

Lesson Plans for Joey Pigza Swallowed the Key- Jack Gantos

Focus and goals for this unit: Our goal for this unit is for students to write an expository essay in which they share what they have learned about Attention Deficit Disorder.

Unit Roadmap

- Unit's big idea or theme = **Responsibility requires Action**
- **Definition: Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.** Ideally this would be posted in your classroom.

Lesson Plan for Week 7 Day 1 Novel *Joey Pigza Swallowed the Key*, Day 1

Standards Focus W2.2, 2.4, LC1.4,1.1,1.5, R3.2

PREPARE

1. Background knowledge necessary for today's reading

- Show them novel, *Joey Pigza Swallowed the Key* → any predictions given the title and the cover?
- Ask them if they have ever heard of Attention Deficit Disorder or known anyone with ADD or ADHD.
- Do a K-W-L chart on ADD and ADHD.
- Introduce Jack Gantos: www.vita-learn.org/rs/gantos.html
- Gather basic information about AD/HD ahead of time.
www.chadd.org/ See this website for Children and Adults with Attention Deficit/Hyperactivity Disorder information

2. Word Wall

Introduce 5 important, useful words from today's reading

hesitate high-voltage wires scalded mesmerized hyperactive

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p. 3-16

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

Setting	Characters	pages
School	Joey Pigza	3-16
House	teacher	3-16
	Principal, Grandma, Mom	3-16

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey gets in trouble a lot at school

Joey lives with his grandma because his dad left and his mom went after him

Joey takes meds

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: K-W-L

Additional option:

- Prompt: In these chapters we get a glimpse of what it is like for Joey to have ADD.
 - Begin a list on the board as a class of the behaviors in Chapter 1 that point to his difficulty managing his behavior.
 - Reduce these down to types of behavior and add them to what you know on the K-W-L chart or further questions to explore.
 - Example: page 3: Joey has difficulty not cracking jokes when the teacher calls on him in math.
 - Reduced for K-W-L chart: Difficulty staying on task
- Partner work
 - Now, do the same thing for Chapter 2 with a partner. List the **evidence** that points to his having ADD.
- Class discussion
 - Hear from the partnered groups and add the information they have gathered to the large K-W-L chart.

Other possible activities for a class group or individual
Bookmark Open Mind Portrait g6 Graphic Organizer
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Prefixes

Read aloud: Student handbook- pgs. 293-294

Teacher's Guide: 119-120, 226-227

Student activity: Fill in the blanks.

1. A **prefix** is a word that is _____.
2. The word **prefix** literally means _____.
3. Prefixes change the _____ of the word it is added to.

Student activity: Examine the words on page 293 only. See if any words look familiar. Then underline the prefix of each word and see if you can remember it's meaning.

Example: Malnutrition; Mal= bad or poor...so the word means poor nutrition

- autobiography
- bilingual
- cooperate
- hyperactive

Student activity: Try using each of those words in a sentence about Joey. ☺

9. Explore today's reading

Key Questions

Where are Joey's Mom and Dad?

Why does he take meds?

Why does Joey think he's weird?

Key Paragraph

p. 3 "In the morning I'd be okay and follow along in class. But after lunch, when my meds had worn down, it was nothing but trouble for me."

EXTEND

10. Prompt every student to write a short product tied to today's reading

If you look at the K-W-L chart you will see many things that already help to define ADD. Write a paragraph or two about what you already know about ADD and some questions you would like answered about the topic. This paragraph will be used later to introduce the topic. The answers to your questions will be used to add information to the Body of your paper.

<p>► ITEM 1: Review what you know about the topic already. List some questions you would like addressed.</p>

11. Close with a short summary

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

Lesson Plan for Week 7 Day 2 Novel *Joey Pigza Swallowed the Key*, Day 2

Standards Focus W2.2, 2.4, LC1.4, 1.1, 1.5, R3.2, R3.2, 3.6

PREPARE

1. Background knowledge necessary for today's reading

Medication for ADD and ADHD

Additional Information:

www.fightforkids.com

2. Word Wall

Introduce 5 important, useful words from today's reading

complain snagged fidgeting antsy jittery

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p. 17-29

Shared Reading RRP: Read, React, Predict every 2-3 pages

Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
home	Joey	17-29
school	Mom	17-29
	Mrs. Maxy, Nurse Holyfield	17-29

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey's mom had a meeting at school about him

Joey has to follow Mrs. Maxy's "basic rules"

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: OMP

Draw an **OMP** of Joey. In one color write all the messages he hears or sends himself when he seems to have things under control. (Example: After taking his meds he feels like a "normal" kid.) In another color write all the ways he feels out of control. (Ex. Sometimes he feels like he just can't listen.) Use Joey's language if you please, or put it into your own words.

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
- g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
- Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Prefixes

Read aloud: Student handbook- pgs. 293-294

Student activity: Write down the definition of Prefix without looking at yesterday's work.

A Prefix is: _____.

Student activity: Examine the words on page 294 only. See if any words look familiar. Then underline the prefix of each word and see if you can remember it's meaning.

- Triangle
- Preheat
- Repay
- Rewrite
- Submerge

- Transform
- Centimeter

Student activity: Use each of those words in a sentence.

9. Explore today's reading

Key Questions

What does the medication actually do?
What happens when it starts to wear off?

Key Paragraph

p. 28

“Then we clinked glasses and I took my pill. I was so happy to take it. I could feel it going down my throat like a little white round superhero pill on its way to beat up all the bad stuff in me. Everyone said it would help...

...So I stayed home and felt like a normal kid for a while. But then my old self started to sneak up over me.”

EXTEND

10. Prompt every student to write a short product tied to today's reading

Write a paragraph describing how the medication works and what happens when it begins to wear off.

- See page 82 *All Write* for additional information on writing an expository paragraph

Remember the goal of an expository essay is to make something clear to the reader.

<p>► ITEM 2: Basic information of the purpose and consequences of the medication.</p>
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11. Close with a short summary

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

Additional information:

BACKGROUND INFORMATION- from www.fightforkids.com

Medication for ADD: What Does It Improve?

There is now good evidence that medication can improve several important areas of function in children with attention problems:

- Behavior and adjustment in the classroom and at home.
- Academic performance and learning.
- Self-confidence and self-esteem
- Mood problems such as anxiety
- Social functioning

The stimulants, including Ritalin, Dexedrine and Cylert, are similar in reaction - not identical. If one doesn't work, Steve suggested trying another. Ritalin and Dexedrine go "into the body and out" in 2 to 5 hours while Cylert is a one-a-day med. He touched on the issue of name-brand vs. generic stating that although the active ingredient is the same, it is combined with filler and experience has shown that the filler can reduce the drugs' effectiveness in some cases.

Stimulant Medication "REBOUND"

Many parents notice that as a dose of stimulant medication for ADD wears off, their child appears to act differently, particularly after he/she returns from school. The most commonly observed behaviors at that time include increased hyperactivity, increased irritability, or moodiness. That is, the symptoms are an exaggerated form of the symptoms of the ADD itself. The symptoms usually last for a fairly brief time. This phenomenon is probably quite common, occurring to some degree in perhaps 30% of children treated with these medications. It is known as rebound irritability or hyperactivity. Important points about medication rebound include:

- It occurs after the medication leaves the child's system and is not a direct dose-related side effect of the medication itself.
- The fact that a child taking medication seems irritable or moody after school does not mean that the same symptoms are occurring during school. Rather, in rebound the symptoms generally appear after school
- Rebound is generally fairly mild and does not represent a danger to the child, although it can be quite unpleasant for those around the child.

- Many children with ADD experience similar symptoms after school even when they are not taking medication. Some of the "rebound" probably actually represents a reaction of an ADD child to the transition from the school to the home setting, the bus ride home, and the disinhibiting effect of being back home after school.
- Rebound irritability can usually be managed by allowing the child some "space" after school and trying to avoid provoking him during that transition time. Often a brief period of active play can be beneficial. If the problem is more severe, a small additional dose of the stimulant medication given after school will most often prevent the symptoms from occurring.

Lesson Plan for Week 7 Day 3 Novel *Joey Pigza Swallowed the Key*, Day 3

Standards Focus W2.2, 2.4, LC1.4, 1.1,1.5, R3.2, R3.2, 3.6

PREPARE

1. Background knowledge necessary for today's reading

special-education classrooms
impulsive actions

2. Word Wall

Introduce 5 important, useful words from today's reading
brass bottom feeder desperate spastic hovering

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p. 30-41

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

Setting	characters	pages
School	Joey	30-41
Pennsylvania	Mrs. Maxy	30-41
	Mrs. Holyfield-nurse, Mrs, Jarzab-principal, Mrs. Howard-special ed	30-41

RESPOND

5. Add to the Timeline

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

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

Students might mention

- Joey is caught swallowing a key
- Joey is put into a special-education classroom
- Joey has to sit in the “Big Quiet Chair”

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today’s story with visual and oral language activities

One possible activity:

Bookmark: Think through the events in the story and create a bookmark with words, drawings, magazine cutouts etc. that you think exemplify the tone of the book and the main character’s struggles.

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
- g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
- Poster Ad Map Retelling Reader’s Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Suffixes

Read aloud: Student handbook- page 295

Student activity: Fill in the blank.

1. A **suffix** is a word part that is _____.
2. **Suffixes** can also help you figure out what part of _____ something is.

As a class talk through some of the suffixes on page 295. How many do you recognize?

Student activity: Underline the suffixes in the following words.

smiled

painting

salty

improvement

childish

perfection

Student activity: Write down some words with suffixes that you know. Underline the suffixes. Work with a partner if you get stuck. Share with the class. Strive for some unusual words! 😊

9. Explore today's reading

Key Questions

What is a special-education classroom?

Why does Joey have to sit in the "Big Quiet Chair?"

Why did he swallow the key?

Key Paragraph

p. 31

"I was trying to train myself to swallow the key so I could slowly pull it back up from inside my belly, up my throat and into my mouth, like I was fishing for bottom feeders. It hurt to do it because sometimes the key got sideways down my throat, but when it did that I just gave it a little tug and straightened it out."

EXTEND

10. Prompt every student to write a short product tied to today's reading

Have you ever not been paying attention and suffered some serious or humorous consequences? Were you being responsible? What was getting in your way? What could you have done to act more responsibly?

11. Close with a short summary

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

Lesson Plan for Week 7 Day 4 Novel *Joey Pigza Swallowed the Key*, Day 4

Standards Focus W2.2, 2.4, LC1.4, 1.1,1.5, R3.8

PREPARE

1. Background knowledge necessary for today's reading

actions that are misunderstood
the normalcy that can happen when you take medication that you need

2. Word Wall

Introduce 5 important, useful words from today's reading

mineral oil octopus wagging mercury permanently

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p. 42-53

- Shared Reading RRP: Read, React, Predict every 2-3 pages
- Tape Partner Choral Silent Round Robin Reading

Setting	Characters	pages
School	Joey	42-53
	teachers and students	42-53

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey takes mineral oil and get his key back

Joey forgets his key at school
Joey's mom drank while she was pregnant with him

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Web

Brainstorming Web: See page 36 of *All Write*

In this chapter we get even more information describing what it is like for Joey when he is not on this medication. Draw a web with Joey in the middle. Write down all the things you know he does because he has ADHD. What characteristics does he have? What behaviors? What thoughts and feelings? Now add anything else you'd like from the research page to what you know about ADHD.

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Roots

Read aloud: Student handbook- page 296-298

Student activity: Fill in the blanks and short answer.

1. The root is _____

_____.

2. How can knowing root words help you?

Student activity: Look over the root words on pages 296 and 297.

- Get 10 3 x 5 cards,

- Write a root word on one side of the card and the definition on the other.
- Make sure these are words YOU are interested in learning ☺
- Perhaps draw icon reminders on the front of the card as well, to help you remember the meaning.
- Show a partner your cards and explain what the roots mean
- Work with a partner in trying to learn 20 roots altogether.
- Keep quizzing and helping one another—Like flashcards.

9. Explore today's reading

Key Questions

Why is Joey's Mom crying?
 How are Joey's meds helping him?
 What are Joey's good days like?

Key Paragraph

p. 51-52

"I can have good days. Entire days when I wake up and I'm calm inside like water when it's not boiling, and I just plan my feet on the floor like every kid in America.....

...I think it then I do it."

EXTEND

10. Prompt every student to write a short product tied to today's reading

Write 1-2 paragraphs answering: *What is AD/HD?* Use Joey's experience to help you.
 Consult your brainstorming web for key ideas.

▶ ITEM 3: What is AD/HD?

11. Close with a short summary

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

Quick Glance: ADD

- Scientific research tells us ADD is a biologically-based disorder that includes distractibility, impulsiveness, and sometimes hyperactivity. While the causes of ADD are not fully understood, recent research suggests that ADD can be inherited and may be due to an imbalance of neurotransmitters chemicals used by the brain to control behavior or abnormal glucose metabolism in the central nervous system. Before a student is labeled ADD, other possible causes of his or her behavior are ruled out.
- Before children are considered to have ADD, they must show symptoms that demonstrate behavior greatly different from what is expected for children of their age and background. They start to show the behaviors characteristic of ADD between ages three and seven, including fidgeting; restlessness; difficulty remaining seated; being easily distracted; difficulty waiting their turn; blurting out answers; difficulty obeying instructions; difficulty paying attention; shifting from one uncompleted activity to another; difficulty playing quietly; talking excessively; interrupting; not listening; often losing things; and not considering the consequences of their actions.
- Estimates of who has ADD range from 3 to 5 percent of the school age population (between 1.46 and 2.44 million children.) While boys outnumber girls by 4:1 to 9:1, experts believe that many girls with ADD are never diagnosed.
- Not all students with ADD are hyperactive and constantly in motion; many are considered to have undifferentiated ADD (Attention Deficit Disorder without hyperactivity). Because these children do not behave in the same way as hyperactive ADD students, their disorder frequently is not recognized, and they are often considered unmotivated or lazy.
- Medicine cannot cure ADD but can sometimes temporarily moderate its effects. Stimulant medication such as Ritalin, Cylert, and Dexedrine is effective in 70 percent of the children who take it. In those cases, medication causes children to exhibit a clear and immediate short-term increase in attention, control, concentration, and goal-directed effort. Medication also reduces disruptive behaviors, aggression, and hyperactivity.
- However, there are side effects and no evidence for long-term effectiveness of medication. For example, recent studies show that medication has only limited short-term benefits on social adjustment and academic achievement. While medication can be incorporated into other treatment strategies, parents and teachers should not use medication as the sole method of helping the child.

Quick Glance: ADHD

-According to epidemiological data, approximately 4% to 6% of the U.S. population has ADHD.

-ADHD is a diagnosis applied to children and adults who consistently display certain characteristic behaviors over a period of time. The most common core features include:

- distractibility (poor sustained attention to tasks)

- impulsivity (impaired impulse control and delay of gratification)

- hyperactivity (excessive activity and physical restlessness)

-Some common symptoms of ADHD include: often fails to give close attention to details or makes careless mistakes; often has difficulty sustaining attention to tasks; often does not seem to listen when spoken to directly; often fails to follow instructions carefully and completely; losing or forgetting important things; feeling restless, often fidgeting with hands or feet, or squirming; running or climbing excessively; often talks excessively; often blurts out answers before hearing the whole question; often has difficulty awaiting turn.

-ADHD usually persists throughout a person's lifetime. It is NOT limited to children. Approximately one-half to two-thirds of children with ADHD will continue to have significant problems with ADHD symptoms and behaviors as adults, which impacts their lives on the job, within the family, and in social relationships.

- ADHD is broken down into three different subtypes: Combined Type, Predominantly Inattentive Type, and Predominantly Hyperactive-Impulsive Type.

-There is no scientific evidence proving that a chemical imbalance in the brain is responsible for the symptoms attributed to ADHD, or that ADHD is a "brain-based disease," yet this is repeatedly claimed as fact by psychiatrists. In 1998, a U.S. National Institutes of Health Conference of the world's leading ADHD experts was forced to conclude that there is no data confirming it as a brain dysfunction.

Lesson Plan for Week 7 Day 5 Novel *Joey Pigza Swallowed the Key*, Day 5

Standards Focus W2.2, 2.4, LC1.4, 1.1,1.5, R3.8

PREPARE

1. Background knowledge necessary for today's reading

How behavior changes with too much sugar
Amish culture

2. Word Wall

Introduce 5 important, useful words from today's reading
Amish sloping needlepoint stern smudge

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p. 54-66

- Shared Reading RRP: Read, React, Predict every 2-3 pages
- Tape Partner Choral Silent Round Robin Reading

Setting	characters	pages
School	Joey	54-66
field trip	students	54-66
Amish farm		54-66

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey and his class go on a field trip to an Amish farm

Joey cannot eat pie because it has too much sugar but he eats it anyways

Joey hurts his ankle

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Poster

Movie poster: Think back on the key events of the chapter. If you were going to choose one scene from this chapter to make a poster advertising this book as a movie, what scene would it be? Why?

Draw the movie poster and share with the class. Post in the room.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Roots

Read aloud: Student handbook- page 299-300

Student activity: Review what a root is and your 10 cards.

Student activity: Look over the root words on pages 298-300

- Get 10 more 3 x 5 cards
- Write a root word on one side of the card and the definition on the other.
- Make sure these are words YOU are interested in learning 😊
- Perhaps draw icon reminders on the front of the card as well, to help you remember.
- Show a partner your cards and explain what the roots mean
- Work with a partner in trying to learn 20 roots altogether.
- Keep quizzing and helping one another—Like flashcards.
- Have fun!

9. Explore today's reading

Key Questions

Why were they telling Joey that he could not have a piece of pie?

Why does Joey get sent back to the bus?

How does Joey hurt his ankle?

Key Paragraph

p. 66

“It's just that there is always a difference between what you think you are doing and what happens to you and everyone else.”

EXTEND

10. Prompt every student to write a short product tied to today's reading

Do you feel like Joey is doing these things to be mean? Or to hurt other people? If you were his friend, what would you tell him to do after his stunt in the barn? Write a few paragraphs describing the advice you would give Joey about his irresponsible behavior.

11. Close with a short summary

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

Lesson Plan for Week 8 Day 1 Novel *Joey Pigza Swallowed the Key*, Day 6

Standards Focus W2.2, 2.4, LC1.4,1.1,1.5, R3.6

PREPARE

1. Background knowledge necessary for today's reading

gifted and talented classrooms
auditorium

2. Word Wall

Introduce 5 important, useful words from today's reading
velvet benefit pledge mummify gauze

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p.67-76

Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	Pages
school	Joey	67-76
	Mrs. Maxy	67-76
	Other teachers, Mrs. Jarzab, Nurse Holyfield, Maria	67-76

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey sneaks into the auditorium for the speeches

Joey wants to make bumper stickers that read “Hate is not a Family Value”

Joey accidentally trips and cuts Maria’s nose with the teacher’s scissors

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today’s story with visual and oral language activities

One possible activity: Rap

Work with a partner, and construct a free verse poem or rap about the power for all of us to make a positive difference in the world and for the equal opportunity to do so. Share with the class.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader’s Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Capitalization- Proper nouns and proper adjectives

Read aloud: Student handbook- page 362

Teacher’s Guide- page 250

Student activity: Fill in the blanks.

1. A proper noun names _____
_____.

2. The proper adjective is _____
_____.

Student activity: Look at the examples on page 362 of proper adjectives that come from proper nouns.

Fill in the following proper adjectives and then try making some of your own sets of proper nouns and proper adjectives.

Proper noun: Mexico
Proper adjective=

Proper noun: India
Proper adjective=

Proper noun: China
Proper adjective=

Proper noun: Spain
Proper adjective=

9. Explore today's reading

Key Questions

Why isn't Joey allowed to go to the auditorium?
How would that make Joey feel?
How does Joey want to change the world?
What happens with the scissors?
Does Joey know he's a "good kid" even though he is doing all these things?

Key Paragraph

p.76

"Our eyes met and I said, 'I'm a good kid. I just got dud meds.'"

EXTEND

10. Prompt every student to write a short product tied to today's reading

Have you ever been in a situation where you knew you were not supposed to do something and you did it anyway, thinking the consequences would not turn out badly? Describe what happened and discuss what steps you could have taken to stop yourself from making that decision in the first place. What would have been the "responsible" thing for you to do?

11. Close with a short summary

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

Lesson Plan for Week 8 Day 2 Novel *Joey Pigza Swallowed the Key*, Day 7

Standards Focus W2.2, 2.4, LC1.4, 1.1,1.5, R3.2, 3.8, 3.6

PREPARE

1. Background knowledge necessary for today's reading

suspension
special education *schools*

2. Word Wall

Introduce 5 important, useful words from today's reading
smock embroidered cite mandatory filthy

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p.77-82

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
school	Joey	77-82
home	Mom	77-82
	Mrs. Jarzab	77-82

RESPOND

5. Add to the Timeline

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

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

Students might mention

- Joey gets suspended
- Joey gets sent to a special education school
- Joey is confused about what is happening

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Retelling

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
- g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
- Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Day 7: Capitalization- Names of people, historical names

Read aloud: Student handbook- page 362

Student activity: True or False

- T/F We capitalize the names of people.
- T/F We capitalize the initials of middle names.
- T/F We capitalize the names of historical documents.
- T/F We capitalize periods of time.
- T/F We capitalize unimportant events.

Student activity: Circle all the letters in this paragraph that should be capitalized.

[From page 115 –Joey] Check your answers when you are done.

so here it is what we are going to do. i want you to go to the children’s hospital in Pittsburgh and get a test. it sounds scarier than it is. it’s called a brain spect test. they take pictures of your brain, kind of like x rays only a lot more detailed and in color. the test does not hurt one bit....

“exactly,” said dr. preston....

“joey,” the doctor said...

9. Explore today’s reading

Key Questions

Why is Joey sent to a special education school?

How does Joey feel about this whole situation?

Have you ever thought that someone had given up on you but they hadn’t?

Key Paragraph

p. 81

“All this time I thought she was on my side, because I was on her side. But maybe she had given up on me too. So I didn’t say anything more because I scared she was going to be against me like everyone else.”

EXTEND

10. Prompt every student to write a short product tied to today’s reading

Joey thinks his mother has given up on her but she really hasn’t. Write about a time you felt like you had disappointed someone and thought they may have given up on you but hadn’t. What did you learn from that experience?

11. Close with a short summary

Extend the reading to the students’ lives or to the world

Lesson Plan for Week 8 Day 3 Novel *Joey Pigza Swallowed the Key*, Day 8

Standards Focus W2.2, 2.4, LC1.4, 1.1,1.5, R3.6

PREPARE

1. Background knowledge necessary for today's reading

Chihuahua
bad seed

2. Word Wall

Introduce 5 important, useful words from today's reading
jumpsuit heave advice beaming springy

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p.83-88

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

Setting	characters	Pages
Home	Joey	83-88
Maria's house	Mom	83-88
Bookstore	Maria's dad	83-88

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey tries to go apologize to Maria

Joey and his mom go to a bookstore and she buys him a book about dogs

Joey might get a dog if he behaves

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Poster

Make a poster drawing the dog that you would want to get if you could get a dog like Joey. On the back of the poster, write down the things that you would have to do in order to be able to get a dog. Include what you would have to do in order to take care of the dog.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Capitalization- Abbreviations, organizations, titles with names

Read aloud: Student handbook- page 363

Student activity: Short answer.

2. We capitalize abbreviations of _____ and titles.
 - a. List some examples:
3. We capitalize the name of teams, organizations and associations.
4. Write the name of your favorite football team correctly:
5. True or False: Do we capitalize titles that are used with names?

Student activity: Correct the following paragraph by writing what needs to be capitalized above the letter:

when i was young i was studying to be mr America. i knew i had to be as smart as president clinton or president bush. i started to worry but then my mom told me i could also be a doctor. that is what to decided to do and now my name is dr.white. i live in the u.s.a. my favorite major's name was judy.

9. Explore today's reading

Key Questions

Is Joey sorry for what he did to Maria? How do we know?
What happens when Joey goes to Maria's house?
What will happen if Joey behaves himself?

Key Paragraph

p.84

“Then he stepped toward me. ‘They shouldn’t let messed-up kids go to school with regular kids,’ he said.”

EXTEND

10. Prompt every student to write a short product tied to today's reading

Describe how you would feel if someone told you that you should not be allowed to go to school with regular kids. How would you have reacted if you were Joey? Is it okay for Maria's dad to have reacted the way he did and have said those things to Joey about him and his mom?

- Turn to page 93 of your *All Write* text and read the section on writing your first draft. You have already written three rough draft sections of your expository paper. First, was a brief introduction to what you knew about ADD. Second was a section on what the medications can and cannot do. Third was a closer description and definition of ADD.
 - What we are working on now are the “middle paragraphs” that tell more about your subject.
 - **Class discussion:** *What observations can you make about Joey and his condition? Is he mean? Did he want to hurt Maria? How do you know that? Is he sorry for what he did? How do you know? What does Joey's mother try to do to help him?*

► ITEM 4: Write a few paragraphs describing what you think it feels like for Joey to have ADD/ ADHD.

- What generalizations can you make about people with ADD/ADHD? Are they “bad people”?
- Also, how does Joey’s mother help Joey feel better?
- What strategies does she use? Do you think other people could utilize those same strategies?

11. Close with a short summary

Extend the reading to the students’ lives or to the world

Lesson Plan for Week 8 Day 4 Novel *Joey Pigza Swallowed the Key*, Day 9

Standards Focus W2.2, 2.4, LC1.4, 1.1,1.5, R3.6

PREPARE

1. Background knowledge necessary for today's reading

blue-and-white handicapped bus
foster kid

2. Word Wall

Introduce 5 important, useful words from today's reading
surge lurched streamlined deformed binge

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p.89-102

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	Characters	pages
bus	Joey	89-102
new school	new kids on bus	89-102
	Special Ed	89-102

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey has to ride a special bus to Special Ed for the first time

Joey thinks that he might be a foster kid

Joey meets a boy named Charlie on the bus

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity:

OMP- Joey rides the bus, enters his new school and meets Special Ed. He is afraid of some of the new kids, afraid the adults think he is a foster kid, and told by Special Ed that he is there because he has trouble making positive decisions. Pretend you are Joey. What is going through your head? What thoughts and feelings? Do you think you can change, like Special Ed says?

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Capitalization- titles, first words, geographic names

Read aloud: Student handbook- page 364

Student activity: Short answer.

1. What do you capitalize in a title? _____.
2. Capitalize the _____ word in every sentence and the _____ word in a direct quotation.
3. In general, are geographic names capitalized? True or False?

Student activity: Correct the following paragraph.

singer marilyn harris was born in san diego, california. she moved to ca from tokyo. she has written many songs. her most famous song is called, “the teabag.” she has also authored a book entitled, “my life without coffee.”

Continue this fictional character’s life story, writing a paragraph of your own where you try to fool a friend by having them correct your paragraph for capitalization.

9. Explore today’s reading

Key Questions

How does Joey feel about being in the bus?
What is the Special Education Center like?
How does Joey feel about what he sees at the center?

Key Paragraph

p.99

“In fact nothing was scarier than me knowing something was wrong inside me, something I couldn’t see silently eating away at me like termites, and it was going to ruin me even when I was being good. I was scary to myself.”

EXTEND

10. Prompt every student to write a short product tied to today’s reading

Have you ever been scared of yourself? What happened? What did you do? What support do you have if you ever feel that way again? Who can you turn to for support?

11. Close with a short summary

Extend the reading to the students’ lives or to the world

Lesson Plan for Week 8 Day 5 Novel *Joey Pigza Swallowed the Key*, Day 10

Standards Focus W2.2, 2.4, LC1.4,1.1,1.5

PREPARE

1. Background knowledge necessary for today's reading

SPECT test- X-ray of the brain
Dietary changes to help ADD/ ADHD

2. Word Wall

Introduce 5 important, useful words from today's reading
unavailable abandoned imp regulated bluntly

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p.103-118

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
home	Joey	103-118
School	Mom	103-118
	Mrs. Maxy, Special Ed, Dr. Preston	103-118

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey's mom drinks a lot and that is part of his problem

Mrs. Maxy came to visit Joey and give him his homework so he doesn't fall to behind

Joey goes to visit the doctor and has to go take a brain SPECT test

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Simulated journal

Simulated journal: In the beginning of the chapter, Joey has an honest conversation with his mother about some of the things that need to change in order for him to get better. Pretend you are Joey writing in your journal. How does it feel to have a mother who loves you but is not making the best decisions for her (like drinking too much)? How does that make you feel? On the other hand, Joey does have Mrs. Maxy, Special Ed, and Dr. Preston helping him to 'switch gears'. Write about what that kind of support feels like as well.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Capitalization- Country sections, religions, languages, days of week, official names

Read aloud: Student handbook- pages 365-366

Student activity: Fill in the blank and True/False

1. Capitalize words that indicate particular _____ of the country.
2. T/F We capitalize names of religions.
3. T/F We capitalize the names of languages.
4. T/F We capitalize the names of marbles.

5. T/F We capitalize the names of nationalities and races.
6. T/F We capitalize the names of mothers and fathers when they are used as names.
7. T/F We capitalize the names of the week.
8. T/F We capitalize the names of our fingers and elbows.
9. T/F We capitalize the names of businesses and the official names of their products.

Student activity: Divide the class up into 5 teams. Have each group take one of the smaller sections of the day: sections of the country, languages etc., words as names, days of the week, and official names.

Have each team write a half-worksheet of their own and then have them trade with another team. Check one another for accuracy.

9. Explore today's reading

Key Questions

What does Special Ed tell Joey he needs to do in order to get better?
How does Joey's relationship with his mom affect his behavior?
What does Dr. Preston tell Joey about his medication?

Key Paragraph

p. 107

“ ‘That you drink,’ I said. ‘You do.’ I pointed at the bottle in her hand. ‘See? And Special Ed said that if I didn't tell the truth I wouldn't get better.’

EXTEND

10. Prompt every student to write a short product tied to today's reading

Have you ever known anyone who needed to shift gears and did? Write about their success story. If you haven't known anyone like that, write about what you think is stopping someone you know from switching gears and getting their life back together.

11. Close with a short summary

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

Lesson Plan for Week 9 Day 1 Novel *Joey Pigza Swallowed the Key*, Day 11

Standards Focus W2.2, 2.4, LC1.4, 1.1,1.5, R3.2, 3.6

PREPARE

1. Background knowledge necessary for today's reading

Greyhound bus
Pittsburg

2. Word Wall

Introduce 5 important, useful words from today's reading

examined stiff-arm twiddling doomed sarcastically

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p.119-128

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
bus ride	Mom	119-128
	Joey	119-128

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey talks about how his Grandma used to treat him badly

Joey and his mom are riding the bus to Pittsburg

Joey's mom confesses there was a time when she did have a drinking problem

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: OMP.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Nouns- Kinds of nouns

Read aloud: Student handbook- page 409

Teacher's Guide: 250, 253, 254

Student activity: Fill in the blanks.

1. A **noun** is a word that names _____.
2. List the **four** different kinds of nouns:
3. A **common noun** is any noun that _____.
4. Common nouns are not _____.
5. **Proper nouns** name _____.
6. Proper nouns _____ capitalized.

7. **Concrete nouns** name things that can be _____ or _____.

8. Concrete nouns can be either _____ or _____.

9. **Abstract nouns** name things that you can _____ about but not see or touch.

10. Abstract nouns can be either _____ or _____.

Student activity: Label the following types of nouns.

apple

boy

San Jose

Market Street

The San Francisco 49ers

honesty

democracy

high school

girl

baby

Chicago

water

Pacific Ocean

Stanford

club

Buddhism

9. Explore today's reading

Key Questions

What kind of things would Joey's grandma make him do?

Why does Joey really want a puppy?

What does Joey's mom confess to Joey?

Key Paragraph

p.124

“And by then I'd be crying and crying because I hated myself so much for not being able to sit still and keep my hands in my lap...”

EXTEND

10. Prompt every student to write a short product tied to today's reading

After reading this chapter, make a new K-W-L chart. You have learned a lot about ADD and ADHD by now. What other questions do you have about this condition? Make a class list and decide on your top three questions.

Write a paragraph or two answering one of those questions that the class came up with from the class discussion. Include that as one of the “middle paragraphs” of your essay.

► ITEM 5: Individually, or as a class, do additional research to find the answers to your top three questions.

- **Write a paragraph or two answering one of those questions. Include that as one of the “middle paragraphs” of your essay.**

11. Close with a short summary

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

Lesson Plan for Week 9 Day 2 Novel *Joey Pigza Swallowed the Key*, Day 12

Standards Focus W2.2, 2.4, LC1.4, 1.1,1.5, R3.6

PREPARE

1. Background knowledge necessary for today's reading

radiology
exam room

2. Word Wall

Introduce 5 important, useful words from today's reading
clenched crooked souvenir scolding startled

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p.129-134

- Shared Reading RRP: Read, React, Predict every 2-3 pages
- Tape Partner Choral Silent Round Robin Reading

Setting	characters	pages
Hospital	Mom	129-134
	Joey	129-134

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey takes the tests

Joey has to lie still while a machine takes pictures of him

Joey acts inappropriately at the gift shop

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Poster. Draw a line down the middle of a piece of paper. On one side draw what you think Joey thinks the inside of his brain looks like. On the other side, what do you think the doctor's see?

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Nouns- singular and plural

Read aloud: Student handbook- page 410

Student activity: Fill in the blanks.

1. If a noun refers to **more than one thing** it is called: _____.

2. If a noun refers **to only one thing** it is called: _____.

Student activity: Practice making these nouns plural. See page 369 for irregular forms.

Child

Dog

Goose

Table

Hat

Man

Foot

Tooth

Woman

Mouse

Shirt

Shoe

Photo

Car

Orange

Create your own singular noun and follow it with its plural.

9. Explore today's reading

Key Questions

How does the nurse prepare Joey for the X-ray?

How does Joey feel about the exam?

What happens in the gift shop?

Key Paragraph

p.133

I grabbed the wire postcard rack with one hand and spun it around as fast as I could just as some old lady was about to pluck one out, and I almost chopped her finger off...I kept spinning the rack faster and faster until it was a postcard tornado and the cards were sailing out of their holders and skidding across the floor.

EXTEND

10. Prompt every student to write a short product tied to today's reading

Jack Gantos does a terrific job of writing in a way that mirrors the feelings and actions that are going on with Joey. What does he do in the above paragraph that makes you feel like you are right there experiencing this?

11. Close with a short summary

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

Lesson Plan for Week 9 Day 3 Novel *Joey Pigza Swallowed the Key*, Day 13

Standards Focus W2.2, 2.4, LC1.4, 1.1,1.5, R3.6

PREPARE

1. Background knowledge necessary for today's reading

Medicine patch

2. Word Wall

Introduce 5 important, useful words from today's reading

sightseeing telescopes seasick meter dozen

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p.134-138

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

Setting	Characters	pages
Pittsburg	Joey	134-138
	Mom	134-138

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey and his mom go sightseeing in Pittsburg

Joey wants to look for his dad but his mom doesn't want to

Joey's dad drinks a lot

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity:

Postcard: Pretend you are Joey. Write a postcard to your dad filling him in on what is going on and what you are thinking and feeling.

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Nouns- compound and collective

Read aloud: Student handbook- page 410

Student activity: Short answer.

6. What is a compound noun?
7. Write a sentence using a compound noun.
8. What is a collective noun?
4. Write an example of a collective noun.

Student activity: Hand out 3 x 5 cards. Working with a partner, think of 3 compound nouns. Write one part of the noun on one 3 x 5 card, and the other part of the word, on a different card. You should have 10 cards by the time you are done. Turn your cards in to your teacher. S/he will shuffle the class cards and hand them out. You will be given a certain amount of cards. It is up to you and your class to try to find the mates of your cards as quickly and efficiently as possible. This is both problem solving and learning about compound nouns. Ready, set, go!

9. Explore today's reading

Key Questions

Why does Joey's Mom decide to go sightseeing? Where do they go?

What is Joey looking for in his telescope?

What/who does Joey want to look for? How? Why?

Key Paragraph

p.137

"I know you'd like to meet your father," she said. "I know it would be good for you to meet him. What trouble me is how *he'll* be. He could be drunk, he could be sober, he could be nice, or mean as a snake...I can't take a chance that he won't upset you more than love you."

EXTEND

10. Prompt every student to write a short product tied to today's reading

Joey tells his mom that he doesn't think there is anything wrong with wanting to meet his dad. Why do you think she is hesitant? Write a paragraph or two from the mother's perspective about why she does not think it is a good idea that they meet. In what way does she think that is the most caring thing to do for Joey?

11. Close with a short summary

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

Lesson Plan for Week 9 Day 4 Novel *Joey Pigza Swallowed the Key*, Day 14

Standards Focus W2.2, 2.4, LC1.41.1,1.5, R3.2

PREPARE

1. Background knowledge necessary for today's reading

attention span
medication for ADD and ADDHD

2. Word Wall

Introduce 5 important, useful words from today's reading
puckered neurologically dosage transdermal daschshund

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p.139-146

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	Characters	Pages
doctor's office	Joey	139-146
	Mom	139-146
	Special Ed, Dr. Preston	139-146

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey's brain works normally

Joey has to wear a big patch that will give him medicine all day long

Joey gets a new puppy and names him Pablo

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: OMP

Add to Joey's OMP. What do you think it feels like to know your brain is normal and to know that you are actively taking responsibility for your life and your actions?

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Nouns- count and noncount

Read aloud: Student handbook- page 411

Student activity: Short answer.

1. A **count noun** is a noun that can have a _____, _____. Or _____ in front of them.

2. A **noncount noun** is a noun with no _____ form.

Student activity: Label the following count or noncount nouns:

A hammer

Two tortillas

One teacher

Sugar

Honesty

Health

Two shoes

Furniture

Can you think of any others?

9. Explore today's reading

Key Questions

How does Joey feel now that he knows his brain is normal? How does Joey's mom feel?
How does Joey feel about his grandma?

Key Paragraph

p.141

“Now that I was getting better, people could like me more.”

EXTEND

10. Prompt every student to write a short product tied to today's reading

In what new ways are you seeing Joey and his mother take responsibility for getting their lives together? What external services exist in your neighborhood should you know someone with ADD or ADHD? If you don't know, let's find out! 😊

11. Close with a short summary

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

Lesson Plan for Week 9 Day 5 Novel *Joey Pigza Swallowed the Key*, Day 15

Standards Focus W2.2, 2.4, LC1.4, 1.1,1.5, R3.2

PREPARE

1. Background knowledge necessary for today's reading

idea of being “naturally good”
fresh starts

2. Word Wall

Introduce 5 important, useful words from today's reading
squinty propped tardy hyper fuss

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection p. 147-154

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

Setting	characters	Pages
School	Joey	147-154
	teachers	
	kids	

RESPOND

5. Add to the Timeline

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

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

Students might mention

Joey's medicine is really working for him
Joey gets to go back to his regular school
everyone is really happy to see that Joey is back

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Rap. Create a song, poem or rap about how good Joey feels knowing this he has found a solution to his problem.

Helpful hint: Go back through the chapter and list on the board all the positive messages and lessons that Joey learns in this chapter. One example would be when Mrs. Howard told Joey he was *naturally good*. How do those messages help Joey feel better?

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write*:

Gender and uses

Read aloud: Student handbook- page 412

Student activity: Short answer.

1. List the 4 kinds of **gender** that nouns can have:

Student activity: Label the following words Feminine (F), Masculine (M), Neuter (N) or Indefinite (I).

Hostess

Brother

Sister

door

Mechanic

bike

Child

car

Tree

Dentist

Doctor

Teacher

Father

Niece

Aunt

Uncle

9. Explore today's reading

Key Questions

How does Joey feel about going back to regular school?

How are parents, students, and teachers reacting towards the new Joey? How does Joey react towards them?

What has Joey learned about himself throughout his experiences? About other people?

Key Paragraph

p.153

“And it was amazing to me that she said what she did because I never thought someone would ever point to me and say I gave them hope that someday their kid would be like me.”

EXTEND

10. Prompt every student to write a short product tied to today's reading

Write a paragraph summarizing 3 of the most important things you have learned about ADD and ADHD.

► **ITEM 6: Write a paragraph summarizing 3 of the most important things you have learned about ADD and ADHD. See page 93 in *All Write*.**

11. Close with a short summary

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

Pulling it all together:

Pulling ITEMS together

- Now students will pull all of their written **ITEM pieces** together. They should have the rough draft versions of a beginning, middle and end.
- Create a **graphic organizer** like the one you see on page 92 of *All Write*
- After creating the graphic organizer, decide in what order you want to put your ITEM paragraphs.
- Look at the **REVISING** items on page 93 to help in this regard.
 - Once you have successfully decided the order, work with the teacher, a partner, or aid, in making the connections between the paragraphs more smooth.
 - Write up the entire paper as a **ROUGH DRAFT**.
 - Decide on a Title

Editing, celebrating, visual display

- Take your rough draft and **edit** it for **capitalization, spelling and grammar mistakes**.
- Read your paper to a partner and have the partner name 3 things they really liked about the paper and one thing that could make it stronger.
- Decide if you'd like to make that suggested revision.
- Once satisfied with your rough draft, go ahead and write your **FINAL COPY**.

OPTIONAL: If you have additional time, decide how you would make a **visual display** of the information in your expository essay about ADD and ADHD.

Create a poster or visual display of that information and share with another class. Students can do this in small groups, individually, or you can do this as a class.

Celebrate this huge success and put the essay in the student's Best Work Portfolio. 😊