The First Last Part

ISBN-10	0-689-84922-2
ISBN-13	978-0-689-84922-0
Author	Johnson, Angela
Publisher	Simon & Schuster Books for Young Readers
Copyright	2003
Lexile	790L
Genre	Young Adult, Fiction
Synopsis	In this prequel to Heaven, sixteen-year-old Bobby struggles between sleep deprivation, school pressures, and an increasing sense of fear as he cares for his infant daughter, Feather. Chapters alternate between life before and after the birth of Feather, effectively capturing Bobby's sometimes conflicting emotions as a young father and revealing why he is raising Feather without her mother.
Themes	Family Relations
Protagonist	Male, 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 First Part Last, Introduction

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.

The Theme for this unit is Integrity Requires Wholeness.
The final writing product is an explanatory/informative newspaper or magazine layout.

On going class project(s)

- Keep a running list of things that Bobby does that indicate he is “being a man.”
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled “Bobby’s life before Feather” and “Bobby’s life after Nia."

Final Writing Product:

The final writing project will be writing to explain or inform your reader. You will do this be creating a newspaper layout to share about topics related to teen pregnancy the impacts it has on families and society.
Research various different aspects of pregnancy, parenting, and write about them using the informative/explanatory format and standards.

Standards:
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.

Day 10	Choose a pregnancy	List three facts about this complication

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News Story	complication that mothers can be affected by.	Write a paragraph describing it.
Day 11 Feature Story	Interview a teen parent, agency that serves or supports teen parents.	Write a story about the trials of being a teen parent. What stigmas are faced and how do teen parents complete school, work, etc.
Day 12 Data	Research the cost of having a child	Find data about the costs related to having a child. Give data to show the correlation between higher education and income Cite the statistics of children of teen parents being young parents themselves.
Day 13 News	Research delivery complications.	Write a story that highlights the complications that affect mothers in labor. Cite statistics and prevention.
Day 14	Research Societal Costs of teen parents.	Write a news/feature story that highlights the costs of teens having children. Where does the money come from to support social programs needed to support young parents and their children.
Day 15	Prevention	Write a news/feature story that highlights the preventative services that are available for young people to prevent parenthood.
Day 16	Opinion	What do you think we should do to help teens make informed decisions as it relates to being a teen parent? Address prevention, support for healthy pregnancy? And options once the child is born.

Put your stories together in a newspaper style format.
You can add—weather, maps of the Seattle Area, and other information that you learned in the text.
Add charts and graphs to give your reader data to support your stories.
Use the standards outlined above as you write your paragraphs.
Be creative.

Today:
Preview the novel. Have students look at the cover and the back cover and predict what the novel will be about.

Go to:
http://ajohnsonauthor.com/
to learn more about the author.

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Character Based Literacy Program Lesson Plan
The First Part Last, 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.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 Empire State Building?

The Empire State Building is located in New York City. Built in 1930-1931. When it opened it was the tallest building in the world 102 stories high. The attached website offers a historical timeline as well as educator resources.

http://www.esbnyc.com/explore/historical-timeline

Map of New York City: http://www.nycgo.com/maps

Map of Manhattan:
http://www.aaccessmaps.com/show/map/us/ny/manhattan
http://www.nyctourist.com/images/map_manhattan.gif

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In today's reading we meet Bobby. He lives in New York with his mom Mary. He describes his daughter Feather and what his life was like before he had her.

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

Introduce five important, useful words from today's reading.

formula -4	mechanical-4	matinee-5	nonstop-6	alley-7

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the Word Wall.

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.

***The First Part Last*, pp. 3-8**

Setting	Characters	Pages
Mary's apartment	Bobby, Mary, Feather	3-4
New York City	Bobby, K-Boy, J.L., Fred, and Nia	5-6
the corner	Just Frank and Bobby	6-7
Mary's apartment	Bobby, Mary, Feather, and Aunt Victoria	7-8

RESPOND

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

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

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

Students might mention:

- Now: Bobby, the narrator, says that until he was eight years old he didn't sleep through the night and neither did his mother, Mary. Mary would come into his room during the night, sit on the floor near Bobby and play his Game Boy.
- Now: Bobby has an eleven-day old baby named Feather. When she wakes in the night, Bobby lays her on his chest. He tells the reader that for him, things need to change.
- Then: Bobby flashes back to his 16th birthday. After spending the day with his friends, K-Boy and J.L., he returns home expecting cake. Instead, Nia, his girlfriend, is waiting for him on the stoop. Bobby says he never got any cake.

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- Then: Bobby remembers an old guy, “Just Frank,” from the corner who used to ask him if he was being a man. Just Frank died trying to save a young girl from being assaulted in an alley. He was buried in Potter’s Field. Bobby wonders if he will be a man.
- Now: Bobby doesn’t want to let Feather out of his sight. His mother, Mary, warns him that one day he will be sorry for not exposing her earlier to the world beyond him.

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

For the following weeks:

- Keep a running list of things that Bobby does that indicate he is “being a man.”
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled “Bobby’s life before Feather” and “Bobby’s life after Nia."

EXPLORE

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

Key Questions (pp. 3-8)

1. Who is the narrator? How old is he? What should others know about Bobby and his life at this point?
2. What does the city sound like? How does one listen to the city?
3. Bobby thinks that humans should live the first part last. Do you think there is merit to “knowing it all” at the beginning and slowly becoming innocent? Explain.
4. What do you think Nia said to Bobby when she handed him the red balloon? What do you think happened next?
5. What do you think Just Frank means when he asks Bobby if he’s being a man? What do you think makes a man?
6. Bobby refers to his parents by first name, May and Fred. Do you think this is significant? What does it tell you about him and his relationship with his mom and dad?
7. How do you imagine your life would change if you had a baby this year?

9. Analyze Analyze the key paragraph.

Key Paragraph – 7

“I used to laugh when this old dude, ‘Just Frank’ from the corner, used to ask me if I was being a ‘man.’ He never seemed to ask anybody else if they were being men; at least I never heard him. I laughed ‘cause I didn’t consider him much of one, a man, hangin’ on the corner, drinking forties at ten in the morning. Hell, he was a joke. Always had been.”

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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.

Think about the people you know. Choose one who you think is a "man."

Write a one paragraph explanatory paragraph in which you describe this "man" What characteristics does he possess? Introduce your topic clearly. Develop your topic with relevant facts. Use appropriate transitions to create clarity and flow. Provide a concluding statement, which supports your introduction.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 2

Outcomes for Today

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.
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 the actual cost and the societal cost of having a child as a teen?

Even though the teen pregnancy rate has declined over the past few decades, the fact of the matter is that the United States has the highest teen pregnancy rate of the Western industrialized world. It is true that the teen pregnancy and birth rate was much higher prior to 1980 (and especially in the 1950s and 1960s), but at the time young women were getting married and having children before the age of 20. Most of the teen pregnancies occurring before 1980 were to married women; now most of today's teen mothers are unwed. Here are some more interesting teen pregnancy statistics:

How many teens are becoming pregnant?

- Despite declines in rates of teen pregnancy in the U.S., about 820,000 teens become pregnant each year. That means that 34 percent of teenagers have at least one pregnancy before they turn 20.
- 79 percent of teenagers who become pregnant are unmarried.
- Utah's teen pregnancy rate is high, as well as Southern teen pregnancy but these are areas where women still get married prior to the age of 20 with some regularity (although this is changing).
- 80 percent of teenage pregnancies are unintended.

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- Nearly four in ten teenage girls whose first intercourse experience happened at 13 or 14 report that the sex was unwanted or involuntary.
- The main rise in the teen pregnancy rate is among girls younger than 15*
- Close to 25 percent of teen mothers have a second child within two years of the first birth.*

Social, educational and financial costs of teen pregnancy

- The United State spends $7 billion each year due to the costs of teen pregnancy.
- Only one-third of teenage mothers complete high school and receive their diplomas
- By age 30, only 1.5 percent of women who had pregnancies as a teenager have a college degree.
- 80 percent of unmarried teen mothers end up on welfare
- Within the first year of becoming teen mothers, one-half of unmarried teen mothers go on welfare.*
- The daughters of teen mothers are 22 percent more likely than their peers to become teen mothers.
- Sons of teenaged mothers have a 13 percent greater chance of ending up in prison as compared to their peers.

How much greater is the U.S. teen pregnancy rate than other countries?*

- Greater teen pregnancy rates translate into higher abortion in the United States for the industrialized world.
- The U.S. has twice the teen pregnancy rate as Canada
- Both Germany and France have a teen pregnancy rate that is four times lower than the U.S.
- Japan's teen pregnancy rate is eight times lower the United States

http://www.teenhelp.com/teen-pregnancy/teen-pregnancy-statistics.html

Go to BabyCenter.com to calculate the average cost to have a child roughly $350,000 if you plan on sending your child to a public college.
http://www.babycenter.com/cost-of-raising-child-calculator

In today's reading Bobby is talking with his friends. They want to know if he is going to keep Feather. He shares what it was like to tell his parents that he got his girlfriend pregnant.

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

different-10	muted-11	humming-9	sense-13	STD-12

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.

***The First Part Last*, pp. 9-13**

Setting	Characters	Pages
Bobby's bedroom	Bobby, K-Boy, J.L., and Feather	9-11
Mary's living room	Bobby, Mary, and Fred	12-13

RESPOND

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

Students might mention:

- Now: K-Boy and J.L. are in Bobby's bedroom watching Feather. They are making faces and shaking rattles at Feather who is screaming.
- Now: J.L. picks up Feather and rocks her to sleep. J.L. promptly falls asleep also.
- Now: K-Boy asks Bobby if he is going to keep the baby. The question irritates Bobby. He turns up the volume on his Walkman and says, "No doubt in my mind I'm keepin' her."
- Then: Bobby flashes back to the day in Mary's living room when he told Fred and her that Nia was pregnant. He awaited a lecture that never came.
- Then: Instead, Fred began to cry.

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

For the following weeks:

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."

EXPLORE

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

Key Questions (pp. 9-13)

1. Who gets Feather to fall asleep? What do you know about J.L. and K-Boy?
2. Why do you think Bobby got irritated with K-Boy when he asked if Bobby was going to keep Feather? Do you think it is a good question for a friend to ask? Outside of the emotional affection Bobby has for Feather do you think he has considered the practical issues that come with having a baby as a teen?
3. Why do you think Nia isn't there with Bobby?
4. Why do you think Bobby's dad, Fred, cried? What happens to opportunities when you are caring for an infant? Statistically speaking what are the chances of Bobby being successful with an infant? What classifies success?
5. What would you do if you were in Bobby's shoes? What would you advise Bobby to do if you were his friends? His parents? What are all of Bobby's options?

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6. How do social programs that assist low-income parents get paid for? Where does the money come from?

9. Analyze Analyze the key paragraph.

Key Paragraph – 11
"A few minutes later this woman on TV is pointing at a mountain of dirt, an' I say—like I'm talking to myself—'No doubt in my mind that I'm keeping her.'"

EXTEND

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

Pretend you are Bobby and that you have just made the decision to keep Feather. **Write the inner dialogue (explanatory text) - like you were talking to yourself - that went through your mind leading you to this decision. Introduce your dialog clearly previewing what is to follow.**

Develop your topic with relevant facts, details, or other information to support your decision. Use appropriate transitions to create cohesion. Establish and maintain formal style. Conclude with a statement, which supports your introduction.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 3

Outcomes for Today

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.
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 the basic needs that infants have? How much time should be dedicated to them?

Children have many needs but this article will outline some of the most basic needs that each and every child has. There is a big difference between what a child wants and what a child needs and many parents seem to confuse the two. In fact, many children want things that are not good for them at any given time. As parents it is our job to be sure that our children's basic needs are met and that they are well cared for. Some people would argue that basic needs are as simple as food, water and shelter from the elements. However, when it comes to children their basic needs can be very complex. Children are products of their environment and therefore some of the basic needs that they have fall into the emotional and psychological category. If a child comes from an unstable home in which his or her needs were not met the result can be an ill adjusted adult who is angry at the world. Child neglect comes in many forms and is much more detailed then forgetting to feed your child dinner on occasion. Following are some of the most basic needs that every child has and should be met.

#1 Stable Living Environment

One of the most important needs that a child has is a stable living environment. While there are some families who are forced to move often, such as military families, it is ideal for a child to put down roots in one place. However, this is not the single most

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important factor in providing a stable living environment. A stable living environment is a peaceful and safe place that the child can call home. There are many situations, which could cause a living environment to become unstable. For example, when there are marital problems that result in violence, yelling and chaos this makes for a very unstable setting. In addition, if a child is forced to move often due to financial constraints this can also cause a child to feel uneasy about the future. Many children act out with negative behaviors as a result of living in an unstable living environment. Whenever possible do your best to provide your children with a safe haven that they can call home.

#2 Proper Nutrition

Children would live on junk food and snacks if we allowed them to. This is one of the key differences in what children want and what they need. In order to grow and develop healthy bones children must be given a healthy and nutritious diet consisting off plenty of proteins, calcium, vitamins and minerals. In addition, children must drink plenty of water. Allowing your child to eat sweet snacks once in a while is fine but these should never become a staple. Parents should look for healthier choices when it comes to snacks such as carrot sticks dipped in ranch dressing or fresh fruits. Many children today suffer from what is called sub nutrition. Most people have heard of malnutrition but have no idea what sub nutrition means. This simply means that the child is given an adequate amount of food but the quality of food leaves a lot to be desired. For example, a child who lives on McDonald's happy meals and candy bars is probably not having his or her nutritional needs met.

#3 Structured Discipline

Discipline they often think of spanking or some other form of punishment. However, discipline is much more in depth than that. Discipline means setting rules and sticking to them. A child who is receiving the appropriate amount of discipline will understand what consequences for actions means. For example, setting rules for your household and your children and not wavering from those rules for any reason is an excellent way to provide appropriate discipline. If you only discipline your child when you finally lose your temper and this will be counterproductive. In addition, you will be teaching your child that it is okay to act out in anger. This is why you must tell your child up front what is expected of him or her and exactly what consequences will result if his or her behavior is undesirable.

#4 Physical Exercise

Many children today are suffering from childhood obesity most doctors blame this on technology and the advancements that have been made over the past several decades. One may ask how technology can have anything to do with childhood obesity but the answer is simple. Children are spending more time in their living rooms playing video games and playing on the computer than they are at doing anything else. If you look up and down your street in the afternoons chances are there will be less children running about and riding their bicycles then when you were a child. This has become a very sad part of reality for this generation. Children must be given an adequate amount of physical exercise every day in order to keep their heart healthy and prevent childhood obesity. In addition, a child who eats high-fat foods and does not receive enough

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physical exercise can develop problems with obesity later in life and into adulthood. Healthy muscles also rely on an adequate amount of physical activity.
Aside from the above-mentioned needs, children also need love and support in order to grow into emotionally healthy human beings. There are many ways to abuse a child and do not make the mistake of thinking that just because you do not physically get your child that you are not abusive. If you are neglecting your child in any way and failing to provide any of your child's basic needs that this is also a form of abuse. Children are very resilient and no matter what type of environment they grow up and they will almost always forgive their parents for anything so do not count on your child to tell you when you are not meeting his or her needs. It is up to you as a parent to understand what it is that your child needs from you and to make sure that you provide it.
http://www.healthguidance.org/entry/14969/1/The-Basic-Needs-of-Every-Child.html

Infants and toddlers take full time care. When they are awake and active parents are too. Parents' lives become dedicated to taking care of that living, breathing little boy or girl who is totally dependent on you for its care.

In today's reading Bobby shares the rules he people have for him and Feather as well as all of the "stuff" he has to pack to get her from one place to another. His life has become totally dedicated to her and her needs.

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

delicate-15	whimper-16	holler-19	stark- 18	tragedy-20

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.

***The First Part Last*, pp. 14-21**

Setting	Characters	Pages
From the Upper West Side to Bed- Stuy	Bobby and Feather	14-17
Nia's loft	Bobby, Nia, and Nia's parents	18-21

RESPOND

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

Students might mention:

- Now: Bobby realizes what it means to be a parent. Feather wants no one but him.
- Now: Bobby packs Feather's diaper bag and heads to Bedford Stuyvesant to spend the day with his father, Feather's grandfather.
- Then: Bobby flashes back to the day he and Nia told her parents that Nia was pregnant.

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- Then: Nia's father asks Bobby a lot of questions. Bobby answers the questions differently in his mind than he does verbally.
- Then: Bobby knows that the conversation is over when Nia's parents stand and say they want to speak to Bobby's parents. Bobby wishes he had started crying before Nia did.

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

For the following weeks:

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."

EXPLORE

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

Key Questions (pp. 14-21)

1. Bobby talks about his lack of sleep. Do you think he is exaggerating? How often do newborns need to eat? When they eat what happens? What is the average amount of sleep new parents get?
2. What are Bobby's new rules? What rules do you think Bobby had before Feather came along?
3. Bobby shares about Feather's needs. How does he know she needs him? How much stuff does Bobby have to take in the diaper bag? Do you think he "needs" all that stuff?
4. Describe the relationship Bobby had with Nia's parents? How do you think it changed?
5. What questions do you think Nia's parents asked Bobby?
6. What do you think Nia's parents will say to Bobby's parents when they talk?
7. Have you ever had a time when your responsibilities increased and you had to "grow up."? Describe it.
8. Why do you think Angela Johnson is telling this story in a non-linear fashion? Why doesn't she just start at the beginning and tell the story sequentially?

9. Analyze Analyze the key paragraph.

Key Paragraph – 21

"Yeah, Mr. Wilkins, I got your daughter pregnant.

Yeah, Mr. Wilkins, I know that this is a tragedy 'cause you all expected more responsible behavior from us.

Oh, hell yeah, we know what's in store for us.

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I can't tell you how upset my parents are, and the way my dad cried, and the way my mom wanted to slap me so hard she bit her lip till it bled down her chin.

No. I don't have any plans except shooting hoops with my partners at the rec center, and hanging out till we get bored and take in a movie. (Is this what you meant, Mr. Wilkins? Is this what you wanted me to say instead of I'm going to be the best father to me and Nia's baby that there ever was?)"

EXTEND

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

Bobby is experiencing the loss of his childhood innocence. Think of a time when you had to grow up and accept more responsibility - a time when you realized people expected more of you than they previously had.

Write a one paragraph explanatory text in which you introduce the situation and share your experiences. Develop your topic with relevant facts and information. Use appropriate transitions to create flow and cohesion. Provide a concluding statement, which supports your introduction.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 4

Outcomes for Today

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.
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 denial and what role does it play?

Denial is the disbelief in the existence or reality of a thing, idea, or issue.

Denial is a coping mechanism that gives you time to adjust to distressing situations — but staying in denial can interfere with treatment or your ability to tackle challenges. Source: Mayo Clinic Staff

If you're in denial, you're trying to protect yourself by refusing to accept the truth about something that's happening in your life.

In some cases, initial short-term denial can be a good thing, giving you time to adjust to a painful or stressful issue. It might also be a precursor to making some sort of change in your life.

But denial has a dark side. Being in denial for too long can prevent you from dealing with issues that require action, such as a health crisis or a financial situation. Find out when denial can help — and when it can be a roadblock.

Understanding denial and its purpose

Refusing to acknowledge that something is wrong is a way of coping with emotional conflict, stress, painful thoughts, threatening information and anxiety. You can be in denial about anything that makes you feel vulnerable or threatens your sense of

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control, such as an illness, addiction, financial problems or relationship conflicts. You can be in denial about something happening to you or to someone else.
When you're in denial, you:

- Refuse to acknowledge a stressful problem or situation
- Avoid facing the facts of the situation
- Minimize the consequences of the situation

When denial can be helpful

Refusing to face facts might seem unhealthy. Sometimes, though, a short period of denial can be helpful. Being in denial gives your mind the opportunity to unconsciously absorb shocking or distressing information at a pace that won't send you into a psychological tailspin.

For example, after a traumatic event, you might need several days or weeks to process what's happened and come to grips with the challenges ahead. Imagine what might happen if you find a lump in your throat. You might feel a rush of fear and adrenaline as you imagine it is cancer. So you ignore the lump, hoping it'll go away on its own. But when the lump is still there a week later, you consult your doctor.

This type of denial is a helpful response to stressful information. You initially denied the distressing problem. As your mind absorbed it, however, you came to approach it more rationally and took action by seeking help.

When denial can be harmful

But what if you had continued to be in denial about the lump? What if you never sought help? If denial persists and prevents you from taking appropriate action, such as consulting your doctor, it's a harmful response.

Consider these examples of unhealthy denial:

- A college student witnesses a violent shooting but claims not to be affected by it.
- The partner of an older man in the end stage of life refuses to discuss health care directives and wills, insisting that he's getting better.
- An administrator periodically misses a morning meeting after drinking excessively the night before, but insists there's no problem because the work is still getting done.
- A couple are ringing up so much credit card debt that they toss the bills aside because they can't bear to open them.
- The parents of a young daughter with drug addiction keep giving her "clothing" money.

In situations such as these, denial might prevent you or your loved one from getting help, such as treatment or counseling, or dealing with problems that can spiral out of control — all with potentially devastating long-term consequences.

Moving past denial

When faced with an overwhelming turn of events, it's OK to say, "I just can't think about all of this right now." You might need time to work through what's happened and adapt to new circumstances. But it's important to realize that denial should only be a temporary measure — it won't change the reality of the situation.

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It isn't always easy to tell if denial is holding you back. If you feel stuck or if someone you trust suggests that you're in denial, however, you might try these strategies:

- Honestly examine what you fear.
- Think about the potential negative consequences of not taking action.
- Allow yourself to express your fears and emotions.
- Try to identify irrational beliefs about your situation.
- Journal about your experience.
- Open up to a trusted friend or loved one.
- Participate in a support group.

If you can't make progress dealing with a stressful situation on your own — you're stuck in the denial phase — consider talking to a mental health provider. He or she can help you find healthy ways to cope with the situation rather than trying to pretend it doesn't exist.
http://www.mayoclinic.org/healthy-living/adult-health/in-depth/denial/art-20047926?pg=2

In today's reading Nia and Bobby go to the doctor for Nia's first visit, both kids are in denial and wish they could put time back in a bottle and could undo their situation.

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

pediatrician-22	arcade-24	pretend-26	obstetrician-27	Lamaze-28

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.

***The First Part Last*, pp. 22-29**

Setting	Characters	Pages
The pediatrician's office	Bobby, Feather, and Dr. Victor	22-25
The obstetrician's office	Bobby, Nia, and the doctor	26-29

RESPOND

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

Students might mention:

1. Now: At the pediatrician's office, Bobby recalls forgetting about Feather the day before when he left the house to go play basketball.
2. Now: In the examining room, Dr. Victor weighs Feather, then turns her attention to Bobby. She notes that he looks tired and that he might be coming down with something.
3. Now: Bobby wants to tell her how tired he is. Instead, he just says that he is fine.
4. Then: In the obstetrician's office, Bobby and Nia sit in the waiting room, both pretending that this isn't really happening. Nia cries.
5. Then: Bobby waits outside while the doctor examines Nia.

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

For the following weeks:

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp. 22-29)

1. Why is it ironic that Bobby has brought Feather to see Dr. Victor? What is irony? How does that literary device assist the author?
2. How do you think Bobby felt when he realized he had left Feather all alone? What could have happened? Do you think he will do it again? Bobby violated Feather's trust. What are other ways parents can violate a child's trust?
3. Do you think Bobby is ready to be a father? Why? What would Bobby like to be doing? What is his mother's reaction to that?
4. Bobby wants a note to get him out of being a parent. When we were little notes got us out of a lot of things, what type of life situations do notes not work for as you grow up? What character trait does that equate to?
5. How would your life be different if you had to "grow up" today?

9. Analyze Analyze the key paragraph.

Key Paragraph – 24

" 'Your arcade days are over, brother.' She laughed before she walked out the front door, mumbling something about going to develop some prints."

EXTEND

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

Imagine you are a mother or a father of a teenager approaching the age of 18. Write the introduction for a story in which you have a conversation with your son or daughter about accepting the responsibilities of growing up. **This should be in the form of an informative or explanatory text. Introduce your topic clearly using strategies to classify the information you are presenting. Develop the text with**

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information, facts, definitions, details, etc. Use appropriate transitions to create clarity. Establish formal style.

[HINT: Think about your own priorities right now and the order in which you place them. Then imagine yourself grown up, fending for yourself (or for your family) - having a job, paying all the bills, buying all the food and supplies, etc. In what ways might you need to change?] Begin your story with the following sentence: "Your _____ days are over, _____."

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 5

Outcomes for Today

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.
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 a fever? What is its role in health? What should you do if you have one?

A fever -- also known as a high fever or a high temperature -- is not by itself an illness. It's usually a symptom of an underlying condition, most often an infection.

Fever is usually associated with physical discomfort, and most people feel better when a fever is treated. But depending on your age, physical condition, and the underlying cause of your fever, you may or may not require medical treatment for the fever alone. Many experts believe that fever is a natural bodily defense against infection. There are also many non-infectious causes of fever.

http://www.webmd.com/first-aid/fevers-causes-symptoms-treatments

In today's reading Feather has a fever and Bobby has to rush her to the hospital. He describes his journey, the mishaps, and how exhausted he is. He wants his mother for comfort but she is working and he is alone.

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

ulcer-32	hallucinated-32	scrunch-34	bluegrass-34	revival-35

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.

***The First Part Last*, pp. 32-37**

Setting	Characters	Pages
The hospital	Bobby and Feather	32-34
Coco's apartment	Coco, Bobby, and Feather	34-35
West Side Rec Center	Bobby, K-Boy, and J.L.	36-37

RESPOND

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

Students might mention:

- Now: Bobby has spent the last 24 hours in the hospital with Feather who came down with a 24-hour bug.
- Now: Bobby's mom is out of town and his dad is swamped at the restaurant. Bobby says he hasn't slept in three days.
- Now: After arriving home from the hospital, Bobby stops in at Coco's apartment. He and Feather fall asleep together on her couch until the early morning hours.
- Then: Bobby flashes back to when he told his best friends that Nia was pregnant.
- Then: J.L. asks Bobby for change so that he can call 1-800 ISTUPID for him. Bobby says that they had talked about being careful in the past and that his mother had wanted him to be careful as well.

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

For the following weeks:

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp. 32-37)

1. How does Bobby describe his first moment of feeling like a parent? How did that affect his parents? How does it affect him?
2. Why aren't Bobby's parents at the hospital with him and Feather? How do you feel about that?

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3. What would you say to Bobby if you were K-Boy or J.L.? Why was it harder for Bobby to tell his friends about Nia versus his parents? What was their concern for Nia?
4. Have you had a situation where you only wanted your mom or dad or grandparent? Why is it sometimes we think our mommies and daddies are the only people who can help us?
5. Do you think Bobby was stupid? Why? Whose responsibility is birth control? Who should be more responsible for birth control? Explain.

9. Analyze Analyze the key paragraph.

Key Paragraph – 32-33
"Feather spent last night in the hospital, with me sitting next to her bed all night long. I've had about twenty minutes' sleep in the last three days. Almost got locked in the toilet off the waiting room 'cause I was so sleepy I hallucinated being on the subway.

I got into a fight with a nurse.

Left my backpack in the taxi I came to the hospital in.

And before all of that, Feather threw up on the last clean jacket I had, and my mom is out of town and not answering her voice mail.

Half of Pop's kitchen staff called off and he's up to his ass…"

EXTEND

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

Reflect on Bobby's parents' hands-off approach to being grandparents. Decide whether or not you agree with the way they are treating Bobby and his new situation as a father at 16.

Write an explanatory text in which you share your opinion of Bobby's parents and their approach. Use details from the text as well as your own experiences to support your answer. Introduce your topic/idea. Preview what is to follow. Develop your topic with relevant ideas and facts, information, and examples. Use appropriate transitions to create cohesion. Provide a concluding statement that supports your introduction.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 6

Outcomes for Today

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.
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 the sleeping needs of children and adults?

1-4 Weeks old: 15 - 16 hours per day

Newborns typically sleep about 15 to 18 hours a day, but only in short periods of two to four hours. Premature babies may sleep longer and colicky ones shorter. Since newborns do not yet have an internal biological clock, or circadian rhythm, their sleep patterns are not related to the daylight and nighttime cycles. In fact, they tend not to have much of a pattern at all.

1-4 Months old: 14 - 15 hours per day

By 6 weeks of age your baby is beginning to settle down a bit, and you may notice more regular sleep patterns emerging. The longest periods of sleep run four to six hours and now tend to occur more regularly in the evening. Day-night confusion end.

4-12 Months old: 14 - 15 hours per day

While up to 15 hours is ideal, most infants up to 11 months old get only about 12 hours of sleep. Establishing healthy sleep habits is a primary goal during this period, as your baby is now much more social, and his sleep patterns are more adult-like. Babies typically have three naps and drop to two at around 6 months old, at which time (or earlier) they are physically capable of sleeping through the night. Establishing

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regular naps generally happens at the latter part of this time frame, as the biological rhythms mature. The midmorning nap usually starts at 9 a.m. and lasts about an hour. The early afternoon nap starts between noon and 2 p.m. and lasts an hour or two. And the late afternoon nap may start from 3 to 5 p.m. and is variable in duration.

1-3 Years old: 12 - 14 hours per day

As your child moves past the first year toward 18-21 months of age he will likely lose his morning and early evening nap and nap only once a day. While toddlers need up to 14 hours a day of sleep, they typically get only about 10.

Most children from about 21 to 36 months of age still need one nap a day, which may range from one to three and a half hours long. They typically go to bed between 7 and 9 p.m. and wake up between 6 and 8 a.m.

Source http://www.webmd.com/baby/default.htm

3-6 Years old: 10 - 12 hours per day

Children at this age typically go to bed between 7 and 9 p.m. and wake up around 6 and 8 a.m., just as they did when they were younger. At 3, most children are still napping, while at 5, and most are not. Naps gradually become shorter as well. New sleep problems do not usually develop after 3 years of age.

7-12 Years old: 10 - 11 hours per day

At these ages, with social, school, and family activities, bedtimes gradually become later and later, with most 12-years-olds going to bed at about 9 p.m. There is still a wide range of bedtimes, from 7:30 to 10 p.m., as well as total sleep times, from 9 to 12 hours, although the average is only about 9 hours.

12-18 Years old: 8 - 9 hours per day

Sleep needs remain just as vital to health and well being for teenagers as when they were younger. It turns out that many teenagers actually may need more sleep than in previous years. Now, however, for many teenagers social pressures conspire against getting the proper amount and quality of sleep.

Adults 7-9 hours a night on average. Some adults can function on 6.5 hours.

Source: http://www.webmd.com/parenting/guide/sleep-children?page=1

In today's reading Feather is still waking up in the middle of the night. Bobby is struggling in school and sleeps through British Literature. He thinks his teacher is going to give him break but all he says is, "hope you are getting help."

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

caramel-42	khakis-43	transfer-43	loafers-42	engaged-43

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.

***The First Part Last*, pp. 38-45**

Setting	Characters	Pages
from the West Side Rec Center to Bobby's apartment	Bobby, J.L., and K-boy	38-40
British Literature class	Bobby and Mr. Phillips	41-45

RESPOND

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

Students might mention:

- Then: After telling his friends that Nia is pregnant, J.L. just walks away. K-boy walks Bobby home.
- Then: On the way to Bobby's house, K-Boy asks Bobby what he wants. Bobby throws up.
- Now: In British Literature class, Bobby can't keep his eyes open. He drools all over his desk.
- Now: The teacher, Mr. Phillips, holds Bobby after class. Bobby tells the teacher that the mother used to go to school there too, but doesn't anymore.
- Now: Mr. Phillips tells Bobby he hopes he is "getting help." Then Mr. Phillips walks away.

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

For the following weeks:

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp. 38-45)

1. How do Bobby's friends react to what he tells them? Is this the reaction you expected? How would you respond?
2. What do you think makes Bobby throw up?

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3. Bobby has dropped a few clues so far as to why Nia is not present in his or Feather's life at this time. Where do you think she is? Why do you think she isn't around?
4. What happens to you when you get over-stressed? What physical reactions do you experience? What do you do that is positive to deal with stress when you experience it? What advice would you give to Bobby?

9. Analyze Analyze the key paragraph.

Key Paragraph – 40
"A minute later, I'm puking in front of a flower shop and K-boy is telling the owner to stop screaming at me, grow a heart, and get out of my face."

EXTEND

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

Bobby's body reacts physically to stress with an upset stomach. Prior to throwing up, he also described his fear of having an ulcer. What happens to you when you get stressed? Read the article on the effects of stress is there a difference between good stress and bad stress?

Think of a time when you felt overly stressed. Then as vividly as possible, explain the situation your feelings and your reactions to it. **Introduce your topic and the situation. Use the article to cite definitions and to give you additional fact/support material. Explain to the reader how the stress you were feeling affected you physically and mentally. Use good transitions to create flow. Conclude with a statement, which supports your introduction.**

Resource: http://www.webmd.com/balance/stress-management/stress-management-effects-of-stress

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 7

Outcomes for Today

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.
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 Wisdom?

Wisdom outweighs any wealth. – Sophocles

Wisdom is deep understanding of life and how to live it.

Wisdom requires a pure INTENTION and emphasizes both openness and a healthy skepticism. A wise person values freedom of thought and avoids being dogmatic.

Wisdom depends on KNOWLEDGE of the world and of the human mind. This needs to be both academic knowledge and personal knowledge, drawing on accumulated human knowledge and thought as well as our own.

Wisdom also draws on both our personal EXPERIENCE and the experience of others.

Wisdom requires the application of our REASON to knowledge and experience. A wise person seeks the essence of such knowledge and experience, considering the big picture and the long-term view, seeking to find order, predictability and universal principles.

Wisdom uses both head and heart. Our thoughts and FEELINGS about life are both in play.

Wisdom includes ethics and good JUDGEMENT, considering what is of value in life. Without reason and judgment knowledge could be misapplied leading to more harm than good.

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Wisdom is assisted by deep, calm, meditative CONTEMPLATION of ideas. Thoughts and feelings can both settle to a harmonious state where heart and mind are unified and wisdom emerges.

A deep, insightful, intellectual and emotional understanding of life can lead to a resolve to bring our attitudes and actions into line with our understanding. Practical wisdom has a view of life *and* A WAY TO ACT in life.

REFLECTION on our actions can be part of a constant refinement of understanding leading to increasingly effective and beneficial actions.

Real wisdom is not the knowledge of everything, but the knowledge of which things in life are necessary, which are less necessary, and which are completely unnecessary to know. Among the most necessary knowledge is the knowledge of how to live well… At present, people study useless sciences, but forget to study this, the most important knowledge. – Leo Tolstoy, A Calendar Of Wisdom, 1908

The philosopher should be a man willing to listen to every suggestion, but determined to judge for himself. He should not be biased by appearances, have no favorite hypothesis, be of no school, and in doctrine have no master. He should not be a respecter of persons, but of things. Truth should be his primary object. If to these qualities be added industry, he may indeed hope to walk within the veil of the temple of Nature.

– Michael Faraday (1791-1867)

To be a philosopher is not merely to have subtle thoughts, nor even to found a school, but to so love wisdom as to live according to its dictates a life of simplicity, independence, magnanimity, and trust. It is to solve some of the problems of life, not only theoretically, but also practically. – Henry David Thoreau

Source: http://www.wisdomparenting.org/wisdom

In today's reading Bobby goes to pick up Feather at the babysitters. She has watched children for decades. She has a way and wisdom about her and also how to care for children. She gives Bobby good advice and he knows she did that for many parents before him.

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

polka-dot-46	scarfing-47	ruffle-47	tangy-49	giggles-49

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.

***The First Part Last*, pp. 45-50**

Setting	Characters	Pages
the babysitter's	Jackie, Bobby, and Feather	45
Nia's loft	Bobby and Nia	46-50

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RESPOND

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

Students might mention:

- Now: Bobby takes the subway to pick up Feather from the babysitter in Brooklyn.
- Now: Jackie, the babysitter (who use to babysit Bobby) says that Bobby looks tired. She promises things will change soon enough.
- Then: At ten in the morning, Nia craves pizza. She talks Bobby into bringing her one from Mineo's on the Upper West Side of Manhattan, before returning to her flat in Chelsea.
- Then: Nia follows the pizza with tacos only two hours later. Her belly is beginning to show, and Bobby jokes that the baby eats like a "starving pig."

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

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp. 45-50)

1. What borough does Jackie live in? Where is Mineo's Pizza? What neighborhood does Nia live in? How far is Mineo's Pizzeria from Nia's flat?
2. Why does Bobby take Feather to Jackie? What does Bobby remember most about spending days at Jackie's house as a small child? What is Bobby's opinion of Jackie? How does Jackie help?
3. Do you think Nia wants to keep the baby or not? What makes you think so?

9. Analyze Analyze the key paragraph.

Key Paragraph – 45 or 49

"Jackie looks the same.

Laughs the same, shaking when she laughs and tossing her beaded braids in back of her when she puts her hands on her hips to tell one of the parents that she needs to give her baby more vegetables to make him regular.

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She's probably talked the same way to parents for thirty years.

She probably talked to my own mom that way. Everybody listened."

Or

"No I got all these pamphlets and things from the doctor. All of them say it's okay, just use common sense."

EXTEND

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

Over the next week you will be a newspaper reporter for the school newspaper. Choose an event from today's reading to report on - perhaps a human-interest story on Jackie the babysitter, or perhaps an article on the dos and don'ts of pregnancy.

Be sure your story has a beginning, middle and an end. Depending on the story you choose to write, you may need to include some of your own creative facts and details in order to create an interesting story.

As you write your story make sure your story is at least one paragraph and an explanatory or informative style. Introduce your topic clearly. Organize your ideas, concepts, and information. Develop your topic with relevant facts, definitions, details, quotes, or additional information. Use appropriate transitions to create flow. Provide a conclusion that supports your introduction.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 8

Outcomes for Today

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.
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 a prank?

A prank is a mischievous trick or practical joke.

In today's reading Bobby and his friends prank one of the teachers by sneaking into the class and turning everything upside down. They were having fun and laughing and then Bobby was called to the hospital. He realized that his reality was no longer pranks and fun but was being filled with responsibility.

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

scoped-51	guidance-51	unbuckling-53	gasping-55	excused-55

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.

***The First Part Last*, pp. 51-57**

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Setting	Characters	Pages
Coco's apartment	Coco, Bobby, and Feather	51-53
Mr. Nelson's classroom	Bobby, K-Boy, and J.L.	54-56
the hospital	Nia, Bobby, and the nurse	57

RESPOND

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

Students might mention:

- Now: Bobby is running late this morning. He says over and over that he should have read the signs and just stayed home.
- Now: Coco agreed to take Feather for the day, so that Bobby wouldn't have to go all the way to Jackie's in Brooklyn, which would make him late for school.
- Then: Bobby flashes back to the day that he, along with K-boy and J.L., turned Mr. Nelson's classroom upside down.
- Then: Bobby didn't get a chance to watch Mr. Nelson's reaction, because he was summoned to the office.
- Then: Nia was in the hospital. She was sleeping when Bobby arrived. He put his hand on her belly and the baby kicked.

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

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp 51-57)

1. What sign does Bobby say he should've listened to this morning?
2. Bobby's dad says that if you pay attention to the signs, you can change things. But K-Boy says, "What's gonna go down is already set." What do you think?
3. Why do you think the boys, especially Bobby, found so much joy in this "stupid" prank? What is the difference between a prank and vandalism?
4. Bobby's mom tells him not to leave the baby with Coco who is a good neighbor. Why do you think she warns Bobby?
5. Do you think Fred and Mary should be more supportive as parents and as grandparents? Explain.
6. What do you think is wrong with Nia? Will she be all right?

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9. Analyze Analyze the key paragraph.

Key Paragraph – 54
"Today we're turning everything in Nelson's room upside down. Desks, chairs, posters, garbage cans, whatever."

EXTEND

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

You are a reporter for the newspaper published at Bobby's school. Report on the vandalism to Mr. Nelson's classroom. Be sure your story has a beginning, middle, and an end. While some details and facts are provided in the reading, you may need to include some of your own creative facts and details as well. Be sure to explain what happened, describe the scene, and include a quote from a student and one from the principal. Discuss any possible leads as to who did it and the consequences should the perpetrators be caught.

As you write your story make sure your story is at least one paragraph and an explanatory or informative style. Introduce your topic clearly. Organize your ideas, concepts, and information. Develop your topic with relevant facts, definitions, details, quotes, or additional information. Use appropriate transitions to create flow. Provide a conclusion that supports your introduction.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 9

Outcomes for Today

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.
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 vandalism?

Vandalism is an offense that occurs when a person destroys or defaces someone else's property without permission. Acts of vandalism may include broken windows, graffiti, damage to vehicles, and even damage or destruction of a person's website. The results of vandalism may be found on billboards, street signs, and building structures, as well as near bus stops, tunnels, cemeteries, and many other public spaces.

While some may consider vandalism “art”, it is nonetheless a crime against property that is punishable by jail time, monetary fines, or both.

What constitutes Vandalism?

Vandalism is a broad category crime that is used to describe a variety of behaviors. Generally, vandalism includes any willful behavior aimed at destroying, altering, or defacing property belonging to another.

Common behaviors that may lead to a vandalism charge include:

- Spray painting another's property with the purpose of defacing;
- "Egging" someone's car or window;
- Keying (or scratching) paint off of someone's car;
- Breaking someone's windows;

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- Defacing public property with graffiti and other forms of "art";
- Slashing someone's tires;
- Defacing park benches; and
- Altering or knocking down street signs;
- Kicking and damaging someone's property with your hands or feet; and several other behaviors.

In addition, a person who possesses the *means* to commit vandalism, including possession of a drill bit, glasscutter, or other substance, may also face vandalism charges under certain circumstances (for example, a person under eighteen who carries a can of spray paint at a park or on school grounds).

- See more at: http://criminal.findlaw.com/criminal-charges/vandalism.html#sthash.4J3zKHXw.dpuf

In today's reading Bobby has time to spare since he didn't take Feather to the sitter. He decides he wants to enjoy his freedom and goes tagging. He spent the day painting a wall and is arrested at the end of his session.

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

brownstones-58	bodega-59	savior-60	clothesline 59	station 61

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.

***The First Part Last*, pp. 58-61**

Setting	Characters	Pages
the wall	Bobby and a police officer	58-61

RESPOND

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

Students might mention:

- Now: Bobby leaves Coco's house after dropping off Feather.
- Now: He realizes that he has an hour and a half before school starts. A craving comes over him to spray paint like he used to.
- Now: After coffee and a doughnut at Mineo's, Bobby spends the entire day painting a public wall. He creates a mural that tells a story with him as a ghost.
- Now: Just before he finishes, Bobby feels a hand on his shoulder. It's the police. The officer hauls Bobby off to the station.

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

- Keep a running list of things that Bobby does that indicate he is “being a man.”
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled “Bobby’s life before Feather” and “Bobby’s life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp 58-61)

1. What does Bobby decide to do with his free time? Do you think he intended to skip school and paint into the night? What happened? What other things could he have done to “let lose”?
2. Why do you think Bobby paints himself as a ghost? Why does he have such a hard time giving a face to Feather?
3. Was Bobby being a “man”? Why?
4. What are the possible consequences Bobby might experience as a result of his actions?

9. Analyze Analyze the key paragraph.

Key Paragraph – 60

“I get about two seconds of relief until the savior turns out to have a uniform and a gun, and I’m sitting in the back of the radio car all the way to the station.”

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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.

You are a reporter for the newspaper published at Bobby's school. Report on Bobby's arrest. Be sure your story has a beginning, middle and an end. While some details and facts are provided in the reading, you may need to include some of your own creative facts and details as well. Be sure to explain what happened, describe the scene, and include a quote from the police officer that made the arrest.

As you write your story make sure your story is at least one paragraph and an explanatory or informative style. Introduce your topic clearly. Organize your ideas, concepts, and information. Develop your topic with relevant facts, definitions, details, quotes, or additional information. Use appropriate transitions to create flow. Provide a conclusion that supports your introduction.

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

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 10

Outcomes for Today

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.
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 an Everyday Hero (for discussion)?

A hero is a man of distinguished courage or ability, admired for his brave deeds and noble qualities.

In today's reading Bobby describes his perfect day in a fairy tale world. He discusses all of the characters and their role. He contrasts that with his day tagging and at the police station. Bobby does not act like a hero in any way.

As you discuss the question name some everyday heroes in your community.

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

imitation-66	damsel-66	brunch-66	moat-68	verge-72

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.

***The First Part Last*, pp. 65-75**

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Setting	Characters	Pages
the magical forest	Bobby, the damsel, and his running buddies	65-68
the police station	police officer and Bobby	69-71
the back of the cab	Bobby and Fred	71-75

RESPOND

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

Students might mention:

- Then: Bobby continues his fairy tale story about the perfect day, and it becomes clear that he is remembering a real day in the not-so-distant past when his troubles seemed insignificant to the trouble he finds himself in now.
- Now: The officer places Bobby in a holding cell until his father comes for him in a cab.
- Now: Bobby's father wants to know if he is OK and whether or not he has eaten.
- Now: Bobby's father warns Bobby that he has messed up pretty bad this time - that his mother is furious, that Jackie was worried something had happened to both of them, that Coco had almost called the police, and that Feather missed her daddy.
- Now: Bobby prepares himself to face everyone and heads up the stairs and into the apartment.

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

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp. 66-75)

1. Did this fairy tale really happen? What actual place do you think the magical forest represents? Was he acting responsibility when he and his friends "rescued" the damsel in distress?
2. Who all were affected by Bobby's mistake?
3. What do you imagine each might say to Bobby?
4. What advice would you give to Bobby if he asked you how he could make things right?

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5. Should Bobby get to keep his baby after this? (Remember, this is the second time he has forgotten her.)
6. Is Bobby acting like a man? What are suggestions you would give him to be a better man?

9. Analyze Analyze the key paragraph.

Key Paragraph – 72
"He looks sad for me, but I must have been hallucinating 'cause the next second he's saying, 'you seriously messed it up today. Coco couldn't get your mom, and I was out of the restaurant most of the day. She was on the verge of calling the cops.'"

EXTEND

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

Complete the news story you began earlier today. You will likely wish to focus on Bobby's failure to take care of his child. Pretend you have contacted the police to find out about Bobby's charges and that you have also called a social worker to find out about the possible ramifications of Bobby's neglect. You may wish to pretend you have contacted Bobby as well. Be sure to include all the details. Provide quotes from your sources. Pose a closing question for your readers.

As you write your story make sure your story is at least one paragraph and an explanatory or informative style. Introduce your topic clearly. Organize your ideas, concepts, and information. Develop your topic with relevant facts, definitions, details, quotes, or additional information. Use appropriate transitions to create flow. Provide a conclusion that supports your introduction.

Final writing product:

Day 10 News Story	Choose a pregnancy complication that mothers can be affected by.	List three facts about this complication Write a paragraph describing it.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 11

Outcomes for Today

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.
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 a subway and the El?

The Inter-borough Rapid Transit Subway, or IRT, was the first subway company in New York City. Even with elevated train lines springing up around the city, the need for an underground rapid transit railroad was obvious as a solution to street congestion and to assist development in outlying areas. On October 27, 1904, the first IRT subway line opened, and the city would never be the same.

History of elevated train lines

The first experimental elevated train line appeared over Greenwich Street in the late 1860s. Service was provided by cable car, from Dey St to 29th Street, but constant breakdowns led to the shutdown of the line. The line reopened in 1871 with steam engines pulling the former cable cars. The other major elevated railroads began appearing during the 1870s. They ran over Second, Third, Sixth, and Ninth Avenues, and other streets downtown below the normal street grid. Bronx elevated service was introduced in the mid 1880s. The elevated trains were initially operated with steam engines pulling the cars but by the beginning of the 1900s, electrification was underway, with the wooden coaches being converted for electric operation. The various Manhattan elevated lines were consolidated and eventually leased to the IRT in 1903. Most of the elevated tracks were taken down in the 1940s, with only the Third Avenue Elevated in

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Manhattan surviving to 1955. The Bronx portion of the 3rd Avenue line survived to April 1973.

Elevated lines in Brooklyn began operation in May, 1885. Service was provided over the streets of Myrtle, 5th, Fulton, Lexington, and Broadway. As was the case in Manhattan, steam locomotives pulled coaches over the Brooklyn streets. Trains ran on lightweight structures. First el started at Washington and York Streets and ran to Broadway and Gates Avenue, called the Old Main Line. Cable service was provided on the Brooklyn Bridge (1883-1898) and was eventually through routed with the Brooklyn Els. Els would come down starting in the 1940s. Myrtle Avenue was the last original el with wooden bodied cars in all of North America to close (1969). Portions of the els were rebuilt for subway service (Fulton St, Broadway).
http://www.nycsubway.org/wiki/The_First_Subway

http://www.gcthistory.com/

In today's reading Bobby is out with Feather. He talks about how old he feels in his travels when he thinks he should feel old. A woman comments about how good he is with his sister. He admits that Feather is his.

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

disgusting -77	fault-77	jangling-78	holler-79	clearest-81

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.

***The First Part Last*, pp. 76-82**

Setting	**Characters**	**Pages**
Bobby's apartment	Bobby, K-Boy, J.L., and Nia	76-79
New York City, Manhattan	Bobby, Feather, and a woman on the subway	80-82What

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RESPOND

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

Students might mention:

- Then: K-boy and J.L. are asleep at Bobby's after a night out together.
- Then: In the morning, Nia calls. She is emotional and says she is as big as a house.
- Then: She tells Bobby that her parents want to send her to Georgia to live with her Grandma, where she will be under less stress.
- Then: Bobby tells her he does not want her to go.
- Now: A lady on the subway comments on how nice it is for Bobby to take care of his little sister. He considers going along with the idea that he is Feather's brother. Instead he stares into Feather's eyes and tells the woman that Feather is his daughter.

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

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp. 76-82)

1. How do you think Nia's parents feel about this situation? How do you think they feel about Bobby? Name 3-5 of their emotions (remember Nia is sick). If these were your parents what would their reaction be?
2. Do you think Nia will go to Georgia? Do you think she should? What are the pros and con's of her staying versus leaving?
3. If you were Nia's parents, what arguments would you make to justify sending Nia away?
4. How would you respond, if you were Nia?
5. Do you think Bobby is "being a man" in today's reading? Why? How would you react if you were in this situation? If you were Nia, how would you hope Bobby would react?

9. Analyze Analyze the key paragraph.

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Key Paragraph – 78
"Her voice is soft and low. 'My parents are talking about sending me to my grandma's house in Georgia. They say I wouldn't be under so munch stress there.'"

EXTEND

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

Nia risks being sent to Georgia for a variety of different reasons. Write an explanatory paragraph in which you explain Nia's situation and why a stay in Georgia is warranted. Cite why her health is important and what high blood pressure can do to a baby and mom.

Introduce your topic. Preview your ideas and organize them clearly. Develop the topic with relevant facts and definitions and details. Use appropriate clauses to create cohesion and flow in your writing. Conclude with a statement, which supports your introduction.

Final Writing Product

Day 11 Feature Story	Interview a teen parent, agency that serves or supports teen parents.	Write a story about the trials of being a teen parent. What stigmas are faced and how do teen parents complete school, work, etc.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 12

Outcomes for Today

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.
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 adoption?

What is safe surrender?

Children from new-born to 18 years of age are being adopted by singles and couples of all faiths and backgrounds in the US through foster care, private, independent and agency adoption. Each route has its own process and state regulations.

PUBLIC ADOPTION: FOSTER CARE TO ADOPT

Every state's Department of Social Services has a foster care division. Children enter the foster care system either being voluntarily relinquished by their birth parents or as the result of a court termination of parental rights due to abuse or neglect. These "waiting children" are eligible to be adopted. Every effort is made to place a child with a family member or a local family, to preserve the child's connection to Family and their community. When this is not possible, the child may be placed with a family anywhere in the US for adoption.

Children are placed with a pre-adoptive family, with the placement being supervised for a period of time prior to moving forward with the legal adoption. During this time local social services monitor the child's development and adjustment to the

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new family, as well as the family's ability to meet the child's needs. During this period, the pre-adoptive home can receive a monthly stipend to help care for the child. The supervisory period typically lasts 6-8 months prior to the legal papers being filed with the court to finalize the adoption. A monthly stipend or subsidy may be available for the child even after the adoption is finalized.

Safe Surrender is a law that gives a parent or anyone in lawful custody of an infant the ability to safely give the child up to a designated Safe Surrender Site without fear of prosecution or any questions. This law has helped parents surrender their children safely instead of abandoning them.

I today's reading Bobby and Nia discuss the possibility of adoption Nia's parents want them to give the baby up so they can fully live their lives and give the baby a good chance in a family. The kids do not know what to do.

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

alien-84	shrugs-84	giggling-84	caterer-84	echoes-84

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.

***The First Part Last*, pp. 82-86**

Setting	Characters	Pages
Party at Jess's parents apartment	Jess, Bobby, Nia, J.L., and K-Boy	82-84
In the hallway	Bobby and Nia	84-86

RESPOND

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

Students might mention:

- Then: Bobby and Nia are at a party at a classmate's house.
- Then: Bobby says that he sees more people at the party than he does at school. Nia, while almost due, is dancing and having a good time.
- Then: Bobby pulls Nia into the hallway. She asks him, "What are we going to do?"
- Then: Bobby can't answer the question, because he can't imagine what it will be like to be a father.
- Then: Nia says that she isn't ready to be a mother. She mentions the possibility of adoption.

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

- Keep a running list of things that Bobby does that indicate he is “being a man.”
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled “Bobby’s life before Feather” and “Bobby’s life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp. 82-86)

1. Who is at Jess’s party? Where are Jess’s parents?
2. What happened at Jess’s Bat-Mitzvah?
3. Should Nia be at this party while she’s pregnant? Why is it significant that Bobby does not feel like he belongs at the party? Nia asks Bobby, “What are we going to do?” What does she mean by this question? Is Nia being selfish or realistic when she states that she is not ready to be a parent when she is not done being a kid herself? Explain.
4. What do you think makes someone ready to be a parent?
5. What advice would you give Nia and Bobby at this point? Would that advice be different if you were giving it to your own child?

9. Analyze Analyze the key paragraph.

Key Paragraph – 85

“ ‘My mom talked about adoption, but I don’t know if that would make me bug. I mean the idea that I could be passing my own kid every day and not know it. And what about college? A baby, then?’”

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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.

Imagine Nia and Bobby agreeing to give the baby up for adoption. Investigate the adoption or safe surrender process.

Write a one paragraph explanatory paragraph in which you share the process with your reader. Introduce the topic clearly. Organize your ideas with relevant information. Develop your topic with relevant facts and details (do not share your opinion just facts of the process). Use appropriate transitions to create cohesion. Maintain formal style. Provide a concluding statement, which supports your introduction.

Final Writing Product

Day 12 Data	Research the cost of having a child	Find data about the costs related to having a child. Give data to show the correlation between higher education and income Cite the statistics of children of teen parents being young parents themselves.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 13

Outcomes for Today

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.
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.

Who are Nick and Nora?

Nick and Nora Charles are fictional characters created by Dashiell Hammett in his novel *The Thin Man*. The characters were later adapted for film in a series of movies between 1934 and 1947; for radio from 1941 to 1950; for television from 1957 through 1959; as a Broadway musical in 1991; and as a stage play in 2009.

In today's reading we meet Bobby's brother Paul and his two kids Nick and Nora (named after his favorite movie characters). He is visiting and lives in Heaven. He and Bobby are able to connect and for the first time you see Mary step in as a grandparent at the appropriate time.

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

fajitas-90	eyeing-91	revenge-93	doomed-93	obvious-93

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.

***The First Part Last*, pp. 90-96**

Setting	Characters	Pages
Mary's apartment	Bobby, Paul, Feather, Nick, Nora, and Fred	90-94
The rec center	Bobby and Paul	94-96

RESPOND

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

Students might mention:

- Now: Bobby's older brother Paul is visiting with his two kids, Nick and Nora. They have come from Heaven, Ohio.
- Now: Nick tells Bobby that he helped his dad fix the kitchen sink last week and that he poured orange juice down the drain when the pipes were disconnected. Both Mary and Fred laugh at this.
- Now: Mary offers for the first time since Feather was born, to watch her while Bobby and Paul go have fun.
- Now: At the rec center, Bobby tells Paul that he will be moving to Fred's house in Brooklyn, because of the trouble he caused when he got caught painting the wall.
- Now: Paul tells Bobby that he thinks he ought to consider college. Bobby tells Paul that he loves Feather more than he has ever loved anyone else.

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

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp. 90-96)

1. Describe Paul's children. Which one do you think Feather will end up like? Why?
2. Why do you think Bobby's parents laugh about Paul's getting orange juice in his eyes? How is having kids payback to the parents?
3. Why do you think Mary offers to watch Feather today? How/why does Bobby value Paul?
4. Will Bobby be better off at his father's house in Brooklyn? Why?
5. What advice would you give to Bobby about school?

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6. What other challenges are coming as it relates to being a parent for Bobby? Why does it get scarier for parents?

9. Analyze Analyze the key paragraph.

Key Paragraph – 95
"Finally Paul says, 'What about college for next year? What's the good of being able to graduate at 16 if you're not going to be in college?'"

'I figure I'd just get a McJob for a year and try to save some money.'

'You'd get to spend more time with Feather.'

I look at Paul and then at the running, screaming kids jumping up and down on the playground. Feather will be one of them one day, and I'll be one of the scared, happy, mad, yelling, smiling parents who sit on the benches and watch. Just watch it all happen.

I say it like I've known it forever, only now it's so clear and I can say it: 'I've never been closer to or loved anybody more than I love Feather.'

Paul throws a ball back to a group of kids over by the slide and says, I know that, kid. I know that.'"

EXTEND

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

College had many benefits and support for Bobby. How will having an education benefit him and Feather? Write a paragraph in which you inform your reader about the benefits of college for a young parent?

Introduce the topic. Information your reader with information (graphs, charts, definitions). Organize your information clearly. Write in a logical fashion with clear transitions. Conclude with a statement that supports your introduction.

Final Writing Product

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Day 13 News	Research delivery complications.	Write a story that highlights the complications that affect mothers in labor. Cite statistics and prevention.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 14

Outcomes for Today

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.
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 tough love?

The essence of this parenting style is to hold your ground and guide your teenager in a way that compels him or her to take responsibility for his actions and make changes in behavior. Since this parenting philosophy is primarily geared toward troubled teens, it is usually considered to be a last resort in response to self-destructive behavior (like drug use) or maladaptive behaviors that are dangerous to others. In this article, you'll learn how to spot trouble behaviors and when to apply the principles of this style of parenting.
http://www.parenting-child-development.com/tough-love-parenting.html

In today's reading Bobby and Feather move to Fred's house. As Mary is getting ready to leave she is crying. Bobby remembers how she told him it was his world when Feather was born, how she would only help when he didn't need it, and how she kept her door closed so she wouldn't try and take over. She talks about how it was important that one of the boys' parents was tough and the other was not so tough.

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

bribe-96	reflex-96	unselfish-98	traditional-98	reproductive-99

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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.

***The First Part Last*, pp. 97-104**

Setting	Characters	Pages
Adoption office	Bobby, Nia, Fred, Mary, and Mr. and Mrs. Wilkins	97-99
Fred's apartment	Bobby, Feather, Fred, and Mary	100-104

RESPOND

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

Students might mention:

- Then: Bobby and Nia are with their parents at the adoption office.
- Then: The social worker is telling them about traditional and open adoption.
- Then: After the meeting, in the hall, Bobby looks at a photo of a thirteen year-old girl holding a baby. Bobby gives Nia a piece of bubble gum and they hold hands, blowing bubbles, until they get into separate cabs.
- Now: Bobby moves in with Fred. Mary cries before she pulls away in her jeep.
- Now: Bobby wakes with Feather at 5:30 in the morning. He realizes that she looks just like Nia.

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

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp. 97-104)

1. What do you think happened that kept Nia and Bobby from giving up the baby for adoption, even though everyone seems to think it was "the right thing to do"?
2. Why do you think the author chose to include a billboard of a thirteen year-old girl in the scene? Why do you think she decided that that Bobby and Nia should be enjoying a piece of bubble gum? What does that tell you about them?

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3. In Bobby's life, Mary is the tough one and Fred is the parent that "cooks and cries." Does this make Fred any less of a man? Why? Why is it important to have balance for a child?
4. Who do you think Bobby and Feather would be better off living with? Which parenting style do you think is better for Bobby and Feather to live with?
5. How do you think this story is going to end? Will it have a happy ending or a sad one? How would you end it?

9. Analyze Analyze the key paragraph.

Key Paragraph – 103
"I know that even when everything's changing, Feather's not gonna mind as long as she's with me."

EXTEND

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

Bobby is confident that Feather is reliant on him and that she needs him and that she won't care what happens next as long as she has her dad.

Write an explanatory paragraph, which supports his thought. Introduce your topic. Support it with facts and information (definitions, quotes, charts). Organize your text in a logical fashion with appropriate transitions. Conclude with a statement that supports your introduction.

Final writing product

Day 14	Research Societal Costs of teen parents.	Write a news/feature story that highlights the costs of teens having children. Where does the money come from to support social programs needed to support young parents and their children.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 15

Outcomes for Today

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.
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 foreshadowing in literature?

Foreshadow is to show or indicate beforehand; prefigure.

In today's reading Nia talks about the dreams she is having. The author also uses this technique to allude to the baby's adoption.

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

annoying-105	guidance-108	fashion-108	getaway-109	arcade-110

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.

***The First Part Last*, pp. 105-112**

Setting	Characters	Pages
Mary's apartment	Mary, Bobby, Nia, K-Boy, and J.L.	105-106
the sitter's	Jackie, Bobby, and Feather	107-108

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The laundromat	J.L., K-Boy, and Bobby	108-109
From the sitter's to Fred's Apartment	Jackie, the little girl with ice cream, Bobby, and Feather	109-112

RESPOND

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

Students might mention:

- Then: Bobby, Nia, J.L., and K-Boy are hanging out in Mary's apartment. Nia is 8 months pregnant. She says that she has been having a nightmare about being in a bird's nest.
- Then: The narrator states that Nia has decided to give the baby up for adoption next month.
- Now: Jackie, the babysitter, tells Bobby that Feather has begun to cry when Bobby leaves her there. It is now harder for Bobby to leave her.
- Now: Bobby meets J.L. and K-Boy in the laundromat across from school. He says that they are going to see Nia.
- Now: Bobby picks Feather up from Jackie's and returns home to Fred's apartment. While holding Feather, he reads her the letter he received from his brother Paul. Then Bobby tells Feather "about her mom."

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

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp. 105-112)

1. What was Nia's nightmare about? How do you interpret this?
2. What do you think happened that changed the decision to put the baby up for adoption?
3. Bobby says, "*in a month it would all be back the way it was before, in a month. Nothing would have changed. We'd leave school and keep going."* Do you think that nothing will have changed for Bobby and for Nia? Can you go through a life even without being changed? Explain. What lesson should be taken from this for them?

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4. What is happening when Bobby starts to leave Feather? Why is this hard for parents?
5. Where do you think the boys are going to visit Nia? What do you think Bobby tells Feather about her mom? Why is it important that she know her?

9. Analyze Analyze the key paragraph.

Key Paragraph – 106
"It would all be back the way it was before, in a month. Nothing would have changed. We'd leave school and keep on going.

No baby in a month."

EXTEND

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

Clearly something major changed in the lives of Bobby and Nia that the author has not yet revealed. We know that Bobby has kept the baby, and that while Nia is near enough to be visited, she is not available as a parent.
Visit the following website
http://www.webmd.com/baby/features/childbirth-complications

Write an informative paragraph that detail's the complications that can potentially be a part of childbirth (choose one). **Introduce your topic. Develop the topic with relevant facts and information. Use appropriate transitions to create cohesion. Provide a concluding statement, which supports your introduction.**

Final Writing Product

Day 15	Prevention	Write a news/feature story that highlights the preventative services that are available for young people to prevent parenthood.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The First Part Last, Day 16

Outcomes for Today

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.
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 long-term care?

Long-term care is a range of services and supports you may need to meet your personal care needs. Most long-term care is not medical care, but rather assistance with the basic personal tasks of everyday life, sometimes called Activities of Daily Living (ADLs), such as:

- Bathing
- Dressing
- Using the toilet
- Transferring (to or from bed or chair)
- Caring for incontinence
- Eating

Other common long-term care services and supports are assistance with everyday tasks, sometimes called Instrumental Activities of Daily Living (IADLs) including:

- Housework
- Managing money
- Taking medication
- Preparing and cleaning up after meals
- Shopping for groceries or clothes
- Using the telephone or other communication devices

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- Caring for pets
- Responding to emergency alerts such as fire alarms

In addition there is long-term care that assists with all daily functions.

In today's reading Bobby and his friends go to see Nia. She is in a long-term care facility in the country. They moved her there after the baby was born. She is brain dead. Bobby asks her if she is ever going to wake-up and tells her about Feather.

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

superior-113	balloonist-114	surrounded-115	preferred-116

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.

***The First Part Last*, pp. 113-119**

Setting	Characters	Pages
Nia's apartment	Nia and Bobby	112-113
Flying	Nia	114-115
The hospital	Nia, Bobby, K-Boy, J.L., and Feather	116-119

RESPOND

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

Students might mention:

- Then: At Nia's house, Bobby sings commercial jingles to the baby in Nia's belly until Nia falls asleep. Then Bobby leaves quietly.
- Nia tells the reader that she feels like she is flying, and that she figures this must be what it's like to be dying.
- Now: Bobby tells Feather that he saw her mother today.
- Now: He tells Feather that she is in a coma and that the doctors say that she has brain damage.
- He tells Feather that this is why he would not sign the adoption papers.

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

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."

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- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp. 113-119)

1. Why does Bobby leave Nia sleeping on the couch?
2. What do you think happened to Nia after Bobby left? Why do you think Nia's chapter is written in italics?
3. What arguments can you come up with that Bobby might have used in deciding to keep the baby? Do you think any of the adults changed their minds about the baby following Nia's emergency?
4. Was Nia's condition a surprise to you? If not, at what point in the story did you suspect Nia might be dead or in the hospital? If yes, looking back now, were there clues you missed or interpreted differently? Were there clues that led you to draw different conclusions?

9. Analyze Analyze the key paragraph.

Key Paragraph – 115

"*All I want to do is lie here and sleep, even though I see the blood and it shouldn't be where it is. And it was just a minute ago Bobby was singing a shampoo commercial, but he's gone now.*"

EXTEND

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

Review the list of clues you have been keeping regarding Nia's whereabouts.

Write a one paragraph explanatory text that details where you think she is and what happened to her. Use your clues to help support your writing with facts from the text. Organize your paragraph in a logical flow and order. Use appropriate transitions. Conclude with a statement, which supports your introduction.

Final Writing Product

Day 16	Opinion	What do you think we should do to help teens make informed decisions as it relates to being a teen parent? Address prevention, support for healthy pregnancy? And options once the child is born.

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan
The First Part Last, Day 17

Outcomes for Today

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.
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 brain death?

Irreversible coma with apnea, loss of all brainstem reflexes and absence of activity in the body systems

What is eclampsia?

Eclampsia, a life-threatening complication of pregnancy, is a condition that causes a pregnant woman, usually previously diagnosed with preeclampsia (high blood pressure and protein in the urine), to develop seizures or coma. In some cases, seizures or coma may be the first recognizable sign that a pregnant woman has had preeclampsia. Key warning signs of developing eclampsia in a woman diagnosed with preeclampsia may be severe headaches, blurred or double vision, or seeing spots. Toxemia of pregnancy is a common name formerly used to describe preeclampsia and eclampsia.

There has never been any evidence suggesting an orderly progression of disease beginning with mild preeclampsia progressing to severe preeclampsia and then on to

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eclampsia. The disease process can begin mild and stay mild, or can be initially diagnosed as eclampsia without prior warning.

- Approximately 5% to 7% of all pregnancies are complicated by preeclampsia.
- Preeclampsia usually occurs in a woman's first pregnancy but may occur for the first time in a subsequent pregnancy.
- Less than one in 100 women with preeclampsia will develop eclampsia or (convulsions or seizures) or coma.
- Up to 20% of all pregnancies are complicated by high blood pressure. Complications resulting from high blood pressure, preeclampsia, and eclampsia may account for up to 20% of all deaths that occur in pregnant women.

Eclampsia Causes

- No one knows what exactly causes preeclampsia or eclampsia, although abnormalities in the endothelial system (the lining cells of blood vessels) have been described as a potential cause.
- Since the exact cause of preeclampsia or eclampsia is poorly understood, it is not possible to effectively predict when preeclampsia or eclampsia will occur, or to administer any treatments to prevent preeclampsia or eclampsia from occurring (or recurring).
- Preeclampsia usually occurs with first pregnancies. However, preeclampsia also occurs more frequently with multiple gestations, in women older than 35 years, in women with high blood pressure before pregnancy, in women with diabetes, and in women with other medical problems (such as connective tissue disease and kidney disease).
- Obese women also have a higher risk of preeclampsia and eclampsia than women of normal weight.
- For unknown reasons, African American women are more likely to develop eclampsia and preeclampsia than white women.
- Preeclampsia may run in families, although the reason for this is unknown.
- Preeclampsia is also associated with problems with the placenta, such as too much placenta, too little placenta, or how the placenta attaches to the wall of the uterus. Preeclampsia is also associated with mole pregnancies, in which no normal placenta and no normal baby are present.
- There is nothing that any woman can do to prevent preeclampsia or eclampsia from occurring. Therefore, it is both unhealthy and not helpful to assign blame and to review and rehash events that occurred either just prior to pregnancy or during early pregnancy that may have contributed to the development of preeclampsia.
- Other risk factors that have been described for eclampsia include lower socioeconomic status, teen pregnancy, and poor outcomes in previous pregnancies (including fetal death or intrauterine growth retardation)

http://www.emedicinehealth.com/eclampsia/article_em.htm#eclampsia_definition_and_overview

In today's reading Bobby gets to the hospital and learns that Nia is in a coma/brain dead and she suffered from eclampsia during labor. He is crushed and so are both sets of parents. He stands in the hall detailing how Feather came to him slowly and how he

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held her while the social worker was there. He made the decision to keep her and talked to Nia's parents and his parents. He took her home three days later.

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

desperate-119	babbling-120	irreversible-122	vegetative-122	coma-122

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.

***The First Part Last*, pp. 120-127**

Setting	Characters	Pages
The Emergency Room	Bobby, Mary, Fred, Mr. and Mrs. Wilkins, And the doctor	119-122
The hospital	Bobby, Feather, the social worker, and Mr. and Mrs. Wilkins	122-125
Mary's apartment	Bobby and Feather	127

RESPOND

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

Students might mention:

- Then: Bobby runs all the way to the Emergency Room. He screams, cries, and begs for Nia to be all right.
- Then: The doctor explains that Nia is in an irreversible vegetative coma that she will never walk, talk, or smile again.
- Then: A nurse brings the baby to Bobby in an incubator. Bobby says she came to him like "somebody brushed the air with a feather."
- Then: The social worker tries to get Bobby to sign the adoption papers, but he refuses. As she walks down the hall, he thinks he sees "Just Frank" and he knows he is doing the right thing. He is being a man.
- Then: The Wilkins' tell Bobby that they will support him in keeping the baby. Three days later, Bobby and Feather are home together.

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

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.

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- Maintain a Venn diagram labeled “Bobby’s life before Feather” and “Bobby’s life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

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EXPLORE

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

Key Questions (pp. 120-127)

1. What happened to Nia?
2. How would you initially react when you saw Bobby in the Emergency Room if you were Nia's parents? How would you react to him given time to process all that has happened? Is there any way for either set of parents or for Bobby to make sense of what has happened?
3. Bobby describes the "round table" but how none of them are knights. What symbolism do the knight and the round table have in this passage?
4. What should Bobby consider when making his decision about whether or not to keep Feather?
5. Do you think there is a set of adoptive parents already picked out? How will his decision affect them?

9. Analyze Analyze the key paragraph.

Key Paragraph – 125

"When I walked out of the office I think I see "Just Frank" standing at the end of the hall. And then I know I'm being a man, not just some kid who's upset and wants it his way."

EXTEND

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

Bobby believes he is making the right decision to keep the baby, while the social worker believes that the right decision would be to give her up. What does it mean to be a man? What is the difference between being a father and a dad? Which do you think Bobby wants to be?

Write an explanatory paragraph in which you define the term "man", "dad", and "father", and explain what Bobby wants to be. Introduce your topic. Organize your writing with definitions and with a logical flow. Use examples from the text and your life to support your thesis. Use transitions to create flow and cohesion. Close with a statement, which supports your introduction.

Or

Write the climactic dialogue for a choice story of your choosing where the main character has to make a difficult decision that may affect the rest of his or her life and the life of others.

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

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Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan
The First Part Last, Day 18

Outcomes for Today

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.
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 Heaven, Ohio? Do you think it really exists?
What is your version of a town called Heaven if you had to live there? (For discussion).

In today's reading Bobby decides to move to Heaven, OH with Feather. His brother told him it was a good place to raise children and he was still hurting about Nia. It is his way of getting a fresh start and finding a place for him and for his daughter.

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

wonder pg. 128	busted pg. 129	disappears pg. 130	squints pg. 130	whacked pg. 131

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.

***The First Part Last*, pp. 128-132**

Setting	Characters	Pages
Fred's apartment	Bobby and Fred	127-129
Heaven, Ohio	Bobby and Feather	130-132

RESPOND

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

Students might mention:

- Now: Feather has just gone to sleep, and Bobby is considering moving to Heaven, Ohio, which his brother says is a good place to raise kids.
- Now: Fred asks Bobby what he is thinking about. Bobby considers several responses, but settles on "Paul says he loves Ohio and that it's a good place to raise kids."
- Now: Fred and Bobby use the time they have while Feather is sleeping to watch the Mets together.
- Heaven: Bobby spends a month going to all his favorite places in New York before he and Feather move to Ohio.
- Heaven: Bobby rented an apartment near a car repair shop for him and Feather. They sit together in the window of the new apartment watching the creek flow past their back yard.

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

- Keep a running list of things that Bobby does that indicate he is "being a man."
- Maintain a list of clues as to what may have happened to Nia and where she might be.
- Maintain a Venn diagram labeled "Bobby's life before Feather" and "Bobby's life after Nia."
- Add any landmarks to your map. While you may not be able to pinpoint the location, you will likely be able to place it in the correct borough and neighborhood.

EXPLORE

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

Key Questions (pp. 128-132)

1. Where did Bobby move? What would you have done?
2. What factors do you think he had to consider in making this decision?
3. What do you think Bobby will do with his life in Heaven, Ohio? What will happen to Feather over the next five years? Ten Years? Twenty years?
4. Do you think Bobby will ever forget Nia? Will he be able to move on?

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5. Why was it so hard for him to say good-bye? Do you think his decision was selfless or selfish?
6. How would staying in New York help and hinder Bobby? What does this move force him to do?

9. Analyze Analyze the key paragraph.

Key Paragraph – 130
"I can tell you how it feels sitting in the window with Feather pointing out the creek that rolls past our backyard. I can tell you how it is to feel as brand new as my daughter even though I don't know what comes next in this place called Heaven."

EXTEND

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

Bobby shares about what it feels like to feel brand new. How he and Feather were new in a new place with new experiences. Why is it important for him to move out and move forward?

Think about a time in your life where you needed to give something up in order to grow and move on. Write an explanatory paragraph sharing that moment and why it was important to let go before you could grab on to something new. Introduce your topic. Organize your ideas. Use good transitions to maintain cohesion and flow. Conclude with a statement that supports your topic.

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

Extend the reading to the students' lives or to the world.

Final Writing Product:
The final writing project will be writing to explain or inform your reader. You will do this be creating a newspaper layout to share about topics related to teen pregnancy the impacts it has on families and society.
Research various different aspects of pregnancy, parenting, and write about them using the informative/explanatory format and standards.

Day 10 News Story	Choose a pregnancy complication that mothers can be affected by.	List three facts about this complication Write a paragraph describing it.
Day 11 Feature Story	Interview a teen parent, agency that serves or supports teen parents.	Write a story about the trials of being a teen parent. What stigmas are faced and how do teen parents complete school, work, etc.

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Day 12 Data	Research the cost of having a child	Find data about the costs related to having a child. Give data to show the correlation between higher education and income Cite the statistics of children of teen parents being young parents themselves.
Day 13 News	Research delivery complications.	Write a story that highlights the complications that affect mothers in labor. Cite statistics and prevention.
Day 14	Research Societal Costs of teen parents.	Write a news/feature story that highlights the costs of teens having children. Where does the money come from to support social programs needed to support young parents and their children.
Day 15	Prevention	Write a news/feature story that highlights the preventative services that are available for young people to prevent parenthood.
Day 16	Opinion	What do you think we should do to help teens make informed decisions as it relates to being a teen parent? Address prevention, support for healthy pregnancy? And options once the child is born.

Put your stories together in a newspaper style format.
You can add—weather, maps of the Seattle Area, and other information that you learned in the text.
Add charts and graphs to give your reader data to support your stories.
Use the standards outlined above as you write your paragraphs.
Be creative.

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