

Summarizing

Level 2

Teacher Edition, Student Edition, and Student Test

**Reading
Wings**<sup>4th
Edition</sup>

The **Savvy
Reader**

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

The Savvy Reader—Summarizing

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LITERATURE (8 DAY)

Summarizing at the Lukasa Storyteller's Academy

The Savvy Reader—Summarizing, A Collection of Readings, pages 1–17
Success for All Foundation, 2011

Summary

Mother Griot invites you and your students to join her students, Kayla, Diop, Matthew, and Heaven as they summarize the African folktale *Why Anansi Lives in the Ceiling*. You see, a griot is a storyteller in the African tradition, and all the students at the academy hope to become junior griots. But first they must learn to summarize a story and pass the junior griot test. Your students are invited to participate right along with them and become junior griots too!

Instructional Objectives

Reading	
CYCLE 1	Summarizing (SU)
	Students will create oral or written summaries of literature by retelling the important events or ideas as they read and will identify the elements of the story.

Teacher's Note: Summarizing at the Lukasa Storyteller's Academy is an eight-day lesson cycle that focuses on the summarizing strategy. It does not follow the standard structure of Targeted Treasure Hunts.

Preparation

- You will need the Savvy Reader media DVD (print customers only), *The Savvy Reader—Summarizing, A Collection of Readings* for each partnership, a Summarizing Strategy Card for each partnership, and journals for writing activities.

- Before you begin day 5, review the following suggested guidelines for writing summaries with your students.

Planning Writing Instruction

In this lesson, Griot Kenyatta will ask your students to write a summary of *Why Anansi Lives in the Ceiling* and *A Gift in the Storm*. The following suggestions are included to help you plan your instruction on how to write a summary.

Getting Started

Know your students. Writing abilities can vary greatly, especially with younger children. Begin by identifying where your students are and how much teaching/modeling they will need.

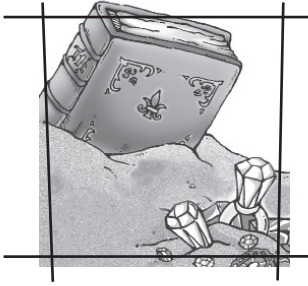
Modeling and Practice

If students are new to writing a summary, you might want to start with a whole-class activity. Lead the process of transferring information from a class-created story map into written paragraphs. You can write the first paragraph (or the entire summary) as a model, thinking aloud, writing, and revising as you go. Make sure you explain that your summary will require a title and an introductory sentence.

If students are ready for some writing responsibility, continue modeling as needed, but begin to release the responsibility to students by asking them to write the next paragraph with their teams. Have teams stop at the end of each paragraph and share what they've written with the class.

If students are ready for more independent writing, continue whole-class modeling or writing in teams as needed. Have students who are ready for more independent writing talk about what they'll be writing with a partner and then write it. Have partners share their writing and give helpful feedback to one another.

At all levels, remember that modeling your thinking and the way you turn your thoughts into writing will be very beneficial. If students are allowed independent practice too soon, many of them will miss the mark. Make sure that students have plenty of practice talking about what they plan to write before they commit it to paper. Allow each student to share what he or she has written with a partner and get feedback.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 55 minutes

Success Review and Keeping Score **TP**

Teacher's Note: This cycle does not contain Fluency in Five, Word Power, meaningful-sentence challenge scores, or Adventures in Writing. Ask students to set goals in other areas.

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Tell students that the questions on the Student Test relate to summarizing.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **complete tasks**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the reading objective.

This cycle you're going to explore the idea of what is important in a story and practice retelling important information.

- Point out the strategy target on the team score sheet.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.

- Use the items below to build or activate background knowledge about the story.



- Use **Think-Pair-Share** to have students discuss what they did yesterday afternoon. Then have partners tell what they did in just one or two sentences. Randomly select a few students to share.
- Use **Team Huddle** to have students think about when they might want to hear a short version of a story rather than a long version. Have students discuss when they might have read or been told the short version of a story. Use **Random Reporter** to select students to share.
- Tell students to think about what they did today in school or what happened yesterday. Have students think about what they might tell their parents or guardians about their day at school. Encourage students to tell their parents or guardians about the most-important or interesting things that happened at school that day.

Using the Targeted Skill (Introduction and Definition)

- Use **Think-Pair-Share** to introduce summarizing.

Good readers can identify what is important in a story. As you read longer and longer stories, you just can't remember everything. But good readers don't have to remember everything; they sort out in their minds what is important and what is not important. They need to remember only what's important. When we take just the important parts of the story and retell them in a shorter way, we're summarizing.

We summarize all the time, whether we know it or not. For example, we summarize when we tell a friend about a movie we just saw or what we did over the summer. We don't tell them everything. We tell them only what is important. That's summarizing. So let's have some fun getting ready to summarize by thinking about what is important to know about some things that will be in our story. Let's start with spiders. What do you know about spiders? I want you to talk in your teams and make a written list of all the things you know about spiders. When you've completed your team list, we'll make a class list. I'll get our list started.

- Use **Think-Pair-Share** to have students practice identifying important information about a topic. Randomly select a few students to respond.

Spiders have eight legs. Spiders hatch from eggs. Big spiders are scary! Think about which of these statements gives you important information about spiders. Give students a minute to think. **Now pair with your partner, and tell him or her which statements give important information about spiders.** Give students a minute to share. **OK, now I'll select a few students to share their answers.** Randomly select a few students to share. *Spiders have eight legs. Spiders hatch from eggs.* **Good job! Those are important details about spiders. They tell me something useful about spiders.** Repeat the activity using statements about the words *rain* and *leopards* if needed.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-1

Team Talk

1. What tools can help you learn to summarize?
2. On Mother Griot's lukasa, beans, shells, and seeds represent the important events or ideas in a story. How does her lukasa help her to tell a story to someone else?
3. If you were to tell a friend the most-important thing about a lukasa, what would you say? (Write-On) |SU|

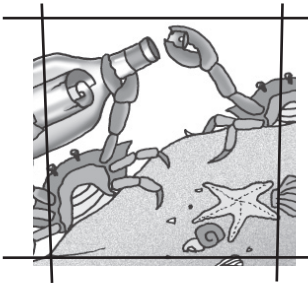
- Randomly assign team leaders.
- Introduce the video.

Today we're going to watch a video that will take us to the Lukasa Storyteller's Academy in Africa! We'll meet four students, Kayla, Diop, Matthew, and Heaven, who are learning how to be storytellers from their teachers, Mother Griot and Griot Kenyatta. In Africa, a griot is a very important person.

Griots learn and pass along stories from generation to generation. The students at the academy are going to learn that being able to pick out the most-important parts of a story will make them good at summarizing and storytelling. Mother Griot has some tools to help them find what's most important. We will be using these tools as well. Ready? Let's see what's going on at the academy today.



- **Play** "Part 1: Tools for Summarizing" (5 minutes). At the end of part 1, hand out the Summarizing Strategy Cards.
- Stop the video as indicated, and model completing the activities, or have students complete them.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What tools can help you learn to summarize?

100 points = Tools that can help me learn to summarize are the Summarizing Strategy Card and story map. **90 points** = Tools that can help me are the Summarizing Strategy Card and story map. **80 points** = The Summarizing Strategy Card and story map.

2. On Mother Griot's lukasa, beans, shells, and seeds represent the important events or ideas in a story. How does her lukasa help her to tell a story to someone else?

100 points = Mother Griot's lukasa helps her tell a story to someone else because it helps her remember the important parts of the story.


90 points = Mother Griot's lukasa helps her tell a story because it helps her remember the important parts. **80 points** = It helps her remember the important parts.

3. If you were to tell a friend the most-important thing about a lukasa, what would you say? (Write-On) |SU|

100 points = If I were to tell a friend the most-important thing about a lukasa, I would tell him or her that it holds all the information important to a story. **90 points** = If I were to tell the most-important thing about a lukasa, I would say that it holds all the important information.

80 points = I would say it holds all the important information.

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.
- Hand out the Summarizing Strategy Cards. Review the clues for literature.



Summarizing Literature

1. **Retell** important events or ideas.
 - Main characters
 - Setting
 - Story problem
 - Important events
 - Solution and ending
2. **Leave out** less-important information.
3. Keep it **short**.

- Introduce the Griot's Challenge. Use this activity to give students practice in reading and retelling a paragraph and in identifying what's important.

Now we're going to complete the Griot's Challenge. Turn to the story *A Gift in the Storm*. You'll also need your Summarizing Strategy Card.

- Read the Griot's Challenge aloud.

Student Edition, page S-1

Mother Griot at the Lukasa Storyteller's Academy has given us a challenge. She's given us a story about Griot Kenyatta, one of the teachers at the academy. The story, *A Gift in the Storm*, is in your collection of readings. Mother Griot wants us to read and retell the story and to pick out the most-important events or ideas. I'll bet the Summarizing Strategy Card will help us. I'll go first.

- Model reading, thinking aloud, and retelling the most-important events or ideas in at least the first three paragraphs of the story. Begin a list of important events or ideas.
- Read paragraph 1 aloud to students. Ask them to read along with you. Refer to your Summarizing Strategy Card as you model.

**A Collection of Readings,
page 11**

1. Once upon a time, in the land of Anansi, baby Kenyatta was born. It was the rainy season. On the night she was born, the sky was black with clouds, the rain poured, the lightning struck, and the thunder clapped. Some say it was the Sky that gave Kenyatta her gift.

Retell important events or ideas. *Kenyatta was born during a terrible storm, and some say that the Sky gave her a gift. Begin making a list.*

- Read paragraph 2 aloud to students as they read with you.

**A Collection of Readings,
page 11**

2. Kenyatta was the middle child of her mother Kanika and her father Kashka. She had an older brother and sister and a younger brother and sister. For Kenyatta, growing up in a family of five children made it hard for her to feel special.

Retell important events or ideas. *With five children in the family, it was hard for Kenyatta to feel special.*

- Read paragraph 3 aloud to students as they read with you.

3. Kamili, the eldest daughter, could sing. Her song was sweeter than that of the boubou bird. On special days or just to make people feel happy, people asked Kamili to sing. Singing was Kamili's special gift.

Retell important events or ideas. *Kamili's special gift was singing.*

- Have students read and retell the important events or ideas in paragraphs 4–9. Monitor their reading and retelling to check for understanding. Help with clarifying, and prompt students to use their strategy cards. Stop after each paragraph, and have a few partners share what they decided was important to retell.

Now it's your turn. With your partner, read paragraphs 4–9. Partner 1 will read paragraph 4; Partner 2 will retell what's important. Then you'll switch. Partner 2 will read paragraph 5, and Partner 1 will retell. Use your Summarizing Strategy Cards to remind you to pick out important events or ideas and leave out less-important details. We'll stop after each paragraph and see what you included in your retelling. Any questions? Answer any questions that students have.

- Monitor the partners' discussions for understanding. Prompt students to use their Summarizing Strategy Cards.
- Have partners discuss their reading with their teammates. Have the teams pick one important event or idea to share with the class. Monitor the discussions to check for understanding.
- Use **Random Reporter** to review. Have each team share one important event or idea from their discussion. Accept all responses, and create a long list. You will need this list again on day 3 when students will sort out the important events from the less-important events.
- Award team celebration points.



Class Discussion **TP**

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about the Griot's Challenge.

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

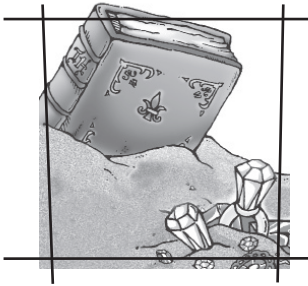
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Do you think all the events you listed will be important later on? Why or why not?</p> <p>How do you think you can tell the difference between an important event and one that is less important?</p>
	<ul style="list-style-type: none"> - Award team celebration points. 	

Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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- Summarize the lesson for students.

Beads, shells, and seeds placed in patterns on her lukasa helped Mother Griot remember her stories. We will be using a tool like Mother Griot's lukasa. We're going to use a story map to help us remember the story. But before we learn how to use that tool, we'll continue to practice using the Summarizing Strategy Card.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Strategy (Introduction and Definition)



- Have students discuss the following questions in their teams to get them to think about their own reading behaviors. Use **Random Reporter** to review the team discussions.

Why might good readers stop reading and summarize what they had read so far? How would summarizing help them? *(Accept students' answers while guiding them to understand.) Good readers summarize to make sure they understand and can remember what's important in the story. When they come across something they don't understand, remembering what has happened so far might help them figure it out. Knowing what has already happened in the story will help them make a better prediction of what might happen next.*

Sometimes deciding what is important is difficult. Do you have any tips to share on how you decide if an event or idea in a story is important? *(Accept students' answers while guiding them to understand.) Sometimes the title can help you decide what is important. Sometimes just from the way the author tells you something, you can figure out what is important. Things that happen to the main characters are usually important. Use your Summarizing Strategy Card. It will help you pick out the kinds of things that are important!*

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-1

Team Talk

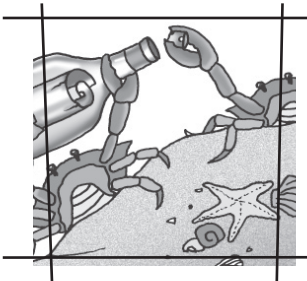
1. What are the story elements?
2. What did you notice about the way Kayla, Diop, Matthew, and Heaven retold parts of the story?
3. How do you retell a story? How do you think retelling a story helps you to be a better reader? (Write-On)

- Introduce the video.

Today we will watch as Griot Kenyatta and the students at the Lukasa Storyteller's Academy read a story about Anansi the spider. It's called *Why Anansi Lives in the Ceiling*. You'll find it in your collection of readings. We'll watch the students retell what's important in the story. Also, they're going to explain how they decide what makes an event or idea important, and they're going to give you and your partner a chance to practice reading and retelling with them. So let's make sure you each have a Summarizing Strategy Card and some sticky notes. We might run into some words or passages that need to be clarified. Ready? Let's head back to the Lukasa Storyteller's Academy.



- **Play** "Part 2: Summarizing with Story Elements" (14 minutes). Your students will be asked to read and retell pages of the story with their partners and to share the events and ideas that they and their partners included in their retells.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What are the story elements?

100 points = *The story elements are the main characters, setting, story problem, important events or ideas, and solution and ending.*

90 points = *The story elements are the main characters, setting, story problem, events, and ending.* **80 points** = *The characters, setting, problem, events, and solution.*
2. What did you notice about the way Kayla, Diop, Matthew, and Heaven retold parts of the story?


100 points = *Kayla, Diop, Matthew, and Heaven used their own words, focused on what was important, combined information, and eliminated less-important details when they retold parts of the story.*

90 points = *Kayla, Diop, Matthew, and Heaven used their own words and focused on what was important when they retold parts of the story.*

80 points = *They used their own words to retell parts of the story.*
3. How do you retell a story? How do you think retelling a story helps you to be a better reader? (Write-On)

100 points = *You retell a story by saying the story in your own words. I think retelling a story helps you to be a better reader because it helps you understand what you've read. Thinking about what to include when you retell a story helps you decide what is important to the story and what can be left out.* **90 points** = *You retell a story by saying the story in your own words. I think retelling a story helps you to be a better reader because it helps you understand what you've read.* **80 points** = *You say the story in your own words. It helps you understand what you've read.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.



Summarizing Literature

1. **Retell** important events or ideas.
 - Main characters
 - Setting
 - Story problem
 - Important events
 - Solution and ending
2. **Leave out** less-important information.
3. Keep it **short**.

- Review the literature side of the Summarizing Strategy Card.
- Introduce the Griot's Challenge.

Now we're going to complete the Griot's Challenge. Turn to the story *A Gift in the Storm*. You'll also need your Summarizing Strategy Card.

- Read the Griot's Challenge aloud.

Student Edition, page S-2

Mother Griot has another challenge for us. She wants us to practice identifying some of the story elements in *A Gift in the Storm*, the story about Griot Kenyatta that we read. I'd like you and your partner to take turns rereading the story. When you've finished, discuss what you think the main characters, setting, and story problem are. Knowing the story elements will help us summarize and remember the story. Your Summarizing Strategy Card will remind you of the story elements.

- Have students work with their partners to identify the following story elements in *A Gift in the Storm*: main characters, setting, and story problem. Monitor this activity, helping with clarifying and prompting students to use the Summarizing Strategy Card to remind themselves of what the story elements are.
- Have partners discuss the story elements with their teammates and reach consensus. Monitor the discussions, and support teams as needed.
- Use **Random Reporter** to review the team discussions. Record the story elements that students identify. Save the list—students will use this information to complete a story map.
- Monitor the partners' discussions for understanding. Prompt students to use their Summarizing Strategy Cards.
- Award team celebration points.



Class Discussion **TP**

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about the Griot's Challenge.

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

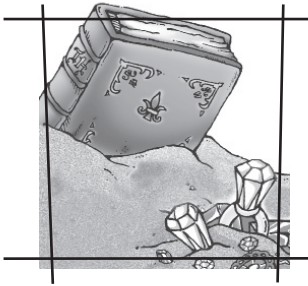
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>When you summarize, you retell a story in your own words. How do you think putting a story in your own words might make it easier for you or others to understand it?</p> <p>Another thing you do when you summarize is combine ideas together. Why do you think this helps you understand the story better?</p>
<ul style="list-style-type: none"> - Award team celebration points. 		

Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	
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- Summarize the lesson for students.

The students at the academy learned about story elements today. Story elements are: the main characters, setting, story problem, important events or ideas, and the solution and ending. Story elements can help you pick what's important in the story and come up with a good summary. Kayla, Diop, Matthew, and Heaven retold the important events or ideas as they read the story, and they began to identify the story elements too. You had an opportunity to practice and compare your retelling with Kayla and Diop's.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 3****ACTIVE INSTRUCTION**

Timing Goal: 55 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)

- Use **Team Huddle** to have students identify important and less-important events or ideas from their own lives.

Events are the things that happen to the main characters in stories. Some events are important and ensure that we understand the story. They give us information about the story problem or help us learn about the main characters. Other events are not as important. If you think of the story of your life, can you think of two events that are important in your life up to now? Can you think of one event that is not that important? Let me give you an example. Here are three events from my life: I learned to ride a bike when I was six years old. I ate breakfast this morning. I won a three-legged race at our family reunion this summer. Can you tell which event is not very important in my life story? You were right! Eating breakfast today is not as important as my first bike ride or winning a contest. Now think about two important events and one not very important event from your life. Share them with your teammates. Let's see if they can pick out the important events.



- Use **Random Reporter** to review the discussion and check students' understanding of important and unimportant events.

Preview Team Talk

- Preview the Team Talk question with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-2

Team Talk

1. How do Kayla, Diop, Matthew, and Heaven know which events or ideas are important and which are less-important details? (Write-On)

- Introduce the video.

Today we will watch and listen to how the students at the Lukasa Storyteller's Academy identify the important events in *Why Anansi Lives in the Ceiling* and then write those events in their journals. We're all going to be included in the lesson, so make sure you have your copy of A Collection of Readings, your Summarizing Strategy Card, and your journal ready. Let's watch!



- **Play** "Part 3: Listing the Main Ideas" (2 minutes). Mother Griot will ask students to:
 - review the academy students' list of events or ideas from the Anansi story and eliminate the less-important ones. This list is in the Student Edition. Continue the DVD to see the academy students' final list.

Student Edition, page S-2

Important Ideas and Events

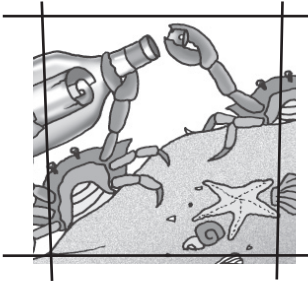
Which events or ideas do you think are less important and could be taken off the list?

Here's a hint: Mother Griot said two of them are less important.

Important Ideas, pages 3 and 4

1. Leopard decides to eat Anansi.
2. Leopard goes to Anansi's house.
3. Anansi's house is made of banana leaves.
4. Anansi knows Leopard is waiting for him.
5. Leopard puts his nose in his paw.
6. Anansi goes home.

- read and retell the next two pages with their partners.
- list the most-important events or ideas as a team.
- use **Random Reporter** to review the team discussion. Continue the DVD to see the academy students' list.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk


1. How do Kayla, Diop, Matthew, and Heaven know which events or ideas are important and which are less-important details? (Write-On)

100 points = *Kayla, Diop, Matthew, and Heaven know which events or ideas are important and which are less-important details because the important events or ideas are connected to the story elements. They tell about the main characters, setting, story problem, important events or ideas, solution, and ending. The important events or ideas are the ways in which the main characters try to solve the problem. The less-important details might add interesting information, but they aren't important to the story and can be left out.*

90 points = *Kayla, Diop, Matthew, and Heaven know which events or ideas are important because the important ideas or events are connected to the story elements. They tell about the main characters, setting, story problem, important events or ideas, solution, and ending. The less-important details might add interesting information, but they can be left out.*

80 points = *The important events or ideas are connected to the story elements. The less-important details might add interesting information, but they can be left out.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.



Summarizing Literature

1. **Retell** important events or ideas.
 - Main characters
 - Setting
 - Story problem
 - Important events
 - Solution and ending
2. **Leave out** less-important information.
3. Keep it **short**.

- Review the literature side of the Summarizing Strategy Card as necessary.
- Introduce the Griot's Challenge.

Now we are going to complete the Griot's Challenge. Turn to the story *A Gift in the Storm*. You'll also need your Summarizing Strategy Card.

- Read the Griot's Challenge aloud.

Student Edition, page S-3

Griot Kenyatta has a challenge for us! You have already read and retold the story, *A Gift in the Storm*, and identified the main characters, the setting and the story problem. You're well on your way to creating a summary! Today Griot Kenyatta would like you to look at the list we made of the events or ideas in the story, pick out the most-important ones, and eliminate the less-important ones. I'd like you to work on this challenge with your partner. Now we know that the most-important events or ideas usually have to do with the story elements, so use your strategy card to remind you of the story elements. Griot Kenyatta may think she can stump you, but I don't think she can!

- Have partners review the list and write down what they think are the most-important events or ideas. Ask them to explain their thinking to each other. Monitor the discussions to check for understanding. Prompt students to use their strategy cards to help them decide what's most important. To check for understanding, have a few partners share one important event or idea and explain why they chose it.
- Model how you would decide which events or ideas on the class list are important, and which are less-important details. Review the first two or three events or ideas on the list, and share your thinking process with students. Show them how you use the story elements on the strategy card to decide what's important. Ask students to choose the important events and to tell why they are important.

Now it's your turn. Work with your partner and decide which events or ideas are important. Write down the events or ideas, and be ready to explain why you made those choices. Look back at the story if necessary.

If you find that we left out an important event or idea, add it to your list. Don't forget to use your strategy cards to remind you of the story elements.



- Have partners compare their ideas with those of their teammates, explain their thinking, and reach a consensus.
- Monitor the partners' discussions for understanding. Prompt students to use their Summarizing Strategy Cards.
- Use **Random Reporter** to review the team discussions, and create a class list of the most-important events or ideas in the story. Guide this discussion to help students sort out the important information from the less important. Keep this list; you will use it to create a story map.
- Award team celebration points.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about the Griot's Challenge.

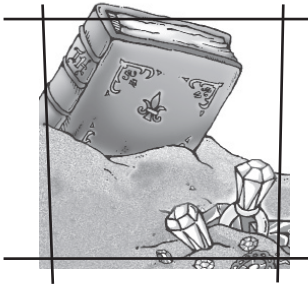
Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>Did you remove a lot of less-important details from the list of events from <i>A Gift in the Storm</i>? How do you think this helps you understand the story better?</p> <p>Were there any details that you think were important and should have stayed in your list of events? Why do you think this detail was important?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Did you remove a lot of less-important details from the list of events from <i>A Gift in the Storm</i>? How do you think this helps you understand the story better?</p> <p>Were there any details that you think were important and should have stayed in your list of events? Why do you think this detail was important?</p>	

Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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- Summarize the lesson for students.

Today we learned how to identify the important events or ideas in a story. The students at the academy practiced this as they read the story. You did too! Mother Griot gave us all a chance to see if we could pick out the most-important events or ideas. She also let us compare the events or ideas we found with those found by the students at the academy.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 4****ACTIVE INSTRUCTION**

Timing Goal: 55 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)

- Have students discuss the question below in their teams. Use **Random Reporter** to review the team discussions.

A story map is a picture organizer of all the basic elements or parts a story must have. What do you think the purpose of taking information, such as our notes about main characters and events or ideas, and writing it on the story map will be? (*Accept students' answers while guiding them to understand.*) *This will help us check to see if we've found all the story elements; this will help us to consider again if events or ideas are important before we write them on the map; this will give us a chance to shorten how we write the information; now that we know how the story has ended, we might see that some events or characters might not be as important as we first thought.*

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-3

Team Talk

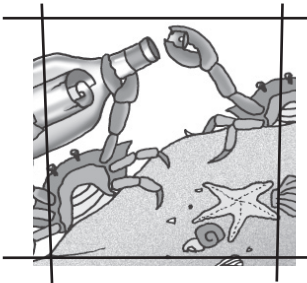
1. The students listed many events or ideas for the story. How does Griot Kenyatta help the students cut down their list of important events or ideas to just a few?
2. How will putting information on a story map help the students at the academy become better storytellers? (Write-On)

- Introduce the video.

Today we will watch Griot Kenyatta record the important information from *Why Anansi Lives in the Ceiling* on a story map. Watch the way she thinks about each piece of information before she writes it on her map. See how Kayla, Diop, Matthew, and Heaven help her.



- **Play** “Part 4: The Story Map” (4 minutes). There are no student activities in this segment.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. The students listed many events or ideas for the story. How does Griot Kenyatta help the students cut down their list of important events or ideas to just a few?

100 points = *Griot Kenyatta helps the students cut down their list of important events or ideas by listening to the students and using simpler ways to say the same thing. She asks a lot of questions to get the most-important information. She combines similar ideas.*


90 points = *Griot Kenyatta helps the students cut down their list of important events or ideas by listening to the students and using simpler ways to say the same thing.* **80 points** = *She listens to them and uses simpler ways to say the same thing.*

2. How will putting information on a story map help the students at the academy become better storytellers? (Write-On)

100 points = *Putting information on a story map will help the students at the academy become better storytellers because the map records the most-important information in the story. Picturing the map in their minds will help them remember the important parts of the story. The story map is their lukasa.* **90 points** = *Putting information on a story map will help the students at the academy become better storytellers because the map records the most-important information in the story.* **80 points** = *The map records the most-important information in the story.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Summarizing



Literature

1. **Retell** important events or ideas.
 - Main characters
 - Setting
 - Story problem
 - Important events
 - Solution and ending
2. **Leave out** less-important information.
3. Keep it **short**.

- Review the literature side of the Summarizing Strategy Card as necessary.
- Introduce the Griot's Challenge.

Now we are going to complete the Griot's Challenge. Turn to the story *A Gift in the Storm*. You'll also need your blank story map.

- Read the Griot's Challenge aloud.

Student Edition, page S-3

Griot Kenyatta has challenged us to complete a story map for *A Gift in the Storm*. Here's what you'll need for the challenge: the story and a story map. Here's the list we made of the main characters, setting, and story problem and our list of important events and ideas. I would like you to complete the story map with your partner. Remember how Griot Kenyatta helped the students at the academy cut down their list of important events or ideas to just a few? I'll bet you and your partner can do that too!



- Have partners fill in the story map for *A Gift in the Storm*. Monitor the discussion to check for understanding, and offer support as needed.
- Have partners compare story maps with their teammates' story maps and reach consensus. Monitor the discussions, and offer support as needed.
- Use **Random Reporter** to review the team discussions. Complete a whole-class story map. If necessary, help students eliminate or combine events. If they choose, students may revise their maps on the basis of the class discussion. However, the story maps need not all look the same. Save the story maps; students will need them on day 5.
- Award team celebration points.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about the Griot's Challenge.

Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> Did you revise your story map based on the class discussion? Why or why not? Not everyone's story map may look the same. Why do you think that is? </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	Did you revise your story map based on the class discussion? Why or why not? Not everyone's story map may look the same. Why do you think that is?	
<ul style="list-style-type: none"> – Award team celebration points. 		

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

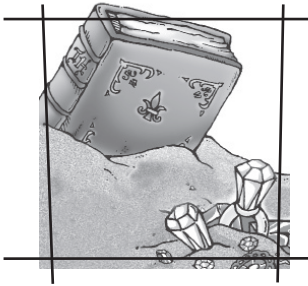
- Summarize the lesson for students.

The students at the academy helped Griot Kenyatta complete a story map. They had to identify the main characters, setting, story problem, important events or ideas, and solution and ending. They also had to cut down their long list of events or ideas into just a few important events or ideas.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 55 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)

- Have students discuss the following question in teams. Use **Random Reporter** to select students to share.

1. How do you think filling in a story map will help you write a summary?
(Accept all responses while guiding students to understand.) Filling in a story map helps you organize your thoughts and evaluate what is important in a story. By putting the information from the story map into sentences and paragraphs, you'll produce a written summary.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-4

Team Talk

1. How does your summary compare with that of the students on the video?
2. What was the hardest part of writing a summary? What was the easiest part?
(Write-On)

- Introduce the video.

Griot Kenyatta has an exciting task for you today. She's going to ask you to write a summary of *Why Anansi Lives in the Ceiling*, using the story map as a guide. The students at the academy have already written a summary of the story. We'll listen to their summary and then compare your summary with theirs.



- **Play “Part 5: Summarizing the Story Map” (1 minute).** Griot Kenyatta will ask students to write a summary of *Why Anansi Lives in the Ceiling*. Post the story map, or hand out copies of it.

Blackline master provided.

Story Map



Title: *Why Anansi Lives in the Ceiling*

Characters:

Anansi
Leopard

Setting:

Where: forest

When: in monsoon season

Problem:

Leopard wants to eat Anansi, but Anansi runs away.

Event: Leopard goes to Anansi's house and hides.

Event: Anansi knows Leopard is waiting for him.

Event: Anansi has to go home!

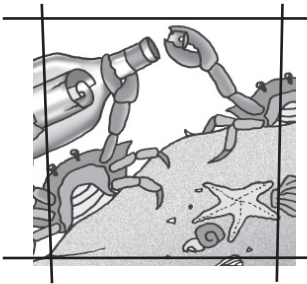
Event:

Event:

Solution:

Anansi tricked Leopard into letting Anansi know Leopard was there. Anansi ran up to the ceiling to get away from Leopard.

- Write the summary as a whole-class activity if necessary. Model how to write the first paragraph, using the information in the story map. Either continue to lead the writing process with input from students, or allow students to complete the summary themselves. Here are some options:
 - Have students write the summary individually, trade what they write with their partners, and give one another positive feedback.
 - Have partners write the summary together, talking about what they plan to write first and then taking turns adding sentences.
 - Have the team write the summary, talking about what they plan to write and then taking turns adding sentences.
- Have each team or several individuals read their summaries aloud.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How does your summary compare with that of the students on the video?

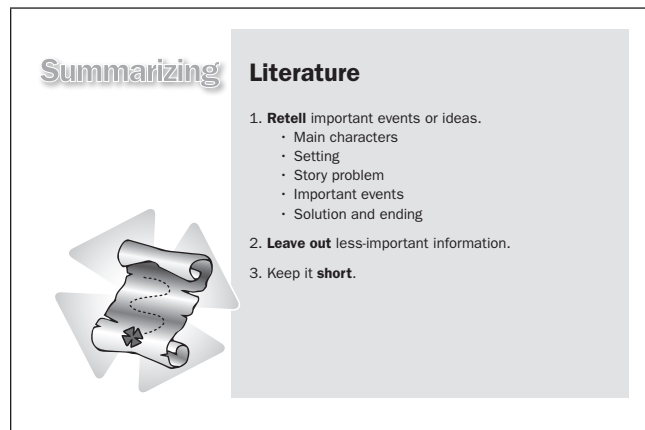
(Answers will vary.) **100 points** = *My summary is different from the video students' summary. My summary has fewer details in it and only tells the events I think are very important to the story.* **90 points** = *My summary is different from the video students' summary. My summary has fewer details in it.* **80 points** = *It is different. It has fewer details.*

Team Talk *continued*

2. What was the hardest part of writing a summary? What was the easiest part?
(Write-On)

(Answers will vary.) **100 points** = *The hardest part of writing a summary was choosing which events or ideas were important and which were not. I thought a lot of details were important to the story. I had to make some decisions about which details were not important. I had to decide which details I could leave out of the story but still have the story make sense.* **90 points** = *The hardest part of writing a summary was choosing which events or ideas were important and which were not. I thought a lot of details were important to the story. I had to decide which were not important to understand the story.* **80 points** = *Choosing which events to include and leave out was hard.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.



- Review the literature side of the Summarizing Strategy Card as necessary.
- Introduce the Griot's Challenge.

Now we are going to complete the Griot's Challenge. Turn to the story *A Gift in the Storm*. You'll also need your completed story map.

- Read the Griot's Challenge aloud.

Student Edition, page S-4

Griot Kenyatta has another challenge for us. She wants you to write a summary of the story *A Gift in the Storm*. You will use the story map you completed to write it. I'd like you to write the summary as a team. Talk about what you plan to write first. Then, I'd like (students selected) to write the first sentence. The rest of the team can take turns adding sentences until you finish the summary. See if you can cut down your list of events or ideas to just a few very important ones, and keep it short! I'm sure Griot Kenyatta will be very impressed with your summary!

- Have teams read their summaries aloud.
- Monitor the partners' discussions for understanding. Prompt students to use their Summarizing Strategy Cards.
- Award team celebration points.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about the Griot's Challenge.



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>How long do you think a summary of a story should be? Why do you think this?</p> <p>Which details do you think you could not leave out of your summary about <i>Why Anansi Lives in the Ceiling</i>? What do you think would happen if you left these details out?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>How long do you think a summary of a story should be? Why do you think this?</p> <p>Which details do you think you could not leave out of your summary about <i>Why Anansi Lives in the Ceiling</i>? What do you think would happen if you left these details out?</p>	
<ul style="list-style-type: none"> – Award team celebration points. 		

Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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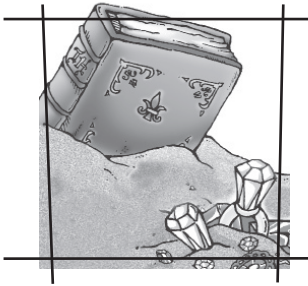
- Summarize the lesson for students.

The students at the academy have written a summary of *Why Anansi Lives in the Ceiling* and you have too! They used information from the story map to write a summary of the story. As they wrote, they had to make decisions about how to say things to keep the summary short. So now you know that a summary is a short version of a story that includes the main characters, the setting, the story problem, the most-important events or ideas, and the solution and ending.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)

- Use the crossword-puzzle activity that follows to review summarizing. Have students work on the puzzle with their partners or teammates or as a class. Provide some instructions if students are unfamiliar with crossword puzzles.

Blackline master provided.

My Lukasa

WORD LIST

details	story map	read
characters	setting	events
retell	solution	ending
problem	important	summarize

ACROSS

1. the less important information or events
6. an organizer that houses all the important elements
8. to tell in your own words
10. how a problem is fixed
11. the things that happen in a story

DOWN

2. to shorten a story using only important information
3. the people or animals that create the action in a story
4. to understand the meaning of a written story
5. an event is _____ if it happens to the main characters
6. where and when a story takes place
7. the trouble in a story that needs to be fixed
9. a reader is happy when the story has a happy _____

We have one last task from Griot Kenyatta. It's a crossword puzzle that you can work on with (your partner, team, class). The puzzle will prepare you to take the junior griot test today. If you pass the test, you'll become junior griots!

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-4

Team Talk

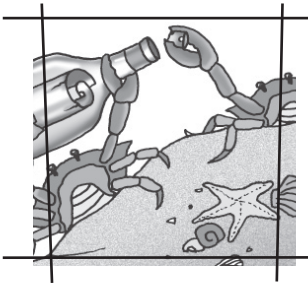
1. What are the three steps to summarizing?
2. What helps you figure out what is important in the story?
3. What are the story elements?
4. How does the story problem help you find the important events or ideas in a story? (Write-On)

- Introduce the video.

I think you're ready to take the junior griot test along with Kayla, Diop, Matthew, and Heaven. Mother Griot and Griot Kenyatta are waiting for us. I'm sure you're going to do a great job. So let's get right to the video.



- **Play** "Part 6: Lukasa Storyteller's Academy Junior Griot Test" (4 minutes). Griot Kenyatta will ask students to write the answers to the questions. Students may refer to their Summarizing Strategy Cards.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What are the three steps to summarizing?

100 points = *The three steps to summarizing are retelling what's happening, including important events or ideas, and leaving out less-important details.* **90 points** = *The three steps to summarizing are retelling, including important events, and leaving out less-important details.* **80 points** = *Retelling, including important events, and leaving out less-important details.*

2. What helps you figure out what is important in the story?

100 points = *The story elements help me figure out what is important in the story. They tell me the details I should look for and pay attention to.* **90 points** = *The story elements help me figure out what is important.* **80 points** = *The story elements help me.*

3. What are the story elements?

100 points = *The story elements are the main characters, setting, story problem, important events, and solution and ending.* **90 points** = *The story elements are the characters, setting, problem, events, and solution and ending.* **80 points** = *They're the characters, setting, problem, events, and solution and ending.*

Team Talk *continued*

4. How does the story problem help you find the important events or ideas in a story? (Write-On)

100 points = *The story problem helps me find the important events or ideas in a story because anything that helps the characters solve the problem is important. Those are details I should include in a summary.*

90 points = *The story problem helps me find the important events or ideas in a story because anything that helps the characters solve the problem is important.* **80 points** = *Anything that helps the characters solve the problem is important.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about the Griot's Challenge.



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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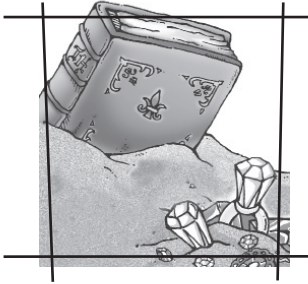
Team Talk Extenders	<p>The crossword puzzle has the title "My Lukasa." How is this puzzle a lukasa for the summarizing strategy?</p> <p>Why do you think summarizing helps you remember a story better? Explain your ideas.</p>
<ul style="list-style-type: none"> – Award team celebration points. 	

Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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Blackline master provided.

- Award the Junior Griot certificates. If you like, you can ask your students to recite the junior griot pledge: “To help me remember a story, I will list the story elements on the story map and then summarize. The story elements are the main characters, setting, story problem, important events or ideas, and solution and ending. When I use these elements to remember a story, I will be a good junior griot.”

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 7****ACTIVE INSTRUCTION**

Timing Goal: 45 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)

- Remind students that they have been learning to write summaries while watching the video. They have been retelling what's happening, including the important events and ideas, and leaving out less-important details.

Today we are going to read a passage called *The Natural*. As we read, we are going to think about the important ideas and events so we can write a summary after reading.

- Remind students to use their Summarizing Strategy Cards, and review how to summarize literature.

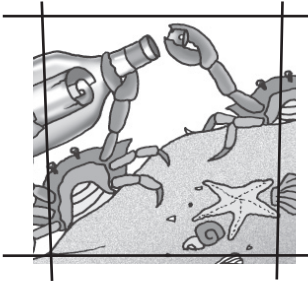
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-4

Team Talk

1. What is one question you had before you began reading? |QU|
2. On your story map, write the important events from paragraph 4. |SU|
3. Use the information you have written on your story map to write a brief summary of paragraph 9. (Write-On) |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Use the first paragraph of *The Natural* to model summarizing with a student. Have the student read the paragraph. Model restating the events in the paragraph in your own words. For example:

Let's see. I think the main events in this paragraph are that a bunch of kids play in a yard and that Grandpa Joe watches them. These seem like important events.

A Collection of Readings,
page 14

The Natural

1. From the porch, Grandpa Joe sat and watched the children playing. Gracie and Zeke seesawed away. Ellie played in the sandbox. May picked wildflowers in the field. Jack sat quietly at Grandpa Joe's feet.

- Remind students that it is important to remember the important events or ideas and to use their Summarizing Strategy Cards while reading.

While you read, it's important to retell what's happening in the text in your own words. You should include the important events and ideas and leave out less-important details to keep it short.

When reading literature, you should use a story map to record important events. When you summarize, you should remember to include the main characters, the setting, the story problem, important events, and the solution and ending. You can remember all these features by looking at your Summarizing Strategy Card.

- Have students read:
 - The Natural* aloud with partners.**
- Tell students to write their predictions and the clues that help them make these predictions in their journals.
- Circulate and check for comprehension as partners work together. Prompt and reinforce students' efforts to identify clues and make predictions.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What is one question you had before you began reading? |QU|

100 points = *One question I had before I began reading was that I wanted to know what the title meant. I wanted to know what a natural is.*

90 points = *One question I had before I began reading was that I wanted to know what the title meant. 80 points = I wanted to know what the title meant.*

2. On your story map, write the important events from paragraph 4. |SU|

100 points = *Grandpa Joe says he will show Jack a way to remember people doing things. He brings Joe to a building at the end of the driveway. The building has hundreds of wooden figures in it. 90 points = Grandpa*

Joe says he will show Jack a way to remember people doing things. He brings Joe to a building full of wooden figures. 80 points = Grandpa Joe brings Jack to a building full of wooden figures.

3. Use the information you have written on your story map to write a brief summary of paragraph 9. (Write-On) |SU|

100 points = *Jack carves wood all day. At the end of the day, Jack shows Grandpa Joe the figure he has carved. The figure is of Grandpa Joe. It will go with the figure of Jack that Grandpa Joe carved. 90 points = Jack carves wood and shows Grandpa Joe the figure he has carved. The figure is of Grandpa Joe. 80 points = Jack carves a figure of Grandpa Joe.*

- Circulate through the classroom, and check for comprehension. Listen to team discussions, and offer hints and suggestions.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

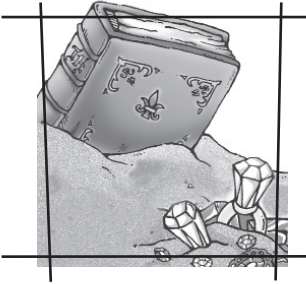


Strategy-Use Discussion	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team's strategy use with the class. - Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
Team Talk Extenders	<p>What are the important events or ideas in the text? What strategies did you use to figure these out? Are there details to support your important events or ideas?</p> <p>Do your important events or ideas have to do with the story elements listed on your Summarizing Strategy Card?</p>
<ul style="list-style-type: none"> - Award team celebration points. 	

Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 8****ACTIVE INSTRUCTION**Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

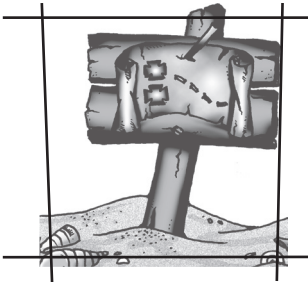
Set the Stage

- Tell students that their reading test today includes comprehension questions.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the story that students will read for their test. Tell what it is about, but do not give additional information or details.

Today we will read *The Memory Maker*. We will think about the story's important events or ideas so we can write a summary after we read it.

Prepare Students for the Test

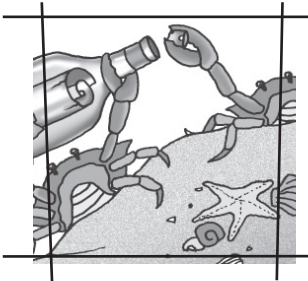
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #4 and #6 ask about summarizing.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

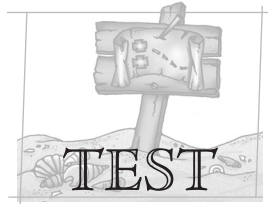
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.



Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions.
- Award team celebration points.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none">- What is your team celebration score?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



Comprehension Questions

Read *The Memory Maker*, and answer the following questions. The total score for comprehension questions equals 100 points.

The Memory Maker

1. Donte was bored. Rain had poured down for three days straight. It was summer, but Donte couldn't even go outside. He thought and thought about what he could do. He knew he couldn't spend one more day on the couch.
2. He decided to call Tayshaun. Maybe T would have an idea of what they could do. But T's mom said that T was taking a nap. Donte didn't want to sleep. It was summer! He wanted to have fun. So he thought he'd ask his older brother, Darnell, what to do.
3. Darnell didn't have any ideas either. So Donte asked his mom if he could go down to the basement. "What do you want to do in the dirty old basement?" his mom asked. "It's better than watching television or taking a nap!" Donte told her. "I guess you're right. Go ahead," his mom agreed.
4. As he made his way downstairs, Donte got a little scared. The basement was cold and damp. But once he found the light, he felt better. With the light on, Donte could see lots of boxes. They were stacked to the ceiling in some corners. "Wow," Donte said to himself. "This can definitely keep me busy." He walked over to a short stack of boxes and opened up the first one. It was labeled "Dad's Things."
5. Donte couldn't believe what he saw in the box. There were hundreds of pictures! There were black-and-white pictures and pictures in color. But Donte could tell that they were from a long time ago. His mom was in some of the pictures. She looked younger, but he knew it was her. Why were all these pictures thrown in a box like this?
6. Just then, Donte's mom came down to check on him. "So what did you find?" his mom asked. "Mom! Look at these pictures! Where did they come from?" Donte asked. His mom knelt down to the box. "Oh my," she said. "These are my father's pictures. We packed them up so quickly, and I forgot all about them. What a find!"
7. "Are all these boxes from Grandpa's house?" Donte asked. "Well, this stack here is," said his mom. "You can go through it if you want. Who knows what you'll find." Donte couldn't think of a better activity for a rainy summer day. He couldn't wait to open the next box. When he did, he realized that he was going to find a lot of memories in the boxes. Before long, he had a great idea.
8. He ran up to his room and got his art supply box. Construction paper, markers, scissors, glue, and tape were inside the box. He knew that he could do something special with the things he had found. He carried the box to the basement. He found his favorite pictures from Grandpa's first box. Then he looked to see what else he could find.

9. At dinner that night, Donte gave his mom what he had made. She looked at the booklet of bright paper and then at Donte. She opened the book slowly. It said “Mom’s Memories” on the cover. Inside, she found crinkled pictures that had been flattened out and taped to the paper. Each picture was from a different time in her life. Donte had written little notes next to each picture. He had also glued other things that he had found in the boxes into the book—a piece of Mom’s baby blanket, Grandmom’s kerchief that Mom had used on her wedding day, and Donte’s hospital bracelet from when he was born. As his mom looked through the book, tears sprang into her eyes. Donte knew he had found the best rainy-day project ever.

20 points

1. Which story elements help you predict the main idea of this story? Write one of the story elements on your story map. |PR|

20 points = *The story element that helps me predict the main idea of this story is the main character, Donte. Donte’s discovery of the pictures and things in the basement also helps me predict the main idea.* **15 points** = *The story element that helps me predict the main idea of this story is the main character, Donte.* **10 points** = *The main character helps me predict the main idea.*

20 points

2. What is one question you had about the main idea before you began reading the story? |QU|

20 points = *One question I had about the main idea before I began reading was “What is a memory maker?” I wanted to know if the memory maker was a person or thing that helps you make memories.* **15 points** = *One question I had about the main idea before I began reading was “What is a memory maker?”* **10 points** = *What is a memory maker?*

10 points

3. Which of the following best describes the main idea of paragraph 4? |MI|

- Donte is a little scared.
- The basement is cold and damp.
- There is a light in the basement.
- Donte finds a box labeled “Dad’s Things.”

20 points

4. On your story map, write down the story’s main problem and an important event from the story. |SU • MI|

20 points = *The story’s main problem is that Donte doesn’t know what to do on a rainy day. An important event is when Donte decides to go down in the basement and finds a box of pictures there.* **15 points** = *The story’s main problem is that Donte doesn’t know what to do. An important event is when Donte decides to go down in the basement.* **10 points** = *Donte doesn’t know what to do. He goes down into the basement.*

10 points

5. Which of the following best describes the main idea of paragraph 7? |MI|

- The boxes are Grandpa’s.
- Donte is going through the stack of boxes.
- He can’t wait to open the next box.
- Donte can’t think of a better activity for a rainy day.

20 points

6. Use the information you wrote on your story map to write a brief summary of paragraph 9. ISU!

20 points = *Donte gives a book full of pictures and important keepsakes to his mother. The book brings back many memories for her. The book makes her cry as she looks through it.* **15 points** = *Donte gives a book full of memories to his mother. The book brings back memories and makes her cry as she looks through it.* **10 points** = *Donte gives his mom a book of memories.*

Story Map



Title: *Why Anansi Lives in the Ceiling*

Characters:

Anansi
Leopard

Setting:

Where: *forest*

When: *in monsoon season*

Problem:

Leopard wants to eat Anansi, but Anansi runs away.

Event: *Leopard goes to Anansi's house and hides.*

Event: *Anansi knows Leopard is waiting for him.*

Event: *Anansi has to go home!*

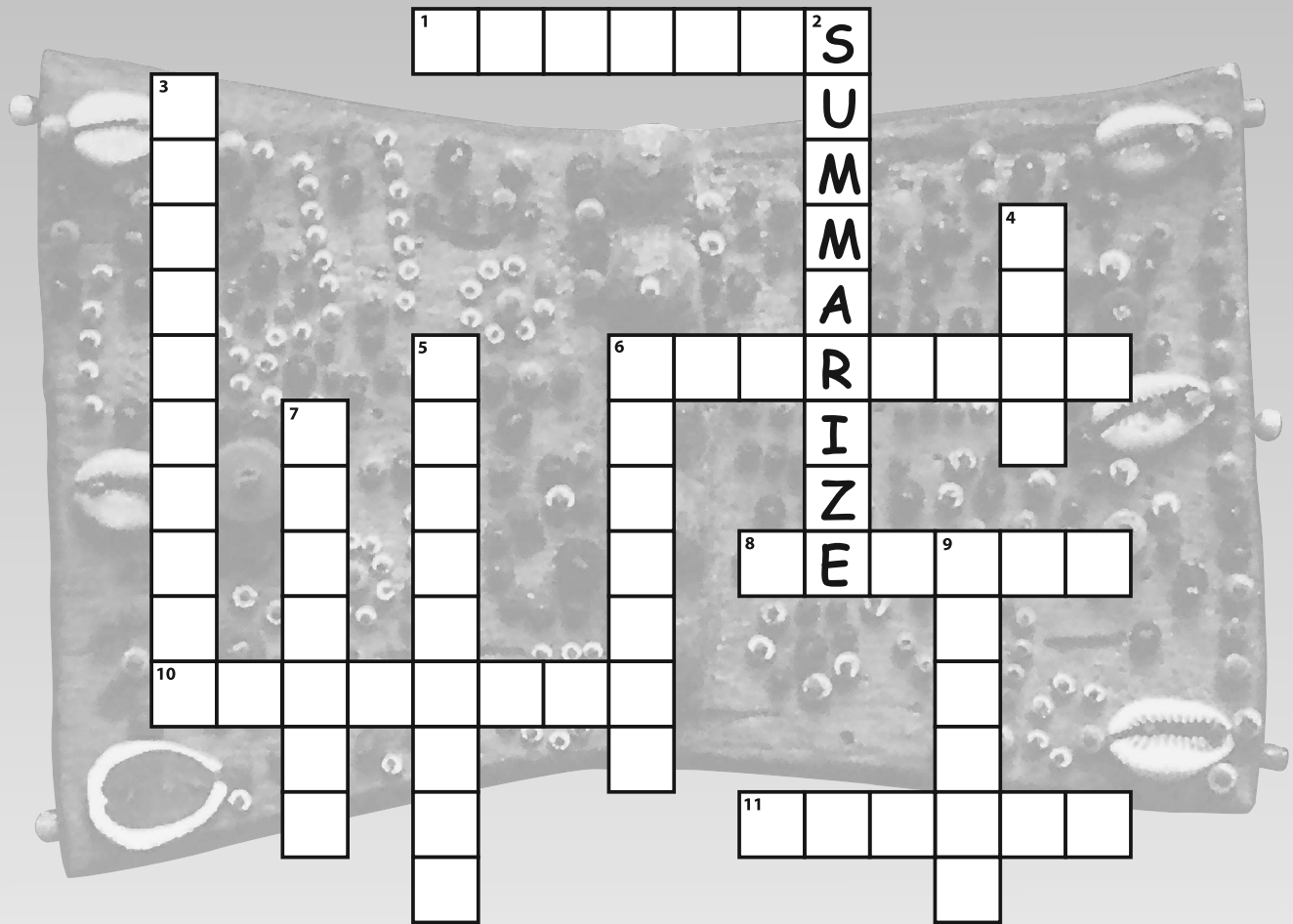
Event:

Event:

Solution:

Anansi tricked Leopard into letting Anansi know Leopard was there. Anansi ran up to the ceiling to get away from Leopard.

My Lukasa



WORD LIST

details	story map	read
characters	setting	events
retell	solution	ending
problem	important	summarize

ACROSS

1. the less important information or events
6. an organizer that houses all the important elements
8. to tell in your own words
10. how a problem is fixed
11. the things that happen in a story

DOWN

2. to shorten a story using only important information
3. the people or animals that create the action in a story
4. to understand the meaning of a written story
5. an event is _____ if it happens to the main characters
6. where and when a story takes place
7. the trouble in a story that needs to be fixed
9. a reader is happy when the story has a happy _____



This is to certify that:

has achieved the rank of

Junior Griot

and has pledged to Summarize in the following way...

The Summarizer's Pledge

To help me remember a story, I will list the story elements on the story map and then summarize.
The story elements are the main characters, setting, story problem, important events or ideas, and solution and ending. When I use these elements to remember a story, I will be a good junior griot.



This is to certify that:

has achieved the rank of

Junior Griot

and has pledged to Summarize in the following way...

The Summarizer's Pledge

To help me remember a story, I will list the story elements on the story map and then summarize.
The story elements are the main characters, setting, story problem, important events or ideas, and solution and ending. When I use these elements to remember a story, I will be a good junior griot.



Story Map



Title: *The Natural*

Characters:

Grandpa Joe
Jack
Gracie
Zeke
Ellie
May

Setting:

Where: *Grandpa Joe's house*

When: *weekends*

Problem:

Jack wants to remember exactly how his sisters and cousins look while playing in the yard.

Event: *Grandpa Joe takes Jack for a walk to a building at the end of the driveway.*

There are hundreds of carved wooden figures. Grandpa Joe shows Jack his favorite one. It is of Jack sitting cross legged in front of the rocking chair.

Event: *Grandpa Joe shows Jack how to carve wooden figures. Jack carves a figure of his cousin May picking flowers.*

Event: *Jack works all day on a wood figure and gives it to Grandpa Joe before dinner. It is a figure of him that could sit in the rocking chair.*

Event:

Solution:

Jack learns he is a natural at carving wood figures. He carves figures of his family doing their favorite things.

Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 2 / *Summarizing at the Lukasa Storyteller's Academy*

English Language Arts Standards: Reading: Literature

Key Ideas and Details

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LITERATURE (6 DAY)

Serena's Simple Shoes

Written by Darnell Parker

Illustrated by James Bravo

The Savvy Reader—Summarizing, A Collection of Readings, pages 19–39

Success for All Foundation, 2011

Summary

Serena needs a new pair of shoes. She and her mother go on a trip to the shoe store. Along the way, Serena sings songs about everything she sees. But when she gets to the shoe store, she and her mother have different ideas about what's important in a new pair of shoes.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Summarizing (SU)	Synonyms	Write a summary.
	Students will identify the most-important events that happen in the story.	Students will use synonyms to improve their understanding of words.	Students will write a summary of a familiar story using a story map to plan which events are the most important to include.
CYCLE 2	Summarizing (SU)	Compound words	Write a summary journal entry.
	Students will use story elements to help them identify the main ideas in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most-important ideas through discussion with their teammates.	Students will break compound words into their component words to help them read difficult words.	Students will pretend that they are Serena and write journal entries that summarize what happens after she wears her simple shoes to school. They will write their journal entries in the form of songs.

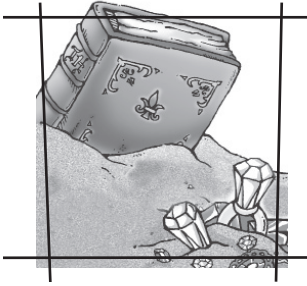
Teacher's Note:

- Before beginning, please read through both cycles of the summarizing lessons for *Serena's Simple Shoes* to see the sequence of instruction from one cycle to the next. In both cycles you and students will discuss the main ideas of the story (examples are provided). In cycle 2, please give students some flexibility in the selection, discussion, and wording of these main ideas. Good readers must seek to understand an author's story, but they will also interpret it individually, based on their own interests and background knowledge.
- Cycle 1 does not include a story map.

CYCLE 1**Instructional Objectives**

	Reading	Word Power	Writing
	Summarizing (SU)	Synonyms	Write a summary.
CYCLE 1	Students will identify the most-important events that happen in the story.	Students will use synonyms to improve their understanding of words.	Students will write a summary of a familiar story using a story map to plan which events are the most important to include.

Teacher's Note: Cycle 1 does not include a story map.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **help and encourage others**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will begin reading *Serena's Simple Shoes* by Darnell Parker. As we read, we'll discuss important events in the story. Good readers identify the important events in a story to check their understanding of what they have read. When you retell these important events, you are summarizing.

- Point out the strategy target on the team score sheet.



- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use **Think-Pair-Share** to have students discuss what they like most about their favorite pairs of shoes. Randomly select a few students to share.
 - Use **Team Huddle** to have students discuss whether they worry about the clothes they wear. Tell students to think about whether they worry if their clothes are cute or cool. Use **Random Reporter** to select students to share.
 - Use **Think-Pair-Share** to have students discuss whether they like dressing up and wearing fancy clothes or if they prefer to wear simple clothes and why. Randomly select a few students to share.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-5
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
prepare page 22	chunk: pre- <i>pare</i>	get ready	To <i>prepare</i> to bake cookies, wash your hands first.
precise page 24	-c = /s/ chunk: pre- <i>cise</i>	exact	I don't know the <i>precise</i> number of students in class, but I guess there are about twenty.
aisle page 24	-ais = /i/ blend	open area between sections of seats	The bride walked down the <i>aisle</i> and looked at the people sitting around her.

Word and Page Number	Identification Strategy	Definition	Sentence
drenched page 24	base word + ending: drench + ed	very wet, soaking	I was <i>drenched</i> after playing in the rain without a raincoat.
strolled page 26	base word + ending: stroll + ed	walked slowly and without a care	The shoppers <i>strolled</i> through the store, not really looking for anything.
entered page 26	base word + ending: enter + ed	went in	Teresa said, "Go in first," so John <i>entered</i> the building.
practical page 28	chunk: prac-ti-cal	useful	Jeans are much more <i>practical</i> than a dress if you're working outside.
argue page 28	chunk: ar-gue	have a disagreement	The brothers would <i>argue</i> when they couldn't decide which game to play.

Using the Targeted Skill (Introduction and Definition)

- Use **Think-Pair-Share** to have students tell what they did over the past weekend. Ask students to take turns telling their stories in fifteen seconds or less as you time them. Explain that to do this, students will need to tell just the most-important ideas. Randomly select a few students to share. If necessary, provide an example.

Have you ever read a really good book or seen a great movie, and then told your friends about it? Listen to students' responses. **When you do this, you don't tell the whole story. You just tell the most important things that happened in the book or movie.**

Think about what you did this past weekend. Pause to let students think. **Now share it with your partner. Take turns telling about your weekend in fifteen seconds or less. I'll let you know when to start and when to stop. Remember to tell only the most-important things that happened.**

- Ask students to raise their hand if they had problems finishing their stories in fifteen seconds. Use **Think-Pair-Share** to have students tell what they could have done to make their stories shorter. Randomly select a few students to share. Suggest, if necessary, that they could have left out some of the less-important facts about the weekend. Explain, for example, that they could have left out some of the little things they did or some of the less-important details about what they heard or saw.
- Tell students that they just summarized. Explain that summaries should be short and include only the most-important ideas.

- Explain that we can summarize things we watch or read, just as we can summarize our own experiences. Point out that this is a good way to check our understanding of a story.
- Pass out the Summarizing Strategy Cards. Explain to students that they will use these cards to help them remember the steps of summarizing as they read. Review the following steps for summarizing literature with students: (1) retell important events or ideas; (2) leave out less-important information; and (3) keep it short.
- Tell students that as they read this cycle, they will summarize the most-important events that happen in *Serena's Simple Shoes*.

Listening Comprehension

- Preview *Serena's Simple Shoes*, questioning students about the title. Point out that the main character of the story seems to be someone named Serena. Ask students what they think the story will be about.
- Explain to the students that knowing what the story is about and knowing the main character will help them decide on the most-important parts of the story.
- Tell students that you are about to read page 21 aloud. Explain that when you have finished, you will begin a list of the most-important ideas from this page on chart paper.
- Read page 21 aloud. When you have finished, use a **Think Aloud** to model identifying and listing the most-important ideas from this page.



A Collection of Readings,
page 21

“Mom, I need a new pair of shoes,” Serena said.

“Why’s that?” asked Mom.

Serena said, “The lace is broken, and the heel flaps.” Serena showed her mother. She walked around the kitchen. The heel of the left shoe flapped.

FLAP. FLAP. FLAP. FLAP.

Serena danced around the kitchen.

FLAPPITY FLAPPITY FLAPPITY FLAP!

Serena sort of liked the sound her old shoes made.

But her mother did not. “That’s enough,” she said. “We’ll go to the shoe store.”

“Hooray! The shoe store! There’s more in store—much, much more—at the shoe store!” Serena sang. Serena liked to say things that rhymed.

Let me summarize what I’ve read. I’ll think about the most-important things that have happened so far. Serena says she needs a new pair of shoes. Her old shoes are worn out. Her mother says they’ll go to the shoe store. I think these three things are what this part is mostly about, so I will write them on my chart. Add “Serena needs new shoes,” “Her old shoes are worn out,” and “Mother says they’ll go to the shoe store” to the chart.

- Point out that you followed the steps on the Summarizing Strategy Card. Tell students how you decided on the most-important information from the story: you thought about the main character and what the story is mostly about, and then you picked the details that told you the most about these two things.

I know from the title that the story is about Serena and her shoes, so I used that to help me think about the most-important information. I included those ideas and left out the less-important information. For example, I left out how Serena danced around the kitchen because that's not as important to the story.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-6

Team Talk

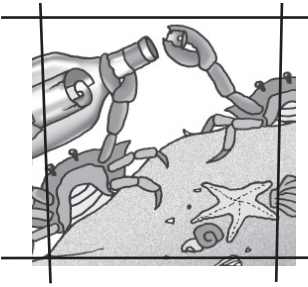
1. Use sequence words to tell how Serena gets ready to go outside. |SQ|
2. What conclusion can you draw about what galoshes do? |DC|
 - a. They help to keep old shoes in one piece.
 - b. They make your shoes look nicer.
 - c. They protect your shoes from getting wet.
 - d. They keep your shoes from flapping.
3. Why can't Serena's mom find her umbrella? |CE|
4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On) |SU|

It is raining outside.

Serena puts on her rain slicker, rain hat, and galoshes.

Serena tells Mom where to find her umbrella.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 22 (paragraphs 1–3) aloud with partners.
page 22 (paragraphs 4–8) silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Use sequence words to tell how Serena gets ready to go outside. |SQ|
100 points = *Serena gets ready to go outside by first putting on her blue rain slicker. Next, she puts on her yellow rain hat. Then, she puts on her galoshes.* **90 points** = *Serena gets ready by first putting on her slicker. Next, she puts on her hat. Then, she puts on her galoshes.* **80 points** = *First, she puts on her slicker and then her hat and galoshes.*
2. What conclusion can you draw about what galoshes do? |DC|
 - a. They help to keep old shoes in one piece.
 - b. They make your shoes look nicer.
 - c. They protect your shoes from getting wet.
 - d. They keep your shoes from flapping.

Team Talk *continued*

3. Why can't Serena's mom find her umbrella? |CE|

100 points = *Serena's mom can't find her umbrella because it is not where she usually keeps it. It is not in the closet or hall. It is in the TV room.*

90 points = *Serena's mom can't find her umbrella because it is not in the closet or hall. It is in the TV room.* **80 points** = *It is in the TV room.*

4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On) |SU|

It is raining outside.

Serena puts on her rain slicker, rain hat, and galoshes.

Serena tells Mom where to find her umbrella.

100 points = *It is raining outside. Serena puts on her rain gear to keep dry. Mom finds her umbrella. She and Serena are ready to go shopping.*

90 points = *It is raining. Serena puts on her rain gear. She and Mom are ready to go.* **80 points** = *It is raining. Serena puts on her rain gear. They go shopping.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

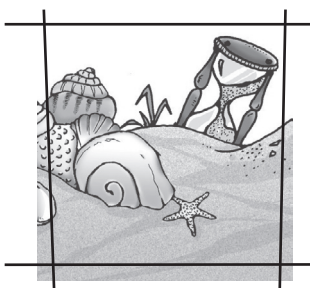


Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion	Team Talk	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
	Extenders	<p>Serena puts on her rain clothes to go out in the wet weather. Do you think it is important to be protected from the rain? Why or why not?</p> <p>Mom can't find her umbrella at first because she put it in a different place. Do you always know where to find the things you need? How do you find them when you misplace them?</p>
		<ul style="list-style-type: none"> - Award team celebration points.

Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

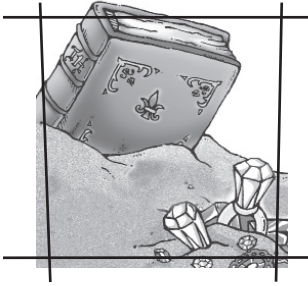
Page 22 (paragraphs 1-3)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

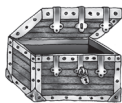
Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Strategic Review



- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.

- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why does Serena need to wear galoshes?

Listening Comprehension



A Collection of Readings,
page 23

- Read page 23 aloud. Use a **Think Aloud** to model identifying and listing the most-important things that happen on this page. Add these ideas to your chart.

The rain was coming down hard. Serena splashed through puddles.

SLOT! SPLAT! SLOT!

“I’m glad I have my galoshes,” Serena said, “or my socks would get wet.”

Serena and her mother walked to the corner. They waited for the bus. They waited and waited. Then they waited some more. Mom looked at her watch.

“The bus should be here any minute,” she said.

“The rain comes down all over town,” Serena sang. She held her mother’s hand.

“I like the rain, Mom. Do you?”

Mom said, “I don’t mind it, especially with my umbrella.”

Then the bus came, and they got on.

Let me think about the important things that happen in this part of the story. Serena and her mother go out in the rain. They wait for the bus. Then they get on. I will add these three things to the chart. I think these things are important because they all have to do with Serena going to buy shoes. Add the new information to your chart.

- Point out that you followed the steps on the Summarizing Strategy Card. Tell how you decided on the most-important information from the story: you thought about the main character and what the story is mostly about, and then you picked the details that told you the most about these two things.

I followed the steps on my Summarizing Strategy Card. I thought about what I really needed to know about Serena and this part of the story. Some things weren’t as important as the other things, so I left them out. For example, I left out the song that Serena sings. I also left out the sound that Serena’s galoshes make in the rain. I didn’t put those things on my story chart because they weren’t really important.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-6

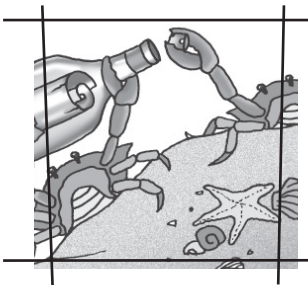
Team Talk

1. What do you think the bus driver means when he says, "It's a wet one out there"? |CL|
2. How is riding the bus different for Serena than it is for her mom? |CC|
3. Why does a man walking outside get wet from a puddle? |CE|
 - a. He is stomping through the puddle.
 - b. Someone pushes him into the puddle.
 - c. A car drives through the puddle.
 - d. He trips and falls in the puddle.
4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On) |SU|

Serena and Mom get on the bus.

They find two seats.

Serena watches out the window.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 - page 24 (paragraphs 1–4) aloud with partners.**
 - page 24 (paragraphs 5–8) silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What do you think the bus driver means when he says, "It's a wet one out there"? |CL|

100 points = *When the bus driver says, "It's a wet one out there," I think he means that it is raining hard outside and that everything is wet.*

90 points = *When the bus driver says, "It's a wet one out there," I think he means that everything is wet outside. 80 points = He means everything is wet outside.*

2. How is riding the bus different for Serena than it is for her mom? |CC|

100 points = *Riding the bus is different for Serena than it is for her mom because it does not cost money for Serena to ride the bus. Kids ride the bus for free. Her mom has to pay for her fare. 90 points = Riding the bus is different for Serena than it is for her mom because it does not cost money for Serena to ride the bus. Her mom has to pay. 80 points = Serena rides the bus for free.*

90 points = *Riding the bus is different for Serena than it is for her mom because it does not cost money for Serena to ride the bus. Her mom has to pay. 80 points = Serena rides the bus for free.*

3. Why does a man walking outside get wet from a puddle? |CE|

- a. He is stomping through the puddle.
- b. Someone pushes him into the puddle.
- c. A car drives through the puddle.
- d. He trips and falls in the puddle.

4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On) |SU|

Serena and Mom get on the bus.

They find two seats.

Serena watches out the window.

100 points = *Serena and Mom get on the bus when it arrives. They sit in two empty seats on the bus. Serena looks out the window as the bus drives down the street. She sees people walking and driving in the rain.*

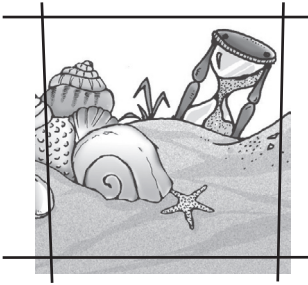
90 points = *Serena and Mom get on the bus. They sit in two seats. Serena looks out the window as the bus drives. 80 points = They get on the bus and sit down. Serena looks out the window.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points. 		
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Serena enjoys splashing in puddles and watching people get wet in the rain. Do you enjoy the rain as much as Serena? Why or why not?</p> <p>Serena and her mom ride the bus. Have you ever ridden on a bus? What was it like?</p> <p>Why do you think kids ride for free on the bus? Explain your answer.</p> </td> </tr> </table>	Team Talk Extenders	<p>Serena enjoys splashing in puddles and watching people get wet in the rain. Do you enjoy the rain as much as Serena? Why or why not?</p> <p>Serena and her mom ride the bus. Have you ever ridden on a bus? What was it like?</p> <p>Why do you think kids ride for free on the bus? Explain your answer.</p>
Team Talk Extenders	<p>Serena enjoys splashing in puddles and watching people get wet in the rain. Do you enjoy the rain as much as Serena? Why or why not?</p> <p>Serena and her mom ride the bus. Have you ever ridden on a bus? What was it like?</p> <p>Why do you think kids ride for free on the bus? Explain your answer.</p>		
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

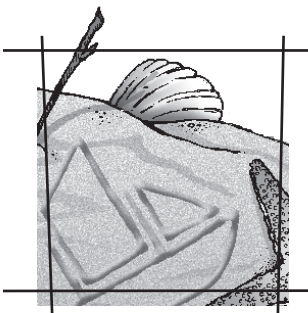
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-5

Page 24 (paragraphs 1–3)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

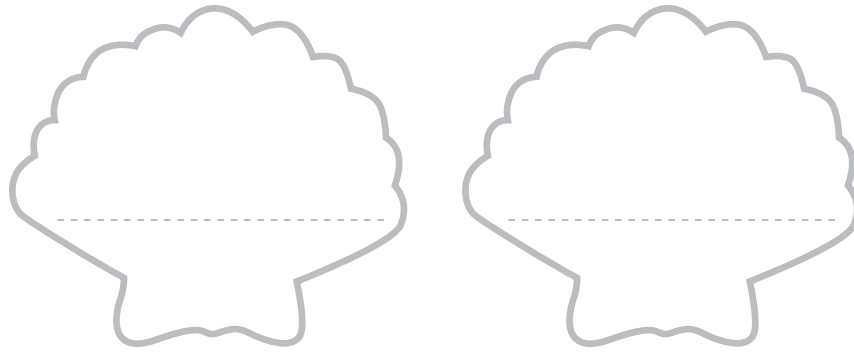
Preparation: Display the following words: *central, exit, single*.

tps

- Direct students to the three words you have displayed. Use **Think-Pair-Share** to have students identify a word that means the same, or almost the same, as each of the displayed words. Randomly select a few students to share [*central: middle; exit: leave; single: alone*].
- Tell students that words with the same, or almost the same, meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for synonyms. Randomly select a few students to share. *Two shells that look the same.*

- Display the Word Treasure clue for synonyms.

Blackline master provided.



- Review the Word Treasure (skill). Review why Captain Read More thinks it is important to know synonyms by reading his treasure note.

<h2 style="margin: 0;">Word Treasure</h2>	<p>Sometimes more than one word can mean the same, or almost the same, thing. These words are called synonyms.</p> <p>Learning synonyms helps us define words, make connections among words we know, and become better speakers and writers because we can use more advanced words.</p>
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- Tell students to look out for words from this cycle’s vocabulary list that have synonyms.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Teacher’s Note: Accept reasonable responses for skill-practice and test answers; most words have more than one synonym.

Student Edition, page S-7

Skill Practice
<p>Write a synonym for each of the following words.</p> <ol style="list-style-type: none"> 1. coat <i>jacket</i> 2. paste <i>glue</i> 3. step <i>stair</i> 4. herd <i>group</i>

Building Meaning			
prepare	precise	aisle	drenched
strolled	entered	practical	argue

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

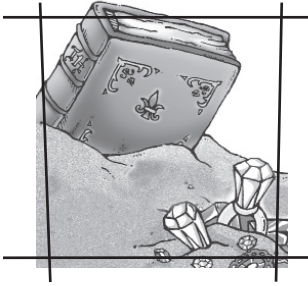
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Draw a picture to show your understanding of the word *drenched*.
(Answers may vary.) *The picture and explanation of the picture should support a clear understanding of the word.*



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

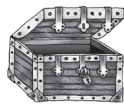
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**



- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Strategic Review



- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.

- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What does Mom have to do that Serena does not have to do on the bus?

Listening Comprehension



- Read page 25 aloud. Use a **Think Aloud** to model identifying the most-important events that happen in this part of the story. Add these events to your chart.

A Collection of Readings,
page 25

“Hello,” said Serena to the boy.

“Hello,” the boy said back.

“Where are you going?” Serena asked.

The boy said, “We’re going home. We just went to the shoe store. I needed new shoes.”

Serena clapped. “That’s where we’re going!” she said. “I need new shoes too!”

The boy said, “There are many shoes at the shoe store. Pick a good pair.”

“I certainly will!” Serena said. Then she sang, “Hooray! Hooray! It’s a shoe-shopping day!”

“That’s a good song,” the boy said.

“Thank you,” said Serena. “I like to sing.”

Let me think about the important events that happen in this part of the story. Serena talks to the boy who just went shoe shopping. The boy tells her to get a good pair of shoes at the store. Serena sings a song about shopping for shoes. I think these events are important, so I will write them on my chart. Add the new information to the chart.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-7

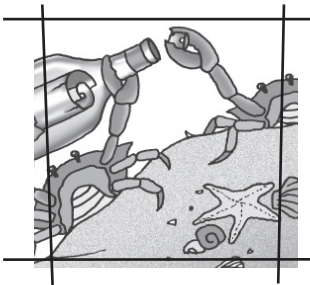
Team Talk

1. How is the weather different when Serena and Mom get off the bus from when they got on? |CC|
2. What is the effect of ringing the bell? |CE|
 - a. The bus pulls over and stops.
 - b. The bus speeds up.
 - c. The bus riders win prizes.
 - d. The bus driver changes radio stations.
3. What words does Serena rhyme together when she sings on this page? |LT|
4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On) |SU|

Mom rings the bell.

Serena and Mom get off the bus.

They walk to Frank's Fancy Footwear.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 - page 26 (paragraphs 1–3) aloud with partners.
 - page 26 (paragraphs 4–7) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How is the weather different when Serena and Mom get off the bus from when they got on? |CC|

100 points = *The weather is different when Serena and Mom get off the bus from when they got on because it has stopped raining.* **90 points** = *The weather is different when Serena and Mom get off the bus because it has stopped raining.* **80 points** = *It has stopped raining.*

2. What is the effect of ringing the bell? |CE|

- a. *The bus pulls over and stops.*
- b. *The bus speeds up.*
- c. *The bus riders win prizes.*
- d. *The bus driver changes radio stations.*

3. What words does Serena rhyme together when she sings on this page? |LT|

100 points = *When Serena sings on this page, she rhymes the words gone and on and the words wide and inside.* **90 points** = *When Serena sings, she rhymes gone and on and wide and inside.* **80 points** = *She rhymes gone and on and wide and inside.*

4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On) |SU|

Mom rings the bell.

Serena and Mom get off the bus.

They walk to Frank's Fancy Footwear.

100 points = *Mom rings the bell, and the bus stops for them. Serena and Mom get off the bus. They walk around the corner to the shoe store, Frank's Fancy Footwear.* **90 points** = *Mom rings the bell for the bus stop. They get off the bus. They walk to the shoe store.* **80 points** = *Mom rings the bell. They get off the bus and go to the store.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

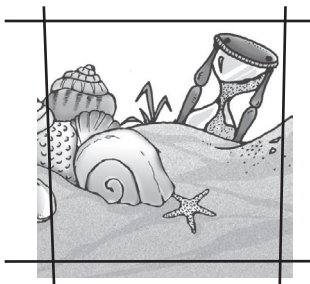
Serena seems excited to go shopping for new shoes. Do you enjoy shopping for new shoes or other clothes? Why or why not?

Serena's mom wants Serena to hold her hand as they walk to the shoe store. Why do you think that is?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE TP

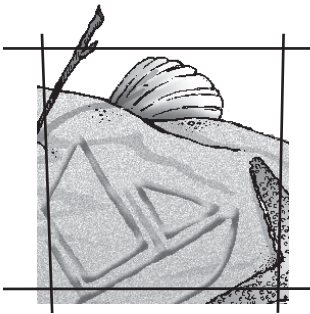
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-5

Page 24 (paragraphs 1-3) or 26 (paragraphs 1-3)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

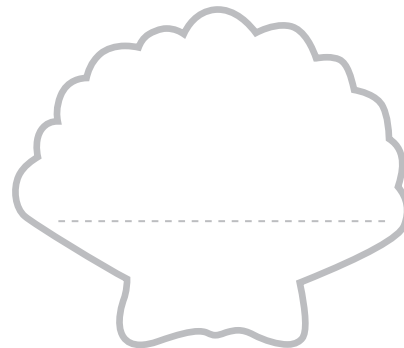
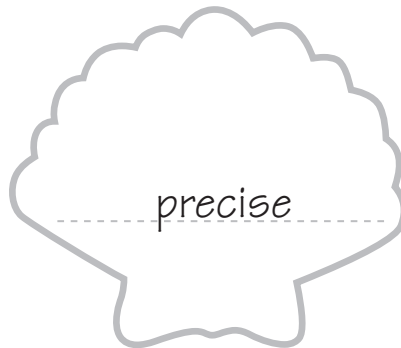
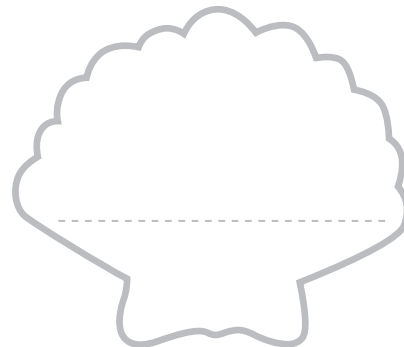


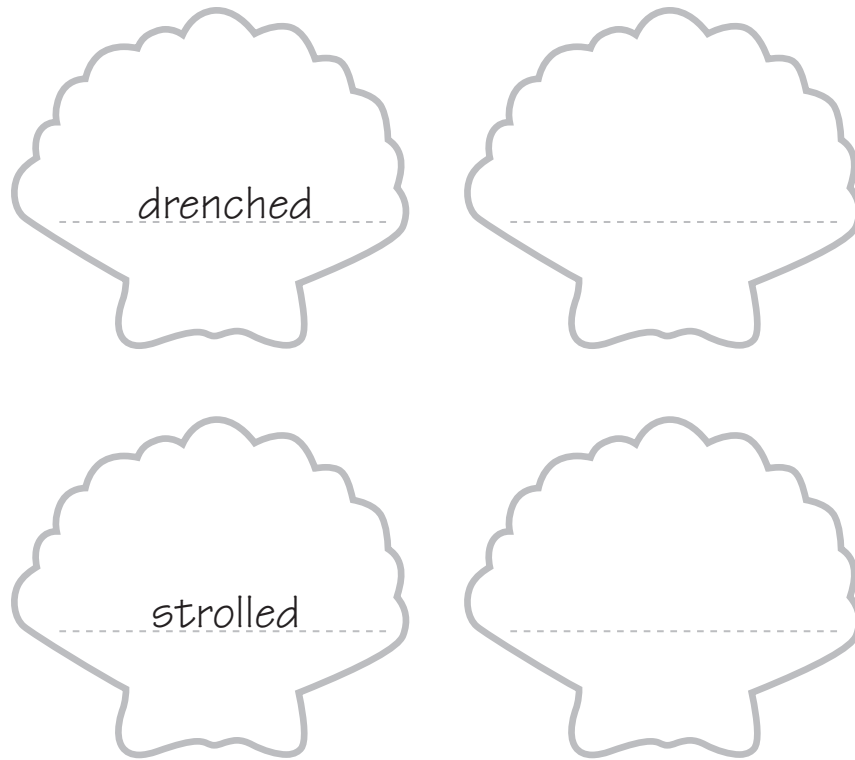
WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms (two shells that look alike).

Preparation: Display four sets of shells. Write the following words on the first shell of each set: “prepare,” “precise,” “drenched,” and “strolled.”





- Direct students' attention to the four sets of shells on the board.
- Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share. Write each word's synonym on the matching shell as students share their responses [prepare: ready; precise: exact; drenched: soaking; strolled: walked/].
- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.

Teacher's Note: In this lesson, group 1 and group 2 word lists are used to review previously taught Word Power skills and high-frequency words, not to practice the current Word Power skill.

- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the word lists with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-8

Skill Practice

Write a synonym for each of the following words.

1. hidden *secret*
2. cover *blanket*
3. ring *circle*
4. duty *job*

Building Meaning

prepare	precise	aisle	drenched
strolled	entered	practical	argue

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Choose the word that best fits in the blank.

As we *entered* the store, we were greeted by an employee who asked if we needed help with finding anything.

Practice Lists

Group 1

muck	duck	luck
tuck	suck	buck
truck	yuck	stuck

Group 2

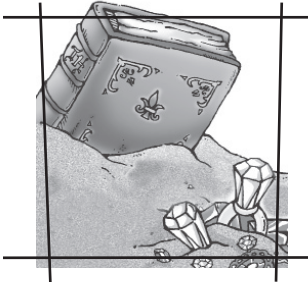
yuck	today	buck
your	luck	cut
stuck	bring	muck



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.

- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Use **Random Reporter** to select students to read the word lists.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

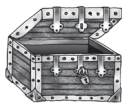
Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review



- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.

- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How does Serena's mom stop the bus?

Listening Comprehension



- Read page 27 aloud. Use a **Think Aloud** to model identifying the most-important events that happen in this part of the story. Add these events to your chart.

A Collection of Readings,
page 27

The store was brightly lit. There were shoes everywhere. High-heeled shoes. Moccasins. Pumps. Sneakers. Cowboy boots. Cowgirl boots.

Serena and Mom walked through the store. Serena loved the shoe store. She touched some of the shoes. She pointed at some of her favorite ones. "Mom, look at those!" she said. She pointed at a pair of knee-high galoshes.

Mom guided Serena through the store. "Come, Serena," she said. "The children's shoes are in the back of the store."

Serena sang, "Kids' shoes are in the back of the store, and that's just what I'm looking for!"

"That's right," said Mom. She smiled.

Let me think about the most-important events that happen in this part of the story. Serena and her mom go into the shoe store. Serena looks at shoes, touches them, and points to her favorites. Serena's mom takes her to the back where the kids' shoes are located. I'll add these events to my chart. Add the new information to your chart.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-9

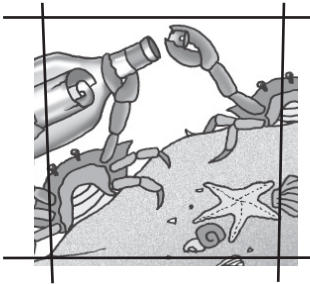
Team Talk

1. Look at the drawing on the page. What do you think the tags on the shoes mean? Support your answer. |DC|
2. How does Mom think the simple brown shoes are different from the fancy boots? |CC|
3. Which of the following do you think Serena will most likely do? |PR|
 - a. choose to buy the simple brown shoes
 - b. argue with her mom about the boots
 - c. choose to buy the fancy leather boots
 - d. leave the shoe store without new shoes
4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On) |SU|

Serena likes the fancy leather boots.

Mom disagrees with Serena.

Mom shows Serena a pair of simple brown shoes.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 - page 28 (paragraphs 1–3) aloud with partners.**
 - page 28 (paragraphs 4 and 5) silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.

- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Look at the drawing on the page. What do you think the tags on the shoes mean? Support your answer. |DC|

100 points = *I think the tags on the shoes tell you how much the shoes cost. The tags have dollar signs on them. I think the boots must cost more than the shoes because there are two dollar signs on the boots' tag.*

90 points = *I think the tags on the shoes tell you how much the shoes cost.*

80 points = *They tell how much the shoes cost.*

2. How does Mom think the simple brown shoes are different from the fancy boots? |CC|

100 points = *Mom thinks the simple brown shoes are different from the fancy boots because Serena can wear them everywhere. Mom does not think the fancy boots are practical. 90 points* = *Mom thinks the simple brown shoes are different from the fancy boots because Serena can wear them everywhere. The fancy boots are not practical. 80 points* = *Serena can wear the brown shoes everywhere. The boots aren't practical.*

3. Which of the following do you think Serena will most likely do? |PR|

- a. choose to buy the simple brown shoes
- b. argue with her mom about the boots
- c. choose to buy the fancy leather boots
- d. leave the shoe store without new shoes

4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On) |SU|

Serena likes the fancy leather boots.

Mom disagrees with Serena.

Mom shows Serena a pair of simple brown shoes.

100 points = *Serena sees a fancy pair of blue and yellow leather boots. She likes them. Her mom says Serena cannot get the fancy boots. She shows Serena some simple brown shoes she can wear every day.*

90 points = *Serena sees a fancy pair of leather boots she likes. Her mom says Serena cannot get them. She shows Serena some simple brown shoes.*

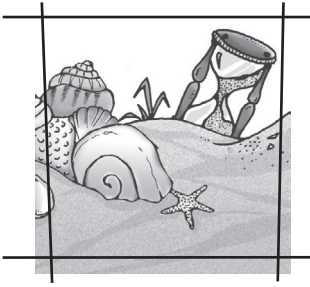
80 points = *Serena likes the fancy boots. Her mom says Serena cannot get them and shows her simple shoes.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
<p>Team Talk Extenders</p>	<p>Serena really likes the colorful boots. What do you think this says about her character? Explain your ideas.</p> <p>Serena's mom says the boots aren't practical. Do you think it's important that shoes be practical, especially for young people? Why or why not?</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

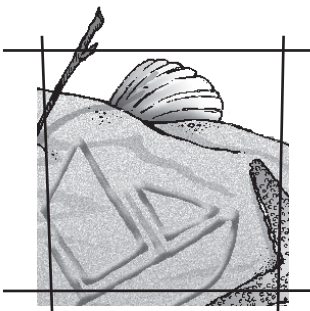
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-5

Page 24 (paragraphs 1–3), 26 (paragraphs 1–3), or 28 (paragraphs 1–4)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms (two shells that look alike).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us define words and make connections among words. Synonyms help us become better speakers and writers.*

Preparation: Display the Word Power Challenge.

- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify a synonym for each of the underlined words. Point out that the underlined words are simple, and challenge the teams to find more advanced words to replace them. Explain to students that they might be able to find more than one synonym for each underlined word.

Word Power Challenge

1. Jeannie had to go shopping for new clothes at the store to wear to school.
2. The lost dog was very thin because he hadn't eaten in days.



- Use **Random Reporter** to select students to read each sentence aloud, replacing the underlined word with a synonym [clothes: jeans, shirts, dresses; thin: skinny].
- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the On My Own list with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-9 and S-10

Skill Practice

Write a synonym for each of the following words.

1. rag *towel*
2. super *great*
3. strange *weird*
4. amount *number*

Building Meaning			
prepare	precise	aisle	drenched
strolled	entered	practical	argue

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

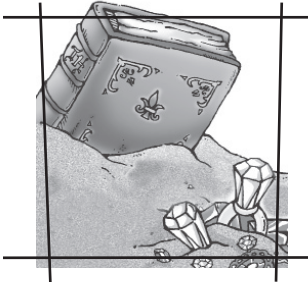
6. Belinda had to prepare to sing by practicing the song and making sure she knew all the words to it. *Prepare* means—

- wait.
- get ready.
- delay.
- get nervous.

On My Own		
duck	truck	bring
muck	your	luck
today	cut	tuck

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the important ideas or events from the reading on days 1 through 4. Model this if necessary.
- Use **Random Reporter** to review these ideas or events with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.



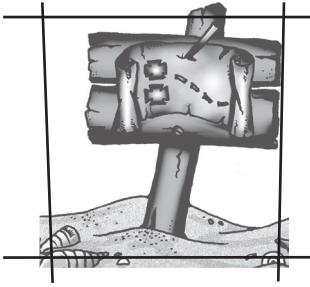
In yesterday's reading, Serena thought about the simple brown shoes her mom showed her. Today we will find out which shoes she chooses.

Vocabulary **TP**

- Remind students that their knowledge of the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

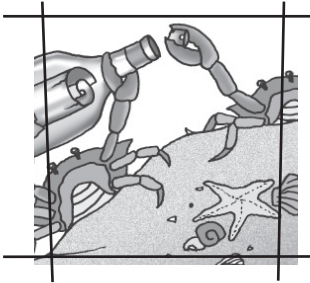
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #3 and #6 ask about summarizing.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

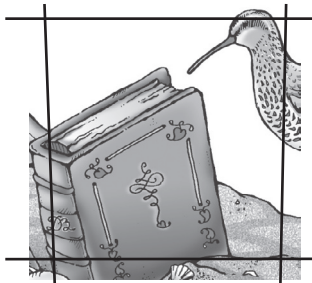
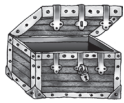
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.



Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

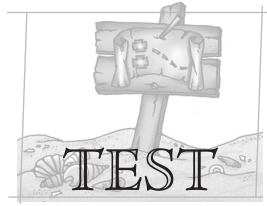


BOOK CLUB

Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Comprehension Questions

Read page 29 of *Serena's Simple Shoes*, and answer the following questions. The total score for comprehension questions equals 100 points.

10 points

1. How is Serena's bus ride different from her mom's bus ride? |CCI|
 - a. Mom has to stand because there aren't enough seats.
 - b. Mom rides for free because she is an adult.
 - c. *Serena rides for free because she is a child.*
 - d. Serena cannot ride the bus because children aren't allowed.

20 points

2. Why does Serena's mom like the simple brown shoes more than the fancy leather boots? |CE • CC|

20 points = *Serena's mom likes the simple brown shoes more than the fancy leather boots because she thinks the brown shoes are more practical. She thinks they can be worn every day.* **15 points** = *Serena's mom likes the simple brown shoes more than the fancy leather boots because she thinks the brown shoes are more practical.* **10 points** = *She thinks they're practical.*

20 points

3. Read the following list of important events from earlier in the story. Then write a summary about the first part of the story. |SU|

Serena and Mom go shoe shopping.

Serena and Mom ride the bus.

Mom rings the bell to stop the bus near the shoe store.

Serena likes a pair of fancy boots.

Mom likes a pair of simple brown shoes.

20 points = *Serena needs a new pair of shoes. She and her mom get ready to go shoe shopping. They walk to the bus stop and get on a bus. Mom rings the bell to tell the bus driver to stop the bus. They walk to the shoe store. Serena likes a pair of fancy leather boots. Mom likes a pair of simple brown shoes.* **15 points** = *Serena needs a new pair of shoes. She and her mom get ready to go shopping. They get on a bus. Mom rings the bell to stop the bus. They walk to the shoe store. Serena likes a pair of fancy boots. Mom likes a pair of brown shoes.* **10 points** = *Serena needs shoes. She and her mom get ready to shop. They get on a bus. Mom stops the bus. They walk to the store. Serena likes the boots. Mom likes the brown shoes.*

20 points

4. What does Serena do **after** she puts on the simple brown shoes? |SQ|

20 points = *After Serena puts on the simple brown shoes, she walks around the store to see how they feel. She tells her mom they fit well.* **15 points** = *After Serena puts on the simple brown shoes, she walks around the store.*

10 points = *She walks around the store.*

10 points

5. Which of the following is a conclusion you can draw about Serena's feelings about the fancy leather boots? |DC|

- Serena likes the simple brown shoes much more than the boots.
- Serena still wishes she could buy the fancy leather boots.
- Serena thinks the simple brown shoes are fancier than the boots.
- Serena has forgotten all about the fancy leather boots.

20 points

6. Read the following list of important events from today's reading. Then write a summary about this part of the story. |SU|

Serena tries on the simple brown shoes.

She walks around in the shoes.

She says they feel good.

20 points = *Serena tries on the simple brown shoes that her mom likes. They fit her. She walks around in the shoes. She tells Mom they feel good on her feet. Her mom buys the shoes.* **15 points** = *Serena tries on the brown shoes that her mom likes. She walks around in them. She tells Mom they feel good. Her mom buys the shoes.* **10 points** = *Serena tries on the brown shoes. She walks in them. She says they feel good. They buy the shoes.*

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write a synonym for each of the following words.

5 points

1. under *below*

5 points

2. let *allow*

5 points

3. easy *simple*

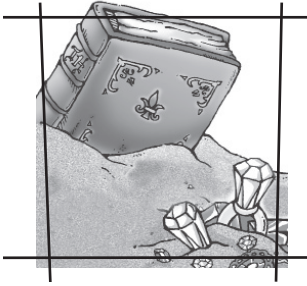
5 points

4. whole *all*

Building Meaning

prepare	precise	aisle	drenched
strolled	entered	practical	argue

- 10 points** 5. Write a meaningful sentence for the word *drenched*.
10 points = I got drenched when I forgot my umbrella and had to walk all the way to school in the pouring rain. **5 points** = I got drenched when I forgot my umbrella and it was pouring rain. **1 point** = I got drenched by the rain.
- 10 points** 6. We were in no hurry, so we strolled down the street after school.
- 10 points** 7. Dad always said, “Don’t argue with me,” when he gave me a chore I didn’t like to do. *Argue* means—
- make an arrangement.
 - agree.
 - apologize.
 - have a disagreement.
- 10 points** 8. We walked down the aisle of the theater until we found two empty seats.
- 10 points** 9. My gloves are full of holes and aren’t very practical for playing in the snow. *Practical* means—
- expensive.
 - pretty.
 - useful.
 - useless.
- 10 points** 10. To prepare to watch the movie, I made a big bowl of popcorn and sat in the most comfortable chair in the room.
- 10 points** 11. Dr. Wallace, a scientist, is very precise and careful with everything he does. *Precise* means—
- exact.
 - dim.
 - foggy.
 - bland.
- 10 points** 12. Mort entered the lobby of the bank to escape from the cold temperatures and wind.

**DAY 6****ACTIVE INSTRUCTION**Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a summary of a familiar story. You have been working on summarizing the important events in *Serena's Simple Shoes*. How might you summarize a familiar story for a person younger than you?

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a summary.

Have you ever watched someone try to tell or explain something to someone else? Did you notice that if the person talked too long, the listener grew tired and uninterested? Has this ever happened to you? Have you ever become restless when someone took too long to tell you something? At times like that, it is good to know how to summarize—how to tell the important ideas and leave out the less-important information.

- Explain that this cycle students will write summaries of familiar stories that they might tell to younger children. If necessary, give a few examples of stories students might retell.

- Display the following story. Read the story aloud to students.

Blackline master provided.

Little Red Riding Hood

Once upon a time, there was a little girl named Little Red Riding Hood. One day, her mother gave her a basket full of tasty treats to take to her grandmother's house. Her mother warned her to go quickly, since it was her first trip through the woods alone.

Little Red Riding Hood was nearly bursting with excitement. She gathered her things and set off for Grandma's house right away. She skipped and sang a little song to herself as she entered the woods.

Not five steps into the woods, Little Red Riding Hood was stopped by a wolf.

"Where are you off to on this fine day, little girl?"

Little Red Riding Hood did not want to stop and chat, so she answered quickly, "To my grandma's house!" and continued on her way.

The wolf was hungry and thought of a clever plan to get Little Red Riding Hood. He knew where the grandmother's cottage was and took a shortcut there. He hid the grandmother in a closet and quickly climbed into bed with the covers pulled up high.

When Little Red Riding Hood arrived, she went to her grandmother's side.

"My! What big ears you have, Grandma!" she exclaimed.

"All the better to hear you with, dear," the wolf said.

"My! What big eyes you have, Grandma!" Little Red Riding Hood said.

"All the better to see you with, dear," the wolf said.

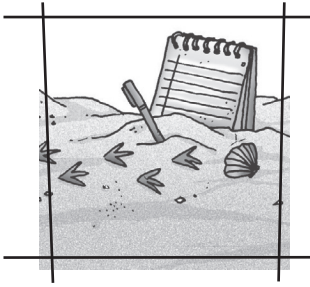
"My! What big teeth you have, Grandma!" she exclaimed.

"All the better to eat you with!" the wolf exclaimed as he jumped out of bed.

Little Red Riding Hood was so scared that she screamed and ran out of the cottage. A woodsman working nearby heard her and saw the wolf chasing her around the yard. He struck the wolf with his ax and rescued Little Red Riding Hood. They soon discovered Grandma, who was terrified after being hidden in the closet.



- Tell students to work in their groups to tell the most-important events in this story. Use **Random Reporter** to share responses. *Little Red Riding Hood has to take her grandmother some food. She meets a wolf in the woods. The wolf beats her to Grandma's house and hides the grandmother. He hides in her bed. Little Red Riding Hood arrives and asks the wolf questions. The wolf chases Little Red Riding Hood. A woodsman rescues Little Red Riding Hood and her grandmother.*
- Tell students that they will choose familiar stories to summarize for children younger than them. Tell students they will have to think about how to keep their stories short and entertaining and to use words younger children will know.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a summary of a story that you could tell to a younger child. You need to include all the important elements from the original story, but you want to keep it short enough that the child does not lose interest in the story.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition, page S-10

Writing Prompt

Think of a familiar story that a young child would like to hear. Identify the most-important parts of the story, and list them on a story map. List the characters, main problem in the story, most-important events, and how the story ends. Use the story map to write a summary of the story. Your summary will tell the story in a short way. When you have finished, read your story summary aloud to your partner to find out whether you have included the most-important information, left out the less-important information, and made your summary short.

Scoring Guide

The summary includes all the important elements, and it makes sense.	35 points
The summary leaves out less-important events and details.	35 points
The summary is short enough to tell to a young child.	20 points
The summary is written in complete sentences.	10 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a story map. This will help us put our thoughts in the right order as we write our summaries of familiar stories.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer

Story Map



Title: Little Red Riding Hood

Characters:
the mother
Little Red Riding Hood
the wolf
grandma
the woodsman

Setting:

Where:

When:

Problem:
The wolf wants to eat Little Red Riding Hood and her grandmother.

Event: Little Red Riding Hood has to take food to her grandmother's house.

Event: The wolf stops her in the woods.

Event: The wolf races to Grandma's house.

Event: He hides Grandma and jumps in her bed.

Event: Little Red Riding Hood arrives and asks the wolf questions. The wolf jumps up and chases Little Red Riding Hood.

Solution:
The woodsman saves Little Red Riding Hood and her grandmother from the wolf.

Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Remind students that their story summaries should just tell the most-important information in the story.

You are writing a summary of a story to share with younger children. That means the summary should have just the big ideas and events from the story in it. You need to make sure that your summary still makes sense though. You want a younger child to get a shorter version of the story that still makes sense and is entertaining.

- Display the following summary of *Little Red Riding Hood*.

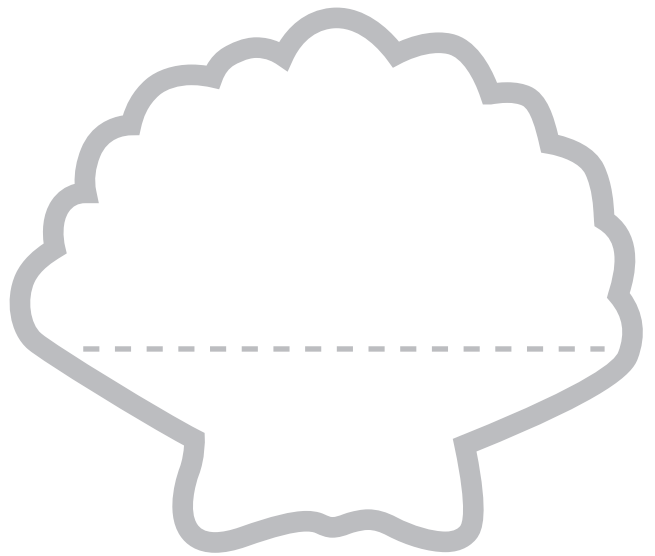
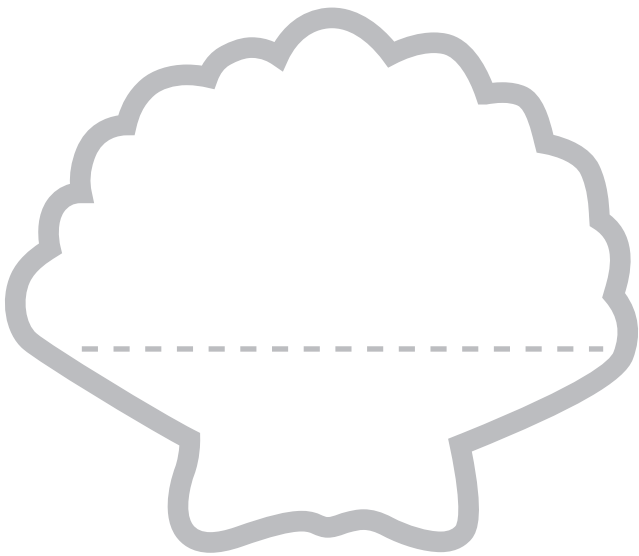
Blackline master provided.

One day, a girl named Little Red Riding Hood had to take a basket of food to her grandmother's house. On the way to her grandmother's house, she met a wolf. The wolf asked her where she was going, and she answered. The wolf decided to beat Little Red Riding Hood to her grandmother's house and wait for her there to eat her. The wolf hid Grandma and jumped in her bed. When Little Red Riding Hood arrived, she asked the disguised wolf several questions. The wolf leapt out of bed and chased her. A woodsman saw Little Red Riding Hood and rescued her from the wolf. They found her grandma safely hidden, and they lived happily ever after.



- Use **Team Huddle** to have students tell whether this summary is shorter, makes sense, and still tells the main ideas of the story in an entertaining way. Display the original version of the story again if students need to compare. Use **Random Reporter** to select students to share. *(Answers may vary.) Yes. Compared with the original story, it is shorter. It still tells the main ideas. It still makes sense.*
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Little Red Riding Hood

Once upon a time, there was a little girl named Little Red Riding Hood. One day, her mother gave her a basket full of tasty treats to take to her grandmother's house. Her mother warned her to go quickly, since it was her first trip through the woods alone.

Little Red Riding Hood was nearly bursting with excitement. She gathered her things and set off for Grandma's house right away. She skipped and sang a little song to herself as she entered the woods.

Not five steps into the woods, Little Red Riding Hood was stopped by a wolf.

“Where are you off to on this fine day, little girl?”

Little Red Riding Hood did not want to stop and chat, so she answered quickly, “To my grandma's house!” and continued on her way.

The wolf was hungry and thought of a clever plan to get Little Red Riding Hood. He knew where the grandmother's cottage was and took a shortcut there. He hid the grandmother in a closet and quickly climbed into bed with the covers pulled up high.

When Little Red Riding Hood arrived, she went to her grandmother's side.

“My! What big ears you have, Grandma!” she exclaimed.

“All the better to hear you with, dear,” the wolf said.

“My! What big eyes you have, Grandma!” Little Red Riding Hood said.

“All the better to see you with, dear,” the wolf said.

“My! What big teeth you have, Grandma!” she exclaimed.

“All the better to eat you with!” the wolf exclaimed as he jumped out of bed.

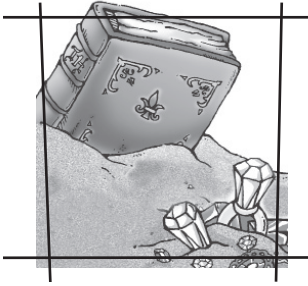
Little Red Riding Hood was so scared that she screamed and ran out of the cottage. A woodsman working nearby heard her and saw the wolf chasing her around the yard. He struck the wolf with his ax and rescued Little Red Riding Hood. They soon discovered Grandma, who was terrified after being hidden in the closet.

One day, a girl named Little Red Riding Hood had to take a basket of food to her grandmother's house. On the way to her grandmother's house, she met a wolf. The wolf asked her where she was going, and she answered. The wolf decided to beat Little Red Riding Hood to her grandmother's house and wait for her there to eat her. The wolf hid Grandma and jumped in her bed. When Little Red Riding Hood arrived, she asked the disguised wolf several questions. The wolf leapt out of bed and chased her. A woodsman saw Little Red Riding Hood and rescued her from the wolf. They found her grandma safely hidden, and they lived happily ever after.

CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
	Summarizing (SU)	Compound words	Write a summary journal entry.
CYCLE 2	Students will use story elements to help them identify the main ideas in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most-important ideas through discussion with their teammates.	Students will break compound words into their component words to help them read difficult words.	Students will pretend that they are Serena and write journal entries that summarize what happens after she wears her simple shoes to school. They will write their journal entries in the form of songs.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **complete tasks**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will finish reading *Serena's Simple Shoes* by Darnell Parker. As we read, we'll continue to identify the important events in the story. Telling the most-important events that happen in the story is called summarizing. Good readers know that when they summarize a story, they understand it.

- Point out the strategy target on the team score sheet.

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-11
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
cheered page 31	base word + ending: cheer + ed	yelled loudly and happily	The crowd <i>cheered</i> when their team scored.
leapt page 33	ea = /eh/ blend	jumped	The deer <i>leapt</i> over the log to avoid tripping as it ran.
outrun page 33	compound word: out + run	run faster than	A rabbit can <i>outrun</i> a turtle.
feared page 35	base word + ending: fear + ed	worried, was scared	When I broke the window, I <i>feared</i> what Dad would say.
ruined page 35	base word + ending: ruin + ed	wrecked, destroyed	Johan’s white shirt was <i>ruined</i> when he spilled ketchup on it.
scrubbed page 35	base word + ending: scrub + b + ed	cleaned hard	Marcie <i>scrubbed</i> as hard as she could, but she couldn’t get the ink stain out.
spun page 37	blend	twisted, turned around fast	The toy top <i>spun</i> around on the floor.
exchanged page 37	chunk: ex-changed	traded, swapped	My dad <i>exchanged</i> his old car for a new one yesterday.

Using the Targeted Skill (Introduction and Definition)

- Review the steps on the Summarizing Strategy Card, and remind students that summaries should be short.
- Have students work in teams to summarize what happened last cycle in the story *Serena's Simple Shoes*. Use **Random Reporter** to select students to share their summaries with the class. If necessary, refer to the list of main ideas that was developed in cycle 1 to review some of the most-important events that happened in the story.
- Explain that story elements can help you summarize a story. Ask students to look at their Summarizing Strategy Cards and read these elements aloud with you.
- Display and read the following passage.

Blackline master provided.

Tanya's Big Day

Tanya woke up early. She was very excited. Today was a big day. Tanya would be singing in the school play. She sang all through breakfast as she ate her pancakes. She sang all through the afternoon as she played in the backyard. She sang all through the evening as she ate dinner and played games with her family. Finally, she left for school. At 7:00 p.m., the play began. Tanya stepped on the stage. She started to sing, but nothing came out! Tanya thought she had lost her voice. She tried again. Luckily, this time she sang loud and clear.

- Summarize, or have students help you summarize, this passage. Remind students to follow the steps on the Summarizing Strategy Card and retell only the most-important ideas. Remind students to restate the ideas in their own words.
- When finished, ask students questions to see if they can identify the story elements from the summary.

Let's see if we can identify the story elements from the summary. Who is the main character? *Tanya.* **Where does the story happen?** **This is the setting of the story.** *At home and at school.* **What are the important events in this story? What happens first?** *Tanya wakes up excited about singing in the play.* **After that?** *She sings all day.* **What happens next?** *She goes to school for the play.* **And then?** *When she gets on stage, she can't sing at first.* **And after that?** *She tries again, and this time she can sing.* **What is Tanya's problem?** *She can't sing at first.* **How is the problem solved?** *Tanya tries again and luckily can sing.*

- Ask students to think about their summaries of *Serena's Simple Shoes*. Explain that they have been listing the important events of the story on chart paper.
- Ask students to name the main characters of this story [*Serena and her mom*] and the setting, or where the story takes place. *At home, on the bus, and at the store.*

- Tell students that as they read this cycle, they will continue to summarize the story by identifying the most-important events. They will also identify the story problem, how Serena solves her problem, and how the story ends.

Listening Comprehension



- Remind students that when they finished reading last cycle, Serena and Mom had bought shoes that Serena didn't like very much. Use **Think-Pair-Share** to have students make predictions about what will happen now that Serena has the brown shoes. Randomly select a few students to share.
- Tell students that you are about to read page 30 aloud. Explain that when you have finished, you will add the most-important ideas from this page to your story chart.



- Read page 30 to students. When you have finished, use a **Think Aloud** to model identifying and listing the most-important things that happen in this part of the story. Display the ideas by continuing the chart from last cycle.

A Collection of Readings,
page 30

The next day was a school day. Serena went to school in her new brown leather shoes. As she walked to school, she noticed that her heel didn't flap, flap, flap against the ground anymore.

She arrived at school. She saw her friend Monique. Monique said, "Look at my new shoes! I got them yesterday."

Serena looked down. Monique was wearing the yellow and blue fancy boots!

Serena said, "I almost bought those shoes too." Then she pointed at her own brown leather shoes.

Monique looked at Serena's new shoes. She said, "Those are nice, but I think mine are very fancy. Don't you?"

Serena said quietly, "They are fancy. Yes it's true, those colorful boots in yellow and blue."

Let me think about the most-important things that happen in this part of the story. Serena goes to school with her simple brown shoes. I will write that on my chart of important ideas. Add this event to the chart. **She sees that Monique has the fancy boots on. Those are the boots that Serena had wanted, so I think that's important. Monique says something that isn't very nice to Serena, and Serena is sad. These ideas are all important, so I'll add them to the chart.** Add the new information to the chart.

- Point out that you followed the steps on the Summarizing Strategy Card. Model using the story elements to determine the story problem.

I followed the steps of summarizing and included only the most-important information. I left out some other things, like the fact that the next day was a school day. I think that's less important.

Now I'm going to refer to my Summarizing Strategy Card and look at the story elements. I've added more important events. I think these events have helped me identify the story problem. Serena is sad about her shoes. I wonder what Serena will do to solve this problem. That will be important to identify.

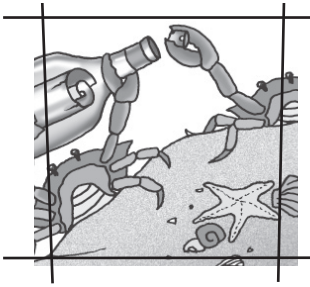
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-12

Team Talk
<p>1. Which of the following best describes Serena in the morning at school? CH </p> <ul style="list-style-type: none">a. eager to play soccer at recessb. in love with her simple shoesc. jealous of Monique's fancy bootsd. proud of her soccer kicking skills <p>Tell why you chose your answer.</p>
<p>2. What happens when the soccer ball rolls near Serena? CE </p>
<p>3. Why do you think Serena wonders if Monique's fancy boots are good for kicking balls? Support your answer. DC </p>
<p>4. Summarize this part of the story, telling at least one important event from the reading. (Write-On) SU </p>

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 31 (paragraphs 1–3) aloud with partners.
page 31 (paragraphs 4–6) silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

- Which of the following best describes Serena in the morning at school? |CH|
 - eager to play soccer at recess
 - in love with her simple shoes
 - jealous of Monique's fancy boots*
 - proud of her soccer kicking skills

Tell why you chose your answer.

100 points = *I chose this answer because Serena thinks about Monique's fancy boots all morning. Even though her simple shoes are comfortable, she wishes she had Monique's boots. She doesn't think her shoes are as fancy as they could be.* **90 points** = *I chose this answer because Serena thinks about Monique's fancy boots all morning. She wishes she had Monique's boots.*

80 points = *She thinks about Monique's boots all morning.*

Team Talk *continued*

2. What happens when the soccer ball rolls near Serena? |CE|

100 points = *When the soccer ball rolls near Serena, the kids ask her to kick it back. Serena kicks the ball very far, back to them.* **90 points** = *When the soccer ball rolls near Serena, the kids ask her to kick it back.*

80 points = *The kids ask Serena to kick it back.*

3. Why do you think Serena wonders if Monique's fancy boots are good for kicking balls? Support your answer. |DC|

100 points = *I think Serena wonders if Monique's fancy boots are good for kicking balls because her simple shoes helped her kick the ball really far. I think she still likes the fancy boots, but she likes that she can kick the ball well with her shoes too.* **90 points** = *I think Serena wonders if Monique's fancy boots are good for kicking balls because her simple shoes helped her kick the ball really far.* **80 points** = *She likes that her simple shoes helped her kick the ball far.*

4. Summarize this part of the story, telling at least one important event from the reading. (Write-On) |SU|

100 points = *Serena's simple shoes are comfortable. She kicks the ball really far, and the other kids cheer for her.* **90 points** = *Serena's shoes are comfortable, and she can kick really far.* **80 points** = *Her shoes are comfortable.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

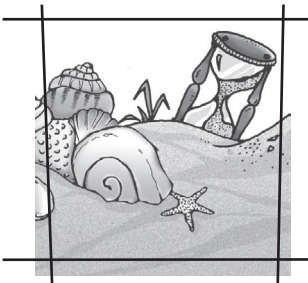
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

**Strategy-Use Discussion**

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion	Team Talk Extenders	<p>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</p> <p>– Allow students time to discuss your questions.</p> <p>– Use Random Reporter to select students to respond to your questions.</p>
		<p>Serena thinks her simple shoes are okay, but she's a little jealous of Monique's fancy boots. Have you ever felt jealous of something a friend or family member had? Why?</p> <p>Serena likes that her shoes helped her kick the ball far. This is something that is important to her. What is important to you when you buy new shoes or clothes?</p>
		<p>– Award team celebration points.</p>

Write-On Discussion	<p>– Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</p> <p>– Award team celebration points.</p> <p>– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</p>
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FLUENCY IN FIVE **TP**

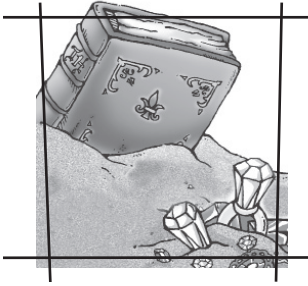
Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppy, and finally without expression to show a lack of fluency skills.

Page 31 (paragraphs 1–3)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

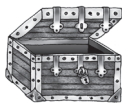
Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Strategic Review



- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.

- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How does Serena feel about Monique's fancy boots?

Listening Comprehension

- Tell students that you are about to read page 32 aloud. Explain that when you have finished, you will add the most-important ideas from this page to your chart.
- Read page 32 to students. When you have finished, model identifying and listing the most-important things that happen in this part of the story. Add these important events to the chart.

A Collection of Readings,
page 32

After school, Serena and Monique walked home together. Monique said, "I have a fancy dress that goes with my new boots. I will look pretty when I wear it." "I'm sure you will," Serena said. She thought about her simple, brown leather shoes. More than ever, she wanted a pair of fancy boots. It didn't matter what color.

As they walked, Monique had an idea. "Let's race each other home!" she said. Serena thought this was a good idea. Serena knew she could run very fast. She said, "Watch me run! I'll run real fast. I'll come in first. You'll come in last!" Monique said, "Ready! Set! Go!"

Off they went!

One important thing happens in this part of the story. Monique and Serena decide to race each other home. I will add that to my list of important things that happen in the story. Add this event to the chart.

- Point out that you followed the steps on the Summarizing Strategy Card. Remind students to continue following these steps as they continue to read the story.

Preview Team Talk

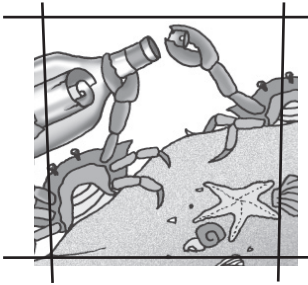
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-12

Team Talk

1. What does the sentence, "Serena ran as fast as lightning," mean? |FL • CL|
 - a. She ran very quickly.
 - b. She shocked Monique.
 - c. She made it thunder.
 - d. She looked very bright.
2. Why does Monique have to take off her boots? |CE|
3. Do you think Serena feels bad that Monique's feet hurt and that Monique lost the race? Why or why not? |DC|
4. Summarize this part of the story, telling at least one important event from the reading. (Write-On) |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 33 (paragraphs 1–3) aloud with partners.
page 33 (paragraphs 4–6) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What does the sentence, "Serena ran as fast as lightning," mean? |FL • CL|
 - a. *She ran very quickly.*
 - b. *She shocked Monique.*
 - c. *She made it thunder.*
 - d. *She looked very bright.*
2. Why does Monique have to take off her boots? |CE|

100 points = *Monique has to take off her boots because they hurt her feet while she is running. 90 points* = *Monique has to take off her boots because they hurt her feet. 80 points* = *They hurt her feet.*
3. Do you think Serena feels bad that Monique's feet hurt and that Monique lost the race? Why or why not? |DC|

100 points = *No. I don't think Serena really feels bad that Monique's feet hurt and that Monique lost the race. I think Serena is excited that she won. I think she's happy that her feet felt good in her shoes while running. 90 points* = *No. I don't think Serena really feels bad that Monique's feet hurt and that Monique lost the race. I think Serena is excited that she won. 80 points* = *No. She seems happy and excited that she won.*
4. Summarize this part of the story, telling at least one important event from the reading. (Write-On) |SU|

100 points = *Serena and Monique race home from school. Serena's simple shoes help her run fast. Serena beats Monique because Monique's boots hurt her feet. 90 points* = *Serena and Monique race home from school. Serena's simple shoes help her run fast and win. 80 points* = *Serena and Monique race home from school, and Serena wins.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

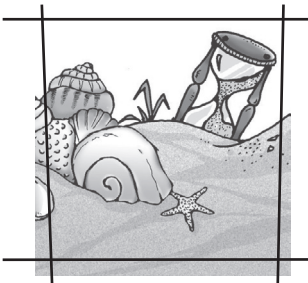


Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Serena wins the race and feels great while Monique's feet hurt from running in the fancy boots. Do you think this might make Serena think differently about her simple shoes? Why or why not?</p> <p>Serena smiles to herself in the story after Monique tells about her feet hurting. What do you think this means? Why?</p>
<ul style="list-style-type: none"> - Award team celebration points. 		

Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

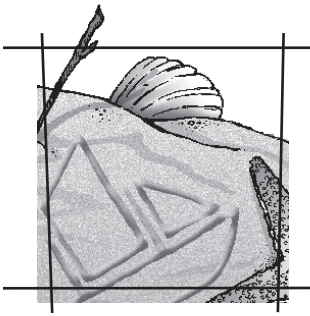
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-11

Page 33 (paragraphs 1-3)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



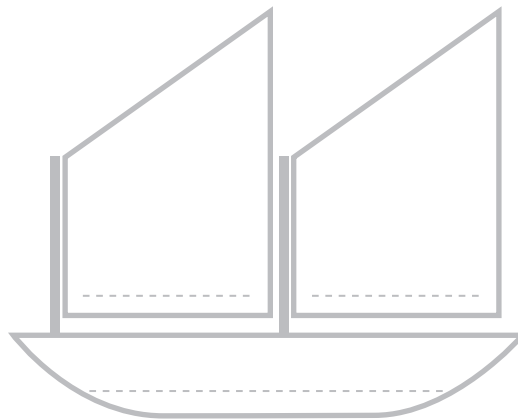
WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display a sailboat with two sails of equal size.

Blackline master provided.

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue (a sailboat with two sails of equal size).



- Use **Think-Pair-Share** to have students figure out what the Word Treasure clue means. Randomly select a few students to share. *Two main, or big, sails mean there are two whole words.*
- Share the Word Treasure.

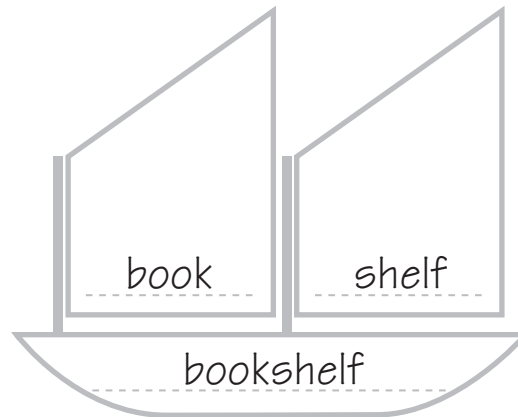
Word Treasure

Sometimes two words combine to make up one word.

If you're having trouble reading a word like this, read the two words separately and then read the whole word.

- Write the word “bookshelf” on the bottom of the boat. Remind students that a word made up of two whole words is called a compound word.

- Use **Think-Pair-Share** to have students identify which word goes on each sail. Randomly select a few students to share. Write each word on a sail [book and shelf].



- Use the sails to read the word, and have students say the word with you.
- Tell students that Captain Read More has found a word in their vocabulary list that is a compound word. Remind them to look for this word the next time they review vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-12 and S-13

Skill Practice

Write each compound word in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.

1. babysitter *baby + sitter*
2. toothpick *tooth + pick*
3. seashore *sea + shore*
4. moonlight *moon + light*

Building Meaning			
cheered	leapt	outrun	feared
ruined	scrubbed	spun	exchanged

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

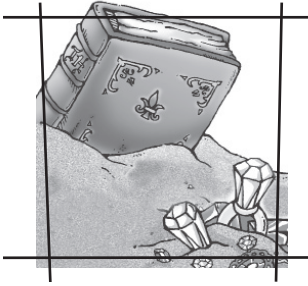
6. Which of the following is something you might get cheered at for doing?

- a. spilling milk
- b. losing your homework
- c. *winning a ball game*
- d. stealing a lunch



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 3****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

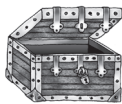
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why can't Monique keep up with Serena?

Listening Comprehension



- Read page 34 aloud. When you finish, use a **Think Aloud** to model identifying the most-important events that happen in this part of the story. Add these events to the chart.

A Collection of Readings,
page 34

Serena whistled while she walked toward her house. For the first time, she felt good about her new shoes. They helped her kick a ball far. They helped her run fast. Maybe they were better than the fancy boots. Serena thought so, anyway.

Serena was too busy thinking. She wasn't watching where she walked.

SLOTCH!

She stepped into a mud puddle from yesterday's rain. She pulled out her foot. Her shoe was covered in mud and dirt. She almost cried.

Serena said to herself, "Oh dear, this is bad luck. My new shoes are covered with mud and muck."

She didn't know what to do.

Let me think about the most-important events that happen in this part of the story. Serena feels pretty good about her new shoes for the first time since she bought them. She also steps in a mud puddle and gets them dirty. This upsets her. These are the most-important events on this page. I'll add them to my chart. Add the new information to the chart.

- Point out that you followed the steps on the Summarizing Strategy Card to help identify the most-important events. Remind students to continue following these steps as they read the story.

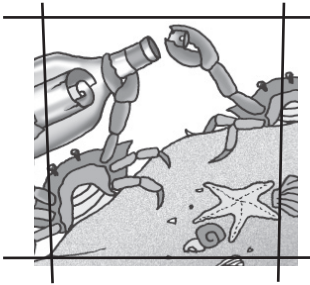
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-13

Team Talk

1. Why do you think Serena takes off her shoes before she walks into the house? Support your answer. |DC|
2. Use sequence words to tell how Serena cleans her shoe. |SQ|
3. When the shoe cleans easily, Serena is— |CE • CH|
 - a. surprised.
 - b. confused.
 - c. angry.
 - d. excited.
4. Summarize this part of the story, telling at least one important event from the reading. (Write-On) |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 35 (paragraphs 1 and 2) aloud with partners.
page 35 (paragraphs 3–5) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Why do you think Serena takes off her shoes before she walks into the house? Support your answer. |DC|

100 points = *I think Serena takes off her shoes before she walks into the house because she doesn't want to get the floor dirty. I know that shoes can track in mud and dirt, and she just stepped in a mud puddle.* **90 points** = *I think Serena takes off her shoes before she walks into the house because she doesn't want to get the floor dirty. She just stepped in a mud puddle.* **80 points** = *She doesn't want to get the floor dirty.*

2. Use sequence words to tell how Serena cleans her shoe. |SQ|

100 points = *First, Serena takes off her shoes. Then, she brings them into the laundry room. Next, she makes an old towel damp with water. After that, she wipes the towel back and forth across her shoe. Finally, her shoe is clean again.* **90 points** = *First, Serena takes off her shoes and brings them into the laundry room. Next, she makes an old towel damp with water and wipes the towel across her shoe. Finally, her shoe is clean.* **80 points** = *First, Serena brings her shoes inside. Next, she wipes a damp towel across her shoe. Finally, it's clean.*

3. When the shoe cleans easily, Serena is— |CE • CH|

- a. surprised.
- b. confused.
- c. angry.
- d. excited.

4. Summarize this part of the story, telling at least one important event from the reading. (Write-On) |SU|

100 points = *Serena brings her muddy shoe to the laundry room to clean it. She wipes it off with a damp towel until it's clean again.*
90 points = *Serena brings her muddy shoe to the laundry room to clean it.*
80 points = *She cleans her shoe.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

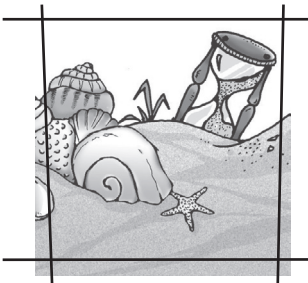
Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion	Team Talk Extenders	<p>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</p> <p>– Allow students time to discuss your questions.</p> <p>– Use Random Reporter to select students to respond to your questions.</p>
		<p>Serena was worried that her new shoes would be ruined by the mud, but everything turns out okay. Tell about a time when you worried about something, but everything ended up being fine.</p> <p>Serena is upset that she got her new shoes dirty. Do you think this would bother you? Why or why not?</p>
		<p>– Award team celebration points.</p>

Write-On Discussion	<p>– Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</p> <p>– Award team celebration points.</p> <p>– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</p>
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FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

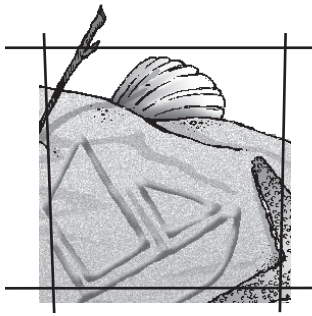
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-11

Page 33 (paragraphs 1–3) or 35 (paragraphs 1–3)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

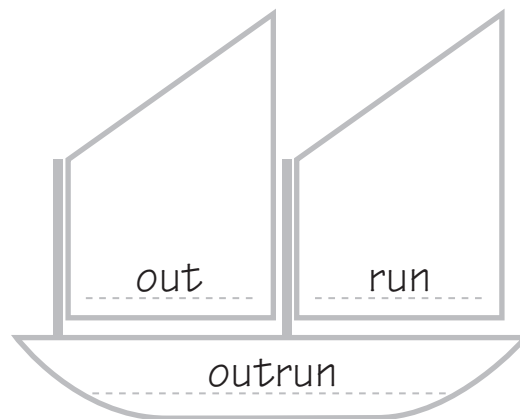


WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the Word Power skill (compound words) and, if necessary, the Word Treasure clue that Captain Read More uses (a sailboat with two sails of equal size).
- Display the Word Treasure clue (a sailboat with two big sails).
- Use **Think-Pair-Share** to have students identify the compound word in their vocabulary list and the two words that make up the word. Randomly select a few students to share, and record their answers on the sailboat and sails [outrun: out + run].

tps



- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.

- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.
- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the word lists with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-13 and S-14

Skill Practice

Write each compound word in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.

1. plaything *play + thing*
2. schoolhouse *school + house*
3. grandparent *grand + parent*
4. northeast *north + east*

Building Meaning

cheered	leapt	outrun	feared
ruined	scrubbed	spun	exchanged

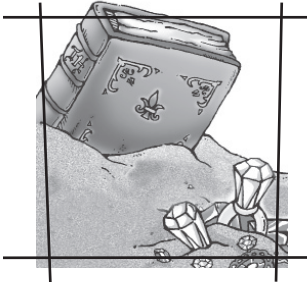
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*
6. Which of the following is not something you might get cheered at for doing?
 - a. winning a science fair
 - b. getting a perfect score
 - c. appearing in a play
 - d. losing a spelling bee

Practice Lists		
Group 1		
firefighter	pancake	carpool
blackbird	teamwork	caveman
doughnut	eyesight	forehead
Group 2		
caveman	sure	eyesight
handed	firefighter	few
pancake	makes	teamwork



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Use **Random Reporter** to select students to read the word lists.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 4****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

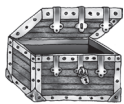
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.



- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How does Serena clean her shoe?

Listening Comprehension



- Read page 36 aloud. Use a **Think Aloud** to model identifying the most-important events that happen in this part of the story. Add the events to the chart.

A Collection of Readings,
page 36

Mom was in the kitchen when Serena walked in. She was cutting carrots.

“Would you help me cook?” she asked.

“Sure,” said Serena. Serena helped with the salad.

As they worked, Serena told Mom about her shoes. She told her about kicking the ball far. She told her about running home fast. She also told her about washing the mud off her shoe.

Mom listened. Then she said, “That’s why simple shoes are better, Serena.”

Serena nodded. She sang, “Some think fancy shoes are oh so grand, but simple shoes are best. I understand.”

Let me think about the most-important events that happen in this part of the story. Serena helps her mom prepare dinner. She tells Mom about her dirty shoe and how she cleaned it. Serena realizes that simple shoes are better than fancy ones. These are some important events from this page. I’ll add them to the chart. Add the new information to the chart.

- Point out that you followed the steps on the Summarizing Strategy Card to help identify the most-important events. Remind students to continue following these steps as they read the story.

Preview Team Talk

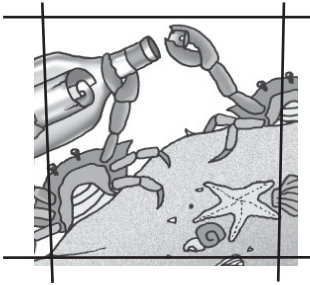
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-15

Team Talk

1. Which of the following most likely made Monique want the same simple shoes that Serena has? |DC|
 - a. She thinks Serena has better taste in clothes.
 - b. She wants the simple shoes anyway.
 - c. She thinks brown shoes are more attractive.
 - d. She wants to race Serena without her feet hurting.
2. What are the rhyming words in the song Serena sings? |LT|
3. How do you think Serena and Monique's race will end today? Why? |PR|
4. Summarize this part of the story, telling at least one important event from the reading. (Write-On) |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 37 (paragraphs 1–5) aloud with partners.
page 37 (paragraphs 6–9) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Which of the following most likely made Monique want the same simple shoes that Serena has? |DC|
 - a. She thinks Serena has better taste in clothes.
 - b. She wants the simple shoes anyway.
 - c. She thinks brown shoes are more attractive.
 - d. *She wants to race Serena without her feet hurting.*
2. What are the rhyming words in the song Serena sings? |LT|

100 points = *The rhyming words in the song Serena sings are neat and beat.* **90 points** = *The rhyming words are neat and beat.* **80 points** = *The words neat and beat.*
3. How do you think Serena and Monique's race will end today? Why? |PR|

100 points = *I think Serena and Monique's race will end in a tie today. Serena won last time because she had better shoes. Her feet didn't hurt when she ran. Now Monique has the same shoes, so her feet won't hurt this time.* **90 points** = *I think Serena and Monique's race will end in a tie today. Serena won last time because she had better shoes. Now Monique has the same shoes.* **80 points** = *They will tie. They have the same shoes.*
4. Summarize this part of the story, telling at least one important event from the reading. (Write-On) |SU|

100 points = *Serena sees that Monique has the same simple shoes as she does now. The girls plan to race each other home from school again.*
90 points = *Serena sees that Monique has the same simple shoes now.*
80 points = *Monique has the same simple shoes.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

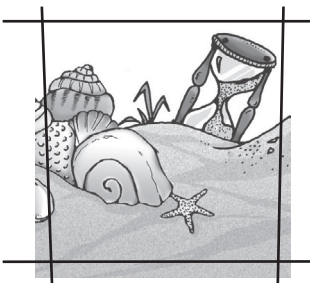


Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion	Team Talk	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Extenders	<p>Serena and Monique both agree that their simple shoes are great. Do you agree with them? Which shoes would you rather own?</p> <p>Do you think Serena and Monique could have a use for both the simple shoes and fancy boots? Why or why not?</p> <p>How many pairs of shoes do you own? Do you have shoes that you wear for different purposes? Explain.</p>
		<ul style="list-style-type: none"> – Award team celebration points.

Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

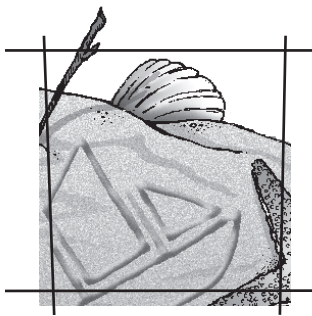
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-11

Page 33 (paragraphs 1–3), 35 (paragraphs 1–3), or 37 (paragraphs 1–7)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (compound words) and the Word Treasure clue that Captain Read More uses (a sailboat with two sails of equal size).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

The watchmaker repaired the watch so it would keep time perfectly.

Jamal scored the winning touchdown in the final football game.



- Use **Random Reporter** to select students to read each sentence aloud and to identify the two words that make up each compound word [watchmaker: watch + maker; touchdown: touch + down/].
- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the On My Own list with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-15

Skill Practice

Write each compound word in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.

1. shoelace *shoe + lace*
2. underground *under + ground*
3. bookworm *book + worm*
4. lifeboat *life + boat*

Building Meaning

cheered	leapt	outrun	feared
ruined	scrubbed	spun	exchanged

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Choose the word that best fits in the blank.

José scrubbed his bike with an old toothbrush and soapy water until it shone like new.

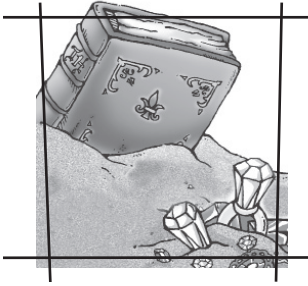
On My Own

makes	doughnut	few
forehead	handed	sure
carpool	blackbird	firefighter

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.

- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the list of important ideas or events from the reading of *Serena's Simple Shoes*. Use **Random Reporter** to have students identify what should be written on the story map. Remind students that they should select the most-important ideas or events. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.



In yesterday's reading, Serena and Monique agreed to race again now that Monique has some simple shoes. Today we will find out who wins the race.

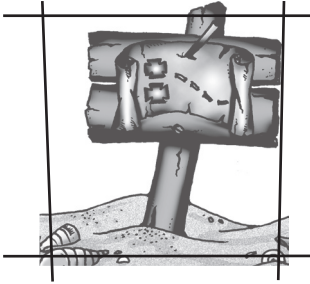
Vocabulary **TP**

- Remind students that their knowledge of the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #3 and #6 ask about summarizing.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.

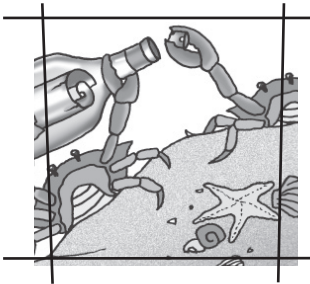
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

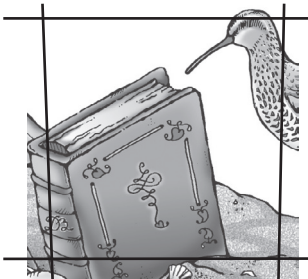
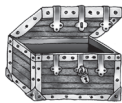
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.



- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.

Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

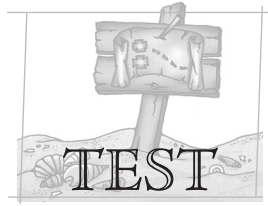


BOOK CLUB

Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Comprehension Questions

Read pages 38 and 39 of *Serena's Simple Shoes*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. How does Serena feel when she sees Monique wearing the fancy boots? |CH|

20 points = *Serena feels jealous when she sees Monique wearing the fancy boots. She can't stop thinking about the boots all morning at school. She wishes she had the boots.* **15 points** = *Serena feels jealous when she sees Monique wearing the fancy boots. She can't stop thinking about them.* **10 points** = *She feels jealous when she sees them.*

10 points

2. Why does Monique have to stop running? |CE|

- The boots hurt her feet.
- She steps in a mud puddle.
- She reaches the street first.
- The boots come untied.

20 points

3. Write a summary of the first part of the story. Tell at least three important events in your summary. |SU|

20 points = *Serena sees that her friend Monique bought the fancy boots that Serena liked. Serena kicks the ball very far with her simple shoes. They also help her beat Monique in a race. Monique loses because the fancy boots hurt her feet. The simple shoes are easy to clean. Monique exchanges her boots for the same shoes that Serena has.* **15 points** = *Serena kicks the ball far with her shoes. They also help her win a race. The fancy boots hurt Monique's feet. The simple shoes clean easily. Monique gets the same shoes as Serena.* **10 points** = *Serena kicks far with her shoes. She wins a race in them. They clean up easily. Monique buys the same shoes.*

10 points

4. How does Monique run today compared with yesterday? |CC|

- She runs more slowly than Serena even in new shoes.
- She runs faster than Serena.
- She runs more slowly because her feet still hurt.
- She runs just as fast as Serena.

20 points

5. What lesson do Serena and Monique learn? |TH|

20 points = *Serena and Monique learn that simple is sometimes better than fancy. They both like the fancy boots, but they learn that the simple shoes are more useful. Their simple shoes help them do more things.*

15 points = *Serena and Monique learn that simple is sometimes better than fancy.* **10 points** = *They learn that simple is sometimes better than fancy.*

20 points

6. Write a summary of today's reading. Tell at least one important event in your summary. [SU]

20 points = *Serena and Monique race home after school. They both run very fast. They reach their street at the same time. Monique tells Serena that she learned an important lesson. They sing about their simple shoes.*

15 points = *Serena and Monique race home. They reach their street at the same time. Monique learned an important lesson. They sing about their simple shoes.* **10 points** = *Serena and Monique race. They finish in a tie. They sing about their shoes.*

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write each compound word on your paper. Then write the two words that make up each compound word. Draw a sailboat if you need help.

5 points 1. backpack *back + pack*

5 points 2. snowman *snow + man*

5 points 3. uphill *up + hill*

5 points 4. rainbow *rain + bow*

Building Meaning

cheered	leapt	outrun	feared
ruined	scrubbed	spun	exchanged

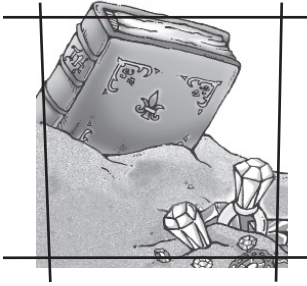
- 10 points 5. Write a meaningful sentence for the word *spun*.

10 points = *The amusement park looked like a big blur as the flying swings spun Terrell through the air high above the ground.* **5 points** = *The amusement park looked like a big blur as the flying swings spun Terrell through the air.*

1 point = *The flying swings spun Terrell through the air.*

- 10 points 6. It's difficult to outrun an alligator, so wildlife experts always advise that you stay far away from them.

- 10 points** 7. At first, Georgio thought he had ruined his painting when he spilled water on it, but later he liked how it looked. *Ruined* means—
- a. improved.
 - b. *wrecked*.
 - c. fixed.
 - d. created.
- 10 points** 8. We all cheered loudly when my brother's name was announced as the winner of the prize.
- 10 points** 9. I didn't want potato chips in my lunch, so I exchanged them for pretzels. *Exchanged* means—
- a. *traded*.
 - b. threw away.
 - c. tossed.
 - d. trampled on.
- 10 points** 10. Ike feared that there wouldn't be any tickets left when we got to the stadium, but we still got good seats.
- 10 points** 11. The creek wasn't very wide, so I just leapt across it instead of looking for a bridge. *Leapt* means—
- a. waded.
 - b. trotted.
 - c. swam.
 - d. *jumped*.
- 10 points** 12. The cat scrubbed her face with her paw after she stuck her nose into the sticky tree sap.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend that you are Serena and write a journal entry in the form of a song to tell about the last couple of days and your simple shoes. You have learned a lot about summarizing this cycle and learned which events are important for summarizing the story. Serena loves singing, so you will imagine how she might have her journal entry in the form of a song.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a journal entry.

Have you ever written in a journal? A journal is a place where you can write about important events or your thoughts or feelings. Some people think of writing in a journal as writing letters to themselves. Think about how fun it might be to go back to read your journal entries when you are older and to remember the things that happened to you when you were younger. You will write a journal entry from Serena's point of view today. Your journal entry will be written as a song since one of Serena's favorite things to do is sing little rhyming songs.

- Point out to students that the format of a journal entry is similar to a letter and that their journal entries will have a date, greeting, body, closing, and signature.
- Discuss writing songs with students.

Think about a song you know and enjoy. How would you describe the song? Does it rhyme and have a rhyming pattern? Does it tell a story? Now think about a poem you know. How is the poem similar to the song? How is it different? As you thought about it, you might have realized that songs and poems have some things in common! You can think of a song as poetry set to music. Writing the words to a song is very similar to writing a poem.

- Display the following examples of Serena's singing from the text.

Blackline master provided.

"I listen and I hear your call.
Watch me as I kick this ball!"

"Watch me run!
I'll run real fast.
I'll come in first.
You'll come in last!"

"I scrubbed it once.
I scrubbed it twice.
And now my shoe looks new and nice!"



- Use **Think-Pair-Share** to have students identify what Serena's songs all have in common. Randomly select a few students to share. *Her songs all have rhyming words.*



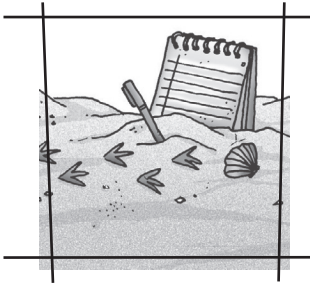
- Tell students that the words to Serena's songs have been rearranged to look more like the verses and lines of a song. Use **Team Huddle** and **Random Reporter** to have students discuss the songs.

Usually when you write poetry, you write your poems in stanzas with a certain number of lines in them. Poems can have any number of stanzas and lines. Songs are similar. Instead of stanzas, songs have verses. A song can still have any number of verses and lines. Serena's songs are all one-verse long. How is the number of lines in each song different? Each song has a different number of lines. The first song has two lines. The second song has four lines. The third song has three lines. Right. Even though Serena's songs are all one-verse long, she sings songs that are different lengths. You will write a song that has at least three verses.

- Point out to students that they will have to create rhyming patterns for their songs.

Serena's songs have rhyming words, but no rhyme pattern. That is because they are all short, one-verse songs. Your songs should have rhyming patterns in which each verse rhymes the same way. For example, look at the second song on the overhead. Which lines rhyme? Lines 2 and 4 rhyme. Good. If I used letters to represent the rhymes in the song, I would write it as *abcb*. This is a good rhyme pattern. The second and fourth lines in the next verse of this song should rhyme as well. They do not have to rhyme with the first verse though!

- Remind students that in their songs, they will be summarizing what happens in Serena's life when she wears her simple shoes to school, so they will choose the most-important events in the story.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a journal entry that summarizes, in song, what happens to Serena after she wears her simple shoes to school.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition, page S-16

Writing Prompt

Imagine that you are Serena, and you want to write an entry in your journal that tells about what happens after you wear your simple shoes to school. You will write a journal entry using Serena's favorite way of talking: a song. Think about how Serena might summarize what happens to her after she wears her new simple shoes to school. Your song should be at least three verses long, with four lines in each verse. In your song, you should tell at least three important events that happen to Serena in the text. Your song should have the rhyme pattern *abcb*, with two rhyming words in each verse. Your song will be the body of a journal entry. Your journal entry should have a date, a greeting, the song in the body, a closing, and a signature.

Scoring Guide

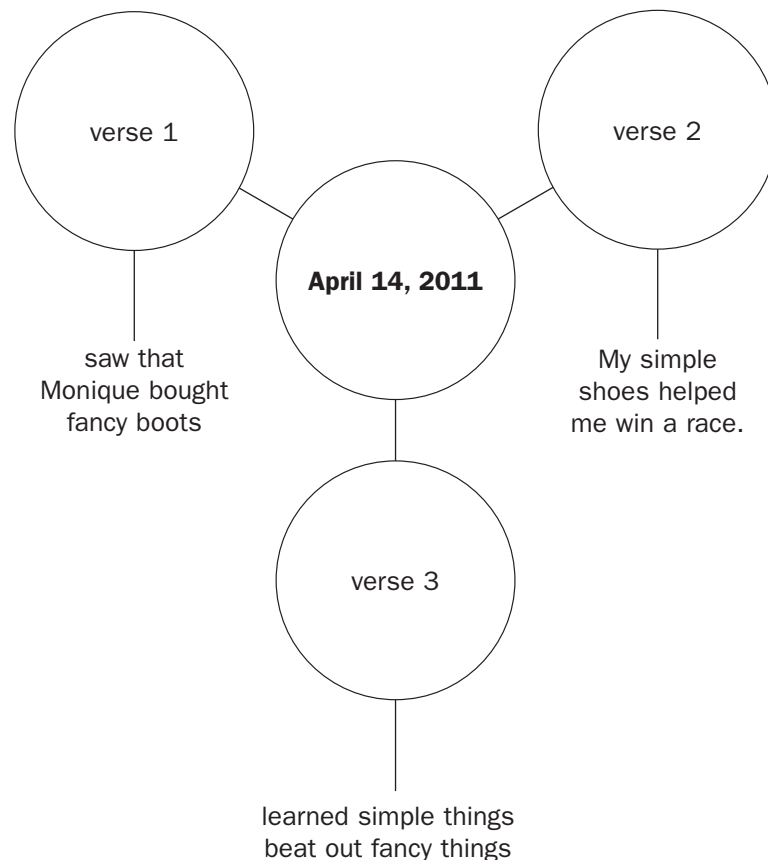
You summarize what happens to Serena after she wears her simple shoes to school in song in a journal entry.	25 points
Your song is at least three verses long, with four lines in each verse.	25 points
You tell at least three important events that happen to Serena after she wears her simple shoes to school.	10 points each (30 points maximum)
Your song has the rhyme pattern <i>abcb</i> , with two rhyming words in each verse.	20 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our summary journal entries.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.

- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Tell students that it is important to think about their rhymes as they write their songs.

Remember, each verse of your song will have two rhyming words, and your verses do not have to rhyme with one another. You could have three pairs of rhyming words that do not rhyme with one another! You should think of words that are easy to rhyme together.

- Display the following sample verse of a poem.

Blackline master provided.

Line 1: I went to school with my new brown shoes,
 Line 2: And saw Monique in boots so pretty!
 Line 3: She saw the brown shoes but liked the boots better,
 Line 4:

- Point out to students that this verse is missing a fourth line that rhymes with line 2.

This verse needs a fourth line. According to my rhyme pattern, which is *abcb*, the fourth line should rhyme with the second line. The last word in the second line is *pretty*. I have to think of a word that rhymes with that!



- Use **Team Huddle** to have students think of words that rhyme with *pretty*. Use **Random Reporter** to select students to share. Write the answers on the board or overhead as they are given. (*Answers may vary.*) Bitty, pity, witty, city, *etc.*
- Have students work in their groups to think of a line you can use to finish the verse. Use **Random Reporter** to share responses. Write their ideas on the board or overhead. (*Answers may vary.*) “*Our shoes could have matched. What a pity!*”
- Tell students that it might be helpful to make lists of rhyming words as they write their songs.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

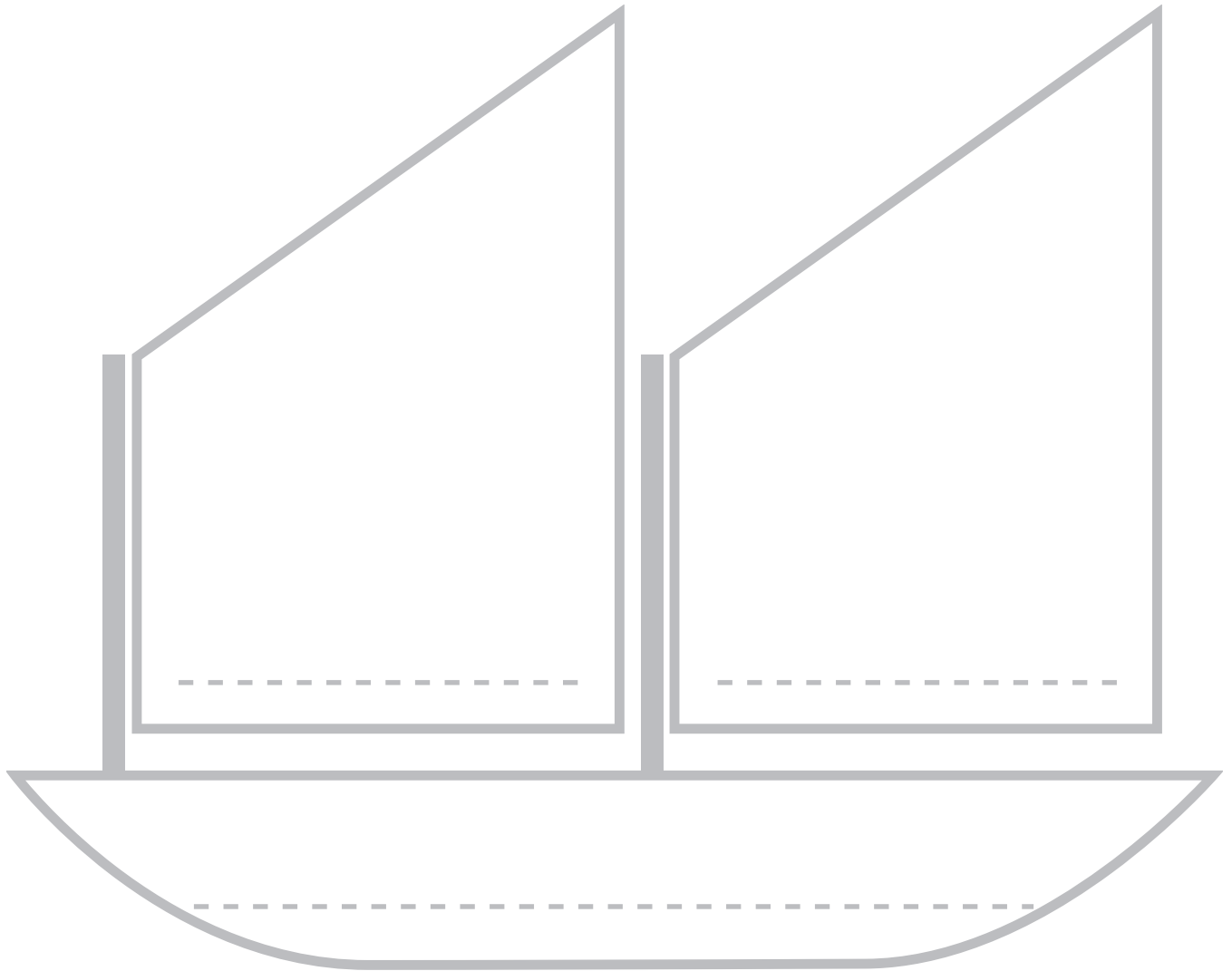
Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Tanya's Big Day

Tanya woke up early. She was very excited. Today was a big day. Tanya would be singing in the school play. She sang all through breakfast as she ate her pancakes. She sang all through the afternoon as she played in the backyard. She sang all through the evening as she ate dinner and played games with her family. Finally, she left for school. At 7:00 p.m., the play began. Tanya stepped on the stage. She started to sing, but nothing came out! Tanya thought she had lost her voice. She tried again. Luckily, this time she sang loud and clear.



“I listen and I hear your call.
Watch me as I kick this ball!”

“Watch me run!
I’ll run real fast.
I’ll come in first.
You’ll come in last!”

“I scrubbed it once.
I scrubbed it twice.
And now my shoe looks new and nice!”

Line 1: I went to school with my new brown shoes,

Line 2: And saw Monique in boots so pretty!

Line 3: She saw the brown shoes but liked the boots better,

Line 4:

Story Map



Title: *Serena's Simple Shoes, cycle 2*

Characters:

Serena
Mom
Monique

Setting:

Where: *Serena's house, the bus,
the shoe store, school*

When: Sunday
Monday

Problem:

Serena needs a new pair of shoes. She really likes a pair of fancy leather boots that are blue and yellow, not the simple shoes her mom likes.

Serena rides the bus with her mom to the shoe store where she finds a pair of fancy boots

Event: *that she loves.*

Event: *Serena's mom buys Serena a pair of brown shoes that she can wear everywhere.*

Event: *Serena sees that Monique bought a pair of the fancy boots. Serena wishes she had them.*

Event: *Serena learns that her shoes help her kick far and run fast, and they clean up easily.*

Event: *Monique's feet hurt after running in her boots, and she returns them.*

Solution:

Serena and Monique learn that simple shoes are better than fancy ones.

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 2 / <i>Serena's Simple Shoes</i>
<p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Key Ideas and Details</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

INFORMATIONAL (6 DAY)

Run! Jump! Throw! The World of Track and Field

Written by Tanya Jackson

Illustrated by James Bravo

The Savvy Reader—Summarizing, A Collection of Readings, pages 41–60

Success for All Foundation, 2011

Summary

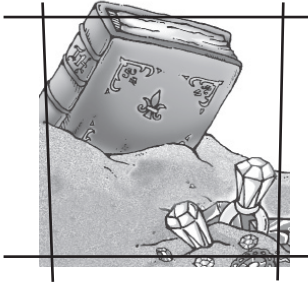
All athletes are amazing, but track-and-field athletes are especially neat. They run, they jump, and they throw. Learn all about the different events in track and field, the ways to get involved in them, and the levels of competition.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Summarizing (SU)	Synonyms	Write a compare-and-contrast paragraph.
	Students will summarize sections of the text using the main ideas and supporting details.	Students will use synonyms to improve their understanding of words.	Students will write paragraphs to compare and contrast three running events or three jumping events.
CYCLE 2	Summarizing (SU)	Base word and ending	Write a descriptive paragraph.
	Students will summarize sections of the text using main ideas and supporting details.	Students will break words into base words and endings and use the endings <i>-s</i> and <i>-est</i> to help them read difficult words.	Students will write paragraphs to describe the characteristics they think an athlete needs to be a champion.

CYCLE 1**Instructional Objectives**

	Reading	Word Power	Writing
CYCLE 1	Summarizing (SU) Students will summarize sections of the text using the main ideas and supporting details.	Synonyms Students will use synonyms to improve their understanding of words.	Write a compare-and-contrast paragraph. Students will write paragraphs to compare and contrast three running events or three jumping events.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **practice active listening**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will begin reading *Run! Jump! Throw! The World of Track and Field* by Tanya Jackson. As we read, we'll summarize sections of the text. Good readers summarize as they read informational texts to check their understanding of the important ideas the author wants them to know.

- Point out the strategy target on the team score sheet.

- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.



When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First, I can read the title. *Run! Jump! Throw! The World of Track and Field*. It sounds like the text will be about a sport in which you can run, jump, or throw things. I know that track and field is a sport a lot of people do. I know there are people who run really long distances in races. There are also people who sprint to see how fast they can run on tracks. I know a lot of schools have tracks to run on. I can also look at the front cover and flip through the pages of the text to see if I find any more clues about the topic. Page through the book. I see a lot of pictures of people in uniforms. Some of the people look like they're racing. Some of the people are throwing things or jumping. I think the topic of the text is track and field.

- Use the items below to build or activate background knowledge about the topic.
 - Use **Think-Pair-Share** to have students discuss how fast they think they can run the length of a football field, how far they can jump forward, and how far they could throw a baseball. Randomly select a few students to share.
 - If you have an Internet connection, visit www.usatf.org and explore the website to tell students about track-and-field athletes and events. Use the information on www.usatf.org/calendars/search/ to find a track-and-field meet happening in your area.
 - Share a few interesting or important facts with students about track and field. For example, many cultures throughout history have had running, jumping, or throwing competitions. The Greeks had the most famous running, jumping, and throwing competition—the Olympic Games. Track-and-field athletes might specialize in one event, or they may compete in events that combine running, jumping, and throwing skills, such as the pentathlon and heptathlon.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.



Now that we know the topic of this text, we can move on to the second step of TIGRRS. The step tells us that we need to find the intent of the

author. That means we should figure out why the author wrote the text or what she wants us to learn from reading it. When I looked through the pages of *Run! Jump! Throw! The World of Track and Field*, I saw a lot of headings about different events. There are several kinds of running, jumping, and throwing events. There are also several kinds of competitions. I think the author’s intent is to tell me about the different things you can compete in when you do track and field. When we read, we should look for information that tells us about different track-and-field events.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

When we read informational texts, we use graphic organizers to help us sort important information. The next step in TIGRRS is identifying which organizer we will use as we read. Let me take a look at the text. I don’t see any words telling me to compare or contrast. It doesn’t seem like there are a lot of problems or causes and effects either. It seems like the text is full of main ideas and supporting details. We use idea trees for main ideas and supporting details. Display an idea tree. This is an idea tree. I will use an idea tree as I read to write down the most-important information in the book. I know that the section of the idea tree that says “Topic” is where I will write the topic of the text. We will write the main ideas of the text in the circles on the idea tree. Along the small lines that are attached to the circles, I will write the details that support the main ideas. When we are finished reading the text, we will be able to look back at our idea trees and see the most-important information that we learned throughout the text.

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-17
Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
speedy page 44	base word + ending: speed + y	fast	I like riding the <i>speedy</i> train that gets me to faraway places quickly.
length page 44	blend	distance	Kangaroos can jump a <i>length</i> of twenty-five feet when they are moving at full speed.
usually page 46	base word + ending: usual + ly	normally	I <i>usually</i> get up at seven o'clock, but today I slept in and got up later.
hands page 46	base word + ending: hand + s	gives to	Every afternoon, our teacher <i>hands</i> us our homework assignments.
attempts page 50	base word + ending: attempt + s	tries	It took three <i>attempts</i> , but I finally memorized my lines and could say my part without stopping.
clear page 50	blend	go over, get past	My dog can run, jump, and <i>clear</i> a four-foot-tall fence with no problems.
raised page 50	base word + ending: rais(e) + ed	made higher	Kendra <i>raised</i> her hand because she knew the correct answer to the question.
shoves page 52	base word + ending: shove + s	pushes hard	Margaret <i>shoves</i> her laundry into a bag when she needs to wash it in the laundry room.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

You already learned how to summarize literature by looking for the important events in the story. Now you will summarize informational texts by looking for main ideas and supporting details in those texts.

- Use **Think-Pair-Share** to have students discuss with their partners one activity they did yesterday. Tell students to tell their partners about this activity in one sentence. Randomly select a few students to share.

- Tell students they just summarized an activity they did.
- Distribute the Summarizing Strategy Cards, and review the steps for summarizing informational texts.
- Have students look at the information in step 1 again. Use **Think-Pair-Share** to have students identify a tool they use with informational texts that helps them find main ideas and supporting details. Randomly select a few students to share. *The idea tree.*
- Display a blank idea tree. Briefly review where students record main ideas and supporting details.
- Explain to students that their idea trees will help them summarize the information they read in informational texts. Have students look at the strategy card and the idea tree. Use **Think-Pair-Share** to have students identify what information from the idea tree—main ideas or supporting details—would be most important to include when they summarize. Randomly select a few students to share. *The main ideas would be the most important to include when summarizing.*
- Explain to students that they will always include the main idea when they summarize informational text. Tell students that they might also include some information from the supporting details if it is important. Remind students that they need to leave out less-important details.
- Display the following passage. Ask a volunteer to read it aloud.

Blackline master provided.

The Piano

A piano has eighty-eight keys. Some keys are black. Some keys are white. The keys are very important. When you press a key it will make a sound. Each key has its own sound. The sounds from piano keys make music.

- Use a **Think Aloud** to model identifying the main ideas and supporting details. Put this information on the blank idea tree.

What is this passage mostly about? I think it is mostly about piano keys. I'll write that as my main idea on my idea tree. Write "piano keys" on the idea tree. I'll check my main idea by finding supporting details. As you identify each detail, write it on the idea tree. A piano has eighty-eight keys. Some are black, and some are white. When you press the keys they make music. These details support my main idea.
- Use a **Think Aloud** to model using the main idea to summarize the passage.

I know that the main idea of this passage is piano keys. My details mention the number and color of the keys. I don't think these details are important. My details also include what piano keys do. I think that is important. My main idea is piano keys, and my important detail is that they make music. So to summarize this passage I'll say "Piano keys make music."
- Tell students that they will summarize as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read page 43 aloud. Use a **Think Aloud** to model identifying the main idea. Put this information on an idea tree.

A Collection of Readings,
page 43

Run! Jump! Throw!

People who play sports have a name. They're called athletes. There are all kinds of athletes. Baseball players are athletes. Football players are athletes. So are hockey players and tennis players.

But there is another group of athletes who take part in a sport called track and field. Track and field is made up of many events. Some are running events. Some are jumping events. Others are throwing events. The sport has this name because the events take place on a track or on a field. Let's learn all about this sport.

What is this passage mostly about? I think it is mostly about track-and-field athletes. I'll write that as my main idea on my idea tree.

Write "track-and-field athletes" on the idea tree.

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 3.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-18

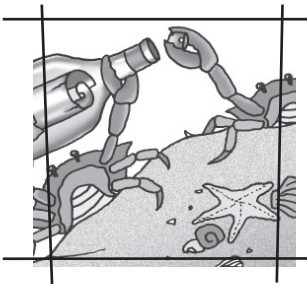
Team Talk

1. Choose the important idea from page 44 from the following list. Then tell why you think this is an important idea. (Write-On) |SU|
Runners line up at a starting line.
Sprints are measured in meters.
Sprinters run as fast as they can to win.
2. Why do long-distance runners need stamina? |CE|

Team Talk *continued*

3. What does the first runner in a relay do with the baton **before** he or she stops running? |SQ|
4. Hurdle races are different from other races because— |CC|
 - a. you pass batons to others while running.
 - b. you sprint around something while running.
 - c. you crawl under something while running.
 - d. you jump over something while running.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 44–47 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Choose the important idea from page 44 from the following list. Then tell why you think this is an important idea. (Write-On) |SU|

Runners line up at a starting line.

Sprinters are measured in meters.

Sprinters run as fast as they can to win.

100 points = *I think “Sprinters run as fast as they can to win,” is the important idea because the heading on the page is “Speed Wins.” You have to be fast to win. 90 points* = *I think “Sprinters run as fast as they can to win,” is the important idea because the heading on the page is “Speed Wins.” 80 points* = *The last one is important. The heading tells me.*

2. Why do long-distance runners need stamina? |CE|

100 points = *Long-distance runners need stamina because they have to run for a long time. They have to be able to run a mile or longer. They need energy to finish their races. 90 points* = *Long-distance runners need stamina because they have to run for a long time. 80 points* = *They have to run for a long time.*

3. What does the first runner in a relay do with the baton **before** he or she stops running? |SQ|

100 points = *The first runner in a relay gives the baton to the second runner before he or she stops running. The second runner needs the baton before he or she starts running. 90 points* = *The first runner in a relay gives the baton to the second runner before he or she stops running. 80 points* = *He or she gives the second runner the baton.*

4. Hurdle races are different from other races because— |CC|

- a. you pass batons to others while running.
- b. you sprint around something while running.
- c. you crawl under something while running.
- d. you jump over something while running.

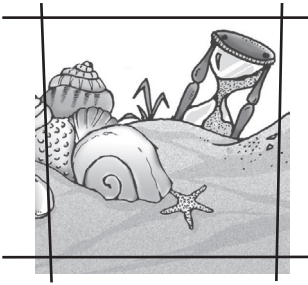
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 		
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Which do you think you would rather do: sprint very fast over a short distance or run a little more slowly over a long distance? Why?</p> <p>Do you think hurdle races are faster or slower than other sprints? Why?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders	<p>Which do you think you would rather do: sprint very fast over a short distance or run a little more slowly over a long distance? Why?</p> <p>Do you think hurdle races are faster or slower than other sprints? Why?</p>
Team Talk Extenders	<p>Which do you think you would rather do: sprint very fast over a short distance or run a little more slowly over a long distance? Why?</p> <p>Do you think hurdle races are faster or slower than other sprints? Why?</p>		
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

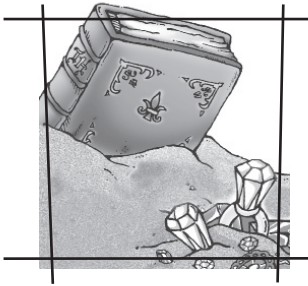
Page 44 (ending with “...sprints are very short.”)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

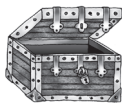
Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.



Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What happens before the second runner in a relay starts to race?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about some running events in track and field. We read about sprinting races. We read about long-distance races. We read about relay races that have teams of runners. We read about races in which runners jump over hurdles to win.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 48 aloud. Use a **Think Aloud** to model identifying the main idea. Add this information to the idea tree.



A Collection of Readings,
page 48

How far can you go?

Track and field isn't all about running. Jumping is also part of it. There are four different jumping events.

The first we'll learn about is the long jump. It's very simple. The athlete sprints down a narrow track. At the end of the track is a sandbox, called the pit. Just before the pit there is a line, called the board. The jumper takes off from this line. His foot must not cross the front of the line, or his jump will not count. He lands feet first in the sandbox. Then the official measures from the point where the athlete jumped to where his feet first landed. That's how far he jumped. The person whose jump is the longest of all wins!

Don't fall!

The official measures the mark in the sand closest to the board. That means if you fall backward after your jump, he measures from where you sat down!

What is this passage about? It's mostly about the long jump. I'll write that as my main idea on my idea tree. Write "long jump" on the idea tree.

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 4.

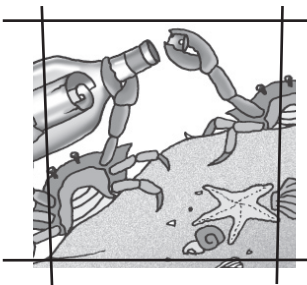
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-18

Team Talk

1. Use sequence words to describe the triple jump. |SQ|
2. Choose the important idea from page 50 from the following list. Then tell why you think this is an important idea. (Write-On) |SU|
 - Jumpers jump onto a soft mat.
 - The highest jump over the bar wins.
 - Jumpers get two tries to clear the bar.
3. What happens when a pole-vault jumper shoves the pole into a hole in the track? |CE|
4. Which of the following statements is an opinion? |FO|
 - a. "The runner has a long pole in her hands."
 - b. "This one is the neatest of them all."
 - c. "If she clears it, they raise the bar."
 - d. "Pole-vault jumpers can go as high as 20 feet into the air!"



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 49–51 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Use sequence words to describe the triple jump. |SQ|

100 points = When doing the triple jump, the jumper first hops off one foot and lands on that foot again. Next, the jumper takes a big step from that foot and lands with the opposite foot. Finally, the jumper jumps and lands in the sand pit on both feet. **90 points** = When doing the triple jump, the jumper first hops off one foot. Next, the jumper takes a big step and lands with the opposite foot. Finally, the jumper jumps. **80 points** = The jumper first hops. Next, the jumper takes a big step. Finally, the jumper jumps.

2. Choose the important idea from page 50 from the following list. Then tell why you think this is an important idea. (Write-On) |SU|

Jumpers jump onto a soft mat.

The highest jump over the bar wins.

Jumpers get two tries to clear the bar.

100 points = I think "The highest jump over the bar wins," is an important idea because the heading of the section is "How high?" You have to jump high to win the event. **90 points** = I think "The highest jump over the bar wins," is an important idea because the heading of the section is "How high?" **80 points** = The second one is important. The heading tells me.

3. What happens when a pole-vault jumper shoves the pole into a hole in the track? |CE|

100 points = When a pole-vault jumper shoves the pole into a hole in the track, it causes the pole to launch the jumper into the air. The jumper tries to clear a bar. **90 points** = When a pole-vault jumper shoves the pole into a hole in the track, it launches the jumper into the air. **80 points** = It launches the jumper into the air.

4. Which of the following statements is an opinion? |FO|

a. "The runner has a long pole in her hands."

b. "This one is the neatest of them all."

c. "If she clears it, they raise the bar."

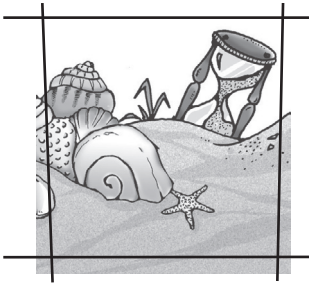
d. "Pole-vault jumpers can go as high as 20 feet into the air!"

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

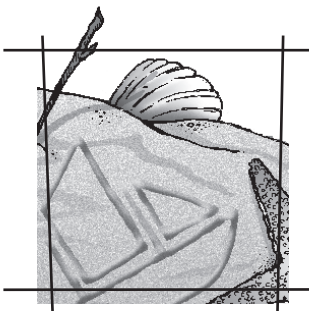
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-17

Page 49 (paragraph 1)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

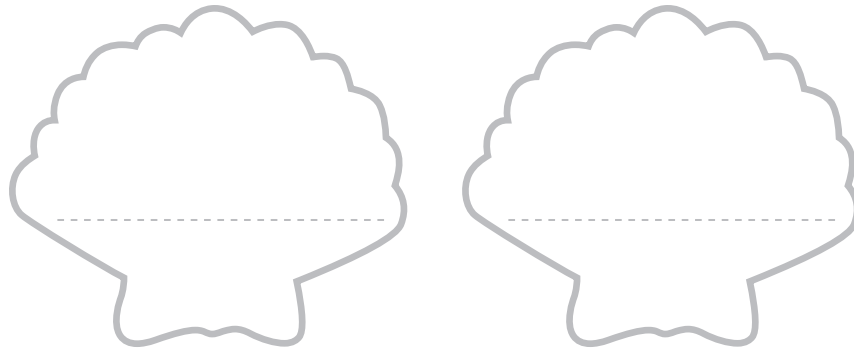
Preparation: Display the following words: *community, plant, plentiful, and understand.*

- Direct students to the four words you have displayed. Use **Think-Pair-Share** to have students tell a word that means the same, or almost the same, for each word. Randomly select a few students to share [community: neighborhood; plant: flower; plentiful: many; understand: know].
- Remind students that words with the same, or almost the same, meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for synonyms. Randomly select a few students to share. *A pair of shells that look the same.*



- Display the Word Treasure clue.

Blackline master provided.



- Review the Word Treasure (skill). Review why Captain Read More thinks it is important to know synonyms by reading his treasure note.

Word Treasure

Sometimes more than one word can mean the same, or almost the same, thing. These words are called synonyms.

Learning synonyms helps us define words, make connections among words we know, and become better speakers and writers because we can use more advanced words.

- Tell students to look out for words from this cycle's vocabulary list that have synonyms.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-19

Skill Practice

Write a synonym for each of the following words.

1. throw *pitch*
2. rattle *shake*
3. stream *creek*
4. field *meadow*

Building Meaning			
speedy	length	usually	hands
attempts	clear	raised	shoves

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

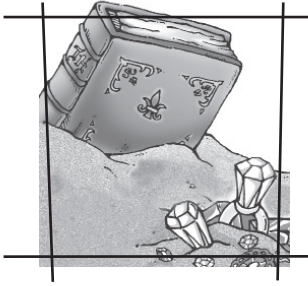
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Name two things that could be described as speedy.
(Answers will vary.) *A cheetah, a race car.*



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

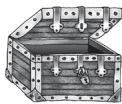
Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.



Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students’ words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What launches pole-vault jumpers into the air?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read more important ideas about track and field. We read about jumping events. There is a long-jump event. There is a triple-jump event. There is a high-jump event. There is the pole-vault event.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 43 aloud. Remind students that you identified the main idea of this page on day 1. Identify supporting details, and add them to your idea tree as you reread. For example, track and field is made up of running, jumping, and throwing events.

A Collection of Readings,
page 43

Run! Jump! Throw!

People who play sports have a name. They're called athletes. There are all kinds of athletes. Baseball players are athletes. Football players are athletes. So are hockey players and tennis players.

But there is another group of athletes who take part in a sport called track and field. Track and field is made up of many events. Some are running events. Some are jumping events. Others are throwing events. The sport has this name because the events take place on a track or on a field. Let's learn all about this sport.

When I read this section before, I identified the main idea. Display and review the main idea on the idea tree if necessary. **Now we'll use the information on the idea tree to write a summary of the section.**

- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

I know the main idea of the passage is track-and-field athletes, so I should include that in my summary. I read about different athletes from different sports. They didn't really support my main idea, so I know I shouldn't include them in a summary. My details also included information about track and field. I read that track and field is made up of running, jumping, and throwing events. That does support my main idea. To summarize this

passage, I'll say, "Track and field is a sport with running, jumping, and throwing events. People who participate in track and field are athletes."

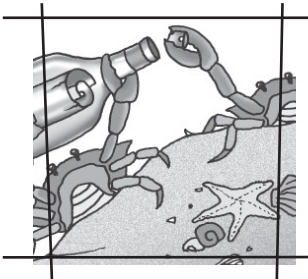
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-19

Team Talk

1. The main idea of page 44 was that sprinters need to run as fast as they can to win. Use the following details to write a summary of the page. (Write-On) |SU|
Runners line up at a starting line.
They run as fast as they can to the finish line.
Sprint races come in many lengths.
2. What do you learn from the fact box on the bottom of page 44? |TF|
3. What do you think a relay runner would have to do to win the race if he or she dropped the baton? Support your answer. |DC|
4. Which of the following is the best way to win a hurdle race? |DC|
 - a. Run quickly, but run into every hurdle on the track.
 - b. Run quickly without knocking down any hurdles.
 - c. Run more slowly without knocking down any hurdles.
 - d. Run more slowly and around the hurdles on the track.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 44–47 aloud with partners.

- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. The main idea of page 44 was that sprinters need to run as fast as they can to win. Use the following details to write a summary of the page. (Write-On) |SU|
Runners line up at a starting line.

They run as fast as they can to the finish line.

Sprint races come in many lengths.

100 points = *When you run a sprint race, everyone lines up at the starting line. When the race starts, you run as fast as you can to the finish line.*

*Sprint races are not all the same length. You can run between 100 meters and 800 meters. **90 points** = When you run a sprint race, everyone lines up at the starting line. You run as fast as you can to the finish line.*

*Sprint races are not all the same length. **80 points** = Everyone lines up at the starting line and runs fast to the finish line. Sprint races are different lengths.*

2. What do you learn from the fact box on the bottom of page 44? |TF|

100 points = *I learned that the current world record for the 100 meter sprint is 9.58 seconds from the fact box on the bottom of page 44.*

90 points = *I learned that the current world record for the 100 meter sprint is 9.58 seconds. **80 points** = The record for the 100 meter sprint.*

3. What do you think a relay runner would have to do to win the race if he or she dropped the baton? Support your answer. |DC|

100 points = *I think a relay runner would have to pick up the baton and run as fast as he or she could to win the race. The fastest team wins the race. Dropping the baton would slow them down. They would need to run faster to catch up. **90 points** = I think a relay runner would have to pick up the baton and run as fast as he or she could to win the race. They would need to run faster to catch up. **80 points** = He or she would need to pick up the baton and run faster to catch up.*

*They would need to run faster to catch up. **80 points** = He or she would need to pick up the baton and run faster to catch up.*

Team Talk *continued*

4. Which of the following is the best way to win a hurdle race? [DC]
- a. Run quickly, but run into every hurdle on the track.
 - b. *Run quickly without knocking down any hurdles.*
 - c. Run more slowly without knocking down any hurdles.
 - d. Run more slowly and around the hurdles on the track.

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders

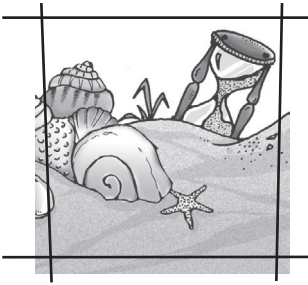
What do you think a world record is? Explain your answer.

Why do you think hurdle races are usually shorter distances? Explain your answer.

Most of the running events are individual. Do you think you would prefer running individually or with a team? Why?

– Award team celebration points.

Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

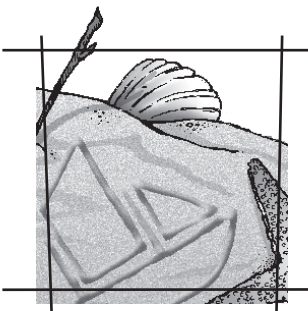
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-17

Page 49 (paragraph 1) or 46 (ending with "...one after another.")

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency Rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

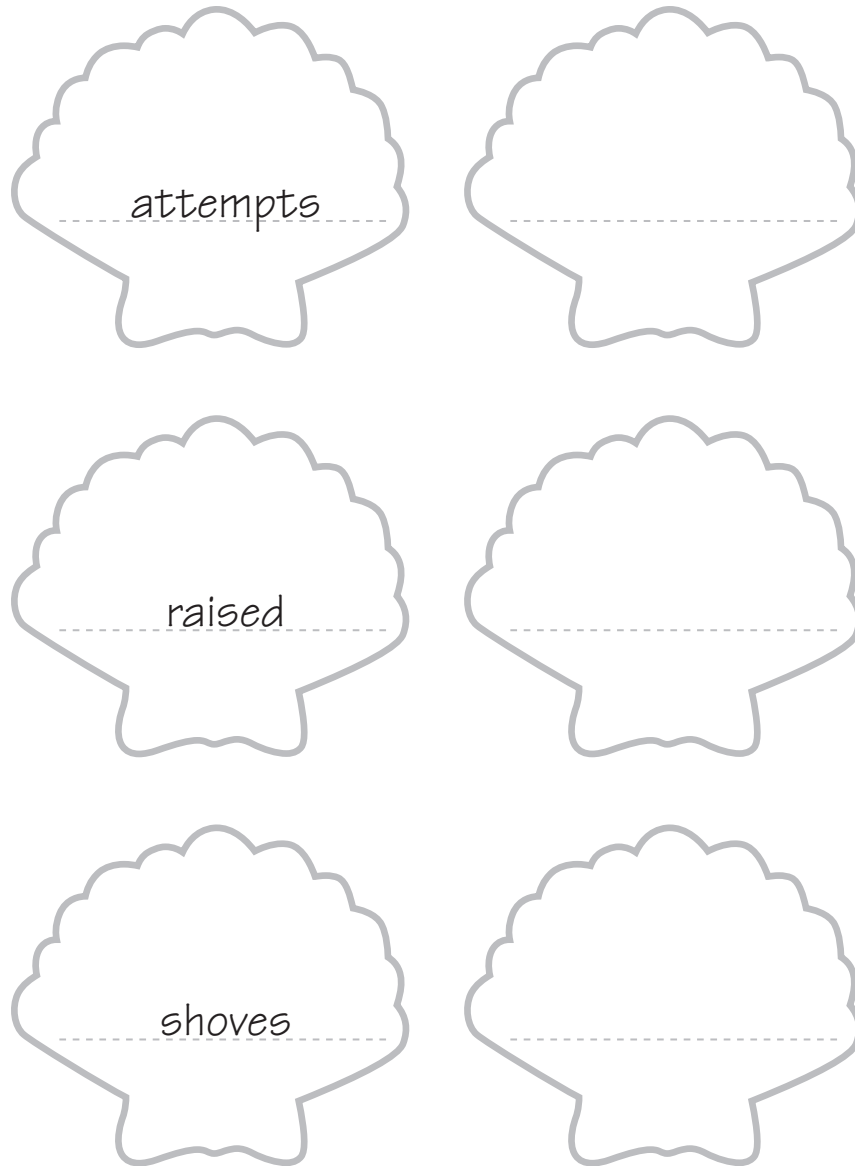


WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms.
- Display the Word Treasure clue for synonyms (two shells that look the same). Review why Captain Read More thinks it is important to know synonyms by explaining that they help us define words, make connections among words, and become better speakers and writers.

- Tell students that Captain Read More has found three words from this cycle’s vocabulary list that are synonyms. Display three sets of shells on the board. On the first shell of each set, write one of the following words: “attempts,” “raised,” and “shoves.” Leave the matching shell blank.



- Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share. Write each synonym on the matching shell as students share their responses /attempts: tries; raised: lifted; shoves: pushes/.
- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.

Teacher's Note: In this lesson, group 1 and 2 word lists are used to review previously taught Word Power skills and high-frequency words, not to practice the current Word Power skill.

- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-20

Skill Practice

Write a synonym for each of the following words.

1. bind *tie*
2. rusty *old*
3. equal *same*
4. jog *run*

Building Meaning

speedy	length	usually	hands
attempts	clear	raised	shoves

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Name two things that could not be described as speedy.

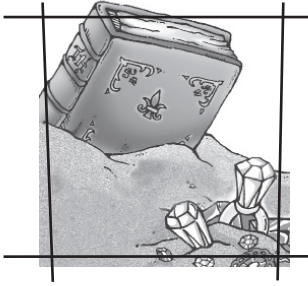
(Answers will vary.) A snail, a turtle.

Practice Lists		
Group 1		
strike	straw	string
stride	strong	stroll
street	straight	strap
Group 2		
strong	winter	stride
count	strap	dawn
string	family	straight



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Use **Random Reporter** to select students to read the word lists.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 4****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

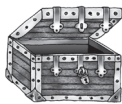
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students’ words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why is it important that relay runners not drop the baton?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday we read more details about running events. Sprinting events are short distances. You run as fast as you can for a short distance. You can run 100- to 800-meter races. Long-distance races aren't as fast and take longer to finish. Runners may run more than six miles. Long-distance runners need stamina to keep running for a long time. Relay races are made up of teams of four runners. They sprint as fast as they can and pass a baton to a waiting teammate. A hurdle race is a shorter race in which runners have to jump over five to ten hurdles on the track. The hurdles are about three feet tall. In all races, the fastest runners win.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 48 aloud. Remind students that you identified the main idea of this section on day 2. Identify supporting details, and add them to your idea tree as you reread. For example, long jumpers run down a track.

A Collection of Readings,
page 48

How far can you go?

Track and field isn't all about running. Jumping is also part of it. There are four different jumping events.

The first we'll learn about is the long jump. It's very simple. The athlete sprints down a narrow track. At the end of the track is a sandbox, called the pit. Just before the pit there is a line, called the board. The jumper takes off from this line. His foot must not cross the front of the line, or his jump will not count. He lands feet first in the sandbox. Then the official measures from the point where the athlete jumped to where his feet first landed. That's how far he jumped. The person whose jump is the longest of all wins!

Don't fall!

The official measures the mark in the sand closest to the board. That means if you fall backward after your jump, he measures from where you sat down!

When I read this section before, I identified the main idea. Display and review the main idea on the idea tree if necessary. **Now we'll use the information on the idea tree to write a summary of the section.**

- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so I'm ready to write my summary. I know I need to include my main idea. I also need to identify the most-important details. I remember that I should not include less-important details in a summary. Circle the ideas as you decide to include them. **My main idea is the long jump. I think running down the track is an important detail. I think jumping into the air is important. I think landing in a sandbox is important, and I think that how you win is important too. It looks like all of my details are important, so I'll include them all in my summary.**

- Model putting the information from the idea tree into sentences for a summary. See the sample below.

Long jumpers run down a track. They jump into the air and land in a sandbox. Officials measure where the jumpers' feet land first. Whoever jumps the farthest wins.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-21

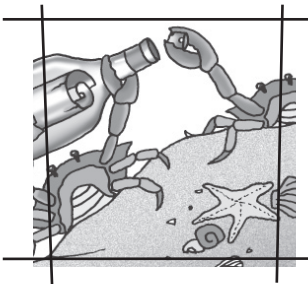
Team Talk

1. Describe how the triple jump is different from the long jump. |CC|
2. What happens when a high jumper or pole-vault jumper hits the bar and knocks it off? |CE|
 - a. The jumper is taken out of the competition right away.
 - b. The jumper has to start all over again at a lower height.
 - c. The jumper loses a turn to another competitor.
 - d. The jumper gets two more tries to clear the bar.
3. Why do you think there are soft mats for the high jumpers and pole-vault jumper? Support your answer. |DC|
4. Use the following list of important details and information from your idea tree to write a summary of this cycle of *Run! Jump! Throw! The World of Track and Field*. (Write-On) |SU|

Athletes can run and jump in track and field.

There are sprints and long-distance races on the track.

Jumpers have to jump as far or high as they can in events.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 49–51 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Describe how the triple jump is different from the long jump. |CCI|

100 points = *The triple jump is different from the long jump because it is three jumps in one event. Jumpers take a hop, step, and jump into the sand pit. The line triple jumpers jump from is farther back than the line long jumpers start from. Triple jumps are much longer than long jumps.*

90 points = *The triple jump is different because it is three jumps in one event. Jumpers take a hop, step, and jump into the sand pit. **80 points =** It is three jumps in one event.*

2. What happens when a high jumper or pole-vault jumper hits the bar and knocks it off? |CEI|
 - a. The jumper is taken out of the competition right away.
 - b. The jumper has to start all over again at a lower height.
 - c. The jumper loses a turn to another competitor.
 - d. *The jumper gets two more tries to clear the bar.*
3. Why do you think there are soft mats for the high jumpers and pole-vault jumper? Support your answer. |DCI|

100 points = *I think there are soft mats for the high jumpers and pole-vault jumpers to land on so they do not hurt themselves. They are jumping high and falling on their backs. The mats keep them from landing hard and hurting themselves. **90 points =** I think there are soft mats for the high jumpers and pole-vault jumpers to land on so they do not hurt themselves. They are jumping high and falling on their backs. **80 points =** They keep them from hurting themselves.*

Team Talk *continued*

4. Use the following list of important details and information from your idea tree to write a summary of this cycle of *Run! Jump! Throw! The World of Track and Field*. (Write-On) |SU|

Athletes can run and jump in track and field.

There are sprints and long-distance races on the track.

Jumpers have to jump as far or high as they can in events.

100 points = *There are many different running events in track and field. There are sprinting and long-distance events. There are races in which runners work in teams. There are races in which runners jump over hurdles. There are also many jumping events. Long and triple jumpers jump long distances into sand pits. High jumpers jump over a bar onto a mat. Pole-vault jumpers use a long pole to jump over a high bar onto a mat. The athletes that run fastest or jump the farthest and highest win.*

90 points = *There are many different running events. There are sprints, long-distance events, relays of teams, and hurdle races. There are also many jumping events. There are long and triple jumps into sand pits. There are high and pole-vault jumps over bars onto mats. The athletes that run fastest or jump the farthest and highest win.* **80 points** = *Track and field has sprints, long-distance races, relays, and hurdles. There are long jumps, triple jumps, high jumps, and pole vaults. The best finishers win.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

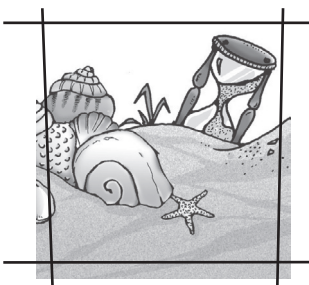
Class Discussion TP

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td>Team Talk Extenders</td> <td> <p>On page 50, the text box says that you can prefer one leg over the other for jumping, just like being right- or left-handed. Which leg do you think you would prefer jumping from? Why?</p> <p>People can jump over high-jump bars that are taller than they are! How do you think they do this?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>On page 50, the text box says that you can prefer one leg over the other for jumping, just like being right- or left-handed. Which leg do you think you would prefer jumping from? Why?</p> <p>People can jump over high-jump bars that are taller than they are! How do you think they do this?</p>	
	<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries. 	

Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

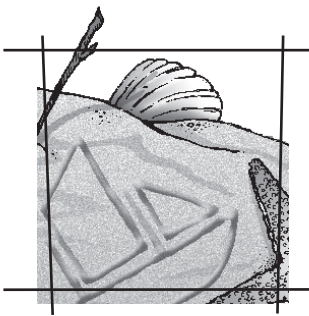
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-17

Page 49 (paragraph 1), 46 (ending with “...one after another.”), or 51 (ending with “...down the track.”)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes



Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms (two shells that look alike).
- Use **Think-Pair-Share** to have students explain why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us define words and make connections among words. Synonyms help us become better speakers and writers.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify a synonym for each of the underlined words. Point out that the underlined words are simple, and challenge the teams to find more advanced words to replace them. Explain to students that they might be able to find more than one synonym for each underlined word.

Word Power Challenge

1. Manuel wanted to sneak around the corner to scare his sister.
2. Izzy was hungry after not eating anything all day.



- Use **Random Reporter** to select students to read the sentences aloud, replacing each underlined word with a synonym [sneak: creep; hungry: starving].
- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

- Tell students that they will also practice reading the On My Own list with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-21 and S-22

Skill Practice

Write a synonym for each of the following words.

1. jumped *leapt*
2. stay *remain*
3. rug *carpet*
4. trouble *problem*

Building Meaning

speedy	length	usually	hands
attempts	clear	raised	shoves

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Donata raised her plate a few inches so her dog couldn't jump up and steal her snack from it. *Raised* means—
 - a. moved lower.
 - b. pushed aside.
 - c. pulled closer.
 - d. *made higher.*

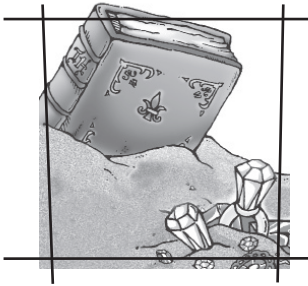
On My Own

strap	dawn	count
family	string	straight
winter	street	strong

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.

- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

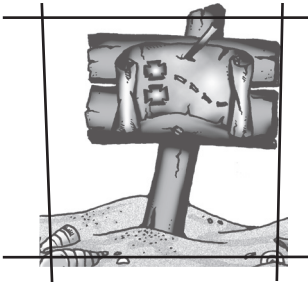
During this cycle, you read about some races that runners can do in track and field. Today you will read about marathons.

Vocabulary TP

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

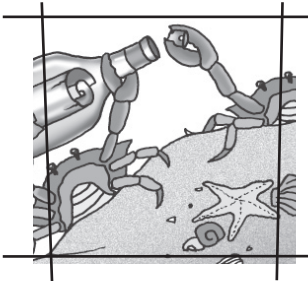
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test and graphic organizers.



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

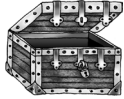
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they put on their graphic organizers.

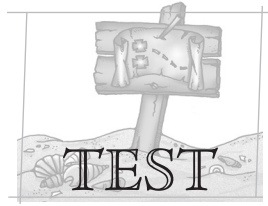


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Running Long and Slow

One of the longest races is a marathon. The race is about twenty-six miles long. It is usually run on roads. Many cities around the world have these races. The cities often change the running paths each year. This keeps the races fun. Thousands of people run in them.

These races are hard to run. It takes a lot of work. People train by running very often. They practice running at a steady speed. The fastest runners finish after two hours. Most people take longer. Many people walk. It doesn't matter how fast you go. Finishing a marathon is great.

Sources: www.soyouwanna.com/soyouwanna-run-marathon-1249.html

www.ingnymarathon.org/index.htm

www.baa.org/races/boston-marathon.aspx

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of the text is marathons. I can tell this is the topic because the text tells me about marathons. It explains that they are one of the longest races you can run. It gives me information about marathons.*

15 points = *The topic of the text is marathons. I can tell this is the topic because the text tells me about marathons. It gives me information about them.*

10 points = *It's about marathons. I learn information about them.*

30 points

2. What is the intent of the author? |AP|
- to explain how the reader can train for a marathon
 - to inform the reader about the longest running race
 - to persuade the reader to sign up for a marathon
 - to help the reader compare marathons with sprints

How do you know?

20 points = I know the author's intent is to inform because the author gives information about marathons. The author tells how long marathons are. I learn where they are usually run. I learn how long people take to finish them. I do not see information that compares them with sprints. I do not learn how to train for a marathon. **15 points** = I know the author's intent is to inform because the author gives information about marathons. The author tells where they happen and how long they are. **10 points** = I learn information about marathons.

20 points

3. Do you think most people who run marathons are hoping to win the race? Explain your answer. |DC|

20 points = No. I do not think most people who run marathons are hoping to win the race. The text says that only the fastest runners finish in around two hours. It says most people take longer than that to finish. It says a lot of people walk. The text also says that thousands of people run marathons at a time. I think most people are running marathons just to do it. **15 points** = No. I do not think most people who run marathons are hoping to win the race. The text says most people take a long time to finish compared with the fastest runners. A lot of people walk. **10 points** = No. Most people take a long time to finish, or they walk.

20 points

4. Choose the important detail from the text from the following list. Then explain why this is an important detail. |SU|

A marathon is about twenty-six miles long.

Many people walk during marathons.

Changing the running path makes a marathon more fun.

20 points = The statement "A marathon is about twenty-six miles long," is an important detail from the text because the main idea is "Running Long and Slow." Twenty-six miles is a very long distance. The text says it is the longest race. You have to run more slowly to run for a long time. **15 points** = "A marathon is about twenty-six miles long," is an important detail from the text because the main idea is "Running Long and Slow." Twenty-six miles is a very long distance. **10 points** = The first one is an important detail. The main idea is "Running Long and Slow."

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write a synonym for each of the following words.

5 points 1. wise *smart*

5 points 2. touch *feel*

5 points 3. boom *rumble*

5 points 4. choke *cough*

Building Meaning

speedy	length	usually	hands
attempts	clear	raised	shoves

10 points 5. Write a meaningful sentence for the word *clear*.

10 points = *I was too afraid that I wouldn't clear the fence by jumping, so I stopped and climbed over it slowly instead.* **5 points** = *I was too afraid that I wouldn't clear the fence by jumping, so I climbed over it.* **1 point** = *I was too afraid that I wouldn't clear the fence.*

10 points 6. Mrs. Clausen *hands* out star stickers to students who showed good teamwork throughout the week.

10 points 7. Usually I don't like eating a lot of sweet things, but I always love my mom's peanut butter cookies. *Usually* means—

- normally.*
- strangely.*
- curiously.*
- totally.*

10 points 8. My dog always *shoves* her dinner bowl into my hand to tell me when she's hungry.

10 points 9. Marco takes three attempts to get the right answer to a math problem before he asks someone for help. *Attempts* means—

- guesses.*
- notes.*
- tries.*
- winks.*

10 points

10. The tortoise was not very *speedy* and took nearly twenty minutes to cross the road.

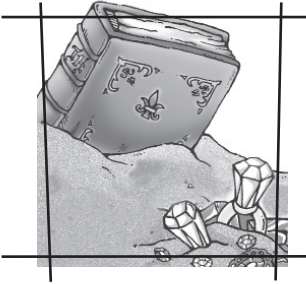
10 points

11. Willa raised her bed off the floor so she could store her winter clothes under it during the summer months. *Raised* means—

- a. made wider.
- b. *made higher.*
- c. made shorter.
- d. made lower.

10 points

12. Fred knew the *length* to the goal was great, but he also knew he could kick the ball farther than it.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a compare-and-contrast paragraph to find the similarities and differences between the three running events or three jumping events you read about this cycle. You might be used to comparing and contrasting only two things, but you can compare and contrast many things at one time.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a compare-and-contrast paragraph.

Comparing and contrasting is a good way to learn more about two or more items. Sometimes you might discover that things that seem very different actually have a lot in common. You might also learn that things that seem very similar have important differences. You will compare and contrast three things today.

- Display the following compare-and-contrast paragraph. Read the paragraph aloud to students.

Blackline master provided.

Larry, Moe, and Curley are identical triplets. Each boy has red hair, green eyes, and freckles across his nose. They all wear the same size of clothes and shoes. Their voices are even similar, and each of them like to trick people into thinking that he is one of the other brothers. However, they are also very different people. Larry's favorite color is blue, Moe's favorite color is red, and Curley's favorite color is green. Larry likes grape jelly, Moe likes raspberry jelly, and Curley likes apricot jelly. Larry likes playing baseball, Moe likes playing basketball, and Curley likes playing hockey.

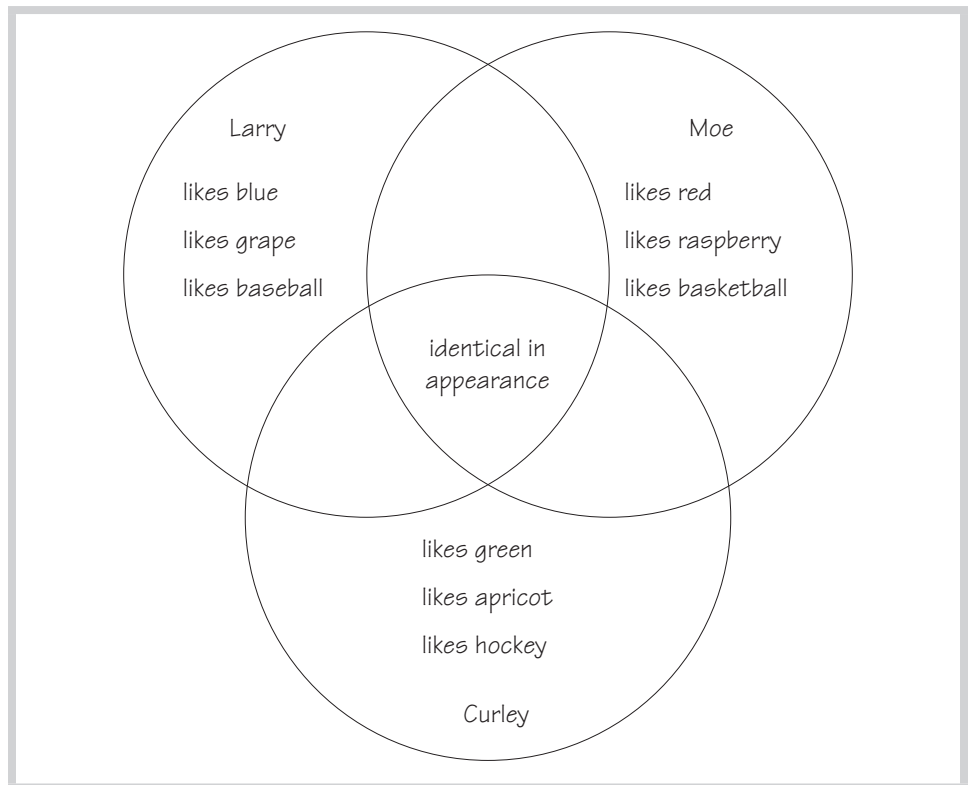


- Use **Team Huddle** to have students identify how Larry, Moe, and Curley are the same. Use **Random Reporter** to select students to share. *They are identical. They have the same-colored hair and eyes. They all have freckles. They wear the same size of clothing and shoes. They sound the same and can trick people.*
- Use **Team Huddle** to have students identify the differences among Larry, Moe, and Curley.

Have you ever met identical twins or triplets? Based on what you read about Larry, Moe, and Curley, they are really hard to tell apart at first. They have a lot in common. But they also have a lot of differences. How are their favorite colors different? Larry likes blue, Moe likes red, and Curley likes green. Good. How are their favorite flavors of jelly different? Larry likes grape, Moe likes raspberry, and Curley likes apricot. Right. They each like a different flavor. How are their favorite sports different? Larry likes baseball, Moe likes basketball, and Curley likes hockey. Good. They like different sports. Just because the boys are triplets and have a lot of things in common, that does not mean they do not have a lot of differences too.

- Point out to students that they will use a three-part Venn diagram to organize information about the track-and-field events they will compare and contrast. Display the following three-part Venn diagram about Larry, Moe, and Curley.

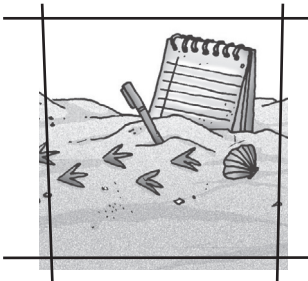
Blackline master provided.



- Discuss the diagram with students.

When you compare and contrast things, a good graphic organizer to use is a Venn diagram. Usually Venn diagrams have two circles that overlap. Each circle represents a different thing. The space where the circles overlap shows what the two things have in common. The open spaces in the circles show how the two things are different. A three-part Venn diagram is similar. It has three circles. Not only does each circle overlap with one other circle (point out where Larry and Moe, Larry and Curley, and Moe and Curley overlap), but all three also overlap with one another. Point out the middle space where all three circles overlap. Just like in the two-part Venn diagram, the open spaces show how each item is different. The overlapping spaces show what the items have in common. For your compare-and-contrast paragraph, you will only worry about the middle section where all three circles overlap and the open space in each circle where you will write how each event is different. Point to the open space in each circle and the middle section.

- Tell students that they will compare and contrast the three running events or three jumping events they read about in this cycle.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will compare and contrast three events that you read about this cycle.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition,
pages S-22 and S-23

Writing Prompt

You read about three running events and three jumping events this cycle. These events have a lot of similarities and differences. Write a paragraph that compares and contrasts either the three running events or three jumping events. Begin your paragraph with a sentence that states what you are comparing and contrasting. Explain at least one thing all three events have in common. Then explain at least one way that each event is different. Your paragraph should end with a sentence that restates the main idea.

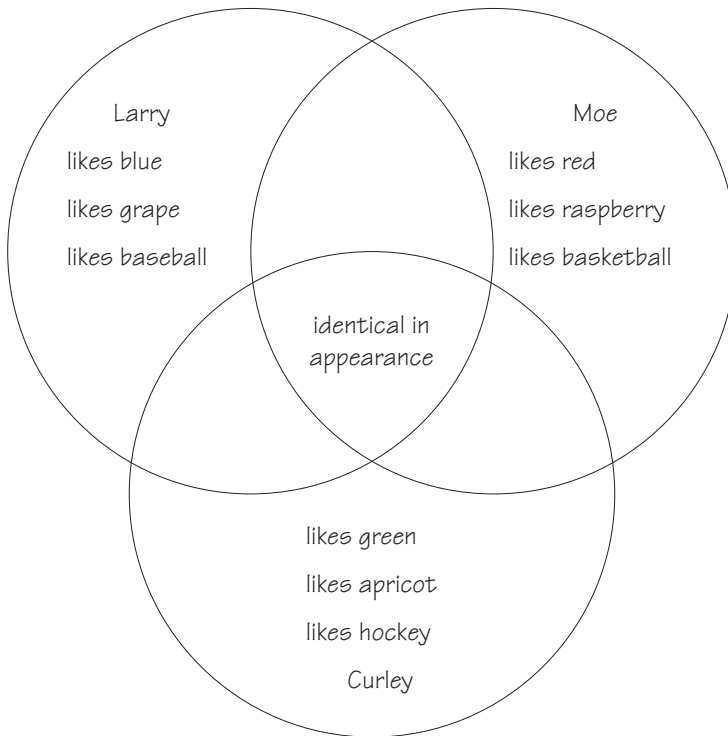
Scoring Guide	
You write a compare-and-contrast paragraph about either three running events or three jumping events from the text.	25 points
Your paragraph begins with a sentence that states what you are comparing and contrasting.	10 points
You explain at least one thing all three events have in common.	15 points
You explain at least one way that each event is different.	15 points each (45 points maximum)
Your paragraph ends with a sentence that restates the main idea.	5 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a three-part Venn diagram. This will help us put our thoughts in the right order as we write our compare-and-contrast paragraphs.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.

- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Discuss proper capitalization with students.

Do you remember when it is correct to capitalize words? Words should only be capitalized at the beginning of a sentence, when they are proper names, or when you are using the personal pronoun I. Let's think about proper names for a minute. What is a proper name? Wait for students' responses. Right. A proper name is the name of a person. It could also be the name of a company, location, or a particular brand or product. For example, the name of our school is a proper name and should be capitalized. Write the name of your school on the board or overhead. But the word *school* is not a proper name. Write the word "school" on the board or overhead.

- Display the following excerpt from a compare-and-contrast paragraph.

Blackline master provided.

The High Jump is different because the athlete runs in a curved line, jumps over a bar, and lands on his or her back on a mat. the Triple Jump is different because the athlete runs down a track and then takes a hop, step, and jump into a sandpit. The Pole Vault is different because the athlete uses a long pole to launch himself or herself into the air and over a bar.



- Use **Team Huddle** to have students identify the capitalization mistakes. *The phrase "high jump" is capitalized. It should not be capitalized because it is not part of a proper name. The word the should be capitalized. It is at the beginning of a sentence. The phrases "triple jump" and "pole vault" should not be capitalized. They are not proper names.*
- Tell students to check their papers to make sure that only the beginnings of sentences and proper names are capitalized.
- If helpful, have students copy the checklist in their journals as a reference.

- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

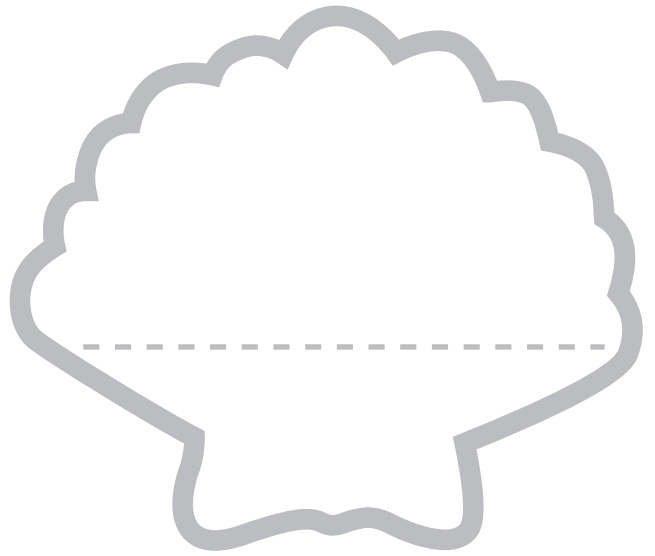
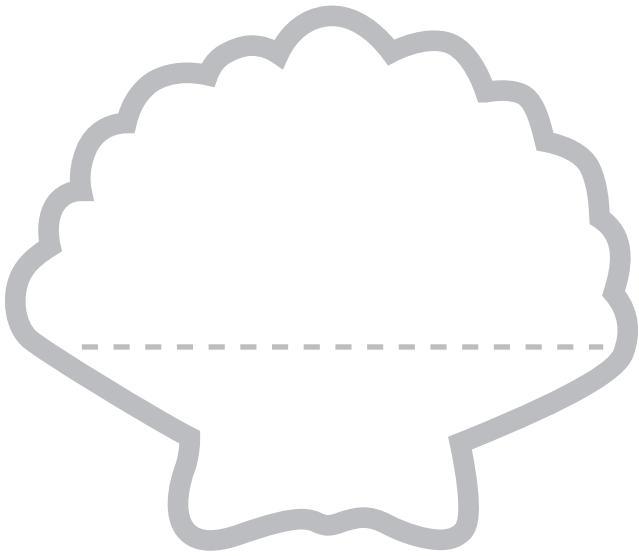
Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

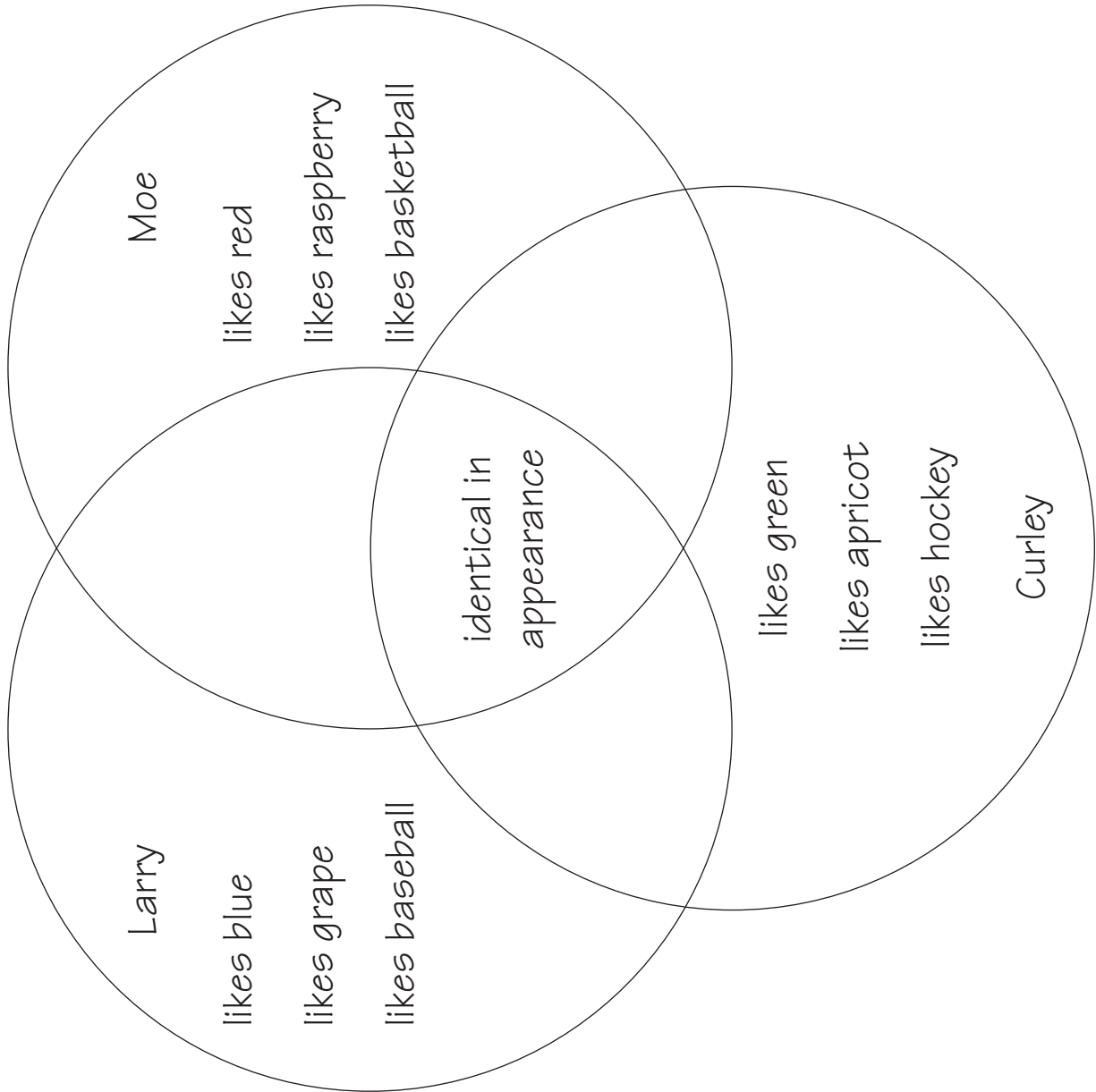
Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

The Piano

A piano has eighty-eight keys. Some keys are black. Some keys are white. The keys are very important. When you press a key it will make a sound. Each key has its own sound. The sounds from piano keys make music.



Larry, Moe, and Curley are identical triplets. Each boy has red hair, green eyes, and freckles across his nose. They all wear the same size of clothes and shoes. Their voices are even similar, and each of them like to trick people into thinking that he is one of the other brothers. However, they are also very different people. Larry's favorite color is blue, Moe's favorite color is red, and Curley's favorite color is green. Larry likes grape jelly, Moe likes raspberry jelly, and Curley likes apricot jelly. Larry likes playing baseball, Moe likes playing basketball, and Curley likes playing hockey.

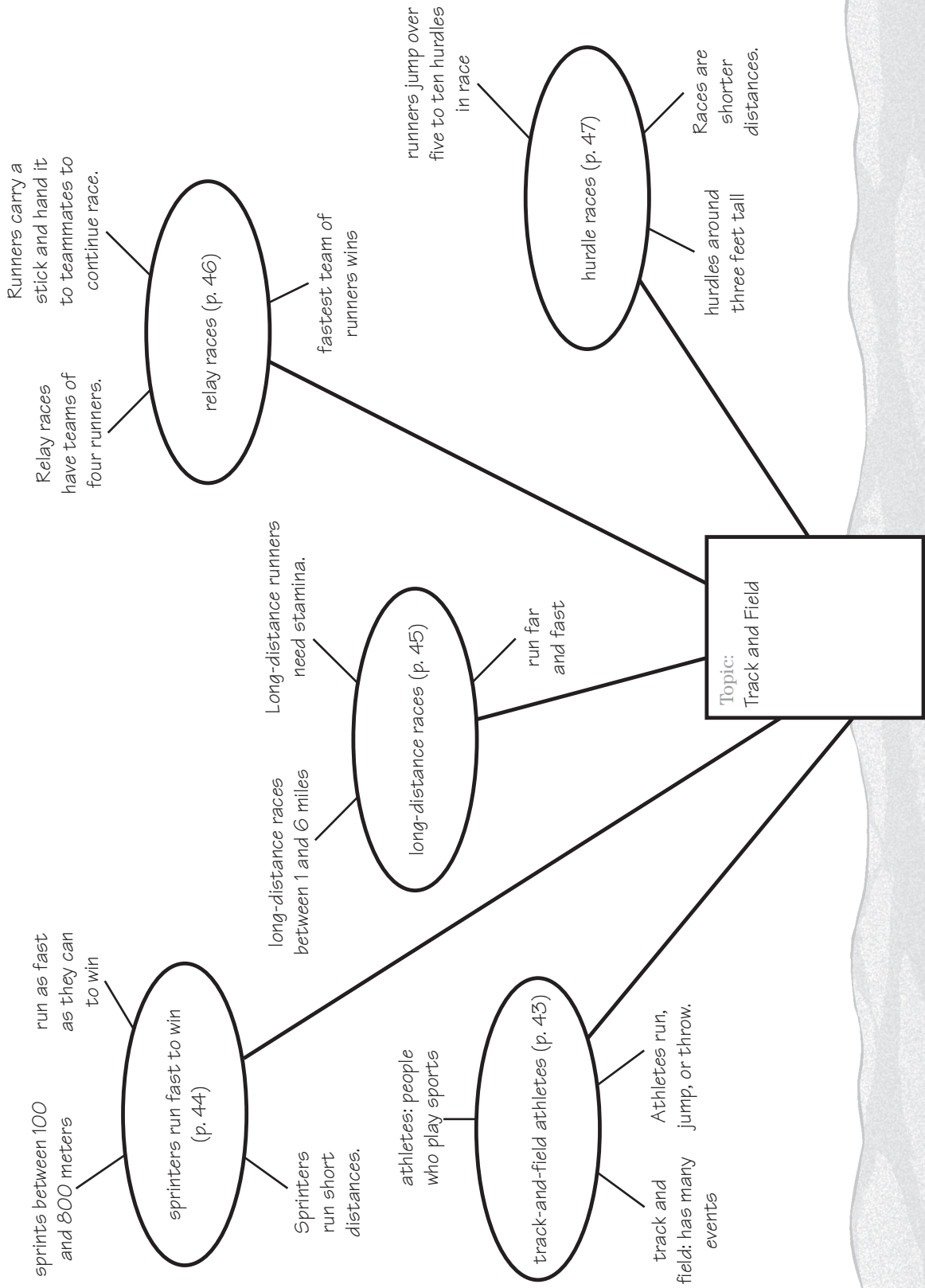


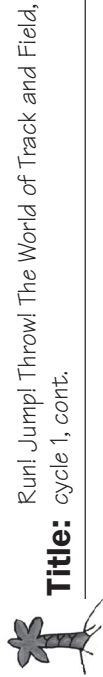
The High Jump is different because the athlete runs in a curved line, jumps over a bar, and lands on his or her back on a mat. the Triple Jump is different because the athlete runs down a track and then takes a hop, step, and jump into a sandpit. The Pole Vault is different because the athlete uses a long pole to launch himself or herself into the air and over a bar.



Title: Run! Jump! Throw! The World of Track and Field, cycle 1

Idea Tree

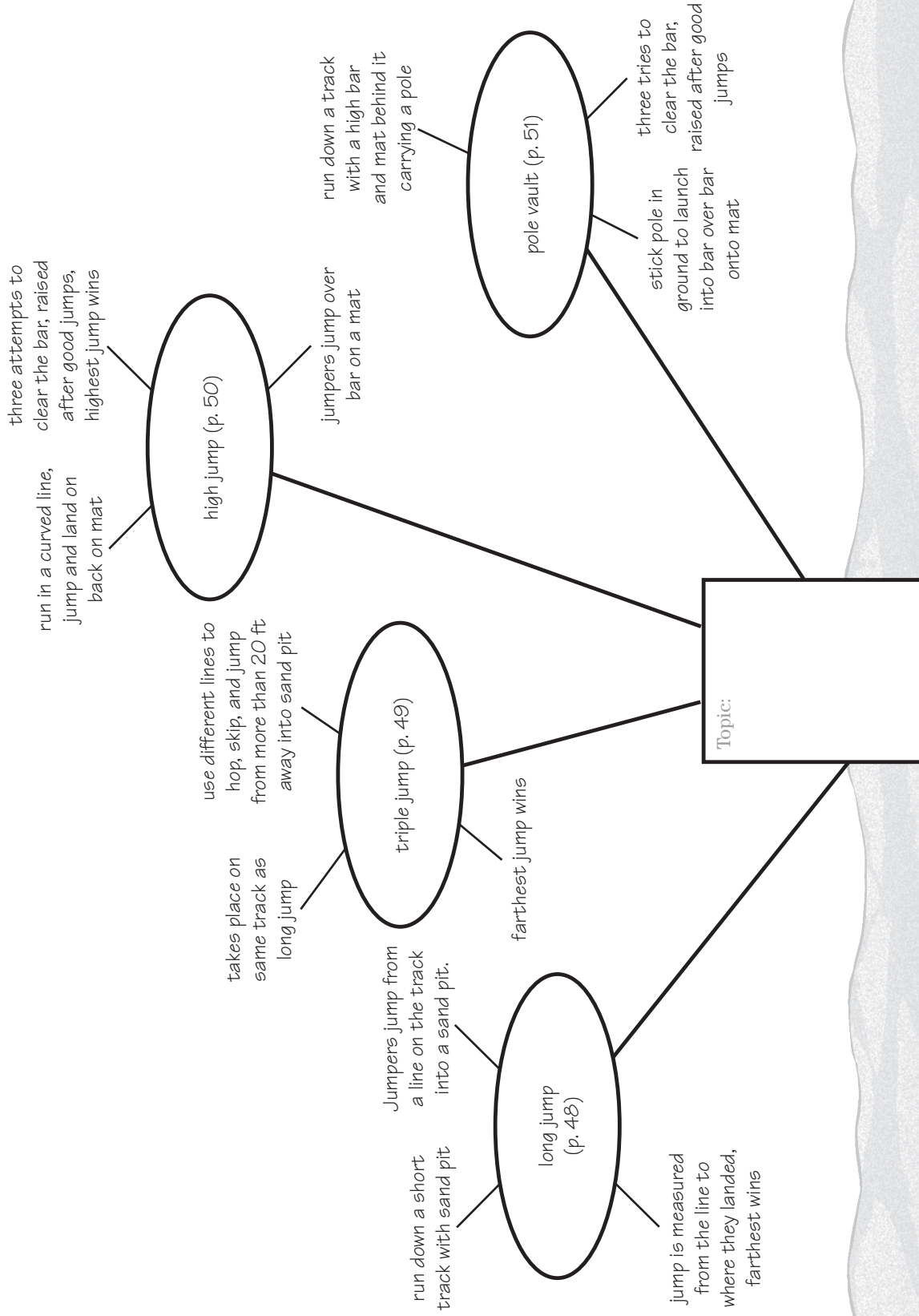




Run! Jump! Throw! The World of Track and Field,

Title: cycle 1, cont.

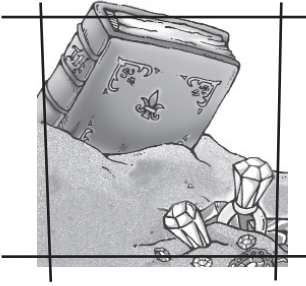
Idea Tree



CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
	Summarizing (SU)	Base word and ending	Write a descriptive paragraph.
CYCLE 2	Students will summarize sections of the text using main ideas and supporting details.	Students will break words into base words and endings and use the endings <i>-s</i> and <i>-est</i> to help them read difficult words.	Students will write paragraphs to describe the characteristics they think an athlete needs to be a champion.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **explain your ideas/tell why**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will finish reading *Run! Jump! Throw! The World of Track and Field* by Tanya Jackson. As we read, we'll continue to summarize sections of the text as we read. This cycle you will practice writing summaries. Good readers summarize as they read informational texts to check their understanding of the important ideas the author wants them to know.



- Point out the strategy target on the team score sheet.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.

I know that when we read informational texts, we use TIGRRS to help us better understand the text. I remember the first step of TIGRRS is to identify the topic of the text. We identified the topic of the text in cycle 1. The topic of the text is track and field. We read about two types of track-and-field events in the last cycle. We read about running and jumping events.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

We reminded ourselves about the topic of this text. Now we need to think about the intent of the author, or why the author wrote the text. Last cycle we decided the author's intent was to inform us about different track-and-field events. I'll flip through the pages of the text to see if the intent is still the same in this cycle's reading. Flip through the pages of the text. Yes. We'll still be learning about different events. I see that there are throwing events. There are also many types of competitions. This is still the intent of the author.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

Our next step in TIGRRS is to choose a graphic organizer to help us record important ideas from the text. In the last cycle, we used an idea tree. The author gives us a lot of ideas and details that support them. When I flip through the second half of the text, I see that it is still arranged the same. There are more ideas and supporting details. We'll keep using an idea tree to record important information.

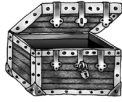
- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."



- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-25
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
lightweight page 53	compound word: light + weight	not heavy	The cat looked huge because of its thick fur, but it was actually very <i>lightweight</i> .
spin page 54	blend	twirl	The dancers <i>spin</i> so fast they look like blurs on the stage.
sails page 54	base word + ending: sail + s	flies	The ball <i>sails</i> through the air as the two children pass it to each other.
pounds page 55	base word + ending: pound + s	hits hard	The jackhammer <i>pounds</i> into the cement to break it into small pieces.
occur page 57	chunk: oc-cur	happen	Two sporting events will <i>occur</i> today, so the school will be a busy place.
earn page 57	blend	receive, as an award	Morgan will <i>earn</i> a star if she gets an A on her spelling test.
grandest page 59	base word + ending: grand + est	biggest, best	Julia is throwing her sister the <i>grandest</i> party anyone has ever seen.
compete page 59	chunk: com-pete	go up against someone, as in a game or contest	The two teams will <i>compete</i> for the trophy tomorrow.

Using the Targeted Skill (Introduction and Definition)



- Use **Think-Pair-Share** to have students recall the tool they use when reading informational texts that helps them summarize. Randomly select a few students to share. *The idea tree*. Remind students that they use the main ideas and supporting details from the idea tree to write summaries for informational texts.
- Point out that last cycle students identified important ideas and details from the text and explained why they were important. Point out that the important ideas were like short summaries. Explain that summaries often can have several sentences, especially for longer texts.
- Display the following passage. Read the passage aloud to students.

Blackline master provided.

The Brass Facts

Some horns are made of brass. Brass is a shiny, gold-colored metal. A trumpet is a kind of horn. It is made of brass. There are many other kinds of horns. The trombone is a horn. A tuba is also a horn. They are also made of brass. To play any horn you blow in one end. Sound comes out of the other end. You also press keys. You press the keys to change the sound.

Some people like to play in brass bands. A brass band is a group of people playing brass horns together. A lot of horns playing together can be very loud!

- Use a **Think Aloud** to model identifying the main ideas and supporting details. Put this information on the blank idea tree.

What is this passage mostly about? It's mostly about brass horns. I'll write that as my main idea on my idea tree. Write "brass horns" on the idea tree. **I'll check my main idea by finding supporting details. I read about brass.** Write "Brass is a gold-colored metal" on the idea tree. **I read about different types of brass horns.** Write "Trumpets, trombones, and tubas are brass horns" on the idea tree. **I read about how you play a brass horn.** Write "blow air in one end" and "press keys to change sound" on the idea tree. **I read about brass bands.** Write "A group of people playing brass horns is called a brass band" on the idea tree. **These details support my main idea.**

- Model identifying the information from the idea tree to use in a summary. Remind the students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so I'm ready to write my summary. I know I need to include my main idea. I also need to identify the most-important details. I remember that I should not include less-important details in a summary. Circle the ideas as you decide to include them. **My main idea is brass horns. I think the types of brass horns are an important detail, so I'll include that. How to play a brass horn is important, so I'll include that too. If I don't know what brass is, then I don't know what a brass horn is,**

so I'll also include the detail about brass. Do I need to include the detail about brass bands? The information about brass bands was interesting, but it doesn't seem as important as the other details. It's less important, so I will not include it in my summary.

- Model putting the information from the idea tree into sentences for a summary. See the sample below.

Brass horns are made from a gold-colored metal. Trumpets, tubas, and trombones are types of brass horns. You blow in one end to play a brass horn. You also press keys to change the sound.

- Tell students that, as they continue to read *Run! Jump! Throw! The World of Track and Field*, they will fill in their idea trees, decide which ideas are important, and write summaries for sections of the text.
- Tell students that they will summarize as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read page 52 aloud. Use a **Think Aloud** to model identifying the main idea. Put this information on the idea tree.

**A Collection of Readings,
page 52**

Heavy Stones

Running is important in track and field. So is jumping. The last important part is throwing. There are several throwing events. One of them is called the shot put. The shot is a very heavy iron ball. It may weigh as little as 8 pounds and as much as 16 pounds! Throwers hold the ball in their hands, close to their shoulders. They spin or take a small jump, and push the shot as far as they can. You might not think a heavy iron ball can go very far, but it can! The current world record throw is 75 feet, 10.2 inches. It takes a lot of strength and practice to throw that far!

What is this section mainly about? It think it's mainly about the shot put. I'll write that as my main idea on the idea tree. Write "shot put" on the idea tree.

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 3.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

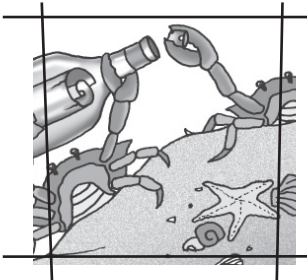
Student Edition, page S-26

Team Talk

1. According to the fact box on page 53, how were javelins used **before** they were used in competitions? |SQ|
2. Which of the following is the most-important idea from the section "Watch out!?" |SU|
 - a. Javelin throwers try to throw a lightweight metal spear far.
 - b. Javelins have two pointy ends.
 - c. Javelins soar through the air farther than shot puts.
 - d. Javelin throwers run a few steps to throw.

Tell why you think this is the most-important idea. (Write-On)
3. Why are there nets around the places discus throwers throw from? |CE|
4. How is the hammer similar to the shot put? How is it different? |CC|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 53–55 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. According to the fact box on page 53, how were javelins used **before** they were used in competitions? |SQ|

100 points = According to the text box on page 53, javelins were used in wars before they were used in competitions. The Greeks made them lighter for competitions. **90 points** = According to the text box on page 53, javelins were used in wars before they were used in competitions. **80 points** = They were used in wars.

2. Which of the following is the most-important idea from the section “Watch out!”? |SU|

- a. Javelin throwers try to throw a lightweight metal spear far.
- b. Javelins have two pointy ends.
- c. Javelins soar through the air farther than shot puts.
- d. Javelin throwers run a few steps to throw.

Tell why you think this is the most-important idea. (Write-On)

100 points = I think choice a is the most-important idea because the section is about throwing the javelin. It is like a spear. The throwers need to throw it as far as they can to win. **90 points** = I think choice a is the most-important idea because the section is about throwing the javelin. Throwers need to throw it far. **80 points** = The section is about throwing the javelin far.

3. Why are there nets around the places discus throwers throw from? |CE|

100 points = There are nets around the places discus throwers throw from because the discus is heavy and flies fast. Throwers might lose the discus while they are spinning. The nets keep a discus from flying into the people who are watching. **90 points** = There are nets around the places discus throwers throw from because the discus is heavy and flies fast. Throwers might lose the discus and hit someone. **80 points** = The discus is heavy and flies fast. It could hit people.

4. How is the hammer similar to the shot put? How is it different? |CC|

100 points = The hammer is similar to the shot put because it is also a heavy metal ball. It is different from the shot put because the ball is attached to a wire. The thrower spins around while holding the wire and then lets go of the wire. The hammer goes farther than the shot put. **90 points** = The hammer is similar to the shot put because it is a heavy metal ball. It is different from the shot put because the ball is attached to a wire. The hammer goes farther than the shot put. **80 points** = It is also a heavy metal ball. It is attached to a wire and goes farther.

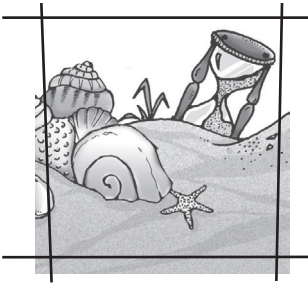
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
Team Talk Extenders	<p>Why do you think the heading of the section about javelins is “Watch out!”? Explain your answer.</p> <p>Do you think it takes a lot of strength to throw far? What else do you think might help athletes throw far?</p>
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

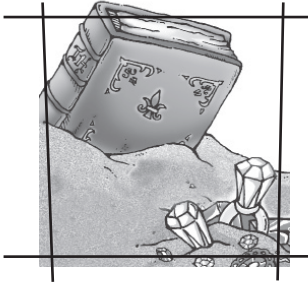
Page 54 (paragraphs 1 and 2)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

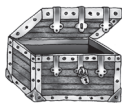
Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why are there nets around the places discus throwers throw from?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about throwing events in track and field. You can throw the shot put. You can throw the javelin. You can throw the discus. You can throw the hammer.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 56 aloud. Use a **Think Aloud** to model identifying the main idea. Add this information to the idea tree.



A Collection of Readings,
page 56

Run, Jump, Throw, and Learn!

There are a number of different levels of track-and-field competition. Many high schools have track-and-field teams. Most colleges and universities have teams. Even some middle schools have them. Do schools in your area have track-and-field teams?

Track-and-field competitions are called meets. During meets teams from different schools compete against one another. Often many schools come together for one meet. Bigger teams have one athlete for each event. Smaller teams have a few athletes for many events. Usually the team with the most individual victories wins.

What is this passage mainly about? It's mainly about school track meets. I'll write that as my main idea on the idea tree. Write "school track meets" on the idea tree.

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 4.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

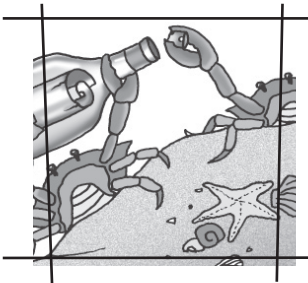
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-26

Team Talk

1. Team USA is made up of— |CL|
 - a. the best track-and-field athletes in the world.
 - b. track-and-field athletes from the biggest states.
 - c. track-and-field athletes from just one state.
 - d. the best track-and-field athletes in the United States.
2. Which of the following is the most-important idea from the section “Best in the Country”? |SU|
 - a. Some states do not send athletes to the track meets.
 - b. Athletes from all over the country compete against each other.
 - c. National champions are called Team USA.
 - d. The athletes earn medals for winning.

Tell why you think this is the most-important idea. (Write-On)
3. How are the world championships different from the Summer Olympics? |CC|
4. Why do you think the author warns readers to be careful where they throw things? |DC • AP|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 57–60 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.

- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Team USA is made up of— |CL|
 - a. the best track-and-field athletes in the world.
 - b. track-and-field athletes from the biggest states.
 - c. track-and-field athletes from just one state.
 - d. *the best track-and-field athletes in the United States.*
2. Which of the following is the most-important idea from the section “Best in the Country”? |SU|
 - a. Some states do not send athletes to the track meets.
 - b. *Athletes from all over the country compete against each other.*
 - c. National champions are called Team USA.
 - d. The athletes earn medals for winning.

Tell why you think this is the most-important idea. (Write-On)

100 points = *I think choice b is the most-important idea because the section is about the best in the country. Athletes from different states go to meets to compete.* **90 points** = *I think choice b is the most-important idea because the section is about the best in the country.* **80 points** = *Athletes from different states compete to be the best.*

3. How are the world championships different from the Summer Olympics? |CC|

100 points = *The world championships are different from the Summer Olympics because the world championships are held once a year. The Summer Olympics are held once every four years.* **90 points** = *The world championships are different from the Summer Olympics because they are held once a year. The Summer Olympics are held every four years.* **80 points** = *The world championships happen every year.*

4. Why do you think the author warns readers to be careful where they throw things? |DC • AP|

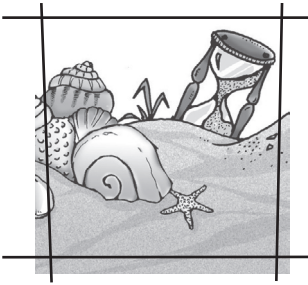
100 points = *I think the author warns readers to be careful where they throw things because throwing objects can be dangerous. Even if you do not throw a shot put or discus, you can hurt someone if you throw something at him or her. You can hurt someone if you are not careful.* **90 points** = *I think the author warns readers to be careful where they throw things because throwing objects can be dangerous. You can hurt someone if you are not careful.* **80 points** = *It’s dangerous, and you could hurt someone.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

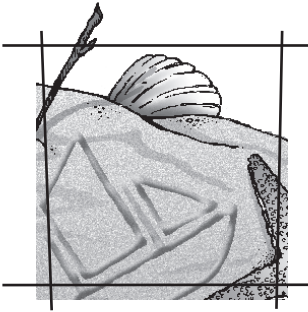
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-25

Page 57

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



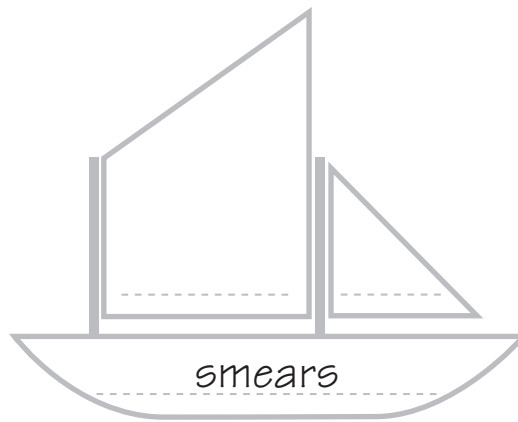
WORD POWER **TP**

Timing Goal: 10 minutes

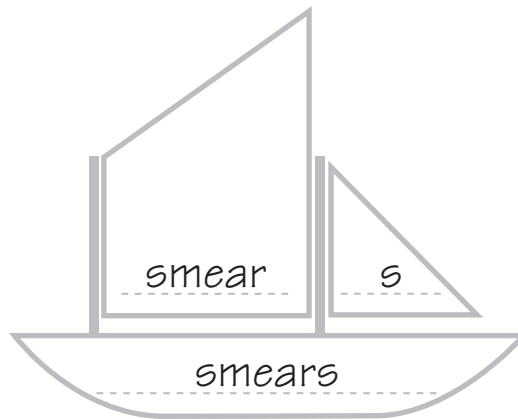
Preparation: Draw, or display, a sailboat with a big sail and small sail. Write the word “smears” on the bottom of the boat.

Blackline master provided.

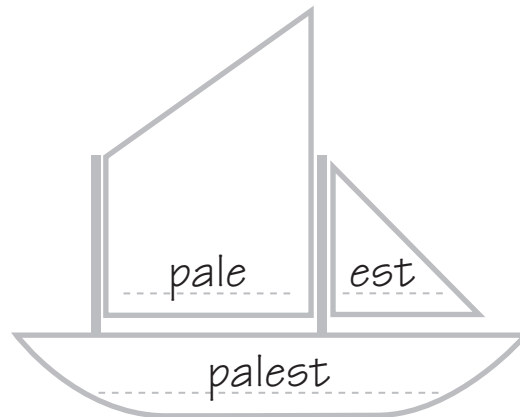
- Show students the bottle, and pretend to take a message from the bottle. Use the message to introduce the Word Treasure clue for reading base words with endings. Display the clue—a sailboat with a big sail and small sail. Write “smears” on the boat.



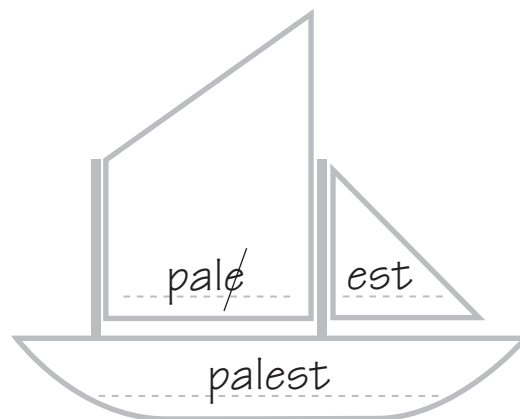
- Point out that there is one big sail and one small sail. Use **Think-Pair-Share** to have students figure out what the clues mean—how the sails can help them read the word—and which word part should go on each of the sails. Randomly select a few students to share. Write the word parts on the sails [smears = smear + s].



- Tell students that the base word *smear* means spread. Explain that the *s* on the end of *smear* tells us this action is occurring right now. Tell students that when *-s* appears on the end of a word, it usually means that the action described by the word is occurring right now. Point out that an *-s* ending can also mean there is more than one of a person or an object.
- Repeat the activity with the word *palest*.



- Tell students that the base word *pale* means light in color. Explain that the *-est* on the end of *pale* tells us that something is the most pale. Tell students that when *-est* appears on the end of a word, it usually means that the action or description is the most it can be.
- Point out that there is an extra *e* on the sailboat for *palest*. Explain that Captain Read More uses the scrubber to scrub off the extra *e* on the end of a word that ends with *e* when the ending *-est* is added. Cross off the extra *e* on the end of the word *pale*.



- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.
- Confirm, or model, by reading Captain Read More's treasure note.

Word Treasure

Sometimes words have endings on them.

If you're having trouble reading a word like this, read the base word and ending first, and then read the whole word.

- Tell students to look out for words from this cycle's vocabulary list that have base words with an *-s* or *-est* ending added to them.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-27

Skill Practice

Write each word in your journal. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. suffers *suffer + s; feels pain or sadness now*
2. freshest *fresh + est; the most new or fresh*

Building Meaning

lightweight	spin	sails	pounds
occur	earn	grandest	compete

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. Choose the word that best fits in the blank.

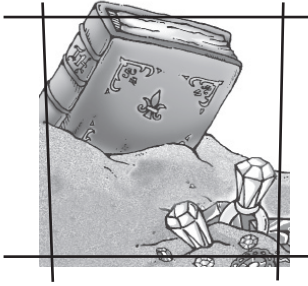
The carpenter pounds the nail into the wood with the hammer until the nail is in all the way.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.

- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

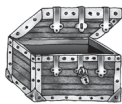
Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How are the Summer Olympics different from a world-championship meet?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we learned about some of the ways that people compete in track and field. There are small meets that happen at schools. There are big national meets for the whole country. There are international meets for many countries. The Summer Olympics are the biggest track-and-field meet.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 52 aloud. Remind students that you identified the main idea of this page on day 1. Identify supporting details, and add them to your idea tree as you reread. For example, the shot put is a heavy metal ball.

A Collection of Readings,
page 52

Heavy Stones

Running is important in track and field. So is jumping. The last important part is throwing. There are several throwing events. One of them is called the shot put.

The shot is a very heavy iron ball. It may weigh as little as 8 pounds and as much as 16 pounds! Throwers hold the ball in their hands, close to their shoulders. They spin or take a small jump, and push the shot as far as they can. You might not think a heavy iron ball can go very far, but it can! The current world record throw is 75 feet, 10.2 inches. It takes a lot of strength and practice to throw that far!

When I read this section before, I identified the main idea. Display and review the main idea and supporting details on the idea tree if necessary. **Now we'll use the information on the idea tree to write a summary of the section.**

- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

I filled in my idea tree, so I'm ready to write my summary. I know I need to include my main idea. I also need to identify the most-important

details. I remember that I should not include less-important details in a summary. Circle the ideas as you decide to include them. My main idea is the shot put. I think the fact that the shot put is a heavy metal ball is important. I think it's important to tell how the shot put is thrown. I'll include these ideas in my summary. I don't think it's as important to know exactly how much the shot weighs or what the world-record throw is. I won't include those in my summary.

- Model putting the information from the idea tree into sentences for a summary. See the sample below.

A shot putter throws a heavy metal ball. He or she holds the ball near his or her shoulder. The shot putter might take a jump or spin. Then he or she pushes the ball as far as he or she can.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-28

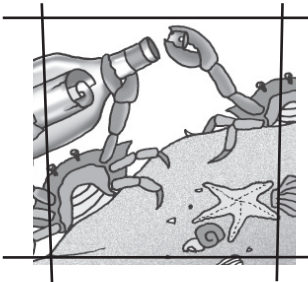
Team Talk

1. Do you think you have to be as careful around the javelin event as you do the discus event? Explain. |DC • CC|
2. The most-important idea in the section titled "Watch out!" was that javelin throwers try to throw a lightweight spear far. Which of the following is a less-important detail from the section? |SU|
 - a. The farthest throw in a javelin competition wins.
 - b. Officials measure the throw to where the javelin sticks in the ground.
 - c. The javelin is lightweight and flies further than the shot.
 - d. The Greeks made javelins lighter for throwing competitions.

Use the important details from the choices to write a summary of the section. (Write-On)

Team Talk *continued*

3. Which of the following best describes the main idea of the third paragraph on page 54? |MI|
 - a. what a discus looks like compared with a shot put
 - b. how to throw a discus
 - c. staying safe while throwing the discus
 - d. how to catch a flying discus
4. What do you learn from the fact box on page 55? |TF|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 53–55 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Do you think you have to be as careful around the javelin event as you do the discus event? Explain. |DC • CCI

100 points = *Yes. I think you have to be as careful around the javelin event as you do the discus event. Both sound dangerous. The javelin has sharp ends. I think it would hurt you to get hit by a javelin. They are similar to weapons people used in war. A discus is heavy and flies fast, so it could hurt you if it hits you.*

90 points = *Yes. I think you have to be as careful around the javelin event as you do the discus event. Both sound dangerous. The javelin has sharp ends, and the discus is heavy and flies fast.*

80 points = *Yes. A javelin has sharp ends, and a discus is heavy and fast.*

2. The most-important idea in the section titled “Watch out!” was that javelin throwers try to throw a lightweight spear far. Which of the following is a less-important detail from the section? |SU|
- The farthest throw in a javelin competition wins.
 - Officials measure the throw to where the javelin sticks in the ground.
 - The javelin is lightweight and flies further than the shot.
 - The Greeks made javelins lighter for throwing competitions.

Use the important details from the choices to write a summary of the section. (Write-On)

100 points = *The javelin is another throwing event. It is lightweight and flies further than a shot. Officials measure the throw to where the javelin sticks in the ground. The farthest throw wins the competition.*

90 points = *The javelin is lightweight and flies further than a shot. Officials measure to where the javelin sticks in the ground. The farthest throw wins.*

80 points = *The javelin is lightweight and flies far. You measure where it sticks in the ground. The farthest throw wins.*

3. Which of the following best describes the main idea of the third paragraph on page 54? |MI|
- what a discus looks like compared with a shot put
 - how to throw a discus
 - staying safe while throwing the discus
 - how to catch a flying discus
4. What do you learn from the fact box on page 55? |TF|

100 points = *From the fact box on page 55, I learn how the hammer got its name since it does not look like a hammer. People in ancient Ireland used to attach rocks to wooden handles to throw. They looked like sledgehammers. The name stuck even though throwers use a ball on a wire now.*

90 points = *From the fact box on page 55, I learn how the hammer got its name since it does not look like a hammer. People in ancient Ireland used to throw things that looked like sledgehammers.*

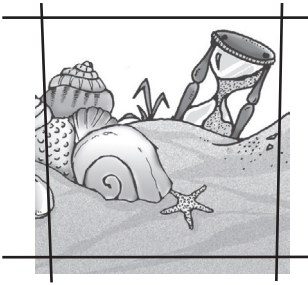
80 points = *I learn how the hammer got its name. People used to throw sledgehammers.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>The javelin and hammer throw seem to be related to ancient throwing contests. Why do you think people had throwing competitions?</p> <p>Some of the throwing events seem like they could be dangerous. What do you think people should do to stay safe while watching a throwing event?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>The javelin and hammer throw seem to be related to ancient throwing contests. Why do you think people had throwing competitions?</p> <p>Some of the throwing events seem like they could be dangerous. What do you think people should do to stay safe while watching a throwing event?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

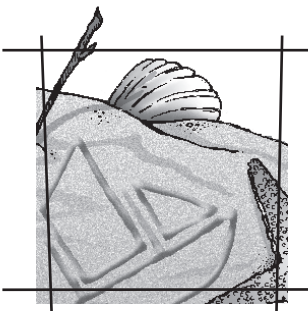
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-25

Page 57 or 55 (ending with "...lets go of the wire.")

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



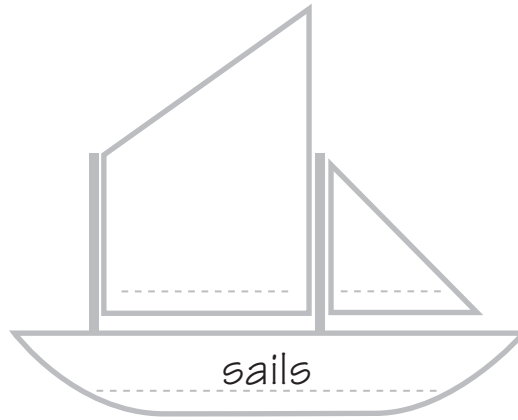
WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (base word and ending).
- Use **Think-Pair-Share** to have students explain what the endings *-s* and *-est* at the ends of words tell them about the words' meanings. Randomly select a few students to share. *The ending -s means the action is happening right now or that there is more than one of something. The ending -est means that an action or description is the most it can be.*

- Point out that there are three words from this cycle’s vocabulary list that contain a base word and an ending. Draw, or display, another blank sailboat. Write the word “sails” on the bottom of the boat.



- Use **Think-Pair-Share** to have students identify which word part should go on the big sail and which word part should be written on the small sail. Randomly select a few students to share. *The word sail goes on the big sail, and the ending -s goes on the little sail.*
- Repeat the activity with the words *pounds* and *grandest*.
- Use **Think-Pair-Share** to have students discuss the meanings of the base words and their endings. Randomly select a few students to share. *Sails means to fly right now; pounds means to hit hard now; grandest means the most grand, or best.*
- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.
- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-28 and S-29

Skill Practice

Write each word in your journal. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

- slides *slide + s; slips across something now*
- wildest *wild + est; most wild or untamed*

Building Meaning

lightweight	spin	sails	pounds
occur	earn	grandest	compete

- Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

- The scientists saved their grandest announcement for last so they could really amaze the crowd. *Grandest* means—
 - smallest.
 - most unusual.
 - most boring.
 - biggest.

Practice Lists

Group 1

movies	brightest	crawls
highest	forgets	youngest
subtracts	sharpest	bravest

Group 2

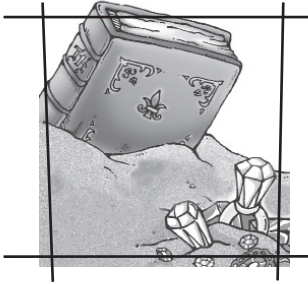
forgets	live	chalk
bravest	its	movies
youngest	him	crawls



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.

- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Use **Random Reporter** to select students to read the word lists.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

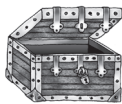
Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How did the hammer throw get its name?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday we read more details about throwing events. The shot put is a heavy metal ball that throwers hold near their shoulders and then push as far as they can. They might hop or skip to get speed. The world-record throw is nearly seventy-six feet. The javelin is like a lightweight spear. It's pointy. A thrower runs a little and then throws the javelin far. It sticks into the ground. The discus looks like a heavy flat plate. The thrower spins in a circle and lets it go. It sails very far. It can also be dangerous, so there are usually nets in the discus area. The hammer is like a shot put on a wire. The thrower holds the wire, spins in circles, and then lets it go. It gets its name because the ancient Irish threw something that looked like a sledgehammer.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 56 aloud. Remind students that you identified the main idea of this page on day 2. Identify supporting details, and add them to your idea tree as you reread. For example, many different kinds of schools have track meets.

A Collection of Readings,
page 56

Run, Jump, Throw, and Learn!

There are a number of different levels of track-and-field competition. Many high schools have track-and-field teams. Most colleges and universities have teams. Even some middle schools have them. Do schools in your area have track-and-field teams?

Track-and-field competitions are called meets. During meets teams from different schools compete against one another. Often many schools come together for one meet. Bigger teams have one athlete for each event. Smaller teams have a few athletes for many events. Usually the team with the most individual victories wins.

When I read this section before, I identified the main ideas. Display and review the main ideas and supporting details on the idea tree if necessary. **Now we'll use the information on the idea tree to write a summary of the section.**

- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so I'm ready to write my summary. I know I need to include my main idea. I also need to identify the most-important details. Circle the ideas as you decide to include them. **My main idea is school track meets. I think the fact that many different kinds of schools, such as middle and high schools and colleges, have track teams is important. I think how the teams come together is important too. I think how teams win meets is also important. I'll include all these details in my summary. I don't think the idea that some schools have large teams while others have small teams is very important, so I'll leave that out.**

- Model putting the information from the idea tree into sentences for a summary. See the sample below.

Many different kinds of schools have track teams. Middle and high schools and colleges have track teams. These teams come together for meets. The teams compete against one another. The team with the most victories wins the meet.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

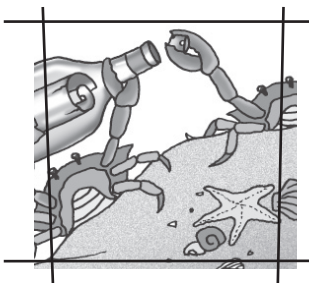
Student Edition, page S-30

Team Talk

1. The world championships are different every year because— ICCI
 - a. the athletes do different events.
 - b. they are held in a different country.
 - c. new events are added each year.
 - d. different prizes are awarded to the winners.

Team Talk *continued*

2. Why are many running, jumping, and throwing events done at the Summer Olympics every four years? |CE|
3. Do you think the author wants you to take part in track and field? Support your answer. |DC|
4. Use information from your idea tree to write a summary of this cycle of *Run! Jump! Throw! The World of Track and Field*. (Write-On) |SU|

**TEAMWORK**

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 57–60 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. The world championships are different every year because— |CC|
 - a. the athletes do different events.
 - b. *they are held in a different country.*
 - c. new events are added each year.
 - d. different prizes are awarded to the winners.

2. Why are many running, jumping, and throwing events done at the Summer Olympics every four years? |CE|

100 points = *Many running, jumping, and throwing events are done at the Summer Olympics every four years because they were part of the ancient Greek Olympics. We still do many of the same events that the Greeks did.*

90 points = *Many running, jumping, and throwing events are done at the Summer Olympics because they were part of the ancient Greek Olympics.*

80 points = *They were part of the ancient Greek Olympics.*

3. Do you think the author wants you to take part in track and field? Support your answer. |DC|

100 points = *Yes. I think the author wants me to take part in track and field. The author tells me how I can practice running, jumping, and throwing. The author says I don't need to be on a team to do track-and-field events. I can do track-and-field events anywhere.* **90 points** = *Yes. I think the author wants me to take part in track and field. The author tells me how I can practice running, jumping, and throwing anywhere.* **80 points** = *Yes. She says I can practice anywhere.*

4. Use information from your idea tree to write a summary of this cycle of *Run! Jump! Throw! The World of Track and Field*. (Write-On) |SU|

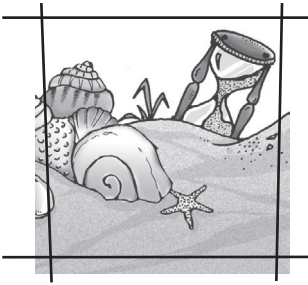
100 points = *There are many different kinds of throwing events in track and field. You can throw the shot put, javelin, discus, or hammer. The athlete who throws the farthest wins the event. There are many different kinds of track meets. Schools have track meets. There are national track meets where the country's athletes compete against one another. There are world championships where athletes from many countries compete. There are the Summer Olympics where athletes compete for their countries. You can run, jump, or throw anywhere.* **90 points** = *There are many different kinds of throwing events. You can throw the shot put, javelin, discus, or hammer. The athlete who throws the farthest wins. There are many different kinds of track meets. Schools have track meets. There are national track meets. There are world championships and the Summer Olympics. You can run, jump, or throw anywhere.* **80 points** = *There are many different kinds of throwing events. The athlete who throws the farthest wins. There are many different kinds of track meets locally and around the world. You can run, jump, or throw anywhere.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Would you like to be a national champion in track and field? Which event do you think you’d be best at? How do you think you could become better at it?</p> <p>Do you think becoming a track-and-field athlete is easier or harder than becoming an athlete in another sport such as baseball or football? Why?</p>
	<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries. 	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

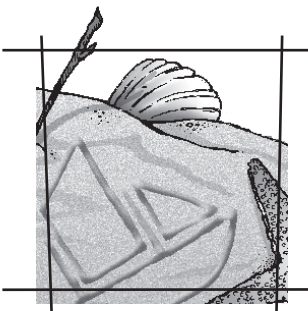
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-25

Page 57, 55 (ending with "...lets go of the wire."), or 59 (paragraph 2)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (base word and ending), the clue that Captain Read More uses for the skill (a sailboat with a big sail and little sail), the tool he uses to remove extra letters (a scrubber), and the endings you are discussing (-s, -est).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Preparation: Display the Word Power Challenge.

Word Power Challenge

1. The piece of silk fabric was the smoothest thing I had ever touched.
2. The napping room at the daycare is full of cribs for the sleeping babies.



- Use **Random Reporter** to select students to read each sentence aloud and to identify the base word, ending, and meaning of the underlined word. Smoothest = smooth + est; *the most smooth or soft*; cribs = crib + s; *more than one crib, or bed for a baby*.
- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the On My Own list with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-30

Skill Practice

Write each word in your journal. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. coolest *cool + est; most cold, most awesome*
2. glows *glow + s; lights up right now*

Building Meaning

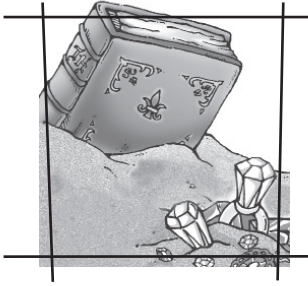
lightweight	spin	sails	pounds
occur	earn	grandest	compete

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.
4. Choose the word that best fits in the blank.
 I like to sit in my dad’s big office chair and spin quickly to get dizzy.

On My Own		
its	chalk	brightest
subtracts	him	forgets
sharpest	highest	live

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

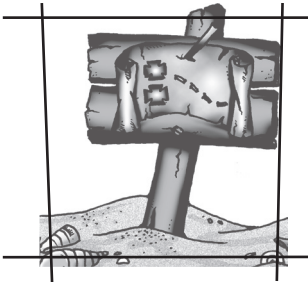
Today you will read about track-and-field judges. Judges and officials help to keep sports fair for everyone.

Vocabulary TP

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

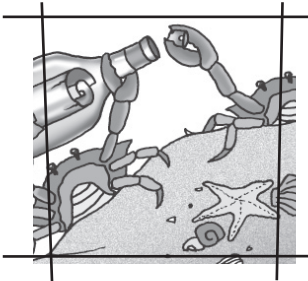
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test and graphic organizers.



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

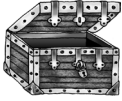
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they put on their graphic organizers.

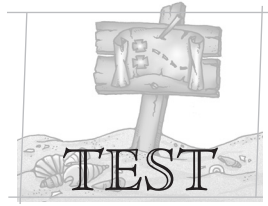


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Playing Fair

Just like any other sport, track and field has rules. Athletes need to follow the rules. This keeps the event fair for everyone. Track-and-field judges watch the athletes as they run, jump, and throw. The judges make sure that all the runners start the race at the same time. They make sure the runners follow the right path. Judges make sure the jumpers jump from the right places. They make sure throwers do not step out of their circles. Judges want everyone to play fair. Judges don't want athletes to cheat for faster times, better jumps, or longer throws.

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of this text is playing fair at track-and-field meets.*

I know this is the topic of the text because the title is "Playing Fair."

The text tells about track-and-field judges. It tells what they do at meets.

15 points = *The topic of this text is playing fair at track-and-field meets.*

I know this is the topic of the text because the title is "Playing Fair."

10 points = *It's about playing fair at meets. The title tells me.*

20 points

2. What is the intent of the author? How do you know? |AP|

20 points = *The intent of the author is to tell me how judges keep*

track-and-field meets fair. I know this is the intent of the author because

I learn information about what judges do at meets. I learn how they watch

runners, jumpers, and throwers. I learn about the things they do to make sure

athletes do not cheat. 15 points = *The intent of the author is to tell me how*

judges keep track-and-field meets fair. I know this is the intent of the author

because I learn information about what judges do at meets. I learn how they

watch the athletes. 10 points = *The author tells how judges keep meets fair.*

I learn information about what judges do at meets.

20 points

3. What do you think happens if a runner gets a head start or doesn't follow the running path? Support your answer. |DC|

20 points = *I think a runner will get in trouble if he or she gets a head start or doesn't follow the running path. Athletes are not supposed to cheat. There is a judge to make sure they do not cheat. I think the judge will not allow the runner to finish the race if he or she cheats.* **15 points** = *I think a runner will get in trouble if he or she gets a head start or doesn't follow the running path. Athletes are not supposed to cheat. There is a judge to make sure they don't.* **10 points** = *I think a runner will get in trouble. Athletes are not supposed to cheat.*

30 points

4. Which of the following is a less-important detail from the text "Playing Fair"? |SU|
- Judges watch runners, jumpers, and throwers.
 - Athletes need to follow the rules.
 - Judges make sure athletes do not cheat during events.
 - Track and field is like other sports.

Use the important details from the choices and your idea tree to write a summary of the section.

20 points = *Track-and-field athletes need to play by the rules. There are judges who watch the athletes as they run, jump, and throw. They make sure the athletes do not cheat during events. Cheating could give athletes faster times, better jumps, or longer throws.* **15 points** = *Track-and-field athletes need to play by the rules. There are judges who watch the athletes. They make sure the athletes do not cheat. Cheating could give athletes better scores.* **10 points** = *Athletes need to play by the rules. There are judges to watch them. They make sure the athletes do not cheat.*

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write each word on your paper. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

5 points

1. fakest *fake + est; most fake or not real*

5 points

2. orders *order + s; tells what to do right now*

5 points

3. loudest *loud + est; most noisy or loud*

5 points

4. rubs *rub + s; moves back and forth right now*

Building Meaning

lightweight	spin	sails	pounds
occur	earn	grandest	compete

10 points

5. Write a meaningful sentence for the word *earn*.

10 points = *We were told that we would earn trophies if our team made it to the championship game and won at the end of the season.* **5 points** = *We were told that we would earn trophies if our team made it to the championship game.* **1 point** = *We were told that we would earn trophies.*

10 points

6. My dad would like me to compete in hockey, but I'd rather play basketball instead.

10 points

7. "Watch as a bird sails through the air, and you'll understand why people wanted to have wings too," Grandpa said. *Sails* means—
- flies.*
 - sinks.*
 - swims.*
 - falls.*

10 points

8. The box looked big and bulky, but it was lightweight because nothing was in it.

10 points

9. Lunar eclipses occur every year, but not everyone can see them all the time. *Occur* means—
- disappear.*
 - skip.*
 - forget.*
 - happen.*

10 points

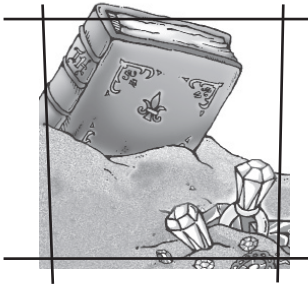
10. Some think the Fourth of July fireworks in Washington, D.C. are the grandest display you can see in the country.

10 points

11. The spoiled little boy pounds his hands against the floor whenever he doesn't get his way. *Pounds* means—
- lightly taps.*
 - brushes.*
 - hits hard.*
 - pets.*

10 points

12. I used to love riding the teacups at the amusement park and would spin my cup as fast as I could.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a descriptive paragraph that describes what you think it takes to be a champion athlete. You read about the different levels of competition in track and field. Almost every sport has many levels of competition. Some people work their whole lives to make it to the top in their sport.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a descriptive paragraph.

It is important to give your readers good details when you write. Details give your readers the information they need to better understand your topic. Details might help them understand your opinion or point of view. They also support your ideas. Providing a lot of details also makes your writing more interesting.

- Display the following passages. Cover the second example with a sheet of paper. Read the first example aloud to students.

Blackline master provided.

Example 1

Grass is a type of green plant that grows out of the ground. There is a lot of grass on the earth.

Example 2

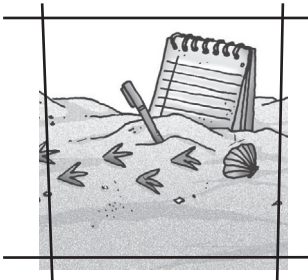
Grass is a type of green plant that grows out of the ground. The plants look like narrow leaves sprouting out of the earth. If allowed to grow, grass can grow taller than a person. There are many types of grasses. Grass is important to farming because many animals can eat grass. Grass covers a lot of the land on the earth, from backyards to wide open fields.

tps

th



- Use **Think-Pair-Share** to have students identify what they learned about grass from the passage. Randomly select a few students to share. *Grass is a green plant. It grows out of the ground. There is a lot of grass on the earth.*
- Use **Team Huddle** to have students discuss whether this passage would help someone who is unfamiliar with grass to identify it and why or why not. Use **Random Reporter** to select students to share. *No. It does not give a lot of information. It does not say what grass looks like. If someone has never seen grass, he or she would not know what to look for.*
- Uncover the second example, and read it aloud to students. Use **Team Huddle** to have students discuss what they learned about grass from the passage. Use **Random Reporter** to select students to share. *Grass looks like narrow leaves coming out of the earth. Grass can grow taller than a person. There are many types of grasses. Farm animals eat grass. Grass covers a lot of places on the earth. There is grass in backyards and big fields.*
- Use **Think-Pair-Share** to have students discuss which passage was more informative. Randomly select a few students to share. *The second example.* Point out to students that the second example provided more details about what grass looks like, where it grows, and why it is useful.
- Tell students that they will provide good details to support their opinions about what makes an athlete a champion.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a descriptive paragraph to describe your idea of what makes an athlete a champion.

tps

- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Writing Prompt

You read about a lot of levels of competition in track and field. You can compete locally, nationally, and against people from all over the world. Winners at national- and world-championship track meets are called champions. A lot of other sports have champions too. Write a paragraph that explains two characteristics of a champion athlete. Begin your paragraph with a sentence that introduces the two characteristics you think a champion has. In your paragraph, provide at least two details for each characteristic of a champion. Your details should be descriptive. You should end your paragraph with a sentence that restates the main idea.

Scoring Guide

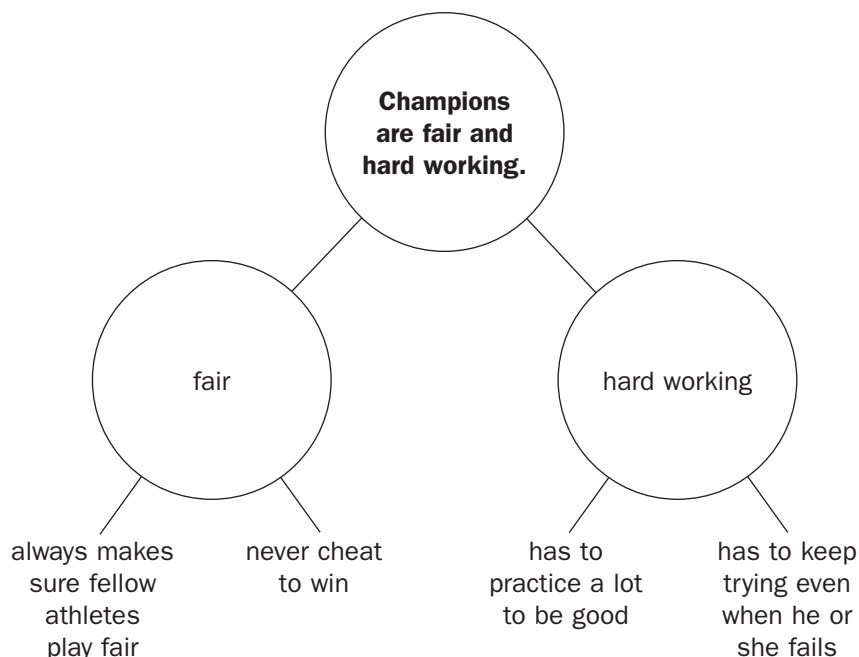
You write a paragraph that describes a champion athlete.	25 points
Your paragraph begins with a sentence that introduces the two characteristics you think a champion has.	20 points
You provide at least two descriptive details about each characteristic.	10 points each (40 points maximum)
Your paragraph ends with a sentence that restates the main idea.	15 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our descriptive paragraphs.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**

- Tell students that it is important for them to help their partners identify mistakes or ideas that are missing from their paragraphs.

Partners are important to the writing process. Your partner might spot mistakes you have made so you can correct them. Your partner might also have ideas he or she can share with you to make your writing more descriptive and informative. This is important when you are writing a descriptive paragraph. If your partner says you need more details, you can work with him or her to provide more good details so everyone understands your writing.

- Display the following descriptive paragraph. Read the paragraph aloud to students.

Blackline master provided.

A champion athlete needs to be fair and hard working. It is important to be fair. Champion athletes are rewarded for their hard work over the years. It takes a lot of practice for athletes to become really good at their sports. It also takes hard work to keep playing and practicing when you do not do very well. Athletes have to keep working to make themselves better each time they play. An athlete needs to play fair and work hard to win championships.



- Tell students to pretend that they are your partners. Have students work in their groups to read the paragraph and identify what you need to do to revise it. Use **Random Reporter** to select students to share.

As my partners, I am relying on you to help me identify what I should fix in my paragraph before a write a final draft. What did you find wrong with it? You do not provide enough descriptive details about being fair. You are right. My paragraph is missing some details. I need to fix that. My readers might not understand why being fair is important to being a champion. I should check my graphic organizer and add any information that is missing to my draft. Thank you for helping me revise my paragraph!

- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.

- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

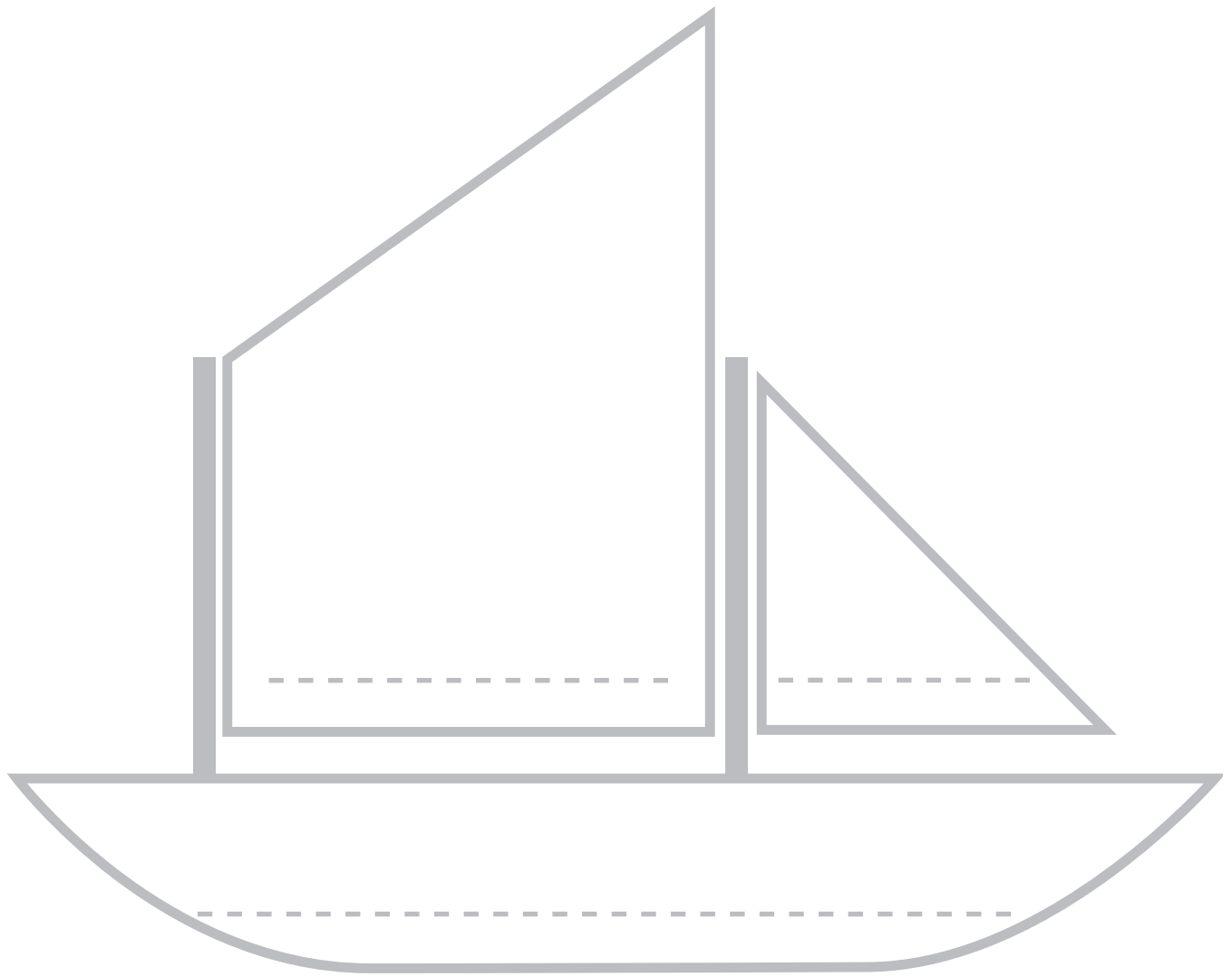
- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

The Brass Facts

Some horns are made of brass. Brass is a shiny, gold-colored metal. A trumpet is a kind of horn. It is made of brass. There are many other kinds of horns. The trombone is a horn. A tuba is also a horn. They are also made of brass. To play any horn you blow in one end. Sound comes out of the other end. You also press keys. You press the keys to change the sound.

Some people like to play in brass bands. A brass band is a group of people playing brass horns together. A lot of horns playing together can be very loud!



Example 1

Grass is a type of green plant that grows out of the ground. There is a lot of grass on the earth.

Example 2

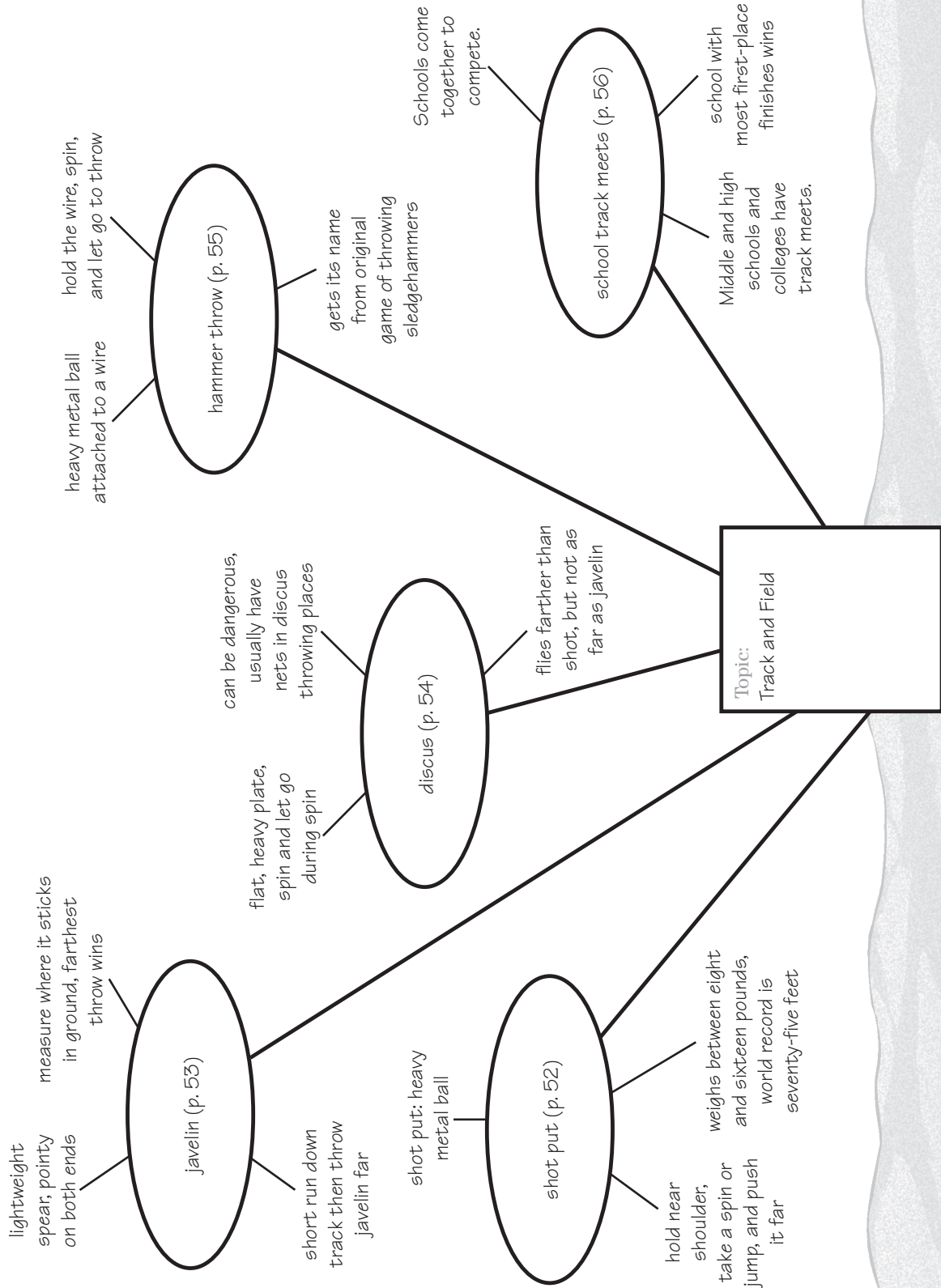
Grass is a type of green plant that grows out of the ground. The plants look like narrow leaves sprouting out of the earth. If allowed to grow, grass can grow taller than a person. There are many types of grasses. Grass is important to farming because many animals can eat grass. Grass covers a lot of the land on the earth, from backyards to wide open fields.

A champion athlete needs to be fair and hard working. It is important to be fair. Champion athletes are rewarded for their hard work over the years. It takes a lot of practice for athletes to become really good at their sports. It also takes hard work to keep playing and practicing when you do not do very well. Athletes have to keep working to make themselves better each time they play. An athlete needs to play fair and work hard to win championships.



Title: Run! Jump! Throw! The World of Track and Field, cycle 2

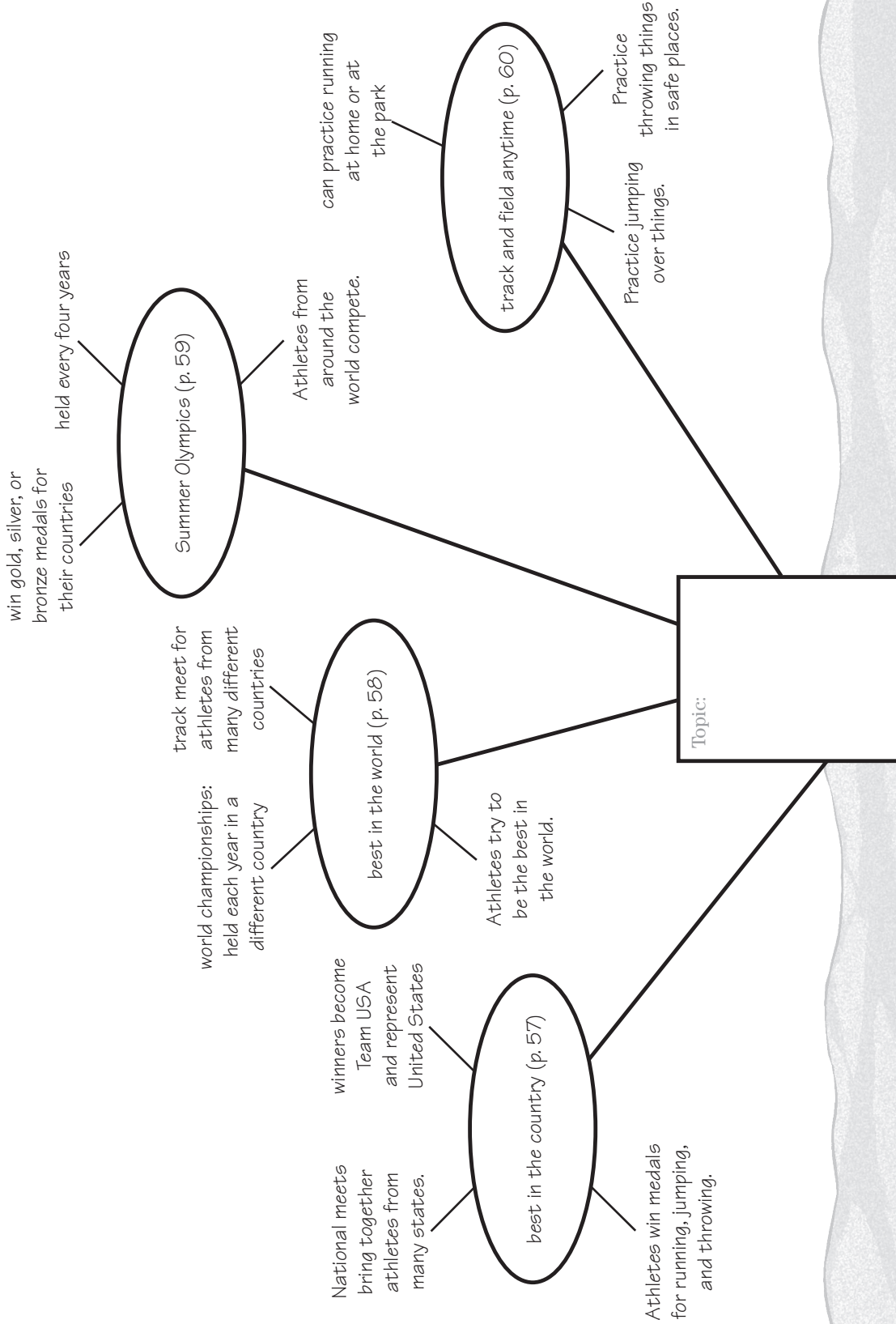
Idea Tree



Idea Tree



Run! Jump! Throw! The World of Track and Field,
Title: cycle 2, cont.



Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

<i>LEVEL 2 / Run! Jump! Throw! The World of Track and Field</i>
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Key Ideas and Details</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.2.3d Decode words with common prefixes and suffixes.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>

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The Savvy Reader—Summarizing Level 2

Student Edition

Summarizing at the Lukasa Storyteller’s Academy..... S-1
Serena’s Simple Shoes..... S-5
Run! Jump! Throw! The World of Track and Field..... S-17

Summarizing at the Lukasa Storyteller’s Academy

DAY 1

Team Talk

1. What tools can help you learn to summarize?
2. On Mother Griot’s lukasa, beans, shells, and seeds represent the important events or ideas in a story. How does her lukasa help her to tell a story to someone else?
3. If you were to tell a friend the most-important thing about a lukasa, what would you say? (Write-On)

Griot’s Challenge

Mother Griot at the Lukasa Storyteller’s Academy has given us a challenge. She’s given us a story about Griot Kenyatta, one of the teachers at the academy. The story, *A Gift in the Storm*, is in your collection of readings. Mother Griot wants us to read and retell the story and to pick out the most-important events or ideas. I’ll bet the Summarizing Strategy Card will help us. I’ll go first.

DAY 2

Team Talk

1. What are the story elements?
2. What did you notice about the way Kayla, Diop, Matthew, and Heaven retold parts of the story?
3. How do you retell a story? How do you think retelling a story helps you to be a better reader? (Write-On)

Griot's Challenge

Mother Griot has another challenge for us. She wants us to practice identifying some of the story elements in *A Gift in the Storm*, the story about Griot Kenyatta that we read. I'd like you and your partner to take turns rereading the story. When you've finished, discuss what you think the main characters, setting, and story problem are. Knowing the story elements will help us summarize and remember the story. Your Summarizing Strategy Card will remind you of the story elements.

DAY 3

Team Talk

1. How do Kayla, Diop, Matthew, and Heaven know which events or ideas are important and which are less-important details? (Write-On)

Important Ideas and Events

Which events or ideas do you think are less important and could be taken off the list?

Here's a hint: Mother Griot said two of them are less important.

Important Ideas, pages 3 and 4

1. Leopard decides to eat Anansi.
2. Leopard goes to Anansi's house.
3. Anansi's house is made of banana leaves.
4. Anansi knows Leopard is waiting for him.
5. Leopard puts his nose in his paw.
6. Anansi goes home.

Griot's Challenge

Griot Kenyatta has a challenge for us! You have already read and retold the story, *A Gift in the Storm*, and identified the main characters, the setting and the story problem. You're well on your way to creating a summary! Today Griot Kenyatta would like you to look at the list we made of the events or ideas in the story, pick out the most-important ones, and eliminate the less-important ones. I'd like you to work on this challenge with your partner. Now we know that the most-important events or ideas usually have to do with the story elements, so use your strategy card to remind you of the story elements. Griot Kenyatta may think she can stump you, but I don't think she can!

DAY 4

Team Talk

1. The students listed many events or ideas for the story. How does Griot Kenyatta help the students cut down their list of important events or ideas to just a few?
2. How will putting information on a story map help the students at the academy become better storytellers? (Write-On)

Griot's Challenge

Griot Kenyatta has challenged us to complete a story map for *A Gift in the Storm*. Here's what you'll need for the challenge: the story and a story map. Here's the list we made of the main characters, setting, and story problem and our list of important events and ideas. I would like you to complete the story map with your partner. Remember how Griot Kenyatta helped the students at the academy cut down their list of important events or ideas to just a few? I'll bet you and your partner can do that too!

DAY 5

Team Talk

1. How does your summary compare with that of the students on the video?
2. What was the hardest part of writing a summary? What was the easiest part? (Write-On)

Griot's Challenge

Griot Kenyatta has another challenge for us. She wants you to write a summary of the story *A Gift in the Storm*. You will use the story map you completed to write it. I'd like you to write the summary as a team. Talk about what you plan to write first. Then, I'd like (students selected) to write the first sentence. The rest of the team can take turns adding sentences until you finish the summary. See if you can cut down your list of events or ideas to just a few very important ones, and keep it short! I'm sure Griot Kenyatta will be very impressed with your summary!

DAY 6

Team Talk

1. What are the three steps to summarizing?
2. What helps you figure out what is important in the story?
3. What are the story elements?
4. How does the story problem help you find the important events or ideas in a story? (Write-On)

DAY 7

Team Talk

1. What is one question you had before you began reading?
2. On your story map, write the important events from paragraph 4.
3. Use the information you have written on your story map to write a brief summary of paragraph 9. (Write-On)

Serena's Simple Shoes

Word	Identification Strategy	Definition	Sentence
prepare	chunk	get ready	To <i>prepare</i> to bake cookies, wash your hands first.
precise	-c = /s/ chunk	exact	I don't know the <i>precise</i> number of students in class, but I guess there are about twenty.
aisle	-ais = /i/ blend	open area between sections of seats	The bride walked down the <i>aisle</i> and looked at the people sitting around her.
drenched	base word + ending	very wet, soaking	I was <i>drenched</i> after playing in the rain without a raincoat.
strolled	base word + ending	walked slowly and without a care	The shoppers <i>strolled</i> through the store, not really looking for anything.
entered	base word + ending	went in	Teresa said, "Go in first," so John <i>entered</i> the building.
practical	chunk	useful	Jeans are much more <i>practical</i> than a dress if you're working outside.
argue	chunk	have a disagreement	The brothers would <i>argue</i> when they couldn't decide which game to play.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 24 (paragraphs 1–3)	Page 24 (paragraphs 1–3) or 26 (paragraphs 1–3)	Page 24 (paragraphs 1–3), 26 (paragraphs 1–3), or 28 (paragraphs 1–4)

DAY 1

Team Talk

1. Use sequence words to tell how Serena gets ready to go outside.
2. What conclusion can you draw about what galoshes do?
 - a. They help to keep old shoes in one piece.
 - b. They make your shoes look nicer.
 - c. They protect your shoes from getting wet.
 - d. They keep your shoes from flapping.
3. Why can't Serena's mom find her umbrella?
4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On)

It is raining outside.

Serena puts on her rain slicker, rain hat, and galoshes.

Serena tells Mom where to find her umbrella.

DAY 2

Team Talk

1. What do you think the bus driver means when he says, "It's a wet one out there"?
2. How is riding the bus different for Serena than it is for her mom?
3. Why does a man walking outside get wet from a puddle?
 - a. He is stomping through the puddle.
 - b. Someone pushes him into the puddle.
 - c. A car drives through the puddle.
 - d. He trips and falls in the puddle.
4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On)

Serena and Mom get on the bus.

They find two seats.

Serena watches out the window.

Write a synonym for each of the following words.

1. coat 2. paste 3. step 4. herd

prepare

precise

aisle

drenched

strolled

entered

practical

argue

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. Draw a picture to show your understanding of the word *drenched*.

DAY 3

1. How is the weather different when Serena and Mom get off the bus from when they got on?
2. What is the effect of ringing the bell?
 - a. The bus pulls over and stops.
 - b. The bus speeds up.
 - c. The bus riders win prizes.
 - d. The bus driver changes radio stations.
3. What words does Serena rhyme together when she sings on this page?
4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On)

Mom rings the bell.

Serena and Mom get off the bus.

They walk to Frank's Fancy Footwear.

Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. hidden 2. cover 3. ring 4. duty</p>			
Building Meaning	prepare	precise	aisle	drenched
	strolled	entered	practical	argue
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank. As we _____ the store, we were greeted by an employee who asked if we needed help with finding anything.</p>			
Practice Lists	Group 1			
	muck tuck truck	duck suck yuck	luck buck stuck	
	Group 2			
	yuck your stuck	today luck bring	buck cut muck	

DAY 4

Team Talk

1. Look at the drawing on the page. What do you think the tags on the shoes mean? Support your answer.
2. How does Mom think the simple brown shoes are different from the fancy boots?
3. Which of the following do you think Serena will most likely do?
 - a. choose to buy the simple brown shoes
 - b. argue with her mom about the boots
 - c. choose to buy the fancy leather boots
 - d. leave the shoe store without new shoes
4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On)

Serena likes the fancy leather boots.

Mom disagrees with Serena.

Mom shows Serena a pair of simple brown shoes.

Skill Practice

Write a synonym for each of the following words.

1. rag 2. super 3. strange 4. amount

Building Meaning

prepare	precise	aisle	drenched
strolled	entered	practical	argue

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. Belinda had to prepare to sing by practicing the song and making sure she knew all the words to it. *Prepare* means—
 - a. wait.
 - b. get ready.
 - c. delay.
 - d. get nervous.

On My Own	duck muck today	truck your cut	bring luck tuck
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DAY 6

Writing Prompt	<p>Think of a familiar story that a young child would like to hear. Identify the most-important parts of the story, and list them on a story map. List the characters, main problem in the story, most-important events, and how the story ends. Use the story map to write a summary of the story. Your summary will tell the story in a short way. When you have finished, read your story summary aloud to your partner to find out whether you have included the most-important information, left out the less-important information, and made your summary short.</p>
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Scoring Guide	The summary includes all the important elements, and it makes sense.	35 points
Scoring Guide	The summary leaves out less-important events and details.	35 points
Scoring Guide	The summary is short enough to tell to a young child.	20 points
Scoring Guide	The summary is written in complete sentences.	10 points

Serena's Simple Shoes

Word	Identification Strategy	Definition	Sentence
cheered	base word + ending	yelled loudly and happily	The crowd <i>cheered</i> when their team scored.
leapt	ea = /eh/ blend	jumped	The deer <i>leapt</i> over the log to avoid tripping as it ran.
outrun	compound word	run faster than	A rabbit can <i>outrun</i> a turtle.
feared	base word + ending	worried, was scared	When I broke the window, I <i>feared</i> what Dad would say.
ruined	base word + ending	wrecked, destroyed	Johan's white shirt was ruined when he spilled ketchup on it.
scrubbed	base word + ending	cleaned hard	Marcie <i>scrubbed</i> as hard as she could, but she couldn't get the ink stain out.
spun	blend	twisted, turned around fast	The toy top <i>spun</i> around on the floor.
exchanged	chunk	traded, swapped	My dad <i>exchanged</i> his old car for a new one yesterday.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 33 (paragraphs 1–3)	Page 33 (paragraphs 1–3) or 35 (paragraphs 1–3)	Page 33 (paragraphs 1–3), 35 (paragraphs 1–3), or 37 (paragraphs 1–7)

DAY 1

Team Talk

1. Which of the following best describes Serena in the morning at school?
 - a. eager to play soccer at recess
 - b. in love with her simple shoes
 - c. jealous of Monique's fancy boots
 - d. proud of her soccer kicking skills

Tell why you chose your answer.

2. What happens when the soccer ball rolls near Serena?
3. Why do you think Serena wonders if Monique's fancy boots are good for kicking balls? Support your answer.
4. Summarize this part of the story, telling at least one important event from the reading. (Write-On)

DAY 2

Team Talk

1. What does the sentence, "Serena ran as fast as lightning," mean?
 - a. She ran very quickly.
 - b. She shocked Monique.
 - c. She made it thunder.
 - d. She looked very bright.
2. Why does Monique have to take off her boots?
3. Do you think Serena feels bad that Monique's feet hurt and that Monique lost the race? Why or why not?
4. Summarize this part of the story, telling at least one important event from the reading. (Write-On)

Skill Practice

Write each compound word in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.

1. babysitter
2. toothpick
3. seashore
4. moonlight

Building Meaning	cheered	leapt	outrun	feared
	ruined	scrubbed	spun	exchanged
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>6. Which of the following is something you might get <u>cheered</u> at for doing?</p> <ol style="list-style-type: none"> spilling milk losing your homework winning a ball game stealing a lunch 				

DAY 3

Team Talk	1. Why do you think Serena takes off her shoes before she walks into the house? Support your answer.
	2. Use sequence words to tell how Serena cleans her shoe.
	3. When the shoe cleans easily, Serena is—
	<ol style="list-style-type: none"> surprised. confused. angry. excited.
4. Summarize this part of the story, telling at least one important event from the reading. (Write-On)	

Skill Practice	<p>Write each compound word in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.</p>
	<p>1. plaything 2. schoolhouse 3. grandparent 4. northeast</p>

Building Meaning	cheered	leapt	outrun	feared
	ruined	scrubbed	spun	exchanged
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Which of the following is not something you might get <u>cheered</u> at for doing?</p> <ul style="list-style-type: none"> a. winning a science fair b. getting a perfect score c. appearing in a play d. losing a spelling bee 			

Practice Lists	Group 1		
	firefighter	pancake	carpool
	blackbird	teamwork	caveman
	doughnut	eyesight	forehead
	Group 2		
caveman	sure	eyesight	
handed	firefighter	few	
pancake	makes	teamwork	

DAY 4

Team Talk	<ol style="list-style-type: none"> Which of the following most likely made Monique want the same simple shoes that Serena has? <ol style="list-style-type: none"> She thinks Serena has better taste in clothes. She wants the simple shoes anyway. She thinks brown shoes are more attractive. She wants to race Serena without her feet hurting. What are the rhyming words in the song Serena sings? How do you think Serena and Monique's race will end today? Why? Summarize this part of the story, telling at least one important event from the reading. (Write-On)
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Skill Practice	<p>Write each compound word in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.</p> <p>1. shoelace 2. underground 3. bookworm 4. lifeboat</p>
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Building Meaning	cheered	leapt	outrun	feared
	ruined	scrubbed	spun	exchanged
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. Choose the word that best fits in the blank. José _____ his bike with an old toothbrush and soapy water until it shone like new. 			

On My Own	<p>makes</p> <p>forehead</p> <p>carpool</p>	<p>doughnut</p> <p>handed</p> <p>blackbird</p>	<p>few</p> <p>sure</p> <p>firefighter</p>
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DAY 6

Writing Prompt

Imagine that you are Serena, and you want to write an entry in your journal that tells about what happens after you wear your simple shoes to school. You will write a journal entry using Serena's favorite way of talking: a song. Think about how Serena might summarize what happens to her after she wears her new simple shoes to school. Your song should be at least three verses long, with four lines in each verse. In your song, you should tell at least three important events that happen to Serena in the text. Your song should have the rhyme pattern *abcb*, with two rhyming words in each verse. Your song will be the body of a journal entry. Your journal entry should have a date, a greeting, the song in the body, a closing, and a signature.

Scoring Guide

You summarize what happens to Serena after she wears her simple shoes to school in song in a journal entry.

25 points

Your song is at least three verses long, with four lines in each verse.

25 points

You tell at least three important events that happen to Serena after she wears her simple shoes to school.

**10 points each
(30 points maximum)**

Your song has the rhyme pattern *abcb*, with two rhyming words in each verse.

20 points

Run! Jump! Throw! The World of Track and Field

Word	Identification Strategy	Definition	Sentence
speedy	base word + ending	fast	I like riding the <i>speedy</i> train that gets me to faraway places quickly.
length	blend	distance	Kangaroos can jump a <i>length</i> of twenty-five feet when they are moving at full speed.
usually	base word + ending	normally	I <i>usually</i> get up at seven o'clock, but today I slept in and got up later.
hands	base word + ending	gives to	Every afternoon, our teacher <i>hands</i> us our homework assignments.
attempts	base word + ending	tries	It took three <i>attempts</i> , but I finally memorized my lines and could say my part without stopping.
clear	blend	go over, get past	My dog can run, jump, and <i>clear</i> a four-foot-tall fence with no problems.
raised	base word + ending	made higher	Kendra <i>raised</i> her hand because she knew the correct answer to the question.
shoves	base word + ending	pushes hard	Margaret <i>shoves</i> her laundry into a bag when she needs to wash it in the laundry room.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 49 (paragraph 1)	Page 49 (paragraph 1) or 46 (ending with "...one after another.")	Page 49 (paragraph 1), 46 (ending with "...one after another."), or 51 (ending with "...down the track.")

DAY 1

Team Talk

1. Choose the important idea from page 44 from the following list. Then tell why you think this is an important idea. (Write-On)

Runners line up at a starting line.

Sprints are measured in meters.

Sprinters run as fast as they can to win.
2. Why do long-distance runners need stamina?
3. What does the first runner in a relay do with the baton **before** he or she stops running?
4. Hurdle races are different from other races because—
 - a. you pass batons to others while running.
 - b. you sprint around something while running.
 - c. you crawl under something while running.
 - d. you jump over something while running.

DAY 2

Team Talk

1. Use sequence words to describe the triple jump.
2. Choose the important idea from page 50 from the following list. Then tell why you think this is an important idea. (Write-On)

Jumpers jump onto a soft mat.

The highest jump over the bar wins.

Jumpers get two tries to clear the bar.
3. What happens when a pole-vault jumper shoves the pole into a hole in the track?
4. Which of the following statements is an opinion?
 - a. “The runner has a long pole in her hands.”
 - b. “This one is the neatest of them all.”
 - c. “If she clears it, they raise the bar.”
 - d. “Pole-vault jumpers can go as high as 20 feet into the air!”

Write a synonym for each of the following words.

1. throw 2. rattle 3. stream 4. field

speedy

length

usually

hands

attempts

clear

raised

shoves

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. Name two things that could be described as speedy.

DAY 3

1. The main idea of page 44 was that sprinters need to run as fast as they can to win. Use the following details to write a summary of the page. (Write-On)

Runners line up at a starting line.

They run as fast as they can to the finish line.

Sprint races come in many lengths.

2. What do you learn from the fact box on the bottom of page 44?
3. What do you think a relay runner would have to do to win the race if he or she dropped the baton? Support your answer.
4. Which of the following is the best way to win a hurdle race?
- Run quickly, but run into every hurdle on the track.
 - Run quickly without knocking down any hurdles.
 - Run more slowly without knocking down any hurdles.
 - Run more slowly and around the hurdles on the track.

Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. bind 2. rusty 3. equal 4. jog</p>			
Building Meaning	speedy	length	usually	hands
	attempts	clear	raised	shoves
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Name two things that could not be described as <u>speedy</u>.</p>			
Practice Lists	Group 1			
	strike	straw	string	
	stride	strong	stroll	
	street	straight	strap	
Group 2				
strong	winter	stride		
count	strap	dawn		
string	family	straight		

DAY 4

Team Talk

1. Describe how the triple jump is different from the long jump.
2. What happens when a high jumper or pole-vault jumper hits the bar and knocks it off?
 - a. The jumper is taken out of the competition right away.
 - b. The jumper has to start all over again at a lower height.
 - c. The jumper loses a turn to another competitor.
 - d. The jumper gets two more tries to clear the bar.
3. Why do you think there are soft mats for the high jumpers and pole-vault jumper? Support your answer.
4. Use the following list of important details and information from your idea tree to write a summary of this cycle of *Run! Jump! Throw! The World of Track and Field*. (Write-On)

Athletes can run and jump in track and field.

There are sprints and long-distance races on the track.

Jumpers have to jump as far or high as they can in events.

Skill Practice

Write a synonym for each of the following words.

1. jumped 2. stay 3. rug 4. trouble

Building Meaning	speedy	length	usually	hands
	attempts	clear	raised	shoves
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Donata <u>raised</u> her plate a few inches so her dog couldn't jump up and steal her snack from it. <i>Raised</i> means—</p> <ol style="list-style-type: none"> moved lower. pushed aside. pulled closer. made higher. 			
On My Own	strap	dawn	count	
	family	string	straight	
	winter	street	strong	

DAY 6

Writing Prompt	<p>You read about three running events and three jumping events this cycle. These events have a lot of similarities and differences. Write a paragraph that compares and contrasts either the three running events or three jumping events. Begin your paragraph with a sentence that states what you are comparing and contrasting. Explain at least one thing all three events have in common. Then explain at least one way that each event is different. Your paragraph should end with a sentence that restates the main idea.</p>
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Scoring Guide	You write a compare-and-contrast paragraph about either three running events or three jumping events from the text.	25 points
	Your paragraph begins with a sentence that states what you are comparing and contrasting.	10 points
	You explain at least one thing all three events have in common.	15 points
	You explain at least one way that each event is different.	15 points each (45 points maximum)
	Your paragraph ends with a sentence that restates the main idea.	5 points

Run! Jump! Throw! The World of Track and Field

Word	Identification Strategy	Definition	Sentence
lightweight	compound word	not heavy	The cat looked huge because of its thick fur, but it was actually very <i>lightweight</i> .
spin	blend	twirl	The dancers <i>spin</i> so fast they look like blurs on the stage.
sails	base word + ending	flies	The ball <i>sails</i> through the air as the two children pass it to each other.
pounds	base word + ending	hits hard	The jackhammer <i>pounds</i> into the cement to break it into small pieces.
occur	chunk	happen	Two sporting events will <i>occur</i> today, so the school will be a busy place.
earn	blend	receive, as an award	Morgan will <i>earn</i> a star if she gets an A on her spelling test.
grandest	base word + ending	biggest, best	Julia is throwing her sister the <i>grandest</i> party anyone has ever seen.
compete	chunk	go up against someone, as in a game or contest	The two teams will <i>compete</i> for the trophy tomorrow.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 57	Page 57 or 55 (ending with "...lets go of the wire.")	Page 57, 55 (ending with "...lets go of the wire."), or 59 (paragraph 2)

DAY 1

Team Talk

1. According to the fact box on page 53, how were javelins used **before** they were used in competitions?
2. Which of the following is the most-important idea from the section “Watch out!”?
 - a. Javelin throwers try to throw a lightweight metal spear far.
 - b. Javelins have two pointy ends.
 - c. Javelins soar through the air farther than shot puts.
 - d. Javelin throwers run a few steps to throw.

Tell why you think this is the most-important idea. (Write-On)

3. Why are there nets around the places discus throwers throw from?
4. How is the hammer similar to the shot put? How is it different?

DAY 2

Team Talk

1. Team USA is made up of—
 - a. the best track-and-field athletes in the world.
 - b. track-and-field athletes from the biggest states.
 - c. track-and-field athletes from just one state.
 - d. the best track-and-field athletes in the United States.
2. Which of the following is the most-important idea from the section “Best in the Country”?
 - a. Some states do not send athletes to the track meets.
 - b. Athletes from all over the country compete against each other.
 - c. National champions are called Team USA.
 - d. The athletes earn medals for winning.

Tell why you think this is the most-important idea. (Write-On)

3. How are the world championships different from the Summer Olympics?
4. Why do you think the author warns readers to be careful where they throw things?

Skill Practice

Write each word in your journal. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. suffers 2. freshest

Building Meaning

lightweight	spin	sails	pounds
occur	earn	grandest	compete

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

4. Choose the word that best fits in the blank.

The carpenter _____ the nail into the wood with the hammer until the nail is in all the way.

DAY 3

Team Talk

1. Do you think you have to be as careful around the javelin event as you do the discus event? Explain.
2. The most-important idea in the section titled “Watch out!” was that javelin throwers try to throw a lightweight spear far. Which of the following is a less-important detail from the section?
 - a. The farthest throw in a javelin competition wins.
 - b. Officials measure the throw to where the javelin sticks in the ground.
 - c. The javelin is lightweight and flies further than the shot.
 - d. The Greeks made javelins lighter for throwing competitions.

Use the important details from the choices to write a summary of the section. (Write-On)

3. Which of the following best describes the main idea of the third paragraph on page 54?
 - a. what a discus looks like compared with a shot put
 - b. how to throw a discus
 - c. staying safe while throwing the discus
 - d. how to catch a flying discus
4. What do you learn from the fact box on page 55?

Skill Practice

Write each word in your journal. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. slides
2. wildest

Building Meaning	lightweight	spin	sails	pounds
	occur	earn	grandest	compete
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. The scientists saved their <u>grandest</u> announcement for last so they could really amaze the crowd. <i>Grandest</i> means—</p> <ol style="list-style-type: none"> smallest. most unusual. most boring. biggest. 			

Practice Lists	Group 1		
	movies	brightest	crawls
	highest	forgets	youngest
	subtracts	sharpest	bravest
Group 2			
forgets	live	chalk	
bravest	its	movies	
youngest	him	crawls	

DAY 4

Team Talk	<ol style="list-style-type: none"> The world championships are different every year because— <ol style="list-style-type: none"> the athletes do different events. they are held in a different country. new events are added each year. different prizes are awarded to the winners. Why are many running, jumping, and throwing events done at the Summer Olympics every four years? Do you think the author wants you to take part in track and field? Support your answer. Use information from your idea tree to write a summary of this cycle of <i>Run! Jump! Throw! The World of Track and Field</i>. (Write-On)
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.</p> <p>1. coolest 2. glows</p>
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Building Meaning	lightweight	spin	sails	pounds
	occur	earn	grandest	compete
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. Choose the word that best fits in the blank. I like to sit in my dad’s big office chair and _____ quickly to get dizzy. 			

On My Own	its subtracts sharpest	chalk him highest	brightest forgets live
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DAY 6

Writing Prompt

You read about a lot of levels of competition in track and field. You can compete locally, nationally, and against people from all over the world. Winners at national- and world-championship track meets are called champions. A lot of other sports have champions too. Write a paragraph that explains two characteristics of a champion athlete. Begin your paragraph with a sentence that introduces the two characteristics you think a champion has. In your paragraph, provide at least two details for each characteristic of a champion. Your details should be descriptive. You should end your paragraph with a sentence that restates the main idea.

Scoring Guide

You write a paragraph that describes a champion athlete.

25 points

Your paragraph begins with a sentence that introduces the two characteristics you think a champion has.

20 points

You provide at least two descriptive details about each characteristic.

**10 points each
(40 points maximum)**

Your paragraph ends with a sentence that restates the main idea.

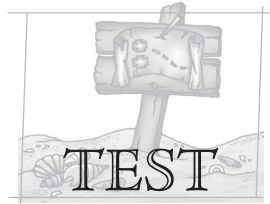
15 points

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Comprehension Questions

Read *The Memory Maker*, and answer the following questions.

The Memory Maker

1. Donte was bored. Rain had poured down for three days straight. It was summer, but Donte couldn't even go outside. He thought and thought about what he could do. He knew he couldn't spend one more day on the couch.
2. He decided to call Tayshaun. Maybe T would have an idea of what they could do. But T's mom said that T was taking a nap. Donte didn't want to sleep. It was summer! He wanted to have fun. So he thought he'd ask his older brother, Darnell, what to do.
3. Darnell didn't have any ideas either. So Donte asked his mom if he could go down to the basement. "What do you want to do in the dirty old basement?" his mom asked. "It's better than watching television or taking a nap!" Donte told her. "I guess you're right. Go ahead," his mom agreed.
4. As he made his way downstairs, Donte got a little scared. The basement was cold and damp. But once he found the light, he felt better. With the light on, Donte could see lots of boxes. They were stacked to the ceiling in some corners. "Wow," Donte said to himself. "This can definitely keep me busy." He walked over to a short stack of boxes and opened up the first one. It was labeled "Dad's Things."
5. Donte couldn't believe what he saw in the box. There were hundreds of pictures! There were black-and-white pictures and pictures in color. But Donte could tell that they were from a long time ago. His mom was in some of the pictures. She looked younger, but he knew it was her. Why were all these pictures thrown in a box like this?

6. Just then, Donte's mom came down to check on him. "So what did you find?" his mom asked. "Mom! Look at these pictures! Where did they come from?" Donte asked. His mom knelt down to the box. "Oh my," she said. "These are my father's pictures. We packed them up so quickly, and I forgot all about them. What a find!"

7. "Are all these boxes from Grandpa's house?" Donte asked. "Well, this stack here is," said his mom. "You can go through it if you want. Who knows what you'll find." Donte couldn't think of a better activity for a rainy summer day. He couldn't wait to open the next box. When he did, he realized that he was going to find a lot of memories in the boxes. Before long, he had a great idea.

8. He ran up to his room and got his art supply box. Construction paper, markers, scissors, glue, and tape were inside the box. He knew that he could do something special with the things he had found. He carried the box to the basement. He found his favorite pictures from Grandpa's first box. Then he looked to see what else he could find.

9. At dinner that night, Donte gave his mom what he had made. She looked at the booklet of bright paper and then at Donte. She opened the book slowly. It said "Mom's Memories" on the cover. Inside, she found crinkled pictures that had been flattened out and taped to the paper. Each picture was from a different time in her life. Donte had written little notes next to each picture. He had also glued other things that he had found in the boxes into the book—a piece of Mom's baby blanket, Grandmom's kerchief that Mom had used on her wedding day, and Donte's hospital bracelet from when he was born. As his mom looked through the book, tears sprang into her eyes. Donte knew he had found the best rainy-day project ever.

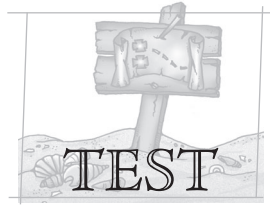
1. Which story elements help you predict the main idea of this story?
Write one of the story elements on your story map.
2. What is one question you had about the main idea before you began reading the story?

3. Which of the following best describes the main idea of paragraph 4?
 - a. Donte is a little scared.
 - b. The basement is cold and damp.
 - c. There is a light in the basement.
 - d. Donte finds a box labeled “Dad’s Things.”

4. On your story map, write down the story’s main problem and an important event from the story.

5. Which of the following best describes the main idea of paragraph 7?
 - a. The boxes are Grandpa’s.
 - b. Donte is going through the stack of boxes.
 - c. He can’t wait to open the next box.
 - d. Donte can’t think of a better activity for a rainy day.

6. Use the information you wrote on your story map to write a brief summary of paragraph 9.



Comprehension Questions

Read page 29 of *Serena's Simple Shoes*, and answer the following questions.

1. How is Serena's bus ride different from her mom's bus ride?
 - a. Mom has to stand because there aren't enough seats.
 - b. Mom rides for free because she is an adult.
 - c. Serena rides for free because she is a child.
 - d. Serena cannot ride the bus because children aren't allowed.
2. Why does Serena's mom like the simple brown shoes more than the fancy leather boots?
3. Read the following list of important events from earlier in the story. Then write a summary about the first part of the story.

Serena and Mom go shoe shopping.

Serena and Mom ride the bus.

Mom rings the bell to stop the bus near the shoe store.

Serena likes a pair of fancy boots.

Mom likes a pair of simple brown shoes.

4. What does Serena do **after** she puts on the simple brown shoes?

5. Which of the following is a conclusion you can draw about Serena's feelings about the fancy leather boots?
- a. Serena likes the simple brown shoes much more than the boots.
 - b. Serena still wishes she could buy the fancy leather boots.
 - c. Serena thinks the simple brown shoes are fancier than the boots.
 - d. Serena has forgotten all about the fancy leather boots.

6. Read the following list of important events from today's reading. Then write a summary about this part of the story.

Serena tries on the simple brown shoes.

She walks around in the shoes.

She says they feel good.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write a synonym for each of the following words.

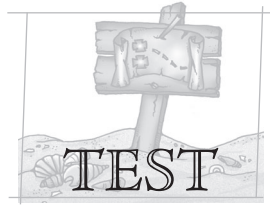
1. under 2. let 3. easy 4. whole

Building Meaning

prepare	precise	aisle	drenched
strolled	entered	practical	argue

5. Write a meaningful sentence for the word *drenched*.
6. We were in no hurry, so we _____ down the street after school.

7. Dad always said, “Don’t argue with me,” when he gave me a chore I didn’t like to do. *Argue* means—
- make an arrangement.
 - agree.
 - apologize.
 - have a disagreement.
8. We walked down the _____ of the theater until we found two empty seats.
9. My gloves are full of holes and aren’t very practical for playing in the snow. *Practical* means—
- expensive.
 - pretty.
 - useful.
 - useless.
10. To _____ to watch the movie, I made a big bowl of popcorn and sat in the most comfortable chair in the room.
11. Dr. Wallace, a scientist, is very precise and careful with everything he does. *Precise* means—
- exact.
 - dim.
 - foggy.
 - bland.
12. Mort _____ the lobby of the bank to escape from the cold temperatures and wind.



Comprehension Questions

Read pages 38 and 39 of *Serena's Simple Shoes*, and answer the following questions.

1. How does Serena feel when she sees Monique wearing the fancy boots?
 2. Why does Monique have to stop running?
 - a. The boots hurt her feet.
 - b. She steps in a mud puddle.
 - c. She reaches the street first.
 - d. The boots come untied.
 3. Write a summary of the first part of the story. Tell at least three important events in your summary.
 4. How does Monique run today compared with yesterday?
 - a. She runs more slowly than Serena even in new shoes.
 - b. She runs faster than Serena.
 - c. She runs more slowly because her feet still hurt.
 - d. She runs just as fast as Serena.
 5. What lesson do Serena and Monique learn?
6. Write a summary of today's reading. Tell at least one important event in your summary.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write each compound word on your paper. Then write the two words that make up each compound word. Draw a sailboat if you need help.

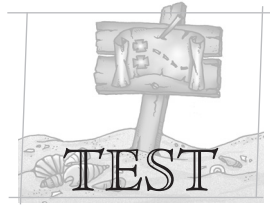
1. backpack 2. snowman 3. uphill 4. rainbow

Building Meaning

cheered	leapt	outrun	feared
ruined	scrubbed	spun	exchanged

5. Write a meaningful sentence for the word *spun*.
6. It's difficult to _____ an alligator, so wildlife experts always advise that you stay far away from them.
7. At first, Georgio thought he had ruined his painting when he spilled water on it, but later he liked how it looked. *Ruined* means—
- improved.
 - wrecked.
 - fixed.
 - created.
8. We all _____ loudly when my brother's name was announced as the winner of the prize.

9. I didn't want potato chips in my lunch, so I exchanged them for pretzels. *Exchanged* means—
- traded.
 - threw away.
 - tossed.
 - trampled on.
10. Ike _____ that there wouldn't be any tickets left when we got to the stadium, but we still got good seats.
11. The creek wasn't very wide, so I just leapt across it instead of looking for a bridge. *Leapt* means—
- waded.
 - trotted.
 - swam.
 - jumped.
12. The cat _____ her face with her paw after she stuck her nose into the sticky tree sap.



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Running Long and Slow

One of the longest races is a marathon. The race is about twenty-six miles long. It is usually run on roads. Many cities around the world have these races. The cities often change the running paths each year. This keeps the races fun. Thousands of people run in them.

These races are hard to run. It takes a lot of work. People train by running very often. They practice running at a steady speed. The fastest runners finish after two hours. Most people take longer. Many people walk. It doesn't matter how fast you go. Finishing a marathon is great.

Sources www.soyouwanna.com/soyouwanna-run-marathon-1249.html
www.ingnycmarathon.org/index.htm
www.baa.org/races/boston-marathon.aspx

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to explain how the reader can train for a marathon
 - b. to inform the reader about the longest running race
 - c. to persuade the reader to sign up for a marathon
 - d. to help the reader compare marathons with sprints

How do you know?

3. Do you think most people who run marathons are hoping to win the race? Explain your answer.

4. Choose the important detail from the text from the following list. Then explain why this is an important detail.

A marathon is about twenty-six miles long.

Many people walk during marathons.

Changing the running path makes a marathon more fun.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write a synonym for each of the following words.

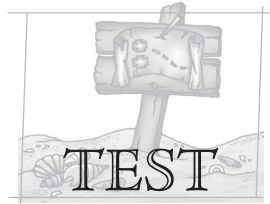
1. wise 2. touch 3. boom 4. choke

Building Meaning

speedy	length	usually	hands
attempts	clear	raised	shoves

5. Write a meaningful sentence for the word *clear*.
6. Mrs. Clausen _____ out star stickers to students who showed good teamwork throughout the week.

7. Usually I don't like eating a lot of sweet things, but I always love my mom's peanut butter cookies. *Usually* means—
- normally.
 - strangely.
 - curiously.
 - totally.
8. My dog always _____ her dinner bowl into my hand to tell me when she's hungry.
9. Marco takes three attempts to get the right answer to a math problem before he asks someone for help. *Attempts* means—
- guesses.
 - notes.
 - tries.
 - winks.
10. The tortoise was not very _____ and took nearly twenty minutes to cross the road.
11. Willa raised her bed off the floor so she could store her winter clothes under it during the summer months. *Raised* means—
- made wider.
 - made higher.
 - made shorter.
 - made lower.
12. Fred knew the _____ to the goal was great, but he also knew he could kick the ball farther than it.



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Playing Fair

Just like any other sport, track and field has rules. Athletes need to follow the rules. This keeps the event fair for everyone. Track-and-field judges watch the athletes as they run, jump, and throw. The judges make sure that all the runners start the race at the same time. They make sure the runners follow the right path. Judges make sure the jumpers jump from the right places. They make sure throwers do not step out of their circles. Judges want everyone to play fair. Judges don't want athletes to cheat for faster times, better jumps, or longer throws.

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author? How do you know?
3. What do you think happens if a runner gets a head start or doesn't follow the running path? Support your answer.

4. Which of the following is a less-important detail from the text “Playing Fair”?

- a. Judges watch runners, jumpers, and throwers.
- b. Athletes need to follow the rules.
- c. Judges make sure athletes do not cheat during events.
- d. Track and field is like other sports.

Use the important details from the choices and your idea tree to write a summary of the section.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write each word on your paper. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. fakest 2. orders 3. loudest 4. rubs

Building Meaning

lightweight	spin	sails	pounds
occur	earn	grandest	compete

5. Write a meaningful sentence for the word *earn*.
6. My dad would like me to _____ in hockey, but I’d rather play basketball instead.

7. “Watch as a bird sails through the air, and you’ll understand why people wanted to have wings too,” Grandpa said. *Sails* means—
- flies.
 - sinks.
 - swims.
 - falls.
8. The box looked big and bulky, but it was _____ because nothing was in it.
9. Lunar eclipses occur every year, but not everyone can see them all the time. *Occur* means—
- disappear.
 - skip.
 - forget.
 - happen.
10. Some think the Fourth of July fireworks in Washington, D.C. are the _____ display you can see in the country.
11. The spoiled little boy pounds his hands against the floor whenever he doesn’t get his way. *Pounds* means—
- lightly taps.
 - brushes.
 - hits hard.
 - pets.
12. I used to love riding the teacups at the amusement park and would _____ my cup as fast as I could.

