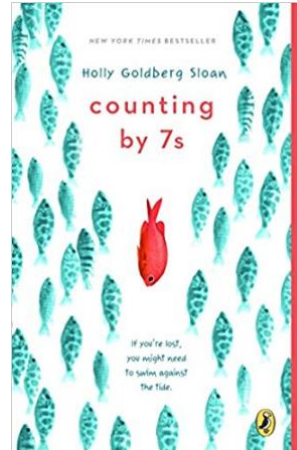


Counting by 7s



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Holly Goldberg Sloan

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Synopsis

Twelve-year-old genius and outsider Willow Chase must figure out how to connect with other people and find a surrogate family for herself after her parents are killed in a car accident.

Themes

Special needs; Trauma

Character-Based Literacy Program 40-Minute Lesson Plan

Counting By 7s, 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.

PREPARE

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



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.

Gifted Education in the United States: There is no standard global definition of what constitutes a “gifted” student; and definitions can differ across different groups and programs. Some of the definitions include students that are particularly talented in a given area, such as language, mathematics, logical reasoning, or music. Gifted Education Programs generally select less than 10% of students.

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

Surly (2)	Gratifying (9)	Perennial (15)	Sanctuary (15)	Shrill (17)
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READ

Review the timeline from the beginning every day.

Today is Day 1 of *Counting by 7s* by Holly Goldberg Sloan. Have students look at the front and back cover, then make predictions about what they will be reading over the course of the next three weeks.

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

Read pp. 1–19

Setting	Characters	Pages
Foster's Freeze	Willow, Mai, Dell, Quang-ha	1–4
Willow's House	Willow, Mai, Dell, Quang-ha, female officer, male officer	4–8
Background information	Willow, Willow's parents	9–14
Flashback - Kindergarten	Mrs. King, Willow's kindergarten classmates, Educational consultant	15–19

RESPOND

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

Students might mention:

- Willow is gifted and considered strange by her peers.
- Willow's parents have died.
- Willow doesn't have many friends.
- Willow is a person of color, while her parents are both White.

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 14

"If plants made sounds, it would all be different. But they communicate with color and shape and size and texture. They don't meow or bark or tweet. We think they don't have eyes, but they see the angle of the sun and the rise of the moon. They don't just *feel* the wind; they change directions because of it. Before you think I'm crazy (Which is always a possibility), look outside. Right now. I'm hoping that your view isn't of a parking lot or the side of a building. I'm imagining you see a tall tree with delicate leaves. You catch sight of swaying grass in a wide field. Weeds pushing up through a crack in the sidewalk are in the distance somewhere. We are surrounded. I'm asking you to pay attention in a new way and view it all as being Alive. With a capital A."

EXTEND

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

An Educational consultant evaluated Willow as being "highly gifted." Immediately, Willow asked herself if people could be "lowly gifted," "medium gifted," or just "gifted." What are some positive outcomes to labeling or categorizing people in such a way? What are some negative outcomes? Why are these discussions important?

Write a 2-3 paragraph narrative. Use as much detail as you can.

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

Character-Based Literacy Program 40-Minute Lesson Plan

Counting By 7s, 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.

PREPARE

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



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.

Academic Integrity: Integrity is the quality of being honest. Academic Integrity is the notion that the work you create in school, papers and projects you turn in, etc. of your own work and not plagiarized. Having integrity in academics brings value and merit to the degree you earn, and the work you do.

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

Circadian (21)	Petroleum (22)	Cultivating (24)	Myopia (26)	Traumatized (30)
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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 pp. 20–37

Setting	Characters	Pages
Flashback/Growing Up	Willow, Parrots	20–22
Grade school/Middle School	Willow, Margaret, Willow’s Parents	22–29
Middle School	Willow, Willow’s Parents, Girl in Bathroom	30–34
Principal’s Office	Willow, Mrs. Kleinsasser, Principal Rudin	34–37

RESPOND

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

Students might mention:

- Willow dresses very specifically – and compares herself, and the world around her to plants.
- Willow’s parents want her to dress differently to help her fit in.
- Willow is very good at taking standardized tests.
- Principal Rudin does not believe Willow.
- Willow was referred to a counselor – Dell Duke.

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 22

“When Fallen was finally strong enough to fly, I reintroduced him back to his flock. It was incredibly rewarding. It was also heartbreaking. It has been my experience that rewarding and heartbreaking often go hand in hand.”

EXTEND

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

If the principal of your school were accusing you of plagiarism – as Willow’s principal did – what would you do? What would be the pros of standing your ground? What would be the cons? Would you involve other people, or try and face it alone? What do you think Willow will do?

Write a 2–3 paragraph narrative. Use as much detail as you can.

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

Character-Based Literacy Program 40-Minute Lesson Plan

Counting By 7s, 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.

PREPARE

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



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.

School/Guidance Counselor: A person who works in schools (elementary, middle, and/or high schools) to provide students with academic, college, and career counseling. Some counselors also provide social-emotional help through psychotherapy (talk therapy). In most countries in the world, school counselors must hold at least a master's degree in counseling, and a state or national certification/license.

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

Unconscious (39)	Deficiencies (43)	Duplicitous (50)	Corpuscle (53)	Colossal (56)
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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 pp. 38–56

Setting	Characters	Pages
Dell Duke's Background	Dell Duke, Dickie Winkleman, Eddie Von Snodgrass	38–47
Dell's Office	Dell Duke, Willow	48–55
Willow's Dining Room	Willow, Willow's Parents	55–56

RESPOND

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

Students might mention:

- Dell hates his name
- Dell didn't do well in school
- Dell puts students into 4 categories; Misfits, Oddballs, Lone Wolves and Weirdos
- Dell does not know how to categorize Willow
- Willow is very observant of other people – such as Dell

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 44

“Labels were important. And they were very effective. It was just too crazy to think of these kids on an individual basis...Weirdos were fingernail-biters and liked to scratch themselves. They had secrets and were probably late to be toilet trained. The bottom line was that Weirdos were just plain weird because of their unpredictability. And in Dell's opinion, they could be dangerous. It was always best to simply let a weirdo be.”

EXTEND

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

In what ways could Dell's approach be considered efficient and positive? In what ways could it be interpreted as negative and hurtful? Do you agree with Dell's labels and his definition of “Weirdos?”

Write a 2–3 paragraph narrative. Use as much detail as you can.

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

Character Based Literacy Program 40-Minute Lesson Plan

Counting By 7s, 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.

PREPARE

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



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.

First Generation Immigrant: A first-generation immigrant could either be someone who was born abroad and immigrated, or a person who was born in the new country to immigrant parents. Many first-generation immigrants have difficulty with their identity because they are raised in one culture at home, along with living in a different culture at school, with peers, etc.

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

Indigenous (68)	Fixated (71)	Validation (75)	Sauntered (75)	Provocation (76)
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READ

Review Review the timeline from the beginning every day.

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

Read pp. 57–79

Setting	Characters	Pages
Dell's Office	Dell Duke, Willow	57–58
Dell's Home	Dell Duke	58–60
Dell's Office (Duke's Perspective)	Dell Duke, Willow	60–61
Dell's Office (Willow's Perspective)	Dell Duke, Willow	62–68
Dell's Office/The Ride Home	Mai, Quang-Ha, Willow, Dell Duke	69–79

RESPOND

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

Students might mention:

- Dell Duke found a new category of the Strange: Genius
- Dell Duke was very interested in learning more about Willow's abilities
- Dell Duke is not very professional (leaves kids in the trailer to get a soda for an hour)
- Mai is very protective of her brother, and Willow is fascinated by her

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 69

"Mai had true confidence. Or as she liked to see herself, she was born strong-willed, while a lot of the world was wishy-washy. Adults didn't intimidate her, and neither did strangers of any age. Because Mai, as her mother reminded people, was born in the year of the dragon; and that meant nobility and power and strength."

EXTEND

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

Write a 2–3 paragraph narrative. Use as much detail as you can.

Why do you think Willow is fascinated by Mai? What characteristics do they have in common? How are they different? What do you think their relationship will be like going forward, especially with Willow having difficulty with people her age?

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

Character Based Literacy Program 40-Minute Lesson Plan

Counting By 7s, 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.

PREPARE

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



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.

Coping Skills: Coping skills are specific tools, activities, or thoughts that people use when they are feeling overwhelmed, anxious, angry, or having any difficult elevated emotion. Many people find deep breathing, drawing, exercise, or grounding techniques (focusing on the five senses of the body) to be incredibly helpful skills to use when they are feeling elevated.

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

Delinquent (83)	Maneuvered (83)	Discipline (88)	Colossal (92)	Kinfolk (108)
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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 pp. 80–111

Setting	Characters	Pages
Dell's Car	Mai, Dell, Quang-ha, Willow	80–81
Dell's Apartment	Dell	82–85
School/Taxi/Dell's Office	Jairo, Willow, Dell, Quang-Ha, Mai	86–93
Jairo's cab	Jairo, Willow	94–97
Outside Dell's Office	Mai, Willow	97–98
Doctor's Office	Roberta, Jimmy, Dr. Pedlar, Truck Driver	99–104
Outside Dell's Office	Mai, Willow, Dell, Quang-Ha	105–107
Outside Willow's House	Mai, Willow, Dell, Quang-Ha, Police Officers	108–111

RESPOND

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

Students might mention:

- Willow is becoming more adventurous and risk taking
- Willow thinks Mai is her best friend
- Dell's sessions with Willow are important to him
- Willow's parents died in a car accident
- Willow does not have family members to help take care of her

EXPLORE

Analyze the key paragraph.

Key Paragraph, pp. 109–110

"The shadows get longer. I sit on the front steps. The tears will not stop. And I almost never cry. But I'm not myself. I will forever be someone else now. The two people I need to get in touch with, the two people who most need to hear this most horrible news, are not here. My teeth start to shatter. I want to shut my eyes and make everything stop. I no longer care if my heart pounds in my chest or if my lungs move."

EXTEND

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

Write a 2-3 paragraph narrative. Use as much detail as you can.

What do you think will happen to Willow next? How do you think she can use her smarts, and her ability to adapt to situations to get through this difficult time? Use

specific examples of Willow's past behavior to give an idea of how she might cope in the future.

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

Character Based Literacy Program 40-Minute Lesson Plan

Counting By 7s, 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.

PREPARE

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



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.

Foster Care: In the United States, when a child has lost their caregiver, they are generally put into the care and custody of the state. The state and Child Protective Services act as the legal guardian, making all legal decisions for the child. If the child does not have a family member who is willing to be responsible for them, they will be put into the system, which assigns them to group homes, or in the care of a state-certified caregiver, known as a “foster parent.”

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

Ballast (121)	Consciousness (122)	Bootlegged (124)	Sedative (136)	Empirical (151)
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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 pp. 112–157

Setting	Characters	Pages
Happy Polish Nails	Mai, Quang-Ha, Dell, Willow, Pattie	112–127
Pattie's Apartment	Mai, Quang-Ha, Willow, Pattie	128–138
Jamison Children's Center	Lenore, Willow	139–142
Mercy Hospital	Willow, Lenore, Doctor	143–144
Jairo's Taxi	Willow, Jairo	145–147
Dell's Office	Dell, Lenore	148–150
Beale Memorial Library	Willow	151–153
Mai's High School	Mai, Dell, Quang-Ha	154–157

RESPOND

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

Students might mention:

- Willow was taken into Jamison Children's Center
- Willow fainted when she saw a picture of her parents' accident
- Willow needed stitches, and so was brought to the hospital
- Willow left the hospital without telling anyone and called Jairo's Taxi
- Willow went to the library, where she felt comfortable, and fell asleep.

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 134

"Everyone, I now realize, lives in a world of pain. But I'm certain that mine is greater than hers. The woman with the bad back talks up front to Pattie. I have no idea for how long. I'm done measuring things. I only hear parts of the conversation. Although it is about me, it doesn't matter. Nothing that they say will change the fundamental fact of my life, which is so overwhelming that I cannot give voice to it."

EXTEND

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

Write a 2–3 paragraph narrative. Use as much detail as you can.

In order to be resourceful, we must take some initiative. Willow prefers to take this kind of initiative by herself. How might accepting help from people, even if they don't understand her pain, be beneficial to her? How might it be problematic?

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

Character-Based Literacy Program 40-Minute Lesson Plan

Counting By 7s, 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.

PREPARE

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



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.

Programs for Teens At-Risk: Teens at-risk are identified as those who may need support to succeed academically. For example, some students might have experienced a traumatic life event and need consultation to cope with the effects of the trauma on their thoughts, emotions, and health. There are programs in clinics and schools to help this specific population by providing academic help, coping skills, life skills, and opportunities that these students might not have otherwise received in their environment.

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

Hydrolysis (158)	Astrophysics (163)	Carcinogenic (168)	Calamities (172)	Teetering (191)
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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 pp. 158–211

Setting	Characters	Pages
Finding Willow (Library, Car, Diner)	Mai, Willow, Dell, Waitress	158–163
Placing Willow (Jamison, Happy Polish)	Mai, Willow, Pattie, Dell	164–169
Memorial Service	Mai, Willow, Pattie, Dell, Patrons	170–174
Library, Throughout the month	Mai, Willow, Pattie, Quang-Ha, Patrons	174–177
Dell's House, Pattie's thoughts	Dell, Pattie	178–182
Happy Polish Nail Salon	Pattie, Willow, Nail Salon Patrons	183–188
Cleaning Dell's House	Dell, Pattie, Quang-Ha, Mai, Willow, Movers	189–209
Mai's Route to Dell's House	Mai	209–211

RESPOND

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

Students might mention:

- Mai is very protective of Willow – ordering her to go food at the diner
- Willow was taken and put into Pattie's custody temporarily
- Jamison thinks that the Nguyen family is old friends of Willow, and that they live in an apartment, not a nail salon.
- Willow goes to the Library to feel better, since she is rarely speaking, eating, or sleeping.
- Pattie decides to clean and redo Dell's apartment because Child Services is coming for a home visit.

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 174

"I'm surprised, but a lot of the people who I think might be homeless (from the amount of things they are forced to leave downstairs at the front desk) go online. I can see that they check their Facebook pages. I watch these people click through pictures and view the same kind of videos as the bored-looking teenagers who show up once school is out. I'm not sure why this is reassuring, but it is."

EXTEND

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

Write a 2–3 paragraph narrative. Use as much detail as you can.

Mai tried to squish an acorn, but it was tough, and in her mind, a survivor. In what ways is Willow like the acorn? How is she being resourceful and tough during this difficult time? In what ways could she be even stronger and more resourceful?

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

Character-Based Literacy Program 40-Minute Lesson Plan

Counting By 7s, 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.

PREPARE

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



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.

Gardening and Mental Health: Research has shown that gardening and tending to plants can help improve mental states by helping people feel important, handling responsibility, and to be patient and mindful. Some aspects of gardening can be cathartic, and help us vent out our anger and aggression (cutting and chopping etc.). Gardening can help give people a sense of control over their surroundings, and also remind them that some things they cannot control. Overall, being in nature can help alleviate symptoms of depression, anxiety, and trauma/grief.

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

Flock (224)	Agitation (229)	Persecution (230)	Surveillance (231)	Taproots (250)
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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 pp. 212–261

Setting	Characters	Pages
Jamison	Willow, Social Worker	212–214
Dell’s Apartment	Willow, Dell, Pattie, Mai, Quang-Ha, Sadhu	215–235
Apartment Garden Gate	Willow	235–237
Dell’s Office	Willow, Dell	238–240
Dell’s Apartment	Pattie, Willow, Mai, Quang-Ha	240–244
College Bookstore	Jairo, patrons	244–249
Apartment Carport	Willow, Dell, Pattie, Mai, Quang-Ha, Sadhu	250–255
Dell’s Apartment	Willow, Dell, Pattie Mai, Quang-Ha	255–261

RESPOND

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

Students might mention:

- The family completely transformed Dell’s apartment
- Dell brings Willow many different kinds of sunflower seeds
- Everyone helps plant the seeds in little planters
- Jairo wins \$20,000 at the college bookstore
- Dell tries to improve himself by running

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 224

“I think now about how small birds often move in large flocks. From a distance, it can even look like smoke. It is unclear why they suddenly shift directions. The birds appear to have lost their individual intention. They are part of a bigger organization of life. And they accept that. Something inside them gives in. Scientists don’t know what that is. Right now I’m in a flock. And so is Dell Duke. Whether he likes it or not.”

EXTEND

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

Write a 2–3 paragraph narrative. Use as much detail as you can.

Why might it be helpful for Willow to be “in a flock?” When was the last time that you felt a part of a community or a flock of your own? How was it helpful? How was it problematic?

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

Character-Based Literacy Program 40-Minute Lesson Plan

Counting By 7s, 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.

PREPARE

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



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.

Significance of Sunflowers: Sunflowers are known for being “happy” and bringing joy to whoever sees them. However, they are also incredibly resourceful flowers. Aside from providing food in the form of seeds, sunflowers engage in phototropism, a phenomenon that lets the flower follow the course of the sun in order to absorb the maximum amount of sunlight. It’s as if the flower refuses to have just the minimum, and instead takes matters into its own petals. Historically, because of this behavior, sunflowers have symbolized adoration, loyalty, and longevity.

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

Manifesto (264)	Germination (269)	Radical (282)	Communal (289)	Tilling (300)
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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 pp. 262–326

Setting	Characters	Pages
Salon	Pattie, Willow	262–264
Dell's Room	Dell	264–268
Dell's Apartment (#28)	Dell, Willow, Mai, Quang-Ha, Pattie	269–278
Courtyard	Dell, Willow, Mai, Quang-Ha, Pattie	279–282
City Hall	Jairo, Willow, Mai, Pattie	281–294
Gardening (course of several days)	Dell, Willow, Mai, Quang-Ha, Pattie, Otto Sayas, Jairo	295–314
School Parking Lot	Dell, Cheddar	315–319
Dell's Apartment (#28)	Dell, Willow, Mai, Quang-Ha, Pattie, Cheddar, Henry	320–326

RESPOND

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

Students might mention:

- Willow decides to plant a garden in the apartment complex outside.
- Willow starts running with Dell, but finds it difficult
- Willow gets the construction for the garden approved
- Everyone helps with the garden, although they encounter some difficulties (Santa Ana winds, cleaning up the dust, renting a Rototiller, etc.)
- Dell finds Cheddar, and brings him back to the apartment

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 278

“That’s why this running matters. I think that the effort put forward in matters of physical exertion is more important than the outcome. And I’m not just saying that because gym teachers have told me this in the past. A new reality is emerging. I actually like my pink-and-purple flamingo shoes. So maybe the jarring movement of jogging is clouding my judgement. Even though my exercise regime only takes sixteen minutes, I find that I’m thinking about it when I’m not doing it. I know that vigorous exercise changes brain chemistry. In my current situation, there is nothing more I could ask for.”

EXTEND

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

Write a 2–3 paragraph narrative. Use as much detail as you can.

Willow uses her initiative to tap into local resources and eventually build a garden. This resourcefulness requires her to step up and do things she doesn't often do. Describe a time in which you used your initiative to utilize resources and make a change? If you cannot think of a time, describe a change to your community you would want to make.

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

Character-Based Literacy Program 40-Minute Lesson Plan

Counting By 7s, 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.

PREPARE

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



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.

Adoption Requirements in California: Prospective parents must be at least ten years older than the child, except in the case of stepparent or relatives. All prospective parents complete a home study, which includes criminal background checks, and fingerprints. Parents must also complete a physical examination, attend adoption training classes, undergo interviews individually with a social worker, and an in-home visit. The process can take up to several years, but luckily, if the child is 12 years old or older, they themselves must consent to their own adoption.

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

Rubbish (327)	Phormium (332)	Custody (340)	Astrophysics (344)	Insurmountable (352)
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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 pp. 327–378

Setting	Characters	Pages
Apartment Garden	Mai, Dell, Willow	327–329
Dell’s Office	Dell, Willow, Mai	329–330
Southside Nursery/Nguyen Apartment	Henry, Willow, Quang-Ha, Mai, Dell, Pattie, Cheddar	330–336
Nguyen Apartment	Dell, Pattie, Jairo	337–340
Lenore’s Car/Library	Willow, Mai, Lenore, Pattie, Dell	341–345
Nguyen Apartment	Pattie, Quang-Ha, Mai, Dell, Willow, Lenore	346–355
Jamison/Courthouse	Willow, Lenore, Mrs. Bode-Ernst	356–364
Nguyen’s Apartment/Courthouse	Dell, Pattie, Mai, Quang-Ha, Lenore, Jairo, Willow, Judge Biederman	365–378

RESPOND

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

Students might mention:

- Henry from the Plant Nursery comes and helps Willow redo the garden
- Willow will be put in the custody of the judge and will be in a group home
- Pattie and Jairo agree to formally adopt Willow
- Pattie decides to buy the Gardens of Glenwood Apartments

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 359

“All of us are all those things. I’m no genius. I’m as much of a lone wolf or a misfit or a weirdo as anyone.

When it came to the garden, I was a dictator.

If there is anything I’ve figured out in the last months it’s that you can find labels to organize living things, but you can’t put people in any kind of group or order.

It just doesn’t work that way.”

EXTEND

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

Write a 2–3 paragraph narrative. Use as much detail as you can.

In which of Dell’s categories do you feel you fit? Is it possible to be just one thing?

When was it helpful for you to identify in a certain way? When does it become unhelpful?

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