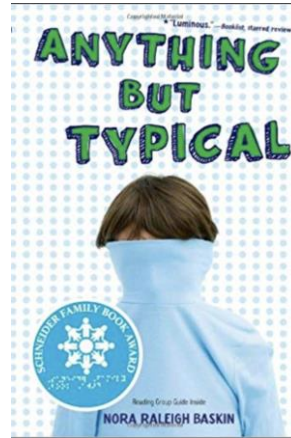


Anything But Typical



ISBN-13	978-1416995005
ISBN-10	1416995005
Author	Nora Raleigh Baskin
Publisher	Simon & Schuster
Copyright	2009
Lexile	HL640L
Genre	Fiction
Synopsis	Jason Blake is a twelve-year-old boy with autism. Through personal narrative and creative writing, Jason explores family, life, and the possibility of having his first real friend.
Themes	Adolescence; Autism; Friendship

Anything But Typical

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Character-Based Literacy Program 90-Minute Lesson Plan *Anything But Typical*, 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.

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.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

What is neurodiversity?

Jason Blake was diagnosed with Autism Spectrum Disorder (ASD). ASD is a developmental disorder with a wide variety in the type and severity of symptoms; the most identifying symptoms are difficulty in communicating and interacting with others, repetitive behaviors, and focused interests. ASD is a form of neurodiversity. Neurodiversity is a concept stating that people with neurological differences are to be recognized and respected the same as people who are considered neurotypical. This concept supports the idea that ASD, and other neurological varieties, are not diseases; and people with neurological differences should be celebrated in their unique forms of communication and self-expression.

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

neurotypical (1)	unbearable (6)	appreciation (14)	confluence (15)	Miscellaneous (18)
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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 Chapters One –Three (pp. 1–19)

Setting	Characters	Pages
School	Jason, Miss Leno, Maggie, Aaron	1–14
Jason's house	Jason	15–18
School	Jason	18–19

RESPOND

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

Students might mention:

- Jason wants to use a computer station that is already taken. The librarian offers him an available computer but Jason is reluctant to use it. His friend, Aaron Miller, convinces Maggie to give up the computer.
- Aaron helps Jason get the computer, but Jason finds it hard to thank Aaron.
- Jason posts a story about a man who cannot talk and gets a positive comment from a reader.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why does Jason like to write stories?
 2. Why was it hard for Jason to express his appreciation of Aaron's help?
 3. What virtues does Aaron demonstrate? What would you do if you were in Aaron's shoes?
-

Note: Additional group discussion questions are available in The Reading Group Guide. Today, it is recommended that students will respond to questions 1–3.

Analyze the key paragraph.

Key Paragraph, p. 14

“How do you *show* appreciation? Appreciation is an emotion. It’s a feeling. You can’t draw a picture of it. Why do people want everyone to act just like they do? Talk like they do. Look like they do. Act like they do.

And if you don’t –

If you don’t, people make the assumption that you do not feel what they feel.

And then they make the assumption –

That you must not feel anything at all.”

EXTEND

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

In this unit, you will write about different types of interpersonal skills and virtues.. You will be asked to define what the interpersonal skill means to you, and where you can see this skill used in the chapter.

Write 1–2 paragraphs. Provide evidence from the text. Use as many details as possible.

Today’s virtue is *gratitude*.

- Define what it means to express gratitude.
- Why is gratitude a virtue?
- Provide an example of gratitude from today’s reading. When was gratitude felt? Was gratitude expressed? If it was not, write how it could have been.

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

Character-Based Literacy Program 90-Minute Lesson Plan *Anything But Typical, 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.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

Why is eye contact difficult for people with autism?

Eye contact is as an important social skill, especially in the United States, but many people with autism have a hard time making and maintaining eye contact. Having a lack of eye contact can make others think the person is rude or not paying attention. Rather than assuming the person is rude, consider that eye contact may be stressful or too stimulating for the person with autism. It is important to recognize that people have different comfort levels with eye contact and to be respectful if a person will not look you in the eyes. If you want to know the person is paying attention you can observe their body language and responses.

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

compartments (22)	bytes (28)	genre (37)	self-sufficient (38)	Adjudicate (39)
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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 Chapters Four – Seven (pp. 21–44)

Setting	Characters	Pages
Jason's house	Jason, Jeremy, Mrs. Blake, Mr. Blake, Suzy	21–44

RESPOND

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

Students might mention:

- Jason recounts when his brother, Jeremy, was a baby and how people were nervous Jason would cause him harm.
- Jason reads the e-mail from PhoenixBird and realizes the writer is a girl.
- The e-mail from PhoenixBird leads Jason to reconsider his idea that girls would not like him.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How are Jason and Jeremy treated differently by their parents? Should their parents treat them more equally, in what ways?
2. Compare the fictional world PhoenixBird wrote about to the real world? Identify at least three differences between the worlds. How would our society be different if we lived in PhoenixBird's story?
3. What are some examples of kindness within these chapters?

Note: Additional group discussion questions are available in The Reading Group Guide. Today, it is recommended that students will respond to questions 4–7.

Analyze the key paragraph.

Key Paragraph, p. 28-29

"Jeremy knows, because I told him, that probably very few people have viewed my story since I posted it last week and that only two people have written comments. But that is how Jeremy is. He doesn't think very much about the meaning of the words that come out of his mouth. It took me a long time and more careful observation to figure this out.

People don't mean everything they say, my mother has told me. So has my physical therapist.

Then why do they say it?

Why do people say things they don't really mean?

So far no one has given me a very good answer to that.”

EXTEND

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

Write 1–2 paragraphs. Provide evidence from the text. Use as many details as possible.

Today's interpersonal skill is *encouragement*.

- Define encouragement and provide an example of how you can encourage a friend.
- Why is encouragement an interpersonal skill?
- Provide an example of encouragement from today's reading.

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

Character-Based Literacy Program 90-Minute Lesson Plan *Anything But Typical*, 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.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

What does sensory sensitivity mean?

People generally have five senses: smell, hearing, touch, taste, and sight. Everybody varies in the degree of sensitivity they have to sensory stimulation, and a variety of ways they react to the stimulus. Some people are highly sensitive to sensory stimulation and have extreme reactions. A person exposed to the same stimulation may have a minor reaction, and another person may not react at all. Many people on the autism spectrum have difficulty processing sensory stimulation; they may be over or under stimulated depending on the source. It is important to remember that everybody varies in their sensitivity and that we can all learn skills to manage our reactions.

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

countered (46)	resonance (48)	allotment (54)	regurgitate (60)	persists (61)
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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 Chapters Eight – Ten (pp. 45–64)

Setting	Characters	Pages
Jason's room	Jason, Suzy	45–51
Art class	Jason, Mrs. Hawthorne, Eric Doyle	53–59
Main office	Jason,	59–60
Jason's house	Jason, his parents	61–64

RESPOND

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

Students might mention:

- PhoenixBird thanks Jason for helping her write her assignment.
- Jason gets upset during art class and wants to leave school early.
- Jason felt out of place when he got home early and he tries to make sense of what happened during art class.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. List three reasons Jason dislikes art class. How can peers and his teacher make this class a better experience for him?
2. Why do you think it is beneficial to know that peers struggle with similar topics?
3. Did Eric Doyle show Jason kindness in art class? What could Eric have done differently?
4. Why do you think Jason's classmates let him take the blame for throwing clay?

Note: Additional group discussion questions are available in The Reading Group Guide. Today, it is recommended that students will respond to questions 8–10.

Analyze the key paragraph.

Key Paragraph, p. 46–47

"My dad is pretty quiet too. He talks, but most of the time he listens. But that day I remember exactly what he said to my grandmother. And to my mother.

"It's not meaningless to Jason," my dad said.

“What? What’s not meaningless?” My mother’s face red and her eyes wet, even though she wasn’t crying. She was hurting, even I could see that.

“I never said—,” my grandmother started, but my dad interrupted her.

“The words. *And* the letters. Just because you don’t understand their meaning doesn’t mean they don’t have one.””

EXTEND

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

Write 1–2 paragraphs. Provide evidence from the text. Use as many details as possible.

Today’s virtue is *honesty*.

- Define what it means to be honest and why honesty is an virtue.
- Provide an example of honesty from the today’s reading. If there are characters who were not honest, consider how honesty could have changed the story.

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

Character-Based Literacy Program 90-Minute Lesson Plan *Anything But Typical*, 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

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.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

What does an Occupational Therapist do?

Occupational therapists (OT) are licensed professionals who help people who are injured, ill, or disabled. OTs use goal-directed activities to help people develop, improve, maintain, or restore the skills needed for daily living by adapting the task to the person's unique needs. Examples of tasks an OT helps with are: teeth brushing, holding a pencil, buttoning a jacket, planning a route to class, and processing sensory stimulation.

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

installment (77)	postpone (80)	penetrating (82)	incident (84)	configurations (85)
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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 Chapters Eleven – Fourteen (pp. 65–87)

Setting	Characters	Pages
Jason's house	Jason, his parents, Jeremy	65–68
Uncle Bobby and Aunt Carol's house	Jason, his parents, Jeremy, Uncle Bobby, Aunt Carol, Seth, Little Bobby	68–74
Jason's house	Jason, Jason's dad	75–82
School	Jason, Aaron Miller, Math teacher	83–87

RESPOND

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

Students might mention:

- Jason, Jeremy, and their parents visit their cousins in Glen Rock.
- Seth insults Jason, and Jason kicks Seth in the leg.
- Jason tells Aaron about having a girlfriend but realizes he does not know PhoenixBird's real name.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How can you distinguish between a lie and the truth?
2. How does the way Seth act differ from the way his parents describe him?
3. What cues inform Jason that it is time to leave a situation?

Note: Additional group discussion questions are available in The Reading Group Guide. Today, it is recommended that students will respond to question 11.

Analyze the key paragraph.

Key Paragraph, p. 77

"Some people, like teachers and librarians and other adults, like to say that names are not important.
Like sticks and stones.
But they are wrong.
Every word you choose means something you think it means, and more.
Like if a person is *different*, that is a good thing.
But if they have a *defect*, that is not."

EXTEND

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

Write 1–2 paragraphs. Provide evidence from the text. Use as many details as possible.

Today's interpersonal skill is *conflict resolution*.

- Provide at least four ways people can resolve a conflict.
- Why is conflict resolution an interpersonal skill?
- Provide an example of a conflict from today's reading and how this conflict could have been resolved more effectively.

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

Character-Based Literacy Program 90-Minute Lesson Plan *Anything But Typical*, 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.



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PREPARE

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

What does a Physical Therapist do?

Physical Therapists (PT) are licensed professionals who help people improve their movement and manage their pain; mainly associated with injury, illness, or disability. A PT evaluates a person's physical skills, develops goals to improve their physical abilities, and works with the person to meet their goals. Physical therapy often includes therapeutic exercise and movement.

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

accommodate (89)	Lexicon (96)	gratification (104)	probation (105)	inclusionary (105)
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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 Chapters Fifteen–Eighteen (pp. 89–109)

Setting	Characters	Pages
Jason's house; during dinner	Jason, Jeremy, their parents	89–91
Jason's bedroom	Jason	93–94
School; PE class	Jason, classmates, Mr. DeMateo	94–96
Jason's bedroom	Jason, Jeremy, their parents, Lester	97–104
School, therapy, home	Jason,	104–105
Jason's house	Jason, his parents	105–107
School	Jason, classmates, Mr. Shupack	107–108

RESPOND

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

Students might mention:

- Jason encourages Jeremy to use the plate set out by his parents and tells his brother that sometimes his food will have to touch.
- Jason posts part of his story and sends PhoenixBird a message with his real name.
- A classmate bullies Jason during PE class because Jason said he had a girlfriend.
- PhoenixBird responds to Jason's email and says her name is Rebecca.
- As a reward for Jason's good behavior at school, his parents offer to take him to the Storyboard Convention in Dallas, Texas.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How is Jason similar to his fictional story character Bennu?
2. Did Jason make a wise choice in telling PhoenixBird his real name?
3. What could Mr. DeMateo have done when Jason was being bullied?
4. How are Jason's classmates taking advantage of him in language arts class?

Note: Additional group discussion questions are available in The Reading Group Guide. Today, it is recommended that students will respond to question 12.

Analyze the key paragraph.

Key Paragraph, p. 103

"He hears what the doctor proposes.

Your son won't be short anymore, the doctor tells everyone.

But we don't want everyone to be the same, do we? Bennu's father says.

No, but if you agree to the operation, the doctor promises, *no one will look at Bennu ever again and know anything is wrong.*"

EXTEND

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

Write 1–2 paragraphs. Provide evidence from the text. Use as many details as possible.

Today's virtue is *patience*.

- Define patience and why it is a helpful virtue.
- Include two ways a person can practice being patient.
- Provide an example of patience from today's reading.

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

Character-Based Literacy Program 90-Minute Lesson Plan *Anything But Typical, 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.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

What does a Speech-Language Pathologist do?

A Speech-Language Pathologist (SLP) helps people with their speech, language, and communication. These licensed professions assess a person's need, diagnoses, and help treat or manage. A SLP can help a person with areas such as speaking, understanding language, expressing language, verbal and nonverbal communication, organizing thoughts, paying attention, planning, and problem-solving.

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

grapple (111)	bombarding (117)	consented (122)	represent (123)	shutter (132)
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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 Chapters Nineteen–Twenty-two (pp. 111–132)

Setting	Characters	Pages
Jason's house	Jason, his parents	111–113
Jason's bedroom	Jason, Jeremy, their mom	114–120
Jason's house, living room	Jason, Jeremy, their parents	121–122
School	Jason, Dr. T, Miss Leno	122–125
Jason's house	Jason, Jeremy, their parents	127–129
School	Jason, Aaron Miller	129–132

RESPOND

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

Students might mention:

- Jason decided he wanted his dad to go with him to the conference. He then observed the consequences of choosing one parent and questioned what could have happened if he had chosen his mom instead.
- Rebecca emails Jason that she will be attending the Storyboard convention. Jason no longer wants to go out of fear of Rebecca seeing him.
- Jason's parents assume his anxiety is about the airplane ride and set up ways to practice sitting for an extended time.
- Dr. T announces to the school that Jason is going to the Storyboard convention.
- Jason and Aaron Miller have lunch together. Jason tells Aaron about the Bennu story.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How do Jason and his mom express emotions differently?
 2. Why do you think Jason lets his parents think he is acting out of anxiety about the airplane, rather than telling them the truth?
 3. How did talking to Jeremy help Jason feel better?
 4. How is Bennu both real and not real?
-

Analyze the key paragraph.

Key Paragraph, p. 132

“Wow, great story,” Aaron is saying. “Bennu, huh? So, he decides to have the operation. Scary stuff man.”

Aaron is putting the crumbled paper from his cupcake, the tinfoil from his sandwich, and the stems from his grapes into his paper bag. He is done eating. He pushes his chair out behind him.

He says, “But hey, wouldn’t it be weird if– Bennu wakes up from the operation, and he’s all tall and stuff, and then he doesn’t recognize himself in the mirror?”

EXTEND

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

Write 1–2 paragraphs. Provide evidence from the text. Use as many details as possible.

Today’s interpersonal skill is *communication*.

- What moments from today’s reading support the view that communication can provide comfort and help?
- Why is communication an important interpersonal skill?
- Communication is not only spoken. What other forms of communication can you think of? Provide an example of each form.

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

Character-Based Literacy Program 90-Minute Lesson Plan *Anything But Typical, 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

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.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

What is a talk therapist?

A psychotherapist (sometimes called a talk therapist) is a licensed professional who helps a person talk about topics such as problems, concerns, experiences, and goals. Psychotherapists can help a person manage their thoughts, behaviors, emotions, and well-being. It is an individualized process based on psychological theories.

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

postponed (138)	serendipity (139)	coincidence (141)	Placate (144)	Confluence (154)
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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 Chapters Twenty-three – Twenty-five (pp. 133–154)

Setting	Characters	Pages
Jason's house	Jason, his parents, Miss Baum	133–144
John F. Kennedy Airport	Jason, his mom	145–146
Car ride to the hotel	Jason, his mom, doctors	147–152
Hotel	Jason, his mom	152–154

RESPOND

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

Students might mention:

- Jason recalls his teacher, Miss Baum, recommending that Jason gets tested at Yale-New Haven. Jason's mom refuses, but they go for testing three years later.
- Jason's dad can no longer attend the convention, so Jason emails Rebecca that he is not going anymore. After sending the email, Jason learns that he is still going to the convention after all.
- Jason recalls the testing process at Yale-New Haven and how the diagnosis of Autism was a bit of relief.
- Jason and his mom travel to Dallas, Texas for the convention.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Miss Baum's suggestion to test Jason anger Mrs. Blake?
2. How does Jason define irony?
3. Is the situation with the convention an example of irony? Give examples.
4. Describe how Jason feels about going to the convention. How do his parents think he feels?
5. How does Jason help his mom when she feels overwhelmed?
6. How does Jason show his parents kindness?

Note: Additional group discussion questions are available in The Reading Group Guide. Today, it is recommended that students will respond to question 13.

Analyze the key paragraph.

Key Paragraph, p. 151–152

"They told me the word for what was wrong, three letters, and it gave me a name. My mom and dad were saying something. They were telling me

things. But at eight years old I had already learned that people will say one thing and mean something else completely.

Special.

Different.

But in a way I was relieved.

...

But I didn't think anything was going to get any better.

I didn't need any letters or any name to tell me what I already knew."

EXTEND

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

Write 1–2 paragraphs. Provide evidence from the text. Use as many details as possible.

Today's interpersonal skill is *active listening*.

- Define what it means to be an active listener.
- How did listening to each other help Jason and his mother navigate the trip to the convention?

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

Character-Based Literacy Program 90-Minute Lesson Plan *Anything But Typical*, 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.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

What is self-efficacy?

Albert Bandura, a well-regarded psychologist, defines self-efficacy as a person's belief about their ability to produce effects over events in their lives. A person's self-efficacy determines how people think, feel, motivate themselves, and behave in a situation. When a person has a strong self-efficacy, they have greater assurance in their capacity to succeed and they tend to approach difficult tasks with more confidence. These people create goals and pursue them with conviction. According to Bandura, the most effective way of creating self-efficacy is by succeeding in small tasks; the more we succeed, the more we believe in ourselves.

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

registration (155)	anticipate (155)	demonstration (156)	pitch (166)	justify (169)
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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 Chapters Twenty-six–Twenty-nine (pp. 155–174)

Setting	Characters	Pages
Convention	Jason, his mom, Rebecca	155–163
Hotel room	Jason, his mom	165–168
Breakfast buffet	Jason, his mom, Rebecca	167–174

RESPOND

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

Students might mention:

- Jason and his mom arrive at the convention. Jason prepares himself for entering the busy room.
- Jason meets Rebecca for the first time. He cannot look at her but hears her talking to his mom.
- Jason decides to stop writing.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Jason write two versions of meeting Rebecca?
2. How did Jason feel when he met Rebecca?
3. Why did Jason say that he would never write again?
4. Why did Jason's mom sound like she was in pain during breakfast?

Note: Additional group discussion questions are available in The Reading Group Guide. Today, it is recommended that students will respond to questions 14–17.

Analyze the key paragraph.

Key Paragraph, p. 170

"There is no reason to go to the writing workshop.

There isn't anything left.

Why tell a story if there is no one there to read it? Why make a sound if no one will hear it?

Now I am thinking of black paint all over my ceiling at home, covering up all those letters, all those letters twisting themselves into words that nobody understands anyway."

EXTEND

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

Write 1–2 paragraphs. Provide evidence from the text. Use as many details as possible.

Today's virtue is *respect*.

- What does it mean to be respectful? What does it mean to be respectful of differences?
- Why is respect an important virtue?
- Provide an example of respect from today's reading.

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

Character-Based Literacy Program 90-Minute Lesson Plan *Anything But Typical, 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.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

What is self-management?

Self-management, as defined by The Collaborative for Academic, Social, and Emotional Learning (CASEL), is the ability to regulate emotions, thoughts, and behaviors in different situations. When done successfully, self-management can help with stress management, impulse control, motivation, self-discipline, organization skills, and goal-setting. These effectively manages areas contribute to the ability to set and work on goals. For more information, visit the CASEL website at <https://casel.org/core-competencies/>

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

mezzanine (181)	Coincidences (184)	essential (186)	altitude (192)	drone (192)
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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 Chapters Thirty–Thirty-two (pp. 175–195)

Setting	Characters	Pages
A memory of playing baseball	Jason, his dad, teammates	175–179
Hotel	Jason, his mom	179–181
Convention	Jason, his mom, convention attendees, Hamilton	181–187
Party	Jason, his mom, Rebecca	187–189
Airplane	Jason, his mom	191–193
Jason’s house	Jason	193–195

RESPOND

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

Students might mention:

- Jason recalls being on the baseball team and a time when his teammates hurt him.
- Jason and his mom attend a talk by Hamilton. Jason decides he will keep writing.
- Rebecca approaches Jason at the Storyboard party and says she hopes they can still write to each other.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What do we learn about Jason from his story about playing baseball?
2. Why do you think Jason changed his mind and agreed to attend the workshop?
3. How does Jason’s perception of Hamilton affect his mood at the workshop?
4. How has Jason taught his mom to be brave?

Note: Additional group discussion questions are available in The Reading Group Guide. Today, it is recommended that students will respond to questions 18–20.

Analyze the key paragraph.

Key Paragraph, p. 187

“All we are, all we can be, are the stories we tell,” he says, and he is talking as if he is talking only to me. “Long after we are gone, our words will be all that is left, and who is to say what really happened or even what

reality is? Our stories, our fiction, our words will be as close to truth as can be. And no one can take that away from you."

EXTEND

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

Now that you have written about eight different interpersonal skills or virtues, choose three to include in your final paper. Your final writing product will be an essay in response to the following question:

How can people utilize these three skills and/or virtues to interact with one another? How can we use these skills and/or virtues to help people with autism to feel accepted?

Your essay should include at least 450 words (one page double-spaced).

The essay should be concise – avoid repetition and redundancy in statements. Use the following checklist to evaluate your work:

- The essay begins with a clear argument.
- The essay provides examples to clarify the reasoning.
- The essay includes good transition sentences and phrases.
- The essay thoughtfully presents counterarguments.
- There is a topic sentence in each paragraph.
- There is a logical progression from one paragraph to the next.
- The essay ends with a strong conclusion.

Create a timeline to organize your writing schedule.

- Add dates in the right-side column.
- Add lines to the schedule, as needed.

What	When
Create a thesis statement.	
Collect and organize ideas and facts.	
Complete an introduction paragraph.	
Complete the body paragraphs.	
Complete the conclusion paragraph.	
Read through and refine.	
Submit first draft.	
Revise based on feedback.	
Submit final draft.	

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