can make a person bully you, just to feel popular and seen as 'tough' or 'cool' and in charge.

Some kids have learned bullying from others (parents, brothers or sisters, friends). They have seen them getting their way by being angry or pushing other people around. They believe that by putting fear in you, they will have the best shot at everything in school or in your neighborhood.

Some people also do that because they are victims themselves. Bad up-bringing at home can make people insensitive to other people's feelings and emotions. They are happy to see their classmate depressed, sad and hurt.

Watching a lot of violent films (movies and TV), and video games can make a person try out violent things. They usually try them out on people who appear smaller or weaker to them. Some young people are bullied for no particular reason, but sometimes it's because they are different in some way - perhaps it's the color of their skin, the way they talk, their size or their name. Sometimes young people are bullied because they look like they won't stand up for themselves.

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Source: http://eschooltoday.com/bullying/Why-do-people-bully.html

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

shavings	indescribable	twitches	bologna	holler

READ

3. Review Review the timeline from the beginning every day.

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

Read p. 54-66

Setting	Characters	Pages
School	Char, Maleeka, John-John, Caleb, classmates	54-66

RESPOND

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

Students might mention:

- Char is being totally unreasonable to the lunch ladies.
- Char bullies Maleeka for her homework.
- For the first time, Maleeka doesn't give Char everything she asks for.
- Maleeka confronts John-John about why he is always rude to her.

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

Character Interaction Chart

Fill out the Character Interaction Chart for Maleeka, Char, and Miss Brown.

1. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

EXPLORE

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

Collage

Create a collage (through magazine cutouts, internet images, newspaper clippings, parts of songs or poems) of the change you are witnessing in Maleeka's attitude toward

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herself and how others treat her. Feel free to think metaphorically as well. She is in some ways, like a butterfly, coming out of its cocoon.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Char continue to be a bully?
2. How does Maleeka stand up for herself with the lunch situation and the homework situation?
3. What does that tell us about Maleeka?
4. Why does Maleeka smile after Char eats her hamburger?
5. How does she stand up for herself in relation to John-John?
6. Why has John-John been teasing Maleeka since second grade?
7. How has Maleeka grown and changed since the beginning of the novel?
8. What do you think has caused these changes?
9. What does it mean not to see yourself through someone else's eyes?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 60

"I reach into my book bag and pull out some papers. Char and them are in a different math class than me. It's a class for kids who don't have a clue what's going on. I hand the homework to Raise. 'I didn't have time to do the social studies,' I say lying through my teeth. The social studies paper is still in my bag. It's the first time I don't give Char what she's asked for" (p. 60).

EXTEND

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

Maleeka's character is taking specific actions that demonstrate a transformation. **Write a paragraph explaining Maleeka's transformation. State three examples from the text to show the changes. What predictions do you have about this character?**

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

1. How have you changed in the last year?
2. Describe what you would like to be like in a year from now.

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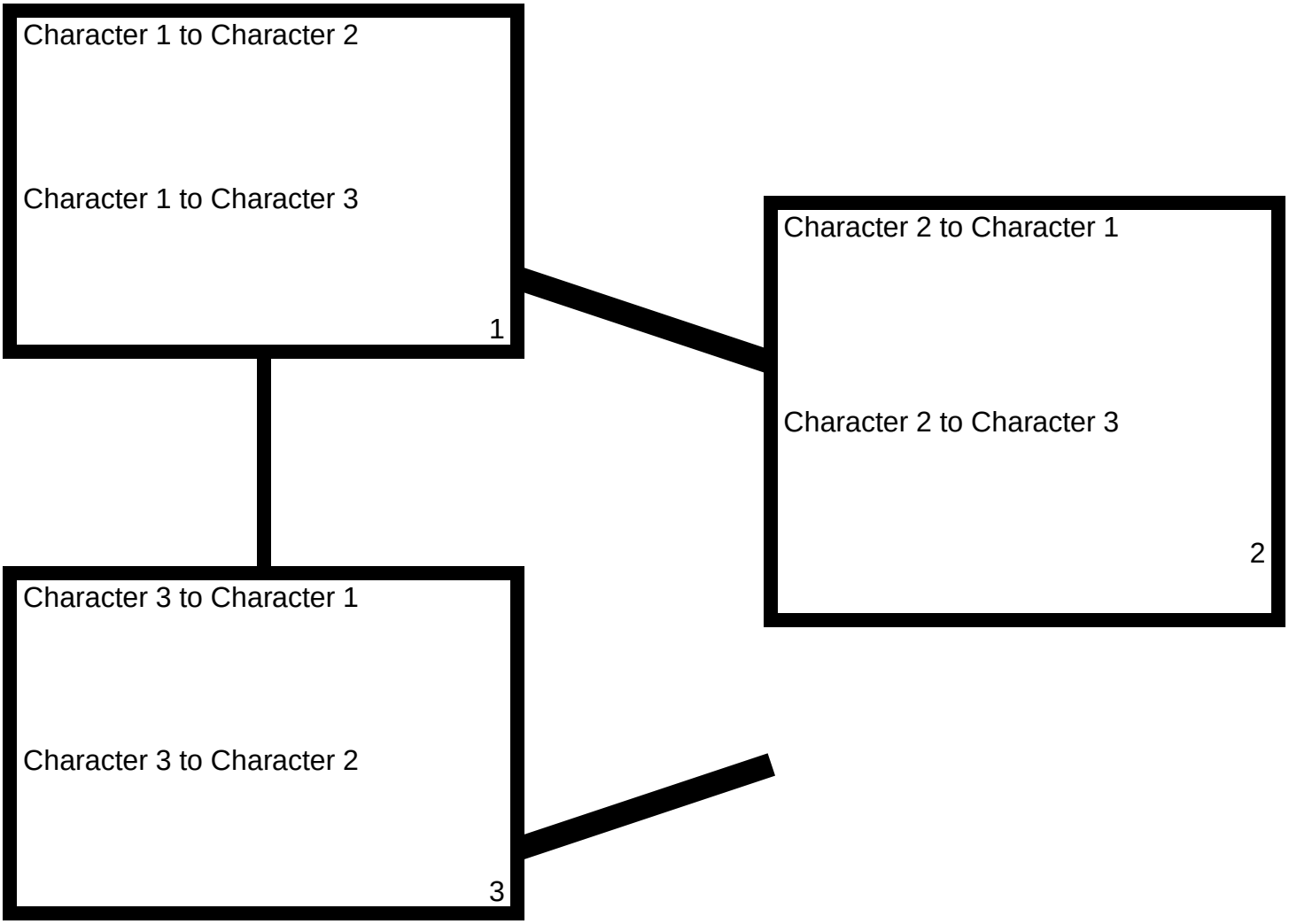
5g6 Character Interaction Chart



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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 7

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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.

Why does love make people crazy?
Romeo and Juliet is an example of love making people do crazy things. In William Shakespeare's *Romeo and Juliet*, a long feud between the Montague and Capulet families disrupts the city of Verona and causes tragic results for Romeo and Juliet. Revenge, love, and a secret marriage force the young star-crossed lovers to grow up quickly — and fate causes them to commit suicide in despair. Contrast and conflict are running themes throughout Shakespeare's play, *Romeo and Juliet* — one of the Bard's most popular romantic tragedies.
Source: http://www.cliffsnotes.com/literature/r/romeo-and-juliet/romeo-and-juliet-at-a-glance

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

aisles	refused	dragging	mumbling	faking

READ

3. Review Review the timeline from the beginning every day.

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

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Read p. 67-79

Setting	Characters	Pages
School	Maleeka, Miss Saunders, classmates	67-79

RESPOND

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

Students might mention:

- Classmates are discussing Romeo and Juliet.
- Maleeka shares insight of her family.
- Miss Saunders shares about her life before she was a teacher.

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

Open Mind Portrait
Add bubbles as you learn new things about Maleeka.

EXPLORE

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

Reader's Theater (Ch.13)
This is a great vehicle through which to talk about some of the key points of the novel.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What was drawn on the chalkboard?
2. What are some of the students' opinions about Romeo and Juliet?
3. What is Jerimey's opinion about dying for something or someone?
4. What does Desda think about someone killing themselves over love?
5. What does Maleeka share with the class?
6. How do the other students respond?
7. What do you learn about Miss Saunders?
8. Why is it important for teachers to know their students?
9. How is Miss Saunder's life different now that she is a teacher?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 73-74

"'The more she sewed them clothes, the better she got. She started picking up after herself. Got a job and all. No, ain't nothing good come from loving somebody so much you can't live without 'em,' I say. 'No good at all'" (p. 73-74).

EXTEND

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

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Do you agree with Maleeka who says that it's not good to love someone so much that if they die you can't function any longer? **Write a paragraph explaining why or why not. Should there be a limit on how much we love others? Romeo and Juliet were willing to die for one another; is that extreme? Where does self-love enter into this equation?**

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

1. What do you think of Miss Saunders?
2. How is she a good role model?

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 8

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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.

Why do people fear change?
For most, change represents the unknown and that's scary! We've been conditioned to believe that uncertainty is bad and that any situation that is unpredictable will have a negative outcome. What if you decided to expect the best in the face of uncertainty? How would your life be different if you engaged with change in a way that had you not only following its natural rhythms but actually welcoming it?
Source: http://www.suemckee.com/2012/02/23/3-reasons-people-hate-change/

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

disrupting	high-tail	tending	fess	unusual

READ

3. Review Review the timeline from the beginning every day.

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

Read p. 80-90

Setting	Characters	Pages
School	Char, Maleeka, office staff	80-84

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Home	Maleeka, mom	85-87
Char's house	Char, JuJu, friends	87-90

RESPOND

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

Students might mention:

- Maleeka continues to overhear teachers and parents complaining about Miss Saunders.
- Maleeka is enjoying doing her homework for Miss Saunders.
- Maleeka helps out with the housework and then leaves to visit Char.
- Char's older sister is having a big party.
- Maleeka feels uncomfortable after awhile and leaves.

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

Open Mind Portrait
Add bubbles as you learn new things about Maleeka.

EXPLORE

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

3g6 Plot Profile Graph
Begin the graph and map out the first 3-4 events.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think teachers and parents are complaining about Miss Saunders?
2. Do you think she has really done something wrong? Why or why not?
3. Why do you think people resist change?
4. Why would people want to keep things like they are and not change, even if change would improve the situation?
5. How does Maleeka feel about Miss Saunders homework assignments?
6. What is Maleeka's role in her house?
7. Describe Char's older sisters party.
8. Why does Maleeka feel uncomfortable?
9. What do you predict will happen next?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 80

"Miss Saunders has really got all the other teachers stirred up…Every day, she's coming to me with some new idea she came up with. Questioning why things can't be done differently…You get her inline, Charles. She is disrupting everything" (p. 80).

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EXTEND

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

Do you think Miss Saunders has really done something wrong or she just wants to do things better and people are resisting change? **Write a paragraph explaining why you believe she just wants to do things better and why you think people are resisting change.**

When answering the question above, consider the following:

- Why would people want to keep things like they are and not change, even if change would improve the situation?
- What keeps people stuck in old patterns?
- Drawing on what you learned 2nd quarter in the unit *change requires effort*, what does the school need that would help promote positive change?

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

1. What changes would you like to see in your school or home?
2. How can you put effort into making those changes?

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 9

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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 know if you are hanging out with the right crowd?

1. These friends believe in your abilities to accomplish your dreams.
2. These friends support you for who YOU are.
3. These friends are positive.
4. These friends build your confidence.
5. These friends find beauty just the way you are.
6. These friends are there when you need them most.

Source: http://www.marcandangel.com/2014/01/22/7-signs-youre-hanging-with-the-wrong-crowd/

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

hassling	vacant	ignore	gutted	mangy

READ

3. Review Review the timeline from the beginning every day.

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

Read p. 91-103

Setting	Characters	Pages

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Walking home	Maleeka and 2 boys	91-95
School	Maleeka, Char, girls	96-103

RESPOND

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

Students might mention:

- Two boys on her walk home from Char's house bully Maleeka.
- She fights to get free and runs all the way home.
- She does not want to tell her mother.
- Char orders Maleeka to meet her in the bathroom and lights one of her pages of writing on fire.
- Char starts smoking and writing on the bathroom wall.
- Miss Saunders comes in and finds them all and takes them to the office.

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

Open Mind Portrait
Add bubbles as you learn new things about Maleeka.

EXPLORE

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

Beginning-Middle-End Chart
Fill out the Beginning-Middle-End Chart for this chapter.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What happens on the way home from Char's house?
2. Should Maleeka have known better?
3. Why doesn't she tell her mother?
4. Why does Maleeka continue to hang out with Char?
5. What does Char do in the bathroom?
6. Why do you think she behaves this way?
7. How does Maleeka respond?
8. What does Miss Saunders do?
9. What do you predict will happen next?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 103

"Miss Saunders says we were cutting class in the bathroom, smoking, destroying property. Dag, I'm thinking, it wasn't like Char was ripping out the sink. She was just writing her name on the wall with a marker. Just letting people know she'd been there" (p. 103).

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EXTEND

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

Maleeka seems to be struggling with who she wants to be. Char doesn't treat Maleeka well, yet Maleeka continues to defend her. **Write a paragraph explaining to Maleeka why she should stop hanging out with Char. Is Char a good influence who wants the best for Maleeka? Does Char act with integrity? How does Char help Maleeka become a better person? Do you surround yourself with people who truly want the best for you?**

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

1. How do you help your friends become better people?
2. Describe a friendship that got you in trouble.

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 10

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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 a perfectionist?
A perfectionist is a person who strives for or demands the highest standards of excellence in work, etc.
Source: http://dictionary.reference.com/browse/perfectionist

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

doodle	persistent	lectures	insists	rehearse

READ

3. Review Review the timeline from the beginning every day.

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

Read p. 104-115

Setting	Characters	Pages
School	Maleeka, Caleb, Miss Saunders, Tai	104-115

RESPOND

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

Students might mention:

- Caleb asks Maleeka for forgiveness for abandoning her on the bus.
- She wonders whether he will let her down again.
- Maleeka overhears Miss Saunders and Tai talking.
- Tai tells her not to be such a perfectionist and to loosen up a bit.

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

Plot Profile Chart

Complete a Plot Profile Chart for the novel so far.

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

EXPLORE

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

Open Mind Portrait

Create an OMP of Miss Saunders. What new information do we learn about Miss Saunders today?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why was Caleb in detention?
2. What does Caleb do on the weekend?
3. Why does Maleeka try to stay away from Caleb?
4. Do you think Maleeka should forgive Caleb?
5. What are your impressions of Maleeka's diary?
6. What did we learn about Miss Saunders?
7. How has her appearance shaped her life?
8. What does Tai tell Miss Saunders?
9. How can being a perfectionist prevent you from doing your best?

9. Analyze Analyze the key paragraph.

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Key Paragraph, p. 114-115

"Then Miss Saunders says she always had to be better than everyone else at everything, because people always thought she was less-than due to her face. She says she's always had to dress better. To get the highest grades and be the most creative" (p. 114-115).

EXTEND

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

Write 1-2 paragraphs explaining why Miss Saunders is a perfectionist? Answer the following questions in your writing. Does the new information you learn about Miss Saunders change your impression of her? Do you agree with Tai's advice to her to lessen the pressure she puts on herself and others? Would people's opinion of you be different if they knew your full story? What kind of pressure do you put on yourself to be perfect?

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

1. Describe a time when you forgave someone?
2. How has your appearance shaped your life?

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3g6 Plot Profile Chart

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

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 11

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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 to not let words hurt you?
A lot of times people's words hurt us because we did not do a thing about it. We didn't stand up for ourselves. You may think, "Oh I just didn't want to cause trouble," or "It just wasn't worth it". But you may not realize that you're simply repressing yourself. And when you're repressed, you feel a void. That's where the hurt comes from.
To not let others hurt you, you ought to stand up for yourself and make a retort when you disagree with what they say. This allows for expression, which pretty much helps to clear up the negativity inside you. Trust me — it will make you feel a lot better when you express yourself. You will at least know that you did your best and everything you could against things you disagree with.
Source: http://www.lifehack.org/articles/communication/how-to-not-let-words-hurt-you.html

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

crumpled	certificate	fidgeting	stiffens	hunches

READ

3. Review Review the timeline from the beginning every day.

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

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Read p. 116-125

Setting	Characters	Pages
School	Maleeka and Miss Saunders	116-120
Home	Maleeka and mom	121-125

RESPOND

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

Students might mention:

- Maleeka and Miss Saunders have a chat after school.
- Maleeka discovers that her father wrote a poem about her.

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

Open Mind Portrait
Add bubbles as you learn new things about Maleeka.

EXPLORE

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

Plot Profile Graph
Write down the next three major events.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Miss Saunders worried that her credibility will be undermined?
2. What are Miss Saunders good points?
3. What is important about Maleeka's conversation with Miss Saunders?
4. Why doesn't Miss Saunders have many friends?
5. What is Maleeka's father's name?
6. What does Maleeka discover in her mom's closet?
7. How does this make Maleeka feel?
8. Why doesn't Maleeka's mom want to know what she found in the box?
9. Why does Maleeka's mom sew?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 124

"Brown, Beautiful, Brilliant, My my Maleeka is Brown, Beautiful, Brilliant, Mine" (p. 124).

EXTEND

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

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Write a paragraph or two explaining the importance of family. How do you think it felt for Maleeka to find a poem about her by her dead father? What feelings and thoughts come to you when you read the poem?

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

1. What gifts do you value from your parents?
2. How do you think this poem will help Maleeka's confidence?

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 12

Outcomes for Today

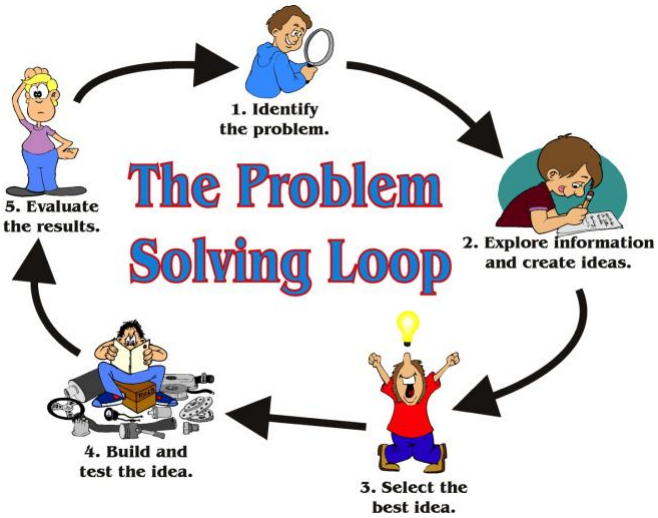
Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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 solve problems?



Source: http://www.drboblog.com/can-technology-solve-big-problems/

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

rushing	gavel	majesty	swishes	stomping

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READ

3. Review Review the timeline from the beginning every day.

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

Read p. 126-136

Setting	Characters	Pages
School	Maleeka, Char, Miss Saunders, JuJu	126-136

RESPOND

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

Students might mention:

- Maleeka enters a writing contest.
- JuJu comes to school and yells at Miss Saunders for Char's bad grades.
- Char vows to seek revenge on Miss Saunders.
- Maleeka does not want to get into any more trouble but doesn't see a way out of the problem.
- Caleb tells Maleeka that Char is a bad influence.

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

Open Mind Portrait
Add bubbles as you learn new things Maleeka.

EXPLORE

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

Open Mind Portrait
Create an OMP of Maleeka. What conflicting messages are going on inside her head in relation to hanging out with Char?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Maleeka enter a writing contest?
2. Why is JuJu so angry?
3. How does Miss Saunders respond?
4. Why does Char vow to seek revenge on Miss Saunders?
5. Why have Char's grades gone way down?
6. What does Caleb tell Maleeka?
7. Why do you think Caleb is trying to help Maleeka?
8. Do you think Char and Maleeka are friends?
9. Why do you think Char calls Maleeka over?

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9. Analyze Analyze the key paragraph.

Key Paragraph, p. 136

"My heart starts beating fast and wild. I know Char's plan ain't gonna mean nothing but trouble for me. But I got to go along, anyhow. Nobody ever turns their back on Char. Not unless they're tired of living or something stupid like that" (p. 136).

EXTEND

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

What would you tell Maleeka to do if you were her friend, especially because now Char is thinking about doing things that could really get Maleeka in deeper trouble. **Write an informative paragraph in which you explain why Maleeka should stay away from Char. Describe how Maleeka can use the problem solving steps to confront Char instead of going along with her?**

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

1. Describe a time when you tried to warn someone.
2. What would you do if you were Maleeka?

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 13

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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 story of Ali Baba and the Forty Thieves?
Ali Baba, a poor woodcutter was in the forest when he saw forty thieves stop in front of a cave.

The leader said "Open Sesame!" and before Ali Baba's amazed eyes the sealed mouth of the cave magically opened and the men disappeared inside. To come out and close the entrance, the leader said "Close Sesame" and the cave sealed itself once more. Trembling with excitement Ali Baba waited till the thieves had left and then entered the cave after saying the magic words. To his delight he found lots of treasure.

Ali Baba told his brother Kasim about the wondrous cave. Kasim set off to get some treasure for himself too. Sadly, he forgot the words to leave the cave and the thieves killed him. Ali Baba discovered his brother's body in the cave. With the help of a slave girl called Morgiana, he was able to take Kasim's body back home and bury it.

Realizing that someone else knew about their cave the thieves tracked Ali Baba down. The leader, disguised as an oil seller stayed with Ali Baba. He had brought along mules loaded with forty oil jars containing the other thieves. Clever Morgiana knew who the oil seller really was and poured boiling oil into the jars killing the other thieves. While dancing in front of the leader of the thieves Morgiana stabbed him. Ali Baba was saved and lived happily ever after.
Source: http://shortstoriesshort.com/story/ali-baba-and-the-forty-thieves/

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

jabs	sizzling	stationhouse	creak	racket

READ

3. Review Review the timeline from the beginning every day.

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

Read p. 137-146

Setting	Characters	Pages
School	Char, Maleeka, the twins	137-143
Home	Maleeka and mom	144-146

RESPOND

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

Students might mention:

- Maleeka sneaks out of her house and walks to school to meet Char early in the morning.
- She is afraid of being beaten up if she doesn't.
- Char makes her vandalize Miss Saunders room and light some things on fire.
- The curtains catch fire and they all run out, leaving Maleeka to be seen by the janitor.

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

Open Mind Portrait
Add bubbles as you learn new things about Maleeka.

EXPLORE

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

Book Cover
Draw or create a new book cover.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Maleeka sneak out of her house?
2. What does Char make Maleeka do?
3. What does she think will happen if she didn't meet Char?
4. Who see Maleeka?
5. Why do you think Char wanted Maleeka to vandalize Miss Saunders room?

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6. What does the author do to create suspense in these two chapters?
7. What are the primary settings that take place in the novel?
8. What do you think will happen to Maleeka?
9. What do you think Miss Saunders will do?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 142

"She's the first to run. I'm the last. I'm grabbing hold of the bag of clothes she brought me. When I pick it up, the bag rips and the clothes fall out. I'm shoving them back in and trying to run at the same time. Clothes are dropping with every step I take. I janitor is yelling my name…" (p. 142).

EXTEND

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

Write a paragraph explaining how the author creates suspense within these chapters? Think about word choice and sentence fluency. How does she make it sound? Provide 1-2 quotes from the chapter to support your explanation.

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

1. Describe something that you regret.
2. How can Maleeka make up for her poor choices?

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 14

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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.

Taking responsibility for your actions
"The willingness to accept responsibility for one's own life is the source from which self-respect springs." - Joan Didion

"Errors are inevitable. The mark of character is not refusing to recognize them, but acknowledging them and taking responsibility." - Andrew Sullivan

"Success on any major scale requires you to accept responsibility. In the final analysis, the one quality that all successful people have is the ability to take responsibility." - Michael Korda

"The more you are willing to accept responsibility for your actions, the more credibility you will have" -Brian Koslow

"I believe that we are solely responsible for our choices, and we have to accept the consequences of every deed, word, and thought throughout our lifetime." Elisabeth Kubler-Ross

"Peak performance begins with your taking complete responsibility for your life and everything that happens to you."- Brian Tracy

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"If you take responsibility for yourself you will develop a hunger to accomplish your dreams." -Les Brown
Source: http://www.audreymarlene-lifecoach.com/taking-responsibility.html

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

suspended	expelled	yanking	peeling	switch

READ

3. Review Review the timeline from the beginning every day.

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

Read p. 147-161

Setting	Characters	Pages
Home	Maleeka and mom	147-151
Neighborhood	Maleeka, John-John, others	152-158
Home	Maleeka, mom	158-161

RESPOND

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

Students might mention:

- Char calls Maleeka and asks her not to turn her in.
- Maleeka agrees.
- Maleeka's mother tells her she needs to make $2000 to pay the school back.
- John-John gets beaten up out in the neighborhood.
- Maleeka tries to fend the boys off.
- Others come to the rescue.
- Maleeka wins the writing contest.

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

Open Mind Portrait
Complete the Open Mind Portrait about Maleeka.

1. Finish all additional bubbles.
2. Add final insight from the story that you have learned about the character, or ways that Maleeka has changed.

EXPLORE

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

Alternate Ending
If you were to write the ending, what would happen next?

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8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who is Miss Jackson?
2. What does Char ask of Maleeka now?
3. Is her request reasonable? Why or why not?
4. Why do you think Maleeka agrees?
5. How does Maleeka's mom respond to the school incident?
6. What does Maleeka have to do to payback the school?
7. What happens to John-John?
8. How do you think Maleeka and her mom felt when they found out she won the writing contest?
9. What do you predict will happen next?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 153

"'Least you're keeping your mouth shut,' he says, chewing on the gum. 'Squealing on your friends ain't even cool'" (p. 153).

EXTEND

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

Write a paragraph to describe the irony between John-John's statement to Maleeka and the actions that got him beaten up.

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

1. What would you do if you were John-John?
2. How are you a good friend?

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Character Based Literacy Program Lesson Plan
The Skin I'm In, Day 15

Outcomes for Today

Standards Focus
W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. 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 to avoid lying?
Think long-term. When you're tempted to be less than truthful, consider your ultimate goal: to have a happy and solid friendship. Then, when torn between fact and fiction, ask yourself, "Which will put me closer to my goal?" Usually the choice is clear.

Keep it simple. Most of the time, a short apology is all that's needed, and you can omit some details without sacrificing the truth. Something like "Sorry that I didn't call you back sooner" is usually sufficient and effective.

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

nervous	firsthand	situation	snatch	arranged

READ

3. Review Review the timeline from the beginning every day.

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

Read p. 162-171

Setting	Characters	Pages

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Home	Mom, Maleeka, Miss Saunders	162-164
School	Maleeka, Char, Miss Saunders, classmates	165-171

RESPOND

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

Students might mention:

- Miss Saunders visits Maleeka at home and asks for the truth.
- Maleeka still covers up for Char.
- Miss Saunders has Maleeka come back to school.
- Finally, Maleeka stands up for herself and tells the truth.
- Char is expelled and sent to Alabama.
- Caleb asks Maleeka out.

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

Beginning-Middle-End Chart

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end or the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

EXPLORE

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

Plot Profile Graph

Write down the last three major events.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Miss Saunders visit Maleeka?
2. Describe Miss Saunders talk with Maleeka.
3. Why does Maleeka try to cover for Char?
4. What happens to Char?
5. What happens between Caleb and Maleeka?

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6. How has Maleeka changed since the beginning of the novel?
7. What was your impression of how the book ended? Why?
8. Did the characters seem realistic to you?
9. Would you recommend this book to others students your age?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 167

"'Call me by my name! I am not ugly. I am not stupid. I am Maleeka Madison, and, yeah, I'm black, real black, and if you don't like me, too bad 'cause black is the skin I'm in!' I yell. 'No matter what you think, Charlese Jones, you're ten times worse. I would never force someone to burn down a classroom, or pick on kids weaker than me, or say words so mean they make people bleed inside'" (p. 167).

EXTEND

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

Maleeka stands up for herself. How did it feel for you as the reader to finally have her speak up? **Write 2-3 paragraphs to explain what Maleeka had learned throughout the course of the novel? In what way does her story echo the integrity requires wholeness theme? *Integrity moves me to do difficult and new things, not just easy and accustomed things.* Describe the ways Maleeka embodies this theme.**

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

1. Describe the time when you covered from someone.
2. What do you think will happen next for Maleeka?

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