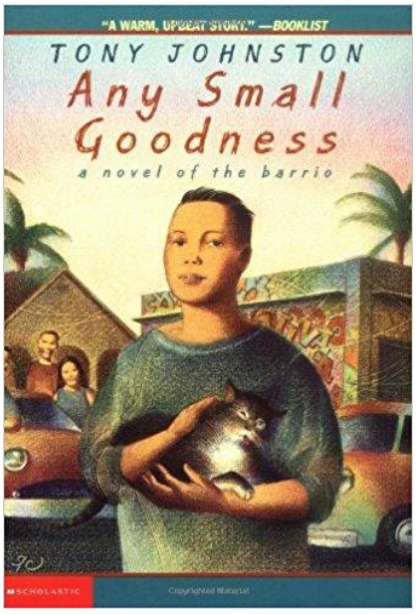
Any Small Goodness: A Novel of the Barrio



ISBN-13	978-0439233842
ISBN-10	0-439-23384-4
Author	Tony Johnson
Publisher	Scholastic
Copyright	2001
Lexile	600L
Genre	Realistic fiction
Synopsis	This story is about a Mexican-American family in East L.A. where random acts of generosity and goodwill improve the well-being of people in the community.
Themes	Friendship and Companionship; Resilience

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Character-Based Literacy Program 60-Minute Lesson Plan
Any Small Goodness, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Why Should We Learn to Pronounce Names with Accuracy?

Knowing each other's name is essential for building a community. Foreign names can be hard to pronounce and remember, but the effort is worthwhile. Students can support each other by practicing writing down students' first and last names and taking the time to ask questions about the meaning of each other's name and nickname. Teachers can encourage students to repeat their names when talking in class or with friends. Students should not be afraid to ask about the correct pronunciation of each other's names. Teachers can model diligence in learning the correct pronunciation of names and praise students for correcting others when their name is mispronounced.

Word Wall Here are five vocabulary words to teach and add to the Word Wall. Note: The book includes a section titled A Selected Glossary. Use this Glossary to learn new words in Spanish.

stacks (7)	excessively (10)	disfavor (11)	pulverize (13)	apprise (19)

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READ

Review the timeline from the beginning every day.

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

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

Read the Chapter "American Names" (pp. 7–21)

Setting	Characters	Pages
Miss Pringle's classroom	Arturo	7–10
Arturo's home	Arturo, Arturo's parents, abuelita, Ralph, Alice, James, Rat nose	11–19
Miss Pringle's classroom	Arturo	20

RESPOND

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

Students might mention:

- Miss Pringle presents Arturo and Arthur to the class.
- Arturo ("Turo") is willing to give up his old name, but his grandmother's response reminds him it is okay to keep his name.
- Arturo and his friends push back on their teacher's tendency to mispronounce names.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Start a map of a barrio – a Latino neighborhood in Los Angeles, CA. Draw a street and Arturo's house.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why was Arturo willing to give up his old name?
2. Why did he change his mind?

Analyze the key paragraph.

Key Paragraph, p. 21
"Abuelita's prickly but full of goodness. As far from gangbangers as Papi is. I wish I could be like her, getting people's names back for them—or something important like that."

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Instructions

1. Highlight two keywords in the Key Paragraph.
2. Answer: In what way does Arturo want to be like his grandmother?

EXTEND

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

Our name is part of who we are. It is one of the very first words we learn as babies. It is part of our signature. It is part of our identity. Have you ever had your first or last name mispronounced by someone? How did it make you feel? Write a paragraph about this incident. Conclude your section with what you have learned from this experience. Why should people pay attention to the correct pronunciation of others' names, especially immigrants?

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Any Small Goodness, Day 2

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

PREPARE

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

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What is Aztec Heritage?

The Aztecs are among the best known of Mexico's many indigenous ethnic groups. In the sixteenth century, the Aztecs lived in central and southern Mexico. They spoke Náhuatl. Between the 14th and 16th centuries, the Aztec empire flourished culturally and economically. It included more than 500 small states and 600 million people. Today, many descendants of the Aztecs maintain their ancient customs together with a Christian lifestyle. Abuelita is from Aguascalientes in central Mexico, a state that was once part of the Aztec empire.

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

desolate (28)	jittering (30)	fervor (30)	immaculate (32)	sprawl (36)

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READ

Review the timeline from the beginning every day.

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

Read the Chapter "Corn Fungus" (pp. 22–36)

Setting	Characters	Pages
Arturo's home	Arturo, Huitlacoche, abuelita, mami, papi, Rosa, Arturo's band	22–29
Leo Love's home	Leo Love, Arturo, and his family, Huitlacoche	30–36

RESPOND

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

Students might mention:

- Huitlacoche runs away from home.
- Leo Love takes care of the cat despite his cat allergies.
- The newspaper boy tells the family that Leo Love has spent the whole night on the tree as he was trying to save the cat.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Add streets to your map and draw Leo Love's house.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why did the cat run away?
2. What risks and discomfort did Leo Love face when he saved the cat?

Analyze the key paragraph.

Key Paragraph, p. 36
"On the way home Papi says, "This Leo Love is a brave man. In spite of fear, he saved Huitla. When no eyes are upon him, that is a person's true test."

Instructions

1. Highlight two keywords in the Key Paragraph.
2. Answer: Why did Papi call Leo Love 'a brave man?'

EXTEND

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

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A true character is shown when we do kind things because we believe it is the right thing to do, rather than for praise or a reward. Write one paragraph about a time you did something kind because you believed it was the right thing to do.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Any Small Goodness, Day 3

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

PREPARE

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

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What is the Importance of After-School Enrichment Activities?

Several organizations provide funding for facilities, instructors, and materials for after-school programs. For example, they connect basketball players and other volunteers with students with the goal of encouraging athletic exercise, development of self-worth, and having fun in a safe environment. The programs have been proven to support academic, social, and emotional outcomes of children and adolescents. Everyone can support afterschool programs as a volunteer, through donations, and through spreading the word about opportunities in the neighborhood.

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

stupefied (42)	interloper (44)	understatement (47)	vending (48)	undisputed (48)

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READ

Review the timeline from the beginning every day.

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

Read the Chapter "The Coach" (pp. 37–52)

Setting	Characters	Pages
The gym	Arturo, Coach, Coach Tree	37–52

RESPOND

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

Students might mention:

- A new assistant coach joins Arturo's basketball program.
- The basketball team is playing better than ever before.
- Instead of punishing Jose for stealing his belongings, Coach Tree spends more one-on-one time with Jose.
- Arturo's grandmother cooks for Coach Tree.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Add Arturo's school to your map.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What is the teaching approach of Coach Tree?
2. How did Coach Tree show kindness to Jose?

Analyze the key paragraph.

Key Paragraph, p. 50
"After Alicia goes, I'm in my room thinking about Coach Tree and Jose. Coach doesn't have to do this. He's lost by choice in our nothing barrio, helping a kid with not many chances."

Instructions

1. Highlight two keywords in the Key Paragraph.
2. Answer: In your opinion, how could Coach Tree's help change Jose life?

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EXTEND

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

There are different ways one can become a hero. List all the different ways Coach Tree is a hero, based on this chapter.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Any Small Goodness, Day 4

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
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Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is Mexican Muralism?

Murals have been a part of Mexican culture for many years, even before the Hispanic rule. In modern times, Mexican muralists had a substantial influence on Mexican thought and culture from the Mexican Revolution – which had dictator Porfirio Díaz and his regime overthrown – through the 1970s. The famous muralists included Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros. The murals showed colorful, rich scenes depicting, for example, Aztec warriors, peasants, and laborers.

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

smothered (54)	tranquilize (60)	commotion (61)	sustain (62)	flashy (63)

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READ

Review the timeline from the beginning every day.

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

Read the Chapter "Piano Lessons" (pp. 53–63)

Setting	Characters	Pages
Arturo's home	Arturo, papi, Rosa, Luis	53–63

RESPOND

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

Students might mention:

- Arturo's father is saddened by the news about an accident involving adults and children who crossed the border from Mexico.
- Arturo reads an obituary about a lady who gave up being famous in favor of teaching barrio children to play the piano.
- Arturo helps his father prepare Valentine's Day present for Mami.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Imagine the front yard of Arturo's home before and after the Valentine's Day project. Draw the house at the end of the project (pp. 58–59).

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What did Leona Scott do for the barrio?
2. What made the Valentine's Day gift so special?

Analyze the key paragraph.

Key Paragraph, p. 63

"What can I do? I wish I knew.
In L.A., there's bad. Druggies. Gangs. Thieves, lifting stuff from houses like army ants. Then there's this."
Question: In this paragraph, what does the word 'this' refer to?

EXTEND

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

There are different ways one can make a community a better place. Write about the example of Leona Scott. How did she make the barrio a better place?

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Any Small Goodness, Day 5

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is the history of the Los Angeles River?

Many years ago, before white men came to California, the Los Angeles River, which ran across the San Fernando Valley, provided water and food to the Native Americans. The river is dry most of the year. However, it is a valued part of the landscape of the city and is currently undergoing a restoration project by some community and government groups. The project, called the Los Angeles River Revitalization, coordinate multiple river improvement efforts to add small and large parks along the river, bike paths, and public art.

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

swindle (64)	parched (64)	resplendent (66)	boisterous (70)	furor (70)

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READ

Review the timeline from the beginning every day.

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

Read the Chapter "The River" (pp. 64–77)

Setting	Characters	Pages
Near the Los Angeles River	Arturo	64–65
Library (flashback)	Arturo, Mami, Ms. Cloud	66–70
Arturo's school (flashback)	Arturo, Rat Nose,	70–72
Near the library (flashback)	Arturo, residents of the barrio	72–76
Near the Los Angeles River	Arturo	77

RESPOND

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

Students might mention:

- Arturo remembers his first trip to the library.
- Arturo remembers how he followed Ms. Cloud and learned that she is wealthy and working in the library because she loves the girls and boys of the barrio.
- Arturo recounts how the neighborhood protested when the librarian was let go.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Add the library to your map of the barrio.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How did Ms. Cloud get children interested in reading books?
2. Why did the barrio organize a demonstration when Ms. Cloud was let go?

Analyze the key paragraph.

Key Paragraph, p. 77

"To myself I say, *I hope this very minute she's in some other barrio—in full twinkle—and full disguise—fully resplendent, spouting the glory of books*."

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EXTEND

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

Not all community protests accomplish their goal. In this chapter, we have learned that the people of the barrio were unsuccessful in bringing back their beloved librarian. Do you believe that communities should persevere and hold a peaceful protest in support of social goals? What protests have you recently heard about in the news?

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Any Small Goodness, Day 6

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is the Most Effective Response to Provocation?

Provocation can lead to anger and impulsive behavior. Intense emotions, such as anger, impact our judgment. One of the reasons that anger influences our reasoning is because it misleads us to believe that we can control the outcomes of the situation. For example, it may lead us to think that by acting aggressively, we can punish the other person and make the person apologize. Appraisal of the same social situation can yield different results when we are emotionally detached. For example, such appraisal will involve predicting further short-term and long-term to us as a result of escalating the interaction. Therefore, the most effective response to provocation is to maintain emotional disengagement, keeping it cool, and distancing ourselves from the situation.

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

haul (80)	scuffed (82)	tentative (84)	invincible (85)	bunching (86)

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READ

Review the timeline from the beginning every day.

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

Read the Chapter "The Band" (pp. 53–63)

Setting	Characters	Pages
Papi's car	Mega Mango, Papi, gang	78–82
The high school gym	Mega Mango, students, gang	82–88

RESPOND

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

Students might mention:

- Papi drives the band to their gig and is harassed on the way.
- The dancers stand up to the introducing gang members.
- Luis taunts the gang members.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Add the barrio's small backstreets to your map. Select a route Papi may have driven from his house to the high school.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why did Papi avoid reacting to the gang's insults?
2. Why was Papi angry at Luis?

Analyze the key paragraph.

Key Paragraph, p. 81
"Without a flinch, Papi drives on, face rigid. Like the carving of an Aztec god."

Discuss the tone of admiration that the narrator uses when describing Papi's self-control. Find another quote in the chapter that adds supporting evidence to your claim. In what way did Papi serve as a role model in this incident?

EXTEND

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

Papi advised his sons (p. 81): "For confrontations what you want to be is calm." Write a paragraph about a time someone provoked you. Did you maintain your calm? What strategies did you use to keep yourself from getting angry?

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Any Small Goodness, Day 7

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
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Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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How Does Kindness Affect People?

Research shows that kind people tend to be happier and have a lower level of cortisol – the stress hormone. They have better close relationships and marriage. Also, they are better able to focus on academic work and have better relationships at work. Kind people are role models who inspire prosocial behavior among others.

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

rivet (89)	crumple (90)	emulate (92)	weedles (95)	lodged (102)

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READ

Review the timeline from the beginning every day.

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

Read the Chapter "The Lunch Box" (pp. 89–103)

Setting	Characters	Pages
Mexican furniture store (flashback)	Papi, other workers	89–92
Arturo's home	Rosa, Mr. Leo Love	92–94
Arturo's home	Arturo and his family, the police	94–103

RESPOND

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

Students might mention:

- Arturo recounts how Papi, his boss, and colleagues like to play dominoes.
- Papi buys Rosa a pink lunch box for her birthday.
- Rosa writes to Mr. Leo Love and receives a letter.
- Gunfire devastates Arturo's home. No one is injured.
- Officer Paster brings Rosa a gift – a pink lunchbox to replace the one ruined by the gunfire.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Add the Mexican furniture store where Papi works to your map.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How did Arturo, Papi, and Rosa respond to the shooting event?
2. How did the shooting change Arturo's perception of the barrio?

Analyze the key paragraph.

Key Paragraph, p. 102

"No, it's not much. But this small kindness changes the world. Rosa's eyes go big as plates. He smiles a limp little smile. Then she hugs the lunch box – and she cries."

Discuss Rosa's inability to cry after the shooting and how Officer's Paster's gift enabled her to express her emotions. What was the importance of this act of kindness?

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EXTEND

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

Identify three small acts of kindness people can do with little effort. Write a paragraph suggesting how such acts of kindness can make a positive impact on people and the community.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Any Small Goodness, Day 8

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is a Christmas Posada?

Posada is Spanish for Inn or Lodging. There are nine Posadas, one each for the nine days leading up to Christmas Eve. As part of this celebration, recreates Mary and Joseph's search to find shelter to give birth to the baby Jesus. A man and woman acting as Mary and Joseph walk together from store to store asking for shelter. A procession of people, some dressed as shepherds, follows behind them singing Christmas carols in English and Spanish.

How to Bring Joy to Children During the Winter Holidays?

All children, especially those in the foster care system, deserve the gifts of kindness and generosity during the winter holidays. By participating in a toy drive, you can give a foster child something to cherish and enjoy.

Think about the limited resources that the old lady had. How would Christmas look like without the gift of The Green Needle Gang?

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

lurch (108)	modus operandi (109)	nimble (111)	courtesy (112)	resplendent (112)

READ

Review the timeline from the beginning every day.

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

Read the Chapter "The Green Needle Gang" (pp. 104–115)

Setting	Characters	Pages
Arturo's school	Arturo	104
Arturo's home	Arturo, Arturo's friends	105–108
Street next to Pigeon Woman's house	The Green Needle Gang, cop, Pigeon Woman, children	109–115

RESPOND

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

Students might mention:

- Arturo feels angry and upset about the shooting.
- Arturo establishes The Green Needle Gang.
- The gang brings a Christmas tree, food, and toys to the house of an old lady who took care of children of all ages.
- Arturo feels happy again.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Choose a location for the Pigeon Woman's house and add it to your map.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Rat Nose nickname the old lady "Pigeon Woman?"
2. In your opinion, what would be the reaction of Arturo's parents if they knew about the plan of The Green Needle Gang?

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Analyze the key paragraph.

Key Paragraph, p. 113
"And do those babies come! Plumpeting in frenzied loco-motion. Like puppies tumbling over each other. When they see the tree and the food and the toys, I think they'll expire from laughing – and crying. I think I'll expire, from joy."

EXTEND

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

Create a list of community service ideas for the holiday season. The list may include participating in a toy and food drive, performing at a senior house, volunteering at a soup kitchen, making holiday cards, and baking and cooking for families. Write a paragraph about the importance of philanthropy during the holiday season. Include your community service ideas as supporting details.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Any Small Goodness, Day 9

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What are Holiday Season Traditions?

Every culture has its own holiday season traditions. Some traditions commonly seen in the US include decorating gingerbread houses, decorating houses with holiday lights and candles, watching holiday movies, reading holiday books, and listening to holiday music. The last chapter of the book, Any Small Goodness, focuses on the Rodriguez family's traditions. Reflect on the traditions you are familiar with and like the most.

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

perplexed (118)	revealed (121)	aghast (121)	plunging (123)	exuberance (124)

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READ

Review the timeline from the beginning every day.

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

Read the Chapter "Christmas Presents" (pp. 116–125)

Setting	Characters	Pages
Arturo's home	Arturo, Arturo's family	116–125

RESPOND

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

Students might mention:

- Before Christmas, Arturo's family members pull a name from Mami's Cookie jar.
- Arturo's family runs a "tamale-a-thon."
- The family opens presents on the night before Christmas.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Create a graphical representation (e.g., flowchart, timeline, or drawing) of the sequence of activities that Arturo's family conducts around Christmas.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What was special about the gifts that the family members gave to each other?
2. What was special about the way the family members presented and received their gifts?

Analyze the key paragraph.

Key Paragraph, p. 125
"I look around at the faces I love. *Mi familia*. Rodríguezes, warm and sweet and silly, glowing in the candlelight. I feel Christmas well up in me.
Music fills the room. "Silent night! Holy night!"
With my family here, with good people out there in the barrio, it is—total holy."

Discuss how the goodness of people can help people live a joyful life.

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EXTEND

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

The last chapter focuses on the kindness of the Rodriguez family members towards each other. It is a kindness that does not require spending money and that honors the tastes and talents of each family member. Write a paragraph about the different ways people can show kindness. Use examples from this chapter as supporting details.

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

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