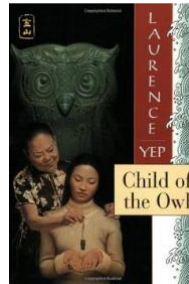


Child of the Owl

Lesson Plan



ISBN-10 067370372X
ISBN-13 978-0673703729

Author Yep, Laurence

Publisher Harper Collins

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Lexile 920L

Genre Fiction

Synopsis The story is set in 1960 in San Francisco's Chinatown. Casey, a Chinese American teen, slowly discovers the value of her Chinese heritage while living with her grandmother. The story examines the effects of Casey's father's gambling addiction on the lives of the other family members.

Themes Immigration and Migration, Identity Development

Protagonist Asian-American Female

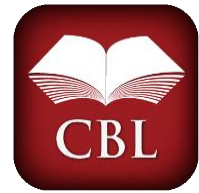
Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

Child of the Owl, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

Where is the Bay Area?



Source: <https://www.google.com/maps/place/San+Francisco+Bay+Area,+CA/@37.8791998,-122.4203375,8z/data=!3m1!4b1!4m2!3m1!1s0x808583a3a688d7b5:0x8c891b8457461fa9>

2. Word Wall

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

Introduce 5 important, useful words from today's reading.

ward-1	muffled-2	bookie-3	pawn-4	conned-5
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- 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.

Look at the cover of the book and make some predictions. Where does the story take place? When? What themes might this book focus on, based on the front cover visuals?

4. Read

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

p. 1-14

Setting	Characters	Pages
Hospital room, Stockton, CA	Casey, Barney, Morey, and the nurse	1-14

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:

- Casey is visiting her father in the hospital. He has been beaten up badly and robbed of his winnings from gambling.
- For as long as Casey can remember, she and her father Barney have been traveling up and down California, where Barney spent his time gambling for a living and working as a hobby.
- Barney has never hit it big, but is always convinced that the big win will come with his next bet.
- Since Barney has been in the hospital, Casey has been washing dishes at a diner and delivering newspapers to pay the bills. She is only twelve years old.
- Barney asks Casey to go to San Francisco to live with Uncle's family. Casey's mother died when Casey was too young to remember her.

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

Create a class theme chart on the "Discovery of Cultural Heritage." Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

One possible activity:

Take close look at the owl charm on the front cover of the book. Choose an animal to represent the person you would like to grow up to be. Then choose a second and a third animal to represent the forces inside you that both help you and hinder you in becoming that animal. Make your own animal charm to serve as your bookmark. Be sure to use all three animals. Try to make your design ornate like the owl on the cover.

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

Key Questions

1. Where and when does this story take place?
2. Who is the narrator? What do you know about her and her situation so far?
3. Barney's dream is to become rich through gambling. Do you believe this is a dream of integrity? Why or why not?
4. Explain why is Barney in the hospital?
5. Compare and contrast work and hobbies.
6. How can Barney be a more responsible father?
7. Describe what happened to Casey's mother.
8. Do you think Casey trusts Barney? Explain.

9. Predict what you think will happen when Barney leaves the hospital?
10. Predict how you think Casey's life will change when she goes to live with her aunt and uncle in the Bay Area in San Francisco, California?

9. Analyze

Analyze the key paragraph.

Key Paragraph – 3

"I can't remember when Barney's story began, but all my life I'd heard this story about how this little girl and her father were going to hit it big one of these days, either in his gambling or in one of his real-estate deals that one of his drinking buddies was going to get up—Barney was always their bosom buddy till the deal fell through."

EXTEND

10. Write

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

Casey and her father moved all over California but now Casey will move to the Bay Area to live with her aunt and uncle. **In two explanatory paragraphs re-tell Casey's story. Explain the setting and the plot. Include a description of her mother and father. Describe the events from today's reading. Include three reasons why Casey is going to live with her aunt and uncle in the Bay Area.**

11. Close

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 University of California, Berkley?

The University of California, Berkley (or also known as UC Berkley, California, or Cal) is a large, 4-year, public university. This coed college is located in a small city in an urban setting and is primarily a residential campus. It offers bachelor's, master's and doctoral degrees.

Source: <https://bigfuture.collegeboard.org/college-university-search/university-of-california-berkeley>

2. Word Wall

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

fraternities-15	ought-18	impressionable-19	sorority-19	wholesome-20
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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.

p. 14-30

Setting	Characters	Pages
The bus terminal	Casey and Phil	14-17
Phil and Ethel's home	Casey, Phil, Ethel, Pam-Pam, and Annette	17-21
Downtown San Francisco	Casey, Ethel, Pam-Pam, Eddy, and Phil	22-26
Pam-Pam's bathroom	Casey and Pam-Pam	26-28
Annette's room	Casey, Annette, and Phil	28-30

RESPOND

5. Timeline

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

- At the bus terminal in San Francisco, Casey met Phil. Right away, each took a dislike to the other. They drove home in Phil's Lincoln Continental, complete with baby shoes hanging from the rearview mirror.
- At Phil's house, Casey was introduced to Ethel, her aunt, and her two cousins, Pam-Pam and Annette. Pam-Pam was Casey's age and Annette was a junior at Berkeley.
- It was decided that Casey would sleep in Annette's room. Casey believed that this was because Phil didn't want Casey to negatively influence Pam-Pam.
- A few days after moving in, Ethel took Pam-Pam and Casey shopping downtown. Casey slipped away and walked through the city on her own. When she got home, Phil was very upset with her. They argued and Casey walked out.
- When she returned, she made it a point to cause trouble and tension in the house. Annette warned her that if Casey kept it up, Phil would send her to live with their grandmother.

6. Map

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

Create a class theme chart on the "Discovery of Cultural Heritage." Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Map of San Francisco

On a large piece of paper, create an outline map of San Francisco. Include the major parks and lakes as landmarks. Locate and Label Phil's house in St. Francis Wood as well as the down town financial district and the embarcadero. You will add important landmarks to the map as the story goes on.

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

Key Questions

1. Casey has moved all over California. Remember, *"Integrity moves me to do difficult and new things, not just easy and accustomed things."* How does Casey demonstrate integrity when she moves in with Phil.
2. Explain why Phil and Casey do not seem to like each other?
3. What does Phil think about Barney? Do you think he is right? Explain.
4. Compare and contrast the differences in parenting styles between Phil and Barney.
5. Why did Casey sleep in Annette's room?
6. Describe Casey's shopping outing with her aunt and cousin.
7. Describe Casey's transition to her new living situation. What emotions do you think she is experiencing?
8. Describe Casey's aunt and cousins. How are they different from Casey?
9. How would you describe Casey's personality?
10. Why doesn't Casey like Pam-Pam or Annette?
11. Do you think Casey will like her grandmother? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph – 17

"It wasn't much better when I hit *Chez Phil the Pill*. There wasn't one cheap piece of furniture or painting in the place but it was all kind of, I don't know, kind of impersonal. Like it had all been ordered out of a Sears's catalogue because that was what every other lawyer of fifty thousand a year ordered from San Francisco to Bangor. But the only difference between Phil's stuff and the stuff in the cheap furnished rooms where Barney and me lived was the price tag, not the taste. Instead of ordering the twenty-dollar dresser like you'd find in one of our rooms, Phil ordered the two-hundred-dollar dresser. Not because he liked it, but because it had the right price tag."

EXTEND

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

Phil is very different from Barney and doesn't seem to be fond of Casey. Create a biographical about "Phil the Pill." **Write two informative paragraphs that explain Phil's behavior and career choices. Describe his lifestyle and his personality. Use three examples from the text to support your description.**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 history of San Francisco's Chinatown?

The story of Chinatown is the story of a neighborhood; an American neighborhood, an old neighborhood, an immigrant neighborhood, where the old country still lives inside the new one. The past and the present are inseparably woven together in this neighborhood defined by Broadway, California, Kearny, and Powell streets. In the mid-1840's, following defeat by Britain in the first Opium War, a series of natural catastrophes occurred across China resulting in famine, peasant uprisings and

rebellions. Understandably, when the news of gold and opportunity in far away Gum San, (Golden Mountain- the Chinese name for America) reached China, many Chinese seized the opportunity to seek their fortune.

Source: <http://www.pbs.org/kqed/chinatown/resourceguide/story.html>

2. Word Wall

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

eccentric-31	sentimental-39	ingratitude-39	dignity-41	solemnly-41
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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.

p. 30-45

Setting	Characters	Pages
Phil's house	Annette, Phil, and Casey	30-32
The drive to China Town	Phil and Casey	32-37
Paw-Paw's apartment	Phil, Casey, and Paw-Paw	37-45

RESPOND

5. Timeline

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

Students might mention:

- Pam-Pam's screaming caused Phil to leave his study. He decided he had had enough. He told Casey to pack her things. He was taking her to live with her grandmother.
- On the way to China Town, Casey passed through several San Francisco neighborhoods.
- Arriving in China Town, Casey realized, almost for the first time, that she was Chinese.
- Phil pulled into a small alley in China Town. There were rows of apartments, each with clothing and underwear hanging from clotheslines over the alley. The Beatles was playing loudly from one of the apartments.
- Paw-Paw lived on the third floor in a very small apartment from which the music was coming from. When she opened the door, she gave Casey a hug and Casey felt at home. After dismissing Phil, the two made a deal: Paw-Paw would keep her temper, in Casey would limit her adventuring so as not to unduly worry or concern Paw-Paw. Both agreed.

6. Map

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

Create a class theme chart on the “Discovery of Cultural Heritage.” Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Postcard

Create a postcard visual of Paw-Paw’s apartment, either from the inside or from the outside. Include as many details as possible. It may help to review today’s reading before beginning. On the other side, write a brief note to Barney, telling him how things had gone at Phil’s and where you are living now.

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

Key Questions

1. Why is Casey going to live with her Grandmother?
2. What do you think Casey realizes when she sees all the Chinese people in Chinatown?
3. Why do you think it took Casey so long to realize she was Chinese?
4. Describe the apartments in Chinatown?
5. Describe the relationship between Paw-Paw and Phil.
6. Why do you think the SOS joke Paw-Paw plays on Phil is so funny to the two women?
7. Describe Paw-Paw’s character. Do you think Paw-Paw lives with integrity? Why or why not?
8. Describe the deal made between Paw-Paw and Casey.
9. In what way is Casey independent?
10. Do you think Casey will be more comfortable in Paw-Paw’s apartment? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph – 37

“I walked into an old, dim hallway and climbed up the wooden steps. As I turned an angle on the stairs, I saw light burning fierce and bright from a window. When I came to it, I looked out at the roof of the Chinese school next door. Someone had thrown some old 45’s and a pair of sneakers down there. If I were some kind of kid that felt sorry for herself, I would almost have said that was the way I felt: like some piece of old, ugly junk that was being kicked around on the discard pile while Barney was getting better.”

EXTEND

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

Casey moves into Paw-Paw's apartment in a new neighborhood. **In two explanatory paragraphs describe the inside of Paw-Paw's apartment and the neighborhood in which she lived. Use sensory details -such as sights, sounds, and smells- to help the scene come alive. Provide three detailed descriptions. Speculate how Casey might have felt moving into this new and strange environment.**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



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

Why do people study Chinese?

China is one of the world's oldest and richest continuous cultures, over 5000 years old. China is the most populous nation in the world, with 1.28 billion people. One fifth of the planet speaks Chinese. Mandarin Chinese is the mother tongue of over 873 million people, making it the most widely spoken first language in the world. In addition to the People's Republic of China and Taiwan, Mandarin Chinese is also spoken in the important and influential Chinese communities of Indonesia, Thailand, Malaysia, Singapore, Brunei, the Philippines, and Mongolia. China is the second largest economy

in the world. China is one of largest trading partners of the United States. Many US companies do business in China and have long-term investments there.

Source: <http://www.bu.edu/mlcl/home/why-study-chinese/>

2. Word Wall

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

truce-48	anxiously-48	routine-53	indignantly-55	tirade-55
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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.

p. 45-58

Setting	Characters	Pages
Paw-Paw's room	Paw-Paw and Casey	45-48
Catholic School	Casey, students, and the Chinese teacher	49-57
The trolley stop near Golden Gate Park	Casey and Barney	57-58

RESPOND

5. Timeline

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

Students might mention:

- Paw-Paw broke the tense silence between her and Casey by suggesting a game of cards. They played slapjack. Paw-paw won. Then they listened to shows on the radio until it was time for Chinese hour.
- Paw-Paw enrolled Casey in the local Catholic school because they taught Chinese language classes every day. Casey had to wear a hand-me-down uniform that didn't fit correctly. The other girls called her ragbag.
- Casey struggled in Chinese class. She tried her hardest at first, but her teacher did not recognize her efforts. Instead the teacher accused her of cheating. After that Casey stopped trying.
- One day after school, Casey was sitting on Paw-Paw's bed not wanting to do her homework or even be Chinese.
- Barney called and said he was in San Francisco. He asked her to meet him in Golden Gate Park, but told her not to pack her things.

6. Map

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

Create a class theme chart on the "Discovery of Cultural Heritage." Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown

she becomes interested in learning about her Chinese heritage. After each chapter bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

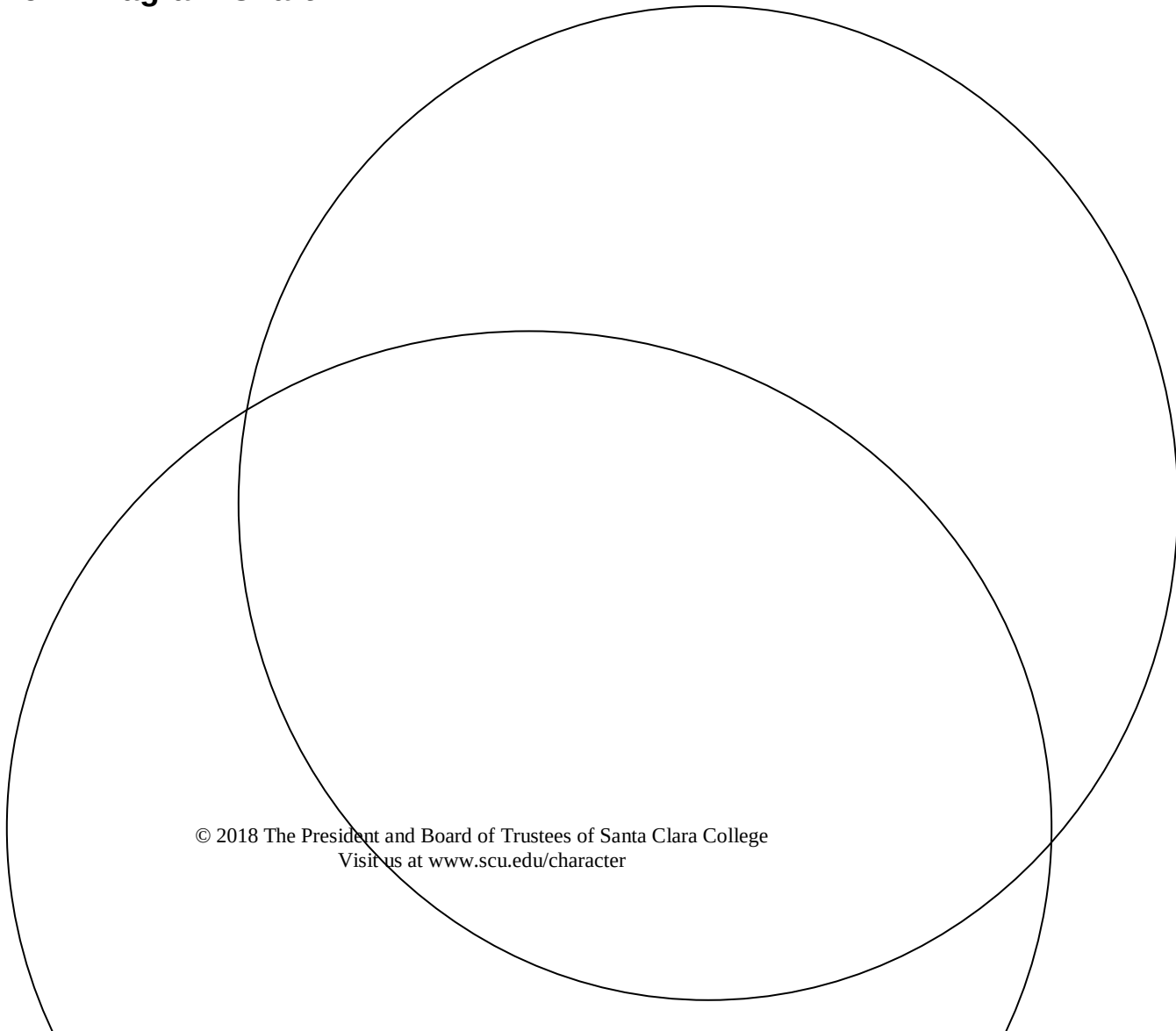
Portrait: Create an Open Mind Portrait of a Casey

Create an open mind portrait of Casey as she is sitting on Paw-Paw's bed, thinking about getting out of China town. Use thought bubbles to show all the things that might be making her feel this way. You will add thought bubbles to his OMP every couple days. You could use different colors for the beginning, middle, and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.

6g6 Venn Diagram Chart

Create a Venn diagram to compare and contrast Phil and Paw-Paw's homes.

6g6 Venn Diagram Chart



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

Key Questions

1. How does Paw-Paw welcome Casey?
2. What is Chinese hour?
3. Why do you think Paw-Paw resists explaining the Chinese statues to Casey?
4. Why does Paw-Paw enroll Casey in a Catholic school?
5. Describe Casey's transition to a new school.
6. Do you think Casey is a good student? Why or why not?
7. How does Casey demonstrate integrity in her school work?
8. What do the other girls call Casey? Why?
9. How does Casey show courage in today's reading?
10. Why do you think Barney is in San Francisco?
11. What do you think Barney is going to say to Casey when they meet in the park?

9. Analyze Analyze the key paragraph.

Key Paragraph – 56

The simplest thing would have been to go to Paw-Paw and ask her to help me, but for one thing I never said I wanted to learn Chinese. I was an American and I couldn't see any good reason to learn a foreign language. And then too, it hurts your pride when you think you are smart and you have to do things that make you feel dumb."

EXTEND

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

Casey struggles in her Chinese class and feels even more frustrated when her teacher accuses her of cheating. **In an explanatory paragraph, write about a time when you struggled to learn something new. Explain the situation and how you felt when you were learning? What did you tell yourself to keep you going? What was the result? How did you feel after you learned it? What advice would you give Casey?**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 gambling?

Gambling is the activity or practice of playing at a game of chance for money or other stakes. It is the act or practice of risking the loss of something important by taking a chance or acting recklessly.

Source: <http://dictionary.reference.com/browse/gambling>

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

fuschia-60	blossoms-60	eucalyptus-62	vermillion-66	lavender-66
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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.

p. 58-73

Setting	Characters	Pages
Golden Gate Park	Casey and Barney	58-68
Paw-Paw's apartment	Casey and Paw-Paw	68-73

RESPOND

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

Students might mention:

- As Casey got off the bus, she saw Barney handing the last of his money to the man next to him. He had just compulsively bet on how many people would exit at this stop.
- Barney explained to Casey that he had already gotten back into debt with his bookie and now needed Casey to stay in China town so that he could travel lightly and try to make the money back. He promised that the two of them would be back together by summer.
- He explained that he had Casey meet him at this spot as it had been her mother's favorite place to come when she was alive.
- Paw-Paw agreed to allow Casey to continue to stay with her.
- Summer turned to fall. One morning Casey woke up and began to cry and cry.

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

Create a class theme chart on the "Discovery of Cultural Heritage." Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Open Mind Portrait

Add to your OMP for Casey as she is crying on Paw-Paw's shoulder. Use thought bubbles to show the things she is thinking about that are making her so sad.

Fill out the Setting Chart

1g6 setting chart

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery, and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

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

Key Questions

1. What was Barney doing when he got off the bus?
2. Describe Barney's gambling addiction. How can Barney act with more integrity?
3. How does his addiction affect Casey?
4. Compare and contrast a gambling addiction with a drug addiction.
5. How do you think Barney can change?
6. Why is Barney into debt?
7. How does he plan to get out of debt?
8. Why does Casey have to stay in Chinatown?
9. How do you think this makes Casey feel?
10. How would you handle this situation if you were Casey?

9. Analyze Analyze the key paragraph.

Key Paragraph – 72

"I don't know why, but I began to cry, softly at first, the tears just slipping out of my eyes no matter how hard I tried to close them, and then because it got harder to breathe, I began to sob. I tried to hide my face in my pillow to stop the sounds, but I couldn't. Paw-Paw had the sense to leave me alone for a moment and not touch me, 'What's wrong, girl?'"

EXTEND

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

Casey meets with Barney and discovers that she will not be traveling back with him. **In an explanatory paragraph, explain why Casey is crying. What are the circumstances of her life that are making her so unhappy at this moment? Include three reasons to support your answer. Evaluate your paragraph using the checklist you created in the WriteAhead lesson today.**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 average lifespan of an owl?

The great horned owl is the most common owl of the Americas, easily recognizable because of the feather tufts on its head. These "plumicorns" resemble horns or, to some, catlike ears. Great horned owls are largely nocturnal so they can be difficult to spot. But in the dark after sunset, or just before dawn, they can often be heard

vocalizing with their well known series of "Hoo H'hoos!" These owls have an average lifespan of 5 to 15 years.

Source: <http://animals.nationalgeographic.com/animals/birds/great-horned-owl/>

2. Word Wall

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

ancestors-76	talons-77	indignantly-78	contemptuously-79	sentimental-79
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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.

p. 74-88

Setting	Characters	Pages
Paw-Paw's apartment	Paw-Paw and Casey	74-76
The Jungle in Southern China a long time ago.	Mother owl and her daughters, Jasmine and Peony, their siblings, and the walkers	76-88

RESPOND

5. Timeline

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

Students might mention:

- When Casey managed to stop crying, Paw-Paw explained to Casey that feeling "all alone inside" is something that everyone in their family experiences because they are all children of the owl.
- Paw-Paw began to tell the story of the owls.
- In ancient times Southern China was covered by thick jungle. The jungle was first populated by owls and munchables. Then the walkers came. The walkers began to clear parts of the jungle for farming, and the owls watched them with interest.
- Two owls, Jasmine and her sister, Peony, only 1000 years old each lived with their mother, even though most owls were solitary. The three watched the walkers with interest as a drought dried their crops and they began to die off.
- One day, a hunter went hunting in the jungle. Jasmine, Peony, and their mother had just defended themselves against other hungry owls and were not on their guard. The hunter spied them in a tree and killed the mother with his bow and arrow. The sister owls came to him in his sleep and told him that while he did not know what hunger was yet, they would see to it that he did.

6. Map

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

Create a class theme chart on the "Discovery of Cultural Heritage." Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of

the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Comic Strip

Create a five-frame comic strip that illustrates the story of the owls thus far. Include detailed visuals for each frame, but limit text to one sentence per frame.

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

Key Questions

1. Why do you think Casey was crying?
2. How does Paw-Paw comfort Casey?
3. What does it mean to feel “all alone inside”?
4. Have you ever felt all alone? What advice do you have for Casey?
5. Describe the story Paw-Paw tells Casey. What is the setting of the story?
6. What details can you provide about the characters in Paw-Paw’s story?
7. Name a character that demonstrates integrity. Include an example of how this character demonstrates integrity.
8. Why did walkers clear parts of the jungle, in Southern China?
9. Why were Jasmine and Peony different from other owls?
10. Describe what happened to Jasmine and Peony’s mother.
11. Based on what Jasmine said to the hunter, what do you think will happen in the rest of the owl tale?

9. Analyze Analyze the key paragraph.

Key Paragraph – 75

“ ‘Some things you can’t count in coins. The Owl, Spirit gave it to our family.’ She paused and I had the feeling that she was lost somewhere inside herself groping for the right words. ‘American owls are supposed to be good and wise but Chinese owls are

supposed to be evil—though most Chinese don't know that anymore. Even many of the old ones have forgotten, as they have forgotten many things. Those Chinese owls, many have no sense of family. Many make fun of their parents and when the parents grow too old, the young owls push them out of the nest. Some even eat their poor old parents. And they steal people's souls."

EXTEND

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

In an attempt to comfort Casey, Paw-paw tells her a story about three owls. **In one explanatory paragraph, re-tell the story of the owls and the walkers. Describe three of the most important events in detail. In a second explanatory paragraph, describe how this story might relate to the lives of the people in the book.**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 7



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 is the author, Laurence Yep?

Laurence Yep was born in 1948 in San Francisco, California. He grew up feeling somewhat separate from others, because he lived in an African American neighborhood but went to school in Chinatown, in another part of the city. In those years he read science fiction and fantasy books, because, he says, in those books "children leave the everyday world and go to a strange place where they have to learn a new language and new customs. Science fiction and fantasy were about adapting, and that was something

I did every day when I got on and off the bus."

In high school, an English teacher told Yep's class that everyone would have to get their writing published by a national magazine in order to earn an A for the class. "The teacher later withdrew that threat," Yep recalls, "but the writing bug bit me." Yep sold his first story to a science fiction magazine when he was 18. He was paid a penny per word.

Source: <http://www.eduplace.com/kids/hmr/mtai/yep.html>

2. Word Wall

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

mockingly-88	scornful-89	famine-90	gourd-92	humiliated-96
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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.

p. 88-102

Setting	Characters	Pages
Ancient Southern China	The hunter and his family, Jasmine, Peony, and their brothers and sisters	88-102

RESPOND

5. Timeline

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

Students might mention:

- In the story of the owl spirits, Jasmine saw to it that the hunter never killed another animal. His family grew thinner and poorer.
- The family sold everything, including their farmland. One brother sold himself into slavery to feed the rest of the family. When that money ran out, another brother cooked himself to keep his parents alive.
- The owls captured the cooked brother's souls, which troubled the one surviving brother. He hunted the owls and forced them to free his brother's souls. He kept Jasmine as his wife.
- She lived with him as a walker for twenty years and came to love him, but still, Jasmine yearned to fly again as an owl.
- One day she asked the hunter to give her back her owl life. Out of love, he did. She flew away and left him with the owl charm that Paw-Paw now has around her neck.

6. Map

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

Create a class theme chart on the “Discovery of Cultural Heritage.” Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Newspaper

Create a Newspaper Front page for a China Town newspaper. Give your Paper a Title. Then create a Cover story title having to do with the story of the owl spirit. Provide a visual and write the caption to go along with it.

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

Key Questions

1. How did Jasmine the owl exact her revenge on the hunter and his family?
2. What happened to his family as a result?
3. Describe what the brothers did to save their family? Do you think this was an act of integrity? Why or why not?
4. How does the feud between Jasmine and the hunter end?
5. Why did Jasmine wish to be an owl again?
6. Why do you think the hunter give Jasmine her back her owl life?
7. Describe the significance of Paw-Paw’s owl charm.
8. How is Jasmine different from the other owls?
9. How is Casey different from others?
10. How do you think this story of the owl applies to the lives of the people in the book?

9. Analyze Analyze the key paragraph.

Key Paragraph – 101

“Stories don’t exactly replace a gas heater; yet some stories can lift you up out of where you are so the cold doesn’t seem important anymore. And the story of the owls wasn’t even very pleasant—I mean, who wants to go around eating up other people and catching souls? But it was like there had always been this person inside of me that I had never been able to name or describe—a small, feathery me lost inside this body—and now I not only knew her name but I could tell part of her story.”

EXTEND

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

Pretend you are a news reporter, writing stories about the events in San Francisco's Chinatown. **Write an informative news article about an ancient owl charm made of jade. In your news story, write an explanatory paragraph that describes the charm looks and the owner of the charm. Provide the details of the story behind the charm. In a second paragraph suggest how the story might be applicable to the lives of people living in 1960's Chinatown.**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 8



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 were U.S.-China relations like in the 1960s?

Containment: For twenty years (1949-1969), the United States tried to disrupt, destabilize, and weaken China's communist government. Washington believed that China was an aggressive, expansionist power that threatened the security of its noncommunist neighbors. The United States constructed an off-shore line of military alliances along China's eastern and southern borders. These included the U.S. alliances with Japan, South Korea, and the Nationalist government on Taiwan. With its allies, the

United States formed the Southeast Asian Treaty Organization (SEATO) that included Thailand, the Philippines, and South Vietnam, and the ANZUS Treaty that linked Australia, New Zealand, and the United States. The United States maintained military bases and in some cases stationed significant numbers of troops in many of these countries, especially Japan and South Korea. During these years, the United States also became involved in the war in Vietnam.

Washington encouraged its allies to refrain entering into diplomatic relations with Beijing. The United States prohibited Americans from visiting China. The United States cut off trade and orchestrated an international embargo of China.

By being even tougher on China than on its main communist rival, the Soviet Union, the United States pursued a so-called "wedge strategy." This strategy aimed to encourage a split between the two communist allies. It was successful, because such a split did occur, becoming evident in around 1960 and worsening thereafter.

Source: <http://afe.easia.columbia.edu/tps/1950.htm#us>

2. Word Wall

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

bureau-104	chiffon-106	souvenir-106	familiarity-108	synchronized-109
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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.

p. 103-116

Setting	Characters	Pages
Paw-Paw's apartment	Paw-Paw and Casey	103-107
The Chinese globe Theatre	Paw-Paw and Casey	107-108
Streets of Chinatown	Paw-Paw and Casey	108-116

RESPOND

5. Timeline

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

Students might mention:

- Casey asked Paw-Paw about Jeannie. Paw-Paw told Casey that Jeannie was not a lonely girl—she had lots of friends, was popular, and dated Barney from grammar school on.
- When Casey asked what Jeanie and Paw-Paw used to do together, Paw-Paw said they went to see Chinese movies together. Paw-Paw invited Casey to go to the movies, and Casey agreed.
- The two walked to the theatre, and Casey took in the sights of Chinatown along the way.

- When they came out of the theatre, the streets were wet with fresh rain. Casey had enjoyed the Chinese movies, as they had contained fully developed Chinese characters, unlike the Chinese mascots she had seen in Hollywood films.
- It started to rain again, so the two stopped under the awning of a souvenir shop. Casey pointed out that most of the items for sale were not even Chinese. Paw-Paw explained that American embargoes prevented the importation of Chinese goods, but the shops have to sell the American tourists something. There were a few Chinese items available. They y turned out to be the same small statues that were on Paw-Paw's dresser.

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

Create a class theme chart on the "Discovery of Cultural Heritage." Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Newspaper Headline

Create the front page for a newspaper. Create a headline for the story about one of the Chinese movies that Casey saw today. Create a visual and the caption to go along with it.

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

Key Questions

1. Who is Jeannie? Describe her personality and character. Do you think she is a good example of a person with integrity? Why or why not?
2. Describe the relationship between Jeannie and Barney.
3. Why do you think Barney doesn't like to talk about her?
4. What inspired Paw-Paw and Casey to go to the Chinese movie?
5. Compare and contrast the Chinese movies with the Hollywood films.
6. Why do you think Chinese characters are not usually the main character in a Hollywood film?
7. Explain why Casey enjoyed the Chinese movies so much.
8. What statues and legends did Casey learn about today?
9. Describe the relationship between the U.S. and China. (Revisit background information)
10. Why did the Chinese shops in Chinatown sell American goods?

9. Analyze Analyze the key paragraph.

Key Paragraph – 108

“When I finally got to see the movies, they were completely different than I thought. I could see why Jeanie had like them. For one thing, the Chinese were actually people who could be brave or sad. They had subtitles in English too, which was good. It was something to see Chinese do more than be the sidekick to some white guy in a fight, or see the Chinese actually win. I mean, I almost felt like crying when I saw it: a kind of bubbling feeling deep down inside that had me almost cheering and crying while this Chinese mother led her three sons in beating up the bad guys. And it was even better when I saw the Chinese girls fighting.”

EXTEND

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

Pretend you are a reporter; write an informative article for the local news story about one of the Chinese movies playing at the Chinese Globe Theater. **In an informative paragraph describe the characters from today’s reading. Provide three reasons why this film speaks to young Chinese people. From today’s reading, include a quote from Casey as a film critic.**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 9



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 tai chi and where does it come from?

Tai chi is a centuries-old Chinese martial art that descends from qigong, an ancient Chinese discipline that has its roots in traditional Chinese medicine. (The people that you see moving gracefully with flowing motions in parks throughout China, and increasingly throughout much of the modern world, are practicing tai chi.) According to some records, tai chi dates back as far as 2,500 years! It involves a series of slow, meditative body movements that were originally designed for self-defense and to

promote inner peace and calm. According to the tai chi historian Marvin Smalheiser, some tai chi masters are famous for being able to throw an attacker effortlessly to the floor with the attacker and spectators unable to clearly see how it was done. Their movements use internal energy and movements too subtle for most people to observe, reflected in the notion that "four ounces can deflect a thousand pounds." At this high level of skill, a defender can use a small amount of energy to neutralize the far greater external force of an attacker.

Source: http://www.medicinenet.com/tai_chi/article.htm

2. Word Wall

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

leisurely-117	elderly-120	dignity-121	ramshackle-121	chided-124
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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.

p. 116-131

Setting	Characters	Pages
Paw-Paw's apartment	Paw-Paw and Casey	116-118
Paw-Paw's club	Paw-Paw, Casey, Mr. Jeh, and Gilbert	118-131

RESPOND

5. Timeline

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

Students might mention:

- In the morning, when Casey woke up, she asked Paw-Paw more about Jeanie.
- Paw-Paw said that Jeanie became lonely after marriage when Barney started gambling and staying away. She told Casey that if she wanted to know more, she could ask her friend, Mr. Jeh at the social club. Barney had been close friends with Mr. Jeh's son.
- After brunch, the two walked to Paw-Paw's social club, which was outside in a grassy lot. There were many older Chinese people there. Some were gossiping. Others were playing Chinese Chess. Mr. Jeh was doing Tai Chi.
- When he was done, Paw-Paw introduced Mr. Jeh to his granddaughter.
- Mr. Jeh told Casey to be careful as it is possible to lose one of your souls like he had. His Grandnephew, Gilbert drove up. They talked for a while and Gilbert, a driver for a wealthy gambler, left \$50.00 for Mr. Jeh. On the way home, Paw-Paw said that Mr. Jeh never spends the money but leaves it for those at the club who need it.

6. Map

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

Create a class theme chart on the “Discovery of Cultural Heritage.” Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Postcard

Create a postcard picture of the scene at the park. Include as many details as possible. Pretend you are Casey and write a note to Barney on the other side.

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

Key Questions

1. According to Paw-Paw, when did Jeanie become lonely?
2. Who does Paw-Paw suggest Casey talk to in order to find out more about her mother and father?
3. What is the relationship between Mr. Jeh and Casey’s parents?
4. Describe the setting at the social club.
5. What was Mr. Jeh doing when Paw-Paw and Casey arrive at the social club?
6. Describe Mr. Jeh’s warning to Casey. What do you think his warning means?
7. Who is Gilbert? What role do you think he will play in the rest of the book?
8. Do you think Gilbert is a man of integrity? Why or why not?
9. Why do you think Gilbert gives Mr. Jeh money?
10. What does Mr. Jeh do with this money? Why?
11. Predict what you think will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph – 118

“Even in Paw-Paw’s club, the women and men sat more or less separately. The women sat gossiping loudly about their friends still living or dead while the men sat on benches, a piece of paper spread out before them with grids on it and a blue line through the middle. Paw-Paw told me they were playing Chinese Chess. Instead of chessmen, they moved little disks, each of which had a character on it—like a chariot or general and so on. Men stood around the players kibitzing or grunting ‘*Hou*’ when someone made a good move.”

EXTEND

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

Pretend you are a reporter. Write a human-interest story on Chinese social clubs, focusing on Paw-Paw's social club. **In an informative paragraph, explain where the club is located, what people do at the club, describe the type of people at that socialize there, and when people meet. In a second informative paragraph explain the purpose of the social club and why it is important for members to have this community.**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 10



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 Eight Immortals?

The Eight Immortals are a group of legendary Xian, also known as immortals, transcendent or fairies, from Chinese Tradition.

Each of the individual immortal's power can be transferred to a tool of power that can give life or destroy evil.

Together, these eight tools are called "Covert Eight Immortals". Most of them are said to have been born in the Tang Dynasty or Song Dynasty.

The 8 immortals are revered by the Taoists, and are also a popular element in the secular Chinese culture. They are said to live on Penglai Mountain-Island.

Source: <http://www.natures-energies.com/metaphysics/the-eight-immortals-and-their-individual-meanings>

2. Word Wall

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

sullen-132	superstitious-143	insulted-143	stiffened-143	scurried-144
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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.

p. 131-144

Setting	Characters	Pages
Orange Julius	Casey, Sheridan, and Booger	131-141
The comic book shop	Casey and Booger	141-142
On the way home	Casey and Booger	142-144

RESPOND

5. Timeline

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

Students might mention:

- The next weekend, Casey went to the Orange Julius to see if she could find Sheridan, Barney's old schoolmate. He was there working for a younger guy who was the manager.
- Also there eating was a girl named Booger from Casey's school who had made fun of her. Casey sat down next to Booger and warned her about making any more fun.
- Casey got Sheridan talking about Barney for a little while. He explained that Barney had gotten out of school during the depression when jobs were scarce. He worked at low-paying jobs for ten years until the war. Sheridan said he gave up working after that and added that Barney seemed to think the world owed him.
- When Sheridan went back to work, Casey and Booger began to talk. They found out they had comic books in common. Together they left the Orange Julius and walked to the comic book store. Booger bought a girlie comic called *Katie Keene*.
- On the walk home, Casey saw the statues of the eight immortals in a store window. She asked Booger about them, but Booger dismissed the statues as superstition she wasn't interested in. Casey realized how important it was for her to learn about her culture and her heritage.

6. Map

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

Create a class theme chart on the “Discovery of Cultural Heritage.” Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

1g6Portrait: Create an Open Mind Portrait of Barney

Create an OMP of Barney as a young man. Use thought bubbles to show the things that Barney might have been thinking to make him feel like he ought to be done working “straight” jobs.

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

Key Questions

1. Why did Casey go to the Orange Julius? How does this demonstrate Casey’s initiative?
2. Who is Sheridan? How would you describe his character? Do you think he is a good example of integrity? Why or why not?
3. Describe Casey’s relationship with Booger.
4. What role do you think Booger will play in the rest of the book?
5. Explain what Sheridan shares about Barney.
6. Why did Barney drop out of school?
7. Sheridan explains that Barney felt as if the world owed him. Why do you think Barney felt that way? What do you think the world owed him? Do you think that is a realistic expectation? Why or why not?
8. Describe the statues of the eight immortals Casey finds in a store window.
9. Why do you think Casey is interested in learning more about these statues?
10. How do you think the statues of the eight immortals relates to Casey’s culture?

9. Analyze Analyze the key paragraph.

Key Paragraph – 135

“Sheridan went back to his aimless wiping of the counter. ‘You know it. But I think it was always harder on him. Me, I wasn’t smart like him so I never expected nothing but shit jobs. But him, he and Jeanie always aced everything and then they got married right away. Real cute. Went around to all the same offices and it was always the same story. The boss’d offer her a job but not him.’”

EXTEND

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

Pretend you are a human-interest reporter and write a story about Casey. In an explanatory article, explain why is Casey in Chinatown? **In one informative paragraph, describe what has happened to her father and her mother? In a second informative paragraph, explain what information she is looking for? End the article by summarizing what information she found out so far?**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 11



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 pilot light? How can pilot lights be dangerous?

A pilot light is a small flame that is kept alight constantly in order to serve as an ignition source for a gas burner. They are used on many natural gas and propane appliances, such as water heaters, clothes dryers, central heating systems, fireplaces, and stoves.

The pilot light is fueled by a small amount of gas released from the gas pipe. When the appliance is turned on, a valve releases more gas, which is ignited by the pilot light. The light may need to be re-lit from time to time after being extinguished on

purpose or by accident.

If a pilot light is accidentally extinguished, there exists a danger that the gas used to keep the flame lit will continue to vent, possibly into the living space. If this leak continues, its concentration may reach a point where a spark – such as that from a cigarette lighter, static electricity, or even the pilot light itself as it is re-lit – will cause a fire or even an explosion. As a precaution, the flow of gas to the pilot light is maintained by electrical circuitry that relies on the detection of the flame by a sensor.

Source: <http://www.nachi.org/pilot-lights.htm>

2. Word Wall

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

pathetic-147	cautiously-149	reluctant-149	peddle-149	defensively-153
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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.

p. 145-159

Setting	Characters	Pages
Early morning, Paw-Paw's apartment	Casey and Paw-Paw	145-148
Booger's apartment	Casey, Booger, and her sister, Paulette	148-154
Paw-Paw's apartment	Casey and Paw-Paw	154-159

RESPOND

5. Timeline

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

Students might mention:

- When Casey woke up in the morning it was very cold. Paw-Paw was already awake, bundled up in lots of clothes, playing solitaire.
- Casey suggested turning on the oven for heat, but Paw-Paw said the pilot might go out and they would both die of asphyxiation.
- The following Saturday, Casey decided to visit Booger in her apartment where it would be warmer. This would also give her an opportunity to try to get along with people that were different from Casey.
- Casey and Booger sat on Booger's bed in her frilly bedroom looking at the Katy Keene comic together and comparing the clothes in there to the gowns that Booger had drawn. While Casey was tempted to argue with Booger about her obsession with her looks, she held back and kept the conversation friendly.
- Back in Paw-Paw's apartment, Casey turned on the oven for heat even though she wasn't supposed to. She turned it off before Paw-Paw came home. She continued to do this for several days, until one day, with the rice cooking on the stove and the oven turned up, Casey fell asleep. When she woke up, Paw-Paw

was home scraping burnt rice from the pan. Paw-Paw was upset. She thought Casey had died of asphyxiation. However, she agreed that if Casey would be more careful, she could turn the oven on for heat when needed.

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

Create a class theme chart on the “Discovery of Cultural Heritage.” Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

5g6 character interaction chart

Fill out the Character Interaction Chart for Casey, Barney, and Paw-Paw.

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

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

Key Questions

1. Why doesn't Paw-Paw want to turn on the oven? What is asphyxiation?
2. How does Paw-Paw keep warm without turning on a heater? What does this say about him?
3. Why does Casey decide to visit Booger? Provide two reasons.
4. How do Casey and Booger spend their time together.
5. Compare and contrast Casey and Boogers friendship with one of your friendships.
6. Describe what Casey thinks of Booger.
7. What advice would you give Casey about growing up?
8. Describe how Paw-Paw reacted when she discovered the oven was turned on and Casey was asleep.
9. Casey turns on the oven despite Paw-Paws warning. How could Casey show more integrity?
10. How might you have reacted if you were Paw-Paw, coming home to find the oven on and Casey asleep at the table?

11. Describe how Paw-Paw and Casey come to a compromise about the oven.

9. Analyze Analyze the key paragraph.

Key Paragraph – 158

“Paw-Paw glanced at me. Then she turned her eyes back to the pot and went on scrubbing. I went back into the other room and sat down on the bed and tried to read my arithmetic book, only the numbers kept on blurring. Paw-Paw came out a moment later, wiping her hands on a dishtowel. She sat down on the bed beside me. ‘When I came in and I saw you with your head lying on the table and the stove door open, I thought you were dead. I thought I’d lost you.’”

EXTEND

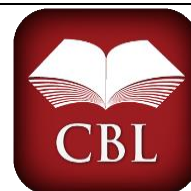
10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

In today’s reading Casey turns on the oven despite Paw-Paws warning that the pilot light. Imagine that the pilot light might go out and they would both be at risk of dying of asphyxiation. Imagine the pilot light *had* gone out. **Write explanatory paragraph describing how Casey almost died. Introduce the setting, include two characters, and describe the conflict clearly.**

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 12



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 population of China?

The population of China is estimated at 1,393,783,836 as of July 1 2014. China's population is equivalent to 19.24% of the total world population. China ranks number 1 in the list of countries by population. The population density in China is 145 people per Km². 54% of the population is urban (756,300,115 people in 2014). The median age in China is 35.7 years.

Source: <http://www.worldometers.info/world-population/china-population/>

2. Word Wall

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

exasperated-163	scolded-163	ladled-168	languid-168	principle-168
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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.

p. 159-173

Setting	Characters	Pages
Paw-Paw's apartment	Casey and Barney (on the phone)	159-164
Paw-Paw's mailbox	Casey	164-166
The grocery store	Casey, two clerks, and a recent Chinese immigrant woman	166-173

RESPOND

5. Timeline

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

Students might mention:

- Barney called collect one morning. He told Casey that he was still doing a lot of moving around. She suggested that he might be disappointed in her that she wasn't more like Jeanie. When he asked her what she meant, Casey told Barney that she had talked with Sheridan. Barney warned her not to go asking questions and told her that he would see what he could do about getting her out of Chinatown sooner.
- When Casey went to the mailbox, she found an envelope with five dollars in it. She figured Barney had found a way to put it there for her.
- Casey decided she would use the money to fix a nice dinner for Paw-Paw, including roast duck.
- At the grocery store, a Chinese woman cut in front of Casey. Casey stood up for herself but the woman and the clerk ignored her. When Casey tried to leave the store the woman blocked her way and started yelling at her in Chinese, which Casey could not understand.
- The clerk explained that in China it was common for people to push and yell because it was so crowded. He added that in Chinatown, people did not have to change. Casey understood at that moment that she was the outside, the tourist and had been the rude one.

6. Map

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

Create a class theme chart on the “Discovery of Cultural Heritage.” Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

4g6 character profile chart

Fill out the Character Profile Chart on Casey

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

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

Key Questions

1. Why do you think Barney becomes agitated when Casey asks him about his past?
2. Why does Casey believe that she is not like Jeanie?
3. Why does Casey think Barney might be disappointed that she is not like Jeanie?
4. Where do you think the five dollars came from?
5. How does Casey decide to spend this money? What does this say about her character? How is this an example of integrity?
6. Describe Casey's experience at the grocery store.
7. How does Casey stand up for herself?
8. Explain what Casey learned from the clerk in today's reading?
9. What would you have done if you were in Casey's shoes?
10. Have you ever experienced culture clash- had a misunderstanding of some sort due to differing cultural perspectives or interpretations? Tell the story to a partner.

9. Analyze Analyze the key paragraph.

Key Paragraph – 167

“A lady waddled up next to me—a fat, round lady, her hair cut short and curled tightly around her head. Her pasty jowls sagged and her buckteeth, one of which was gold, showed all the time. With her bulging shopping bags in either hand, she took up enough space for three people. The clerk ladled some sliced abalone and asparagus into a

cardboard container. He dipped the ladle with a languid air—like you’d expect from some rich lady reaching into her box of chocolates. And when the clerk finished with the first customer, she started rattling off an order in Chinese.

‘I think I was next,’ I said.”

EXTEND

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

In Chinatown, Casey feels like a tourist or the odd one out. **In an explanatory paragraph describe why Casey feels like the outsider. Provide three examples that demonstrate Casey is the foreigner. Include one lesson Casey has learned through this experience.**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 13



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 bean cakes?

Mung bean cake or green mung bean cake is a traditional and popular dessert. The main ingredient, mung beans or sometimes called as green mung bean is a common and daily ingredient in Chinese cooking. In China because in traditional Chinese medicine, those little beans have a cold property, which can further help to protect our body from hot temperature in summer.

Source: <http://www.chinasichuanfood.com/mung-bean-cake/>

2. Word Wall

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

glared-174	appreciatively-178	shabbier-178	apologetically-181	awkward-181
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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.

p. 173-186

Setting	Characters	Pages
A take-out restaurant	Casey and the man at the counter	173-176
Paw-Paw's	Casey and Paw-Paw	176-186

RESPOND

5. Timeline

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

Students might mention:

- After the Chinese woman in the grocery store finally moved on, Casey went to a take-out restaurant to buy four bean cakes. The man told her he only had two.
- Casey suggested that he had plenty, but that he wasn't selling them to her because she wasn't going to buy enough other things and also because he didn't think she was Chinese enough. She was angry, but opted not to make a scene.
- At home, Paw-Paw stared at the spread on the kitchen table. Casey didn't realize but she had made a meal of foods served for breakfast lunch and dinner.
- Casey realized during dinner that her mother Jeanie would want her to be herself and never to deny her Chineseness like Barney wanted her to do. She traded in her fork and plate for chopsticks and a bowl. Paw-Paw taught her how to use them.
- Barney had been gone the better part of a year. Casey was still getting letters from him and the five dollars arrived in the mailbox every week. Still Barney had not stayed in the same place long enough to receive a letter from Casey. They had all been returned.

6. Map

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

Create a class theme chart on the "Discovery of Cultural Heritage." Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown

she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Open Mind Portrait

Create an Open Mind Portrait of the man in the take-out restaurant and of Casey. Use speech bubbles and thought bubbles to show what each is thinking about the other.

Advertisement

Create an advertisement for the take-out restaurant. Include important details such as opening and closing times. Provide a list of the stores products that are sold.

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

Key Questions

1. Why does Casey believe that the take-out restaurant would not sell her four bean cakes?
2. How did this make Casey feel? What was her reaction?
3. Do you think she responded with integrity? Why or why not?
4. What did Paw-Paw think of Casey's spread of food?
5. Describe how Casey has changed/grown in today's reading. How has Paw-Paw contributed to Casey's growth.
6. Compare and contrast eating with chopsticks and eating with a fork. Are there certain foods that cannot be eaten with chopsticks or a fork?
7. How does Casey know that Barney has been moving frequently?
8. Predict what Barney is doing while he is away from Casey.
9. What do you think Casey means when she says that it was as if "one day an owl landed in the grove [of people] and everyone got a chance to get even...?"
10. If someone were to ask you what Casey has learned so far in Chinatown, what would you say?

9. Analyze Analyze the key paragraph.

Key Paragraph – 176

"From the way his face flushed, I was sure I was right. He looked embarrassed and angry at the same time. 'All we got is two I tell you and you're lucky to get these.'"

EXTEND

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

The take-out restaurant refused to sell Casey two more bean cakes. Pretend Casey reported this discrimination to a police officer. **As a police report, write an**

informative paragraph that describes this situation. Include the time, date, and location. Provide a detailed description to explain the story. Finish the police report by noting Casey acted with integrity by opting not to make a scene in the take-out restaurant.

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 14



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



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

How can you prevent a burglar from breaking into your home?

Many break-ins can be avoided. Prevention begins with strong doors. Most burglaries and break-ins occur through the front door (34%) or the back door (22%). Install steel-covered solid wood doors that are at least 1.75 inches thick. Make sure the doorjamb is steel as well. Any glass panels in or near your doors should be made of unbreakable glass.

Source: http://www.citizendefensetraining.com/safe_at_home.htm

2. Word Wall

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

laboring-189	sillouetted-190	meticulous-192	nuisance-193	fence-194
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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.

p. 186- 201

Setting	Characters	Pages
Paw-Paw's apartment	Casey and Paw-Paw	186-187
Streets of Chinatown	Casey and Paw-Paw	187-189
Paw-Paw's apartment	Casey, Paw-Paw, and a thief	189-191
Chinese Hospital	Casey and a doctor	191-192
Paw-Paw's apartment	Casey, Booger, Phil, Mr. Jeh, and Gilbert	192-201

RESPOND

5. Timeline

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

Students might mention:

- After Casey had put the postcard from Barney away, Paw-Paw suggested they go see another movie.
- At the movie theatre, Casey paid for both of them with the money that showed up weekly in the mailbox. This seemed to upset Paw-Paw who took offense to someone younger paying for her.
- Casey made it up to Paw-Paw on the way home and things seemed well until they got to the apartment door. It sounded like someone had broken in. Paw-Paw went in first and got into a struggle with a burglar. She seemed to freeze when she saw the burglar's face. He punched Paw-Paw in the jaw and fled as she broke her leg against the bureau.
- An ambulance took Paw-Paw to the hospital. After filling out forms, Casey returned to the apartment to make calls to the people who needed to be informed. Phil came over right away. He tried to talk Casey into coming home with him, but she refused. As Phil was leaving, Mr. Jeh and Gilbert arrived.
- Casey made tea, and Gilbert took a look at the crime scene. Mr. Jeh questioned Gilbert as to whether he thought one of his friends could have been the charm thief. He insisted it couldn't have been. After Gilbert left and Mr. Jeh finished his tea, Casey and he left the apartment to ask some questions of their own.

6. Map

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

Create a class theme chart on the “Discovery of Cultural Heritage.” Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Wanted Poster

Create a wanted poster to hang up in Chinatown, asking for any information leading to the return of the owl charm. Include contact information, a visual of the charm and any important clues that might help identify the thief.

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

Key Questions

1. Why do you think Casey paying for their movie tickets upset Paw-Paw?
2. Describe what happened when Casey and Paw-Paw returned from the movie theatre.
3. Compare and contrast how Casey and Paw-Paw interacted with the burglar.
4. What would you do if a burglar confronted you?
5. What did the burglar take? Why was this significant?
6. Do you think there were any clues in today's reading as to who the thief might have been?
7. How did Phil help Paw-Paw and Casey? Explain how Phil demonstrated integrity?
8. Do you think Casey should have moved back with Phil? Why or why not?
9. What do you think Casey and Mr. Jeh will find out when they start questioning people?
10. What would you do if your house were broken into? How would you feel about sleeping in your home?
11. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph – 200

“ ‘I think she know thief. She not like to hurt her friends. She maybe hope to take care of it on her own when she get out.’ Mr. Jeh set his cup down firmly. ‘Gilbert not really bad boy.’ He gruffed. ‘Just wild. No discipline at home. Too much eat, plenty of clothes, plenty warm home. Take everything for granted and always want more. I feel great shame.’ Having come to a decision, Mr. Jeh slowly pushed himself up from the chair. His shoulders and arms were still strong and limber even if his legs had turned thin and

brittle despite all the exercise he gave them. ‘Many thanks for tea. I go now. I got some visits to make.’”

EXTEND

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

Pretend you are Casey. Write a second police report to explain the burglary. **In an informative paragraph describe what happened in a sequential order. Provide a detailed explanation of what happened first, second, and third. In a second paragraph, describe what the burglar stole and explain why this was a significant loss to the family.**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 15



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

When did the Manchu Dynasty fall?

A dynasty, Manchurian in origin, that came to power in China in the seventeenth century and that greatly expanded China's control in Asia. The dynasty was overthrown in 1911.
Source: <http://dictionary.reference.com/browse/manchu+dynasty>

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

hymns-201	faint-202	contemptuously-204	hastily-204	brusque-205
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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.

p. 201-216

Setting	Characters	Pages
Streets of Chinatown	Mr. Jeh and Casey	201-203
The Laundromat	Mr. Fong, Mr. Jeh, and Casey	203-207
Streets of Chinatown	Mr. Jeh and Casey	207-211
A souvenir shop	Mabel, Sherman, Mr. Jeh, and Casey	211-216

RESPOND

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

Students might mention:

- Casey and Mr. Jeh began to walk through Chinatown. Mr. Jeh explained that the neighborhood they were in might not have looked like much, but when he was a child it was a wild place.
- Mr. Jeh took Casey into a Laundromat and introduced her to Mr. Fong, the owner. After talking for a while about the lost charm, Mr. Jeh explained to Casey that Mr. Fong was the biggest fencer of stolen goods in Chinatown. He said that Mr. Fong would not stoop so low as to buy the stolen charm, but that he would keep an eye out for the seller.
- As they walked together to the next destination, Mr. Jeh told Casey about his memories of Chinatown at the time of the fall of the Manchu dynasty in China. He recalled the celebrating in the streets where everyone cut off their queues and set off firecrackers.
- Mr. Jeh and Casey arrived at another souvenir shop, this one owned by Mr. Jeh's nephew and grandniece. Sherman, Mr. Jeh's nephew promised to call all the legitimate art dealers he knew and to warn them about the stolen charm.
- On the way out of the store, Casey looked in the window and saw her reflection. Her smile was the same as the smile on the listener's statue.

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

Create a class theme chart on the "Discovery of Cultural Heritage." Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of

the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Open Mind Portrait

Create an open mind portrait of Mr. Jeh and one of the men he talked to. Use speech bubbles to record the things he said to the man. Use thought bubbles to record what he really meant.

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

Key Questions

1. What does Mr. Jeh say Chinatown was like when he was a boy?
2. Why does Mr. Jeh take Casey to see the owner of the Laundromat?
3. Explain the Manchu Dynasty. (Hint: Review today's background information.)
4. What does Mr. Jeh remember about the fall of the Manchu Dynasty?
5. How did people celebrate the fall of the Manchu dynasty? Why did they celebrate?
6. Describe Mr. Fong and Sherman. Why do they try to help Casey? Explain how Mr. Fong and Sherman demonstrated integrity.
7. What clues do Casey and Mr. Jeh find out from visiting Mr. Fong and Sherman?
8. Do you think the people Mr. Jeh talked to today will help them find the charm and the thief?
9. Describe the listener's statue. What connection does Casey make with this statue?
10. Predict what you think will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph – 215-216

"I turned back to look at the store for a moment, feeling some satisfaction that I could at least recognize some of the things in the window there. And that was when I saw the Listener—the one who refused to enter heaven until everyone else was saved—over in one corner on the lowest shelf. The statue was a small one and since it was surrounded by bright green-and-blue ceramic parakeets, it was easy to miss. The Listener was fine, white porcelain and made as if she were sitting with a lotus in her hand, but it was her smile that got me. It was a smile of longing, a smile of sadness, a knowing smile, a patient smile. It must have been the way the Owl Spirit smiled. I leaned closer to look at her better and saw my reflection on the window, floating ghost-like around the solid statue with the reflection of the neon signs—as if my face were turning into a mist of

lights surrounding the statue. And the smile of the statue—the smile of the Owl Spirit—was the smile on my own face.”

EXTEND

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

Pretend you are Casey and that you have just returned home from your quest with Mr. Jeh for the missing charm. While you didn’t find the charm or the thief, you certainly learned a lot about Chinatown, it’s history, Chinese culture, and yourself. **In an explanatory paragraph reflect on what you learned today. Explain how you found yourself relating to the listener in the window. Describe how your smile is similar to the smile of the Owl Spirit and the smile of the Listener all at the same time.**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 16



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 pool hall?

A pool hall is an establishment or room for the playing of pool or billiards.

Source: <http://dictionary.reference.com/browse/poolroom>

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

obligated-218	inquisitiveness-219	forlornly-223	exotic-226	reluctantly-230
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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.

p. 217-232

Setting	Characters	Pages
Booger's house	Casey, Booger, and Mrs. Chew	217-221
On the way to Jack's	Casey and Booger-Talia	221-227
In the Alley across from Jack's	Casey, Talia, and Mr. Jeh	227-230
The streets of Chinatown	Casey, Talia, Mr. Jeh, and Gilbert	230-232

RESPOND

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

Students might mention:

- Casey had breakfast with the Chew's as she felt obligated to let Mrs. Chew feed her at least once while Paw-Paw was away. After Breakfast, Casey announced that she was on her way to the library. Booger invited herself along.
- At the library, Booger returned her books and checked out one new one- the biggest one she could find in case she needed a weapon at Jack's Pool Hall, which was the real destination for Casey. As they walked to the pool hall, Casey agreed to privately call Booger by her chosen model name, Talia.
- Casey and Talia hid in an alley where they could see the pool hall. Mr. Jeh was already hiding there. The three waited for Gilbert to show up. It was after 3:00 when he finally did.
- When Gilbert came out of the pool hall, he made a phone call. When he hung up, he began walking deliberately up the street. The three followed him, hoping that he would lead them to the charm.
- They almost lost Gilbert at a streetlight, but Mr. Jeh fearlessly stepped off of the curb and stopped the traffic.

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

Create a class theme chart on the "Discovery of Cultural Heritage." Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown

she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Who, What, When, Where, Why Cube

Create a cube to answer the questions for today's reading.

		Name			
		Who			
	What	When	Where		

	Why	

8. Discussion

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

Key Questions

1. Why did Casey have breakfast with the Chew's? Where was Paw-Paw?
2. Explain Casey's reasoning for going to the library.
3. Why did Booger pick out the book on Florida birds? Do you think she will need it?
4. Why does Casey call Booger Tilia?
5. Explain why Casey, Booger, and Mr. Jeh were spying on Gilbert.
6. Describe Gilbert's profession.
7. How would you explain why Casey gets so frustrated at people for being themselves?
8. Do you think Gilbert will lead them to the charm? How do you think this quest will end?
9. How does Mr. Jeh show courage while following Gilbert? Do you think this is an example of integrity? Why or why not?
10. Predict what will happen next.

9. Analyze

Analyze the key paragraph.

Key Paragraph – 230

"We set off after the Pachinko, hurrying to get closer to him before he got to Grant, where we might lose him in the swirling mobs. As it was, we almost lost him at the light."

He ran across the crosswalk on a yellow light and by the time we got to the corner, the cars were already starting across the intersection.”

EXTEND

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

In today’s reading, Casey Booger, and Mr. Jeh were spying and following Gilbert through the city. Pretend you are a bystander witnessing this event without any context to the situation. **Write an explanatory paragraph to describe your observation on the series of events. Explain how you noticed the group spying. What caught your attention? Provide detailed descriptions on each character. In a second explanatory paragraph use your imagination to provide a reason why you think the group was following this man.**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 17



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 penthouse?

A penthouse apartment is an apartment located on the top floor of a building, with the term usually being used in reference to apartments in high rise buildings. Penthouses are generally regarded as luxury real estate, and they can be extremely expensive, not least because they take up an entire floor.

Source: <http://www.wisageek.com/what-is-a-penthouse-apartment.htm>

2. Word Wall

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

earnestly-233	hefted-235	drastic-245	triumphantly-247	tactfully-247
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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.

p. 232-247

Setting	Characters	Pages
Streets of Chinatown	Casey, Talia, and Mr. Jeh	232-233
Inside the apartment building	Gilbert, the fat man, Mr. Jeh, Casey, Talia, and Barney	233-242
In the Square	Casey, Talia, and Angela	243-246
A telephone booth across from the hospital	Casey, Talia, Mr. Jeh, and Gilbert	246-247

RESPOND

5. Timeline

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

Students might mention:

- The trio tailed Gilbert until they came to an old apartment house. Gilbert rang the bell and went inside. The trio followed quietly.
- At the top of the stairs, Gilbert began to argue with a fat man. The fat man reached into his coat for a gun. As he did this, Mr. Jeh hit the fat man in the head with the book on Florida birds, knocking him out.
- Shortly after, another man came out of the Fat Man's door. It was Barney! Inside, Barney tried to explain how he had come to break into Paw-Paw's house and steal the charm. Casey couldn't believe what she was hearing. The way Barney saw it, there was nothing wrong with what he had done. That charm would have put them all in a penthouse.
- Casey disappeared and floated through Chinatown like an owl, touching down in the square where Paw-Paw's club usually met. It was there that Talia found her and explained that she had arranged for a way for Casey to talk to Paw-Paw on the telephone.
- The group made their way to a telephone booth across from the hospital. Gilbert rigged the phone to work without any change, as no one seemed to have any.

6. Map

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

Create a class theme chart on the "Discovery of Cultural Heritage." Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of

the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Fill out the Beginning-Middle-End Chart

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

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

Key Questions

1. Describe where Gilbert led Casey, Booger, and Mr. Jed.
2. Describe what happened when Gilbert began to argue with the fat man. How did Mr. Jeh save Gilbert?
3. Who else was in the house? Why?
4. Explain Barney's reasoning for taking the charm?
5. Explain the faults in Barney's reasoning?
6. What does Casey mean when she says, "Barney why couldn't it have been your friend? That would have left me something."
7. Where did Casey go to reflect? How do you think Casey felt in today's reading?
8. How did Booger and Gilbert comfort Casey? What does this show about their character?
9. How would you react if you were Casey? How can Casey act with integrity?
10. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph – 241

"I felt real funny when he said that. The closest thing to it was when Barney and me had once stayed in this old boarding house with floorboards so rotten that with each step I

thought the floor would fall apart in dust and splinters. But this was a lot worse because everything, just everything, had crumbled. ‘Oh, Barney.’ I found my hands balling into fists. ‘Barney, why couldn’t it have been your friend? That would have left me something.’ I caught Talia looking at me. I turned away quickly. The tears were starting to slip over the corners of my eyes and I didn’t want any of them to see.”

EXTEND

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

Casey has to choose how to deal with Barney’s betrayal. Pretend you are Casey, sitting on the bench alone in the square trying to figure out how you are going to deal with this situation. **In an explanatory paragraph, describe how you will deal with Barney? Will you forgive him? Will you involve the police or teach him a lesson another way? Will you ever speak to him again? Provide three reasons to support your answer. (Remember: Casey has reacted with integrity in many difficult situations. How would she handle this situation with integrity?)**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 18



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 history of the phone booth?

The first phone booth was designed by William Gray in 1889. It was implanted in a Connecticut bank. The difference between Gray's model and its successors is that callers could wait to pay until after the completion of the call. In 1898, Western Electric changed this system and implemented the prepay system still used today. By 1902, pay telephones had reached such popularity that there were 81,000 installed in the United States. In 1905, the first outdoor model was installed in Cincinnati. It had a wooden

structure. In fact, the glass booths weren't implemented until the 1950s. However, in recent years, the number of pay phones, especially phone booths is rapidly declining. Source: <http://www.five9.com/rise-and-fall-of-the-telephone-booth>

2. Word Wall

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

disembodied-248	resigned-248	humiliating-252	humbly-257	sullenly-258
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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.

p. 247-262

Setting	Characters	Pages
The telephone booth	Casey, Paw-Paw, Gilbert, Talia, and Mr. Jeh	247-252
Paw-Paw's apartment	Casey, Paw-Paw, and Barney	252-262

RESPOND

5. Timeline

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

Students might mention:

- Casey talked to Paw-Paw on the phone. Paw-Paw said that she had learned as she got older that she couldn't stay mad at people.
- When Paw-Paw came home, her hospital bills were very high, and she could not go back to work. She was forced to ask her children for help.
- Phil agreed to help her with the monthly installments. The other children apologized for not being able to help at all.
- Then the doorbell rang. It was Barney. When Casey let him in, he started to apologize, but then went right back to justifying what he had done, saying that the charm deserved to be around the neck of a rich, American woman.
- Casey told Barney that she thought he was running away from his Chinese self, denying that he was a child of the owl. She told him that even if he stopped gambling she would never be able to trust him again. She told him that unlike him, she intended to look deep inside herself to become who she is.

6. Map

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

Create a class theme chart on the "Discovery of Cultural Heritage." Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Acrostic Poem

Create an acrostic poem with the words “Child of the Owl.” In an acrostic poem each line’s first letter vertically forms the concept being described or explained. Hence each of the lines of your poem should help describe or explain what it is to be a Child of the Owl.

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

Key Questions

1. Would you ever be able to forgive Barney if you were Casey? How can Casey act with integrity?
2. Do you think it is a good idea for Casey to continue living with Paw-Paw? Why or why not?
3. Describe Paw-Paw’s advice to Casey.
4. In what way does Paw-Paw live a life of integrity?
5. How will Paw-Paw afford her very expensive hospital bill?
6. What do you think happens when someone cannot pay their hospital bills?
7. Describe Barney’s visit with Casey.
8. Compare and contrast Casey and Barney’s views of being children of the owl.
9. How is Barney running away from his identity?
10. How is Casey embracing her identity?

9. Analyze Analyze the key paragraph.

Key Paragraph – 260-261

“‘Sure I know that. But some Chinese still know how to look deep inside themselves and I’m gonna be one of them.’ I put my hands on Paw-Paw’s shoulders. ‘I’m a child of the owl.’”

EXTEND

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

Prologue part one: In today’s reading, Casey took a big step in growing up. She told Barney that rather than run away like he had, she intended to stay and look deep within herself in order to be true to who she really is. Pretend you are Casey. **Write the prologue to this story some ten years later. In an explanatory paragraph describe how surviving Barney’s betrayal changed you for the better. Provide three reasons to support your testimony.**

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

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

Character Based Literacy Program Lesson Plan

Child of the Owl, Day 19



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 Gamblers Anonymous?

Gamblers anonymous is a fellowship of men and women who share their experience, strength and hope with each other that they may solve their common problem and help others to recover from a gambling problem.

Source: <http://www.gamblersanonymous.org/ga/node/1>

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

inquiringly-266	regrets-267	exhibits-267	centuries-267	dynasties-268
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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.

p. 263-278

Setting	Characters	Pages
The museum	Casey, Paw-Paw, The Director, Sherman, Mr. Jeh, and Gilbert	263-273
Paw-Paw's apartment	Casey, Paw-Paw, and Barney (on the phone)	273-276

RESPOND

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

Students might mention:

- Casey was with Paw-Paw at the museum where Sherman, Mr. Jeh's nephew had arranged a meeting with the director to see if he would be interested in the charm. He was.
- Two weeks later, Casey and Paw-Paw were back in the museum with Mr. Jeh and Gilbert to see the owl charm on display.
- Casey followed Gilbert outside while Mr. Jeh and Paw-Paw remained on a bench in front of the owl display. Casey apologized for suspecting Gilbert of being the thief. Gilbert accepted and agreed to stop sending the money to Casey each week as long as she would let him take her and Paw-Paw out for dinner each week. Casey agreed.
- Casey warned Gilbert about the dangers of his profession and suggested he give up the James Dean act as well as the driving job. Gilbert agreed that it was time for him to retire and find a straight job.
- Back home at Paw-Paw's, Casey sipped her tea. Paw-Paw told Casey that Barney had started going to Gambler's anonymous and that he was no longer gambling. Casey used the phone to call him up.

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

Create a class theme chart on the "Discovery of Cultural Heritage." Throughout the novel, Casey becomes more aware of her Chinese cultural heritage. In the beginning of the book she identifies herself solely as American but when she moves to Chinatown

she becomes interested in learning about her Chinese heritage. After each chapter, bullet point examples of Casey discovering her Chinese heritage.

EXPLORE

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

Movie Poster

Create a movie poster for **Child of the Owl**. Give it a title. Provide a visual. Choose actors and actresses for the main characters. In one-to-three sentences bill the film as a quest, a discovery, a rite of passage, a choice, or a union story.

Fill out the Plot Profile Chart

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

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

Key Questions

1. Do you think it was a good idea to give the charm to the museum? What are the pros and cons of this decision.
2. Why does Casey apologize to Gilbert?
3. Describe the conversation between Casey and Gilbert.
4. How does this conversation display Casey's maturity?
5. Why do you think Gilbert sent Casey money each week?
6. Why do you think Gilbert wanted to spend time with Casey and Paw-Paw.
7. How does Barney try to cure his addiction? How is this an example of integrity?
8. What did you learn from this story?
9. How does this story relate to you?
10. Would you recommend this book to a friend? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph – 275

“And I thought to myself, I didn’t have to be just like a Chinese owl. I could be like an American one too—I mean, I could be as wise as an American owl—I already felt a lot older and wiser than anyone else my age. I put my elbows on the table, nursing the teacup between the fingertips of both my hands. At first I only let myself sniff at the

jasmine tea, knowing that the tea is never sweeter than just before the first taste. And finally, I sipped it, knowing that spring was here.”

EXTEND

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

Prologue part two: Casey continues to live with Paw-Paw. Add to your prologue. **In an informative paragraph, explain how the two of you managed to look out for each other over the years. What happened to the charm? Explain how you managed to financially get by? Were you able to find a way to live successfully in both the American and Chinese worlds? What did you do after high school? Are you two still together? Are you both happy? Include an update about Barney.**

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

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